SITUACIONES DE APRENDIZAJE

Inglés

Lengua Extranjera · English

4.º ESO

10 situaciones de aprendizaje completas

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

Índice

Presentación del cuaderno 3

Plan general del curso 5

SdA 01 My Next Chapter 6

Annexes 1-10 · Input Pack, worksheets, templates, assessment and Teacher's Guide 14

SdA 02 Fact or Fake? 38

Annexes 1-10 · Input Pack, worksheets, templates, assessment and Teacher's Guide 46

SdA 03 The Newsroom 70

Annexes 1-10 · Input Pack, worksheets, templates, assessment and Teacher's Guide 78

SdA 04 There Is No Planet B 103

Annexes 1-10 · Input Pack, worksheets, templates, assessment and Teacher's Guide 111

SdA 05 Rights and Voices 137

Annexes 1-10 · Input Pack, worksheets, templates, assessment and Teacher's Guide 145

SdA 06 Innovation for Good 168

Annexes 1-10 · Input Pack, worksheets, templates, assessment and Teacher's Guide 176

SdA 07 Englishes Around the World 199

Annexes 1-10 · Input Pack, worksheets, templates, assessment and Teacher's Guide 207

SdA 08 Stories Across Cultures 232

Annexes 1-10 · Input Pack, worksheets, templates, assessment and Teacher's Guide 240

SdA 09 Ready for the Future 264

Annexes 1-10 · Input Pack, worksheets, templates, assessment and Teacher's Guide 272

SdA 10 Make a Difference 298

Annexes 1-10 · Input Pack, worksheets, templates, assessment and Teacher's Guide 308

Créditos, fuentes y condiciones de uso 334

PRESENTACIÓN

Un cuaderno para comunicarse en inglés con propósito

Este cuaderno reúne **10 situaciones de aprendizaje** completas de Inglés para 4.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 4.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 My Next Chapter
7 sesiones · describing strengths/interests; talking about plans and possibilities
🏆 Future pathways portfolio

2 Fact or Fake?
7 sesiones · evaluating claims; expressing certainty/uncertainty
🏆 Anti-misinformation guide

3 The Newsroom
7 sesiones · reporting events; summarising sources
🏆 Multimodal news programme

4 There Is No Planet B
7 sesiones · arguing; expressing cause and consequence
🏆 Evidence-based sustainability campaign

5 Rights and Voices
7 sesiones · explaining rights; summarising testimony
🏆 Rights & equality exhibition

6 Innovation for Good
7 sesiones · describing a problem; explaining a solution
🏆 Social-impact innovation pitch

7 Englishes Around the World
7 sesiones · describing language variation; comparing features
🏆 Interactive map of global Englishes

8 Stories Across Cultures
7 sesiones · narrating; describing viewpoint
🏆 Cross-cultural story anthology/podcast

9 Ready for the Future
7 sesiones · writing formal enquiries; describing skills and experience
🏆 Future-ready communication portfolio

10 Make a Difference
7 sesiones · researching and summarising; arguing
🏆 Final social-action project

01

SITUACIÓN DE APRENDIZAJE

My Next Chapter

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we communicate our strengths, interests and plans without pretending our future is already fixed?

CURSO 4.º ESO	**SESIONES** 7 sesiones	**BLOQUES DE SABERES** A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5	**PRODUCTO FINAL** Future pathways portfolio	**CRITERIOS DE EVALUACIÓN** 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 4.1, 5.3

Contexto, reto y producto final

El centro organiza la **Future Pathways Fair**, una feria de orientación para familias y alumnado de 3.º y 4.º de ESO. La organización pide al grupo de 4.º algo distinto de un folleto de promesas: quiere que cada estudiante se presente con honestidad —puntos fuertes, intereses y planes— sin fingir que su futuro ya está decidido. Un grupo de estudiantes de un centro asociado de Leicester ha enviado además sus propios perfiles para compararlos con los de la clase, y la pregunta que lo resume todo es: *«How can I talk about my plans without pretending to know everything?»*

Para responder, el alumnado lee perfiles y fichas de cursos **ficticios** de distintos países anglófonos y de España, analiza un inventario de destrezas, aprende a respaldar sus puntos fuertes con evidencias concretas y a hablar de planes con distintos grados de certeza (*be going to*, *will*, *might*, *hope to*). Después prepara un correo de consulta formal, hace una entrevista de información en parejas y, en la tarea de **mediación**, explica a un compañero con menos nivel una descripción de curso larga y formal, seleccionando solo lo práctico. Con todo ello construye un **Future pathways portfolio**, lo defiende en una breve conferencia y demuestra de forma individual su transferencia comparando dos itinerarios nuevos para un amigo.

Reto comunicativo

Create a Future pathways portfolio for the school's Future Pathways Fair: introduce your strengths and interests with real evidence, present at least two routes after ESO with equal respect, write a polite enquiry to a course, and show honestly what you are sure about and what you still don't know.

Producto final

Future pathways portfolio.

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.

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.

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.
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.
B3	Estrategias y herramientas de uso común para la autoevaluación, la coevaluación y la autorreparación, analógicas y digitales, individuales y cooperativas.
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
describing strengths/interests; talking about plans and possibilities; requesting information; reflecting on learning

Grammar in context
future forms; present perfect for experiences; modals of possibility; gerunds/infinitives after common verbs; linkers

Vocabulary
education and training; skills; interests; work/study pathways; applications

Pronunciation / phonology
formal vs informal tone; sentence stress in self-presentation; word stress in education vocabulary

Mediation focus
Explain a training/course description to another learner, selecting the practical information they need.

Intercultural focus
Present multiple academic/vocational pathways without hierarchy or gender stereotypes.

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 pathway/course information.
- Write a coherent personal statement-style text without oversharing.
- Discuss plans with appropriate uncertainty.
- Ask for clarification in educational contexts.
- Analyse learning progress and set realistic language goals.

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

Explore fictional pathway profiles and information pages

Evidence: Worksheet 1: diagnóstico, comprensión de perfiles (F1) y fichas de cursos (F2) y comparación de itinerarios.

Worksheet: Annex 3 · 1

2

SESSION 2

Skills/interests language and evidence workshop

Evidence: Worksheet 2: relación de destrezas con evidencias (F3), reescritura de afirmaciones vagas y párrafo personal de puntos fuertes.

Worksheet: Annex 3 · 2

3

SESSION 3

Future forms and possibility language

Evidence: Worksheet 3: listening con tres notas de voz sobre planes (grados de certeza), formas de futuro y texto breve de planes.

Worksheet: Annex 3 · 3

4

SESSION 4

Information interview role-play

Evidence: Worksheet 4: listening de una consulta en un open day, preguntas indirectas y preparación del role-play con las tarjetas A/B (F8).

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: explain a course description to a peer in simpler English

Evidence: Worksheet 5: mediación de la descripción de curso (F6) a inglés sencillo para Nadia y aviso en español explicado a un compañero.

Worksheet: Annex 3 · 5

6

SESSION 6

Build portfolio: profile, goals, sample enquiry and reflection

Evidence: Worksheet 6: borrador del portfolio (Anexo 4), reescritura de un correo informal y revisión entre equipos con la lista de comprobación.

Worksheet: Annex 3 · 6

7

SESSION 7

Portfolio conference + individual pathway comparison

Evidence: Portfolio final presentado en la conferencia y Worksheet 7: comparación individual de dos itinerarios para un amigo y reflexión sobre el 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	Identificación de las ideas principales y la información pertinente en los perfiles (F1), las fichas de cursos (F2) y la descripción de curso (F6), y en las notas de voz del listening 1.	Worksheets 1 y 3 / lista de comprobación
1.3	Selección y gestión de información fiable para decidir qué curso encaja con cada perfil: uso de datos de F2, F6 y F8, distinción entre dato y opinión y uso de glosario y diccionario.	Worksheets 1, 4 y 5 / observación
2.1	Presentación oral del portfolio en la conferencia: perfil, dos itinerarios y plan con grados de certeza, con entonación y pausas adecuadas.	Conferencia de la sesión 7 / rúbrica
2.2	Redacción del párrafo de puntos fuertes, del texto de planes y de la comparación individual de itinerarios con conectores, formas de futuro y evidencias concretas, sin sobreexposición de datos personales.	Worksheets 2, 3 y 7 / rúbrica
2.3	Planificación, borrador, revisión y mejora del portfolio y del correo de consulta (cambio de registro informal a formal) a partir de la lista de comprobación y la revisión de otro equipo.	Anexos 4 y 5 y Worksheet 6 / lista de comprobación
3.1	Participación cortés en la entrevista de información (open day) con preguntas indirectas, reformulación y cierre, y en la revisión entre equipos.	Worksheet 4 y conferencia / observación sistemática
4.1	Explicación en inglés sencillo de la información práctica de la descripción de curso (F6) y de un aviso en español, seleccionando lo que necesita el destinatario sin añadir ni omitir datos importantes.	Worksheet 5 / rúbrica de mediación
5.3	Diagnóstico inicial, objetivo lingüístico realista con plazo, estrategia que funcionó y comparación de palabras parecidas entre español e inglés (career/carrera, degree/grado).	Anexo 7, Worksheets 6 y 7 / autoevaluación

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The portfolio introduces me clearly, supports strengths with specific evidence, compares two routes fairly and shows what is certain and what is open; a visitor could use it to understand my plans.	The portfolio introduces me clearly, gives some evidence and presents two routes with appropriate information.	Some parts are vague ('I'm good at everything') or one route is missing information; the plan is only partly clear.	The purpose is not clear; strengths, plans or routes are missing or copied.
Organisation & language	Clear sections with connected paragraphs; accurate and varied future forms, modals of possibility and gerunds/infinitives; errors rarely affect meaning.	Clear sections; future forms and linkers are mostly correct; errors are minor.	Sections are mixed up; future forms or verb patterns are often wrong and sometimes affect understanding.	Hard to follow; frequent errors block meaning.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Interaction / delivery	In the conference and interview I ask polite indirect questions, clarify, repair and respond to questions naturally, with clear stress and tone.	I take part, ask some polite questions and use basic clarification phrases.	I take part with prompting; questions are direct or my tone is not suitable.	I rarely take part or I only read from paper.
Mediation & audience	The course information is reformulated in simple, accurate English for Nadia: only the practical details, nothing added and nothing important lost.	The essential information is transferred clearly with one small omission.	Some details are omitted or distorted; sentences are copied from the original.	The text is copied or translated word for word, or the meaning changes.
Intercultural / ethical use	Routes are presented without hierarchy or gender stereotypes, personal data are protected and all sources are credited.	Routes are presented respectfully; sources and privacy are mostly handled well.	Some routes are presented as 'better' or there are stereotypes or too much personal information.	Uses stereotypes, shares private information or does not credit material.

Input Pack y recursos

Fictional course descriptions, pathway profiles, skills inventory, enquiry emails and personal statement model.

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

Fictional profiles, course cards, sentence frames and optional model portfolio.

Extension

Anexo 9

Adapt the portfolio for two different audiences: a course application and an informal mentor conversation.

ANNEX 1

Challenge Launch

Learning situation 1 · My Next Chapter

STUDENTS

Your school is organising a Future Pathways Fair for students in 3rd and 4th ESO and their families. Visitors don't want a list of big promises: they want to meet real people who can explain their strengths, interests and plans honestly, including what they still don't know. Your mission is to build a portfolio that introduces you, compares at least two routes after ESO with equal respect, includes a polite enquiry to a course and reflects on your English. You will read fictional profiles and course pages, practise talking about plans, role-play an information interview and present your portfolio at the fair.

> *How can we communicate our strengths, interests and plans without pretending our future is already fixed?*

Your challenge

Create a Future pathways portfolio for the school's Future Pathways Fair: introduce your strengths and interests with real evidence, present at least two routes after ESO with equal respect, write a polite enquiry to a course, and show honestly what you are sure about and what you still don't know.

Audience: Students in 3rd and 4th ESO, their families and the school's careers adviser, at the Future Pathways Fair.

What you will create

Future pathways portfolio

Roadmap · 7 sessions

1. We explore fictional pathway profiles and course pages.
2. We build skills and interests language, with real evidence.
3. We practise future forms and the language of possibility.
4. We role-play an information interview with polite questions.
5. We mediate: we explain a long course description in simple English.
6. We build the portfolio and review another team's draft.
7. We hold a portfolio conference and compare two pathways on our own.

Success criteria

- ✓ I can describe my strengths and interests with specific evidence.
- ✓ I can talk about my plans using different degrees of certainty.
- ✓ I can ask for information politely, formally and by email.
- ✓ I can explain a course description in simple English to another learner.
- ✓ I can present two routes after ESO with equal respect.
- ✓ I can set a realistic goal to improve my English.

Working together

- Share only what you feel comfortable sharing: no addresses, health details or family problems.
- No route is 'better': describe each one with respect.
- Listen first, clarify politely and give useful feedback.

ANNEX 2

Input Pack

Learning situation 1 · My Next Chapter

STUDENTS

Everything you need for your portfolio: four fictional profiles, course cards, a skills inventory, enquiry emails, a personal statement model, a long course description to explain to a peer, a pathways diagram, interview cards for the role-play, a glossary and a note on look-alike words. All people, colleges and companies in this pack are fictional.

F1 Four people, four possible next chapters

CASE

A · Aisha Khan, 16 (Leicester, England).
"I'm doing my GCSEs this year and I'll start A-levels in September. I'd like to study Biology, Chemistry and Maths because I've always enjoyed science, and I've volunteered in a hospital shop for a year. I might study pharmacy at university, but I may change my mind: I'm also curious about biomedical science. I'm going to visit two universities this spring."

B · Ciarán Murphy, 16 (Cork, Ireland).
"This year I'm doing Transition Year, a year without big exams that many Irish schools offer. I've coached an under-10 football team for two seasons and I've spent a week of work experience in a nursery. I love working with children, so I'm thinking about a course in early childhood education. I haven't decided yet: I could also become a PE teacher."

C · Thandiwe Dlamini, 17 (Durban, South Africa).
"I'm in my last year of school. I'm good at Maths and at solving practical problems, and I often fix electronic devices for my family. I'm going to apply to a technical and vocational college to study electrical engineering. Later, I might continue at a university of technology, but first I want a qualification and some work experience."

D · Mateo Ruiz, 15 (Valencia, Spain).
"I'm in 4th ESO. I'm interested in video games and I've made a small game with a friend. I'm considering a vocational course in computer systems, or Bachillerato first. I'll decide after I've talked to my tutor and visited some open days. Whatever I choose, I want to keep improving my English because I'd like to work in an international team one day."

Source: Original text written for this notebook. All four people and their schools are fictional; the places and school systems are mentioned only as background.

Underline the words that show certainty (I'm going to…) and the words that show possibility (I might…). Who is the most certain? Who is the least certain?

F2 Course cards

DATA

Course	Provider	Level and length	Entry requirements	Cost	Apply by	Assessment
1 · Digital Media and Design Diploma	Harbourview College	Level 3 · 2 years, full-time	5 GCSEs including English; a short portfolio is helpful	Free for ages 16-18	31 January	Projects and a final portfolio (no written exam)
2 · Health and Social Care Certificate	Riverside Training Centre	Level 2 · 1 year, 3 days a week plus a placement	Interview; no formal exams needed	£450 (grants available)	15 March	Coursework and a placement report
3 · Electrical Installation Apprenticeship	Northgate Skills Academy	4 years · 4 days at work, 1 day at college	Maths and English; a driving licence is helpful	No fees: you are paid a wage	Open all year	Practical tests and one exam
4 · Environmental Science (A-level route)	Greenfield Sixth Form	2 years, full-time	6 GCSEs including Maths and a science	Free for ages 16-18	20 February	Final exams and a field-study report

Reading tip: read the headings first, then look for numbers (years, days, prices, dates). The same type of information appears in every card.

Source: Fictional courses and providers created for this notebook. Any resemblance to real colleges is a coincidence. Prices are in pounds (£) for the fictional UK setting.

Which course has no tuition fee at all? Which one finishes with practical tests? Which one has a placement?

F3 Skills inventory: from 'I'm good at…' to evidence

DATA

Skill	What it looks like	Evidence I could give (examples)
Communication	I explain ideas clearly and I listen to others.	I presented a project to the class. I help my grandmother with forms at the pharmacy.
Teamwork	I share tasks and help the group to finish.	I've played in a school volleyball team for three years.
Organisation	I plan my time and meet deadlines.	I use a weekly planner. I organised a bake sale for the school trip.
Problem-solving	I look for solutions when something goes wrong.	I repaired a friend's bike. I found a mistake in a class spreadsheet.
Creativity	I produce original ideas.	I designed the poster for the school play.
Digital skills	I use apps and tools safely and effectively.	I've edited videos for the school channel.
Languages	I use more than one language and help others to understand.	I speak two languages at home and I study English and French.
Reliability	People can count on me.	I've looked after my cousins every Tuesday for a year.

Weak: 'I'm good at teamwork.' **Stronger:** 'Last term I worked in a team of four to organise a charity match, and we raised €300.' A strong statement says **what, when, with whom and what happened**.

Source: Original inventory written for this notebook.

F4 Enquiry emails: a first draft and a model

CASE

Email 1 · First draft (needs improvement)
From: sam.w@mailbox.example **To:** admissions@harbourview-college.example **Subject:** course

Hey, I want to do your media course. Send me all the info. I'm 15, I live in Leeds and my number is 07700 900123. Thx. Sam

Email 2 · Model enquiry
From: maya.patel@mailbox.example **To:** admissions@harbourview-college.example **Subject:** Enquiry about the Digital Media and Design Diploma

Dear Admissions Team,

I am a Year 11 student at Eastfield School in Leicester and I am writing to ask for some information about the Digital Media and Design Diploma. I have been interested in graphic design for about two years, and I have recently completed a short online course in video editing.

I would be grateful if you could tell me:

- whether I need to send a portfolio of work with my application;
- how many hours a week students spend in college;
- if there is an open day before the deadline of 31 January.

I was also wondering whether it would be possible to visit the studios.

Thank you very much for your time. I look forward to hearing from you.

Yours faithfully,
Maya Patel

Email 3 · Reply
Dear Maya, thank you for your email. A portfolio is not compulsory, but we recommend three to five pieces of work. Students spend 16 hours a week in college. Our open day is on Saturday 18 January, from 10:00 to 13:00, and studio visits are included. Kind regards, Admissions Team

Source: Original emails written for this notebook. The people, college and email addresses are fictional (.example addresses do not exist).

What is wrong with Email 1 (tone, information, privacy)? Find three phrases in Email 2 that make it polite and formal.

F5 Personal statement model: Noor Haddad

TEXT

Why I would like to join the Health and Social Care Certificate

I have always liked helping people. At school I'm part of the peer-support team, and last summer I spent two weeks volunteering at a day centre for older people, where I organised games and listened to many interesting stories. That experience has shown me that I am patient and a good listener, although I sometimes find it difficult to say no when people ask for help.

This year I am studying English, Maths, Biology and Drama, and I have just finished a first-aid course. I enjoy working with others, and I am used to managing my time: I train twice a week and I also help with the cooking at home.

After this course I would like to work in a care setting, but I am not completely sure yet. I might continue to a nursing degree, or I could decide to work with children instead. Whatever happens, I am keen to learn from professionals and to gain real experience on the placement.

Thank you for considering my application.

Source: Original model text written for this notebook. Noor and the course are fictional.

Underline three pieces of specific evidence. Find two expressions of uncertainty. Which personal details does Noor NOT include (and why is that a good idea)?

F6 Course description for the mediation task

TEXT

Certificate in Community Sports Leadership (Level 2)
Westbrook Community College

Westbrook Community College is delighted to offer this one-year, part-time programme for young people and adults who wish to develop the skills required to lead sports and activity sessions in their local community.

Programme structure. Classes take place on Tuesday and Thursday evenings from 18:30 to 21:00, with six additional Saturday workshops during the year. The programme begins on 14 September.

Content and assessment. Participants study coaching techniques, safeguarding, first aid and session planning. Assessment is entirely practical: learners are required to lead three observed sessions and to keep a short reflective log. There is no written examination. All students complete a 60-hour placement with a local club or school.

Entry requirements. Applicants must be aged 16 or over. No formal qualifications are necessary; however, a short interview is compulsory. A first-aid certificate is not required on entry, as it is provided during the first month of the programme.

Fees. The fee is £380, which includes all materials and the first-aid training. Payment may be made in three instalments. Applicants under 19 who live in the borough may be eligible for a fee reduction; please enquire at reception.

How to apply. Please complete the online application form or visit the college reception before 30 June. Interviews will take place in July.

Progression. Successful graduates may progress to the Level 3 Diploma or seek entry-level employment as assistant coaches.

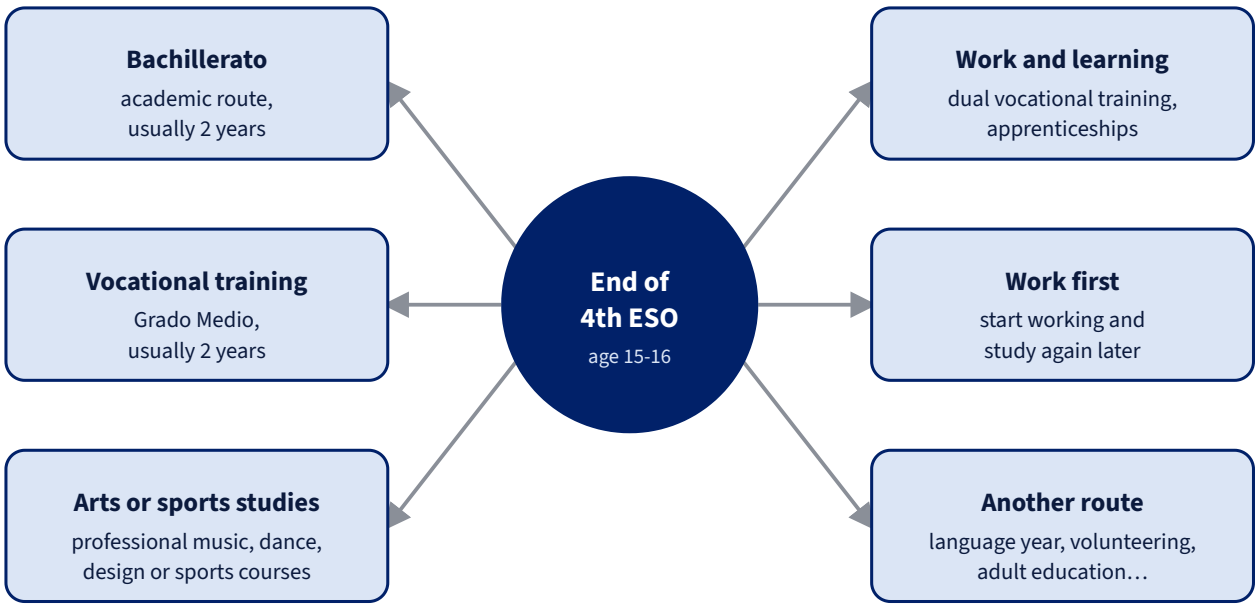
Source: Original text written for this notebook in a deliberately formal style. The college and the course are fictional.

This text is written for adults and uses formal words (is required to, applicants, progression). You will explain it to Nadia, a 15-year-old exchange student with A2 English.

F7 After 4th ESO: some possible routes

DIAGRAM

No box is 'higher' or 'better': they are different routes.



Routes connect: people change direction, combine paths or come back to study later.
Simplified diagram. Ask your tutor or careers adviser for up-to-date information in your region.

Source: Diagram created for this notebook. It is simplified: names, requirements and options differ by region and change over time.

Why are all the boxes the same size and colour? Which route would you like to know more about? What other route could you add?

F8 Information gap: interview cards

DATA

	Course	Length	Entry requirements	Cost	Apply by	Work placement
Card A	Hospitality and Events Diploma	2 years, full-time	4 GCSEs including English	Free for ages 16-18	28 February	6 weeks in a hotel or an events venue
Card A	Early Years Education Certificate	?	?	?	?	?
Card B	Hospitality and Events Diploma	?	?	?	?	?
Card B	Early Years Education Certificate	1 year, 4 days a week	Interview; no formal exams needed	£300	30 April	100 hours in a nursery

Role A on the Hospitality course is the **admissions officer** and **Role B** is the **student**. Then change roles for the Early Years course. Use polite questions: *Could you tell me… ? I was wondering if… ? Would it be possible to… ?*

Source: Fictional course data created for this notebook. Student A uses card A and Student B uses card B; do not show your card to your partner!

F9 Education and training: key words

GLOSSARY

apply (for) / application	To ask formally for a place or a job; the form or letter you send.
deadline	The last day you can send your application.
entry requirements	The qualifications or conditions you need to join a course.
tuition fee / grant	Money you pay for a course / money you receive to help you pay.
apprenticeship	A job where you are paid and learn a skill, with some days of study.
work placement	A period of practice in a real workplace as part of a course.
qualification / certificate / diploma	Official proof that you have completed a course or an exam.
full-time / part-time	All the working week / only some days or hours.
assessment	The way a course checks what you have learnt (exams, projects, practical tests).
progression	The next step after a course (another course or a job).
reference	A short report about you written by a teacher or employer.
enquiry	A polite request for information.

Source: Glossary written for this notebook.

F10 Look-alike words: English and Spanish

DATA

English word	What it means in English	Spanish look-alike	Watch out!
career	the series of jobs you do during your working life	carrera	In Spain, *carrera* is often a university degree. In English, say *a degree* or *a university course*.
degree	a university qualification	grado	Spanish *grado* is also a level (*Grado Medio*) or a unit of temperature.
college	in the UK, a place for students aged 16+; in the USA, a university	colegio	*Colegio* usually means *school*, not *college*.
apply	to ask formally for a place or a job	aplicar	*Aplicar* is not always correct in Spanish; *solicitar* is common. In English: *apply for a course*.
subject	a school subject (Maths, Art…) or the topic of a conversation	sujeto	*Sujeto* is not a school subject in Spanish: there you say *asignatura*.

Source: Original comparison written for this notebook.

Which of these words do you often confuse? Add one more look-alike word from another language you know.

ANNEX 3

Student Worksheets

Learning situation 1 · My Next Chapter

STUDENTS

WORKSHEET 1 Four routes, one decision

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then read the profiles (F1) and the course cards (F2).

1 Warm-up quiz. Tick the correct answer.

I ___ talk to my tutor next week; I've already made an appointment.
☐ am going to ☐ might ☐ talked

I'm not sure yet. I ___ study Biology or Chemistry.
☐ might ☐ am ☐ have

I ___ never worked in a team of more than three people.
☐ did ☐ have ☐ am

He enjoys ___ with children.
☐ work ☐ to work ☐ working

She wants ___ an electrician.
☐ become ☐ to become ☐ becoming

2 Read the profiles in F1. True (T) or false (F)?

	T	F
Aisha is completely sure about her future degree.	☐	☐
Ciarán has experience with children in two different situations.	☐	☐
Thandiwe is going to apply straight to university.	☐	☐
Mateo has already made a small video game.	☐	☐
All four students are certain about their plans.	☐	☐

3 Complete the table with information from F1.

Student	Strengths / experience	Plan	How sure?
Aisha			
Ciarán			
Thandiwe			
Mateo			

4 **Use the course cards (F2). Which course could be interesting for each person? Give a reason.**

Person	Course	Reason
Ciarán		
Thandiwe		
Mateo		

WORKSHEET 2 Strengths with evidence

Session 2

Use the skills inventory (F3) and the glossary (F9).

1 **Match each skill with a piece of evidence.**

1 Teamwork ●
2 Organisation ●
3 Problem-solving ●
4 Communication ●
5 Reliability ●

● **a** I've presented a recycling project to 60 students.
● **b** I've looked after my cousins every Tuesday for a year.
● **c** I've played in a school volleyball team for three years.
● **d** I use a weekly planner to finish my homework before the deadline.
● **e** When our group's video file was damaged, I found a way to recover it.

2 **Make it specific. Rewrite each weak statement with evidence (what, when, result).**

Weak statement	Stronger statement with evidence
I'm good with computers.	
I like helping people.	
I'm very organised.	

3 **Complete the sentences with the correct form of the verb in brackets: -ing form, to + infinitive or past participle.**

a) I enjoy _____ (work) in a team and I'm good at _____ (explain) things.

b) I'd like _____ (study) design.

c) I've _____ (design) two posters for my school.

d) I'm planning _____ (visit) an open day in March.

4 **Write a paragraph about yourself (60-70 words): two strengths with evidence, one interest and one thing you want to improve. Do not include private details.**

WORKSHEET 3 Plans and possibilities

Session 3

Listen to three voice notes. Your teacher reads each one twice.

1 **Listening 1. Complete the table.**

Speaker	Main plan	Certain or possible? (words you hear)	One extra detail
Jamal			
Lola			
Priya			

2 **Choose the best option for each situation.**

I've decided: I ___ apply to Northgate Skills Academy.
☐ might ☐ am going to ☐ may

The form needs a reference. — I know! I ___ ask Ms Evans after class.
☐ will ☐ might ☐ have

I'm not sure, but I ___ take a year to travel.
☐ will ☐ am going to ☐ might

She ___ be at the open day, but I don't know yet.
☐ could ☐ can't ☐ must

3 **Make these certain sentences less certain. Use might, may, could, hope to or probably.**

Certain	Less certain
I will become an engineer.	
I'm going to study abroad.	
My friends will join me.	

4 **Write 5 sentences about your plans for next year. Use am going to, will/probably and might, and one linker (but, although, so, however).**

WORKSHEET 4 Can you tell me...?

Session 4

Listen to a conversation at an open day. Then prepare the role-play with the cards in F8.

1 **Listening 2. Leo asks about the Hospitality and Events Diploma. Complete the table.**

Leo asks about...	Ms Evans says...
Length	
Entry requirements	
Work experience	
Deadline	

2 **Match the direct question with the polite (indirect) version.**

1 How long is the course? ●

2 Is there an open day? ●

3 What are the entry requirements? ●

4 Can I visit the college? ●

● **a** Could you tell me how long the course is?

● **b** I was wondering if there is an open day.

● **c** Could you tell me what the entry requirements are?

● **d** Would it be possible to visit the college?

3 **Role-play preparation. Look at your card in F8 and write the five polite questions you will ask.**

4 **Watch another pair. Tick what you hear.**

- [ ] A formal greeting.
- [ ] At least two indirect questions.
- [ ] A clarification phrase (Sorry, could you repeat that?).
- [ ] A summary: So, if I understand correctly…
- [ ] Thanks and a polite goodbye.
- [ ] A suitable tone (formal, not too fast).

WORKSHEET 5 Explain it simply

Session 5

Mediation. Nadia is a 15-year-old exchange student with A2 English. She would like to do a sports course in the evenings. Use F6.

1 **Find the key information in F6 and explain it for Nadia in short, simple sentences. Don't copy!**

Nadia's question	Key information in F6	Simple English for Nadia
When does it start? What days and times?		
How long is it?		
Do I need exams or a qualification?		
How much is it?		
What do I do in the course?		
How do I apply?		

2 **Which three details are NOT necessary for Nadia? Tick them.**

- [ ] The programme leads to a Level 3 Diploma.
- [ ] Interviews take place in July.
- [ ] The college is 'delighted to offer' the programme.
- [ ] Classes are on Tuesday and Thursday evenings.
- [ ] Students keep a reflective log.
- [ ] The course includes a 60-hour placement.

3 **Spanish → English. Your classmate Dylan (from Dublin, A2 Spanish) sees this poster: «IES Miralmar · Jornada de puertas abiertas. Sábado 14 de marzo, de 10:00 a 13:00. Visita los talleres de Informática y Electricidad y habla con el profesorado y con antiguos alumnos. Entrada libre, no hace falta inscripción.» Write 3-4 sentences in English with the useful information.**

WORKSHEET 6 Portfolio draft and peer review

Session 6

Write your draft in the template (Annex 4). Then review another team's portfolio.

1 **Sam's first email (F4, Email 1) is too informal. Rewrite each part in a polite, formal way.**

Informal	Formal
Hey,	
I want to do your media course.	
Send me all the info.	
Thx. Sam	

2 **Peer review. Tick what the other team's portfolio does well.**

- ☐ Strengths are supported with specific evidence.
- ☐ Plans show different degrees of certainty (am going to, might…).
- ☐ The sample enquiry is polite and has clear questions.
- ☐ Two routes are presented with equal respect.
- ☐ There is no private information (address, health, family problems).
- ☐ The reflection includes a realistic language goal.

3 **Write two stars (good things) and one wish (one improvement) for the other team.**

4 **My language goal. Complete: 'By _____ I will _____ so that I can _____.' Choose something small and realistic.**

WORKSHEET 7 Individual challenge: two pathways for Alex

Session 7

Work on your own. Use your toolkit (Annex 5) and the glossary (F9).

1 **Your friend Alex (16) cannot decide between two options. Option X: Creative Arts Foundation, Pennine College · 1 year full-time · portfolio interview · free · apply by 15 May · ends with an exhibition. Option Y: Junior Web Developer Apprenticeship, BrightByte Ltd · 3 years · 4 days at work and 1 day at college · paid · needs Maths and English · rolling applications · interview and coding task. Write an email to Alex (110-130 words): compare the two options, say what is similar and different, and say what you would probably do and what you are not sure about. Do not say that one route is 'better'.**

2 **Choose the correct word.**

I want to get a ___ in Biology at university.

☐ degree ☐ career ☐ college

My aunt has had a long ___ as a nurse.

☐ degree ☐ career ☐ subject

3 **Think about this notebook. Complete: 'Now I can _____. A strategy that worked for me was _____. Next I want to _____.'**

ANNEX 4

Final Product Template

Learning situation 1 · My Next Chapter

STUDENTS

Name: Class: Date:

Our Future pathways portfolio. Write in English. Be specific, be honest about what you don't know yet, and protect your privacy.

About me

Name, age, school and a short introduction for the fair's visitors (audience and purpose).

Strengths and interests (with evidence)

Two strengths, two interests and one example for each.

My experiences so far

Use the present perfect: I've volunteered, I've learnt…

Two routes I am exploring

For each route: what it is, entry requirements, why it interests me, how sure I am. Treat both with equal respect.

My plans and possibilities

Plan A, Plan B and what could change. Use am going to, will, might.

Sample enquiry

A formal email to a course in F2 with three polite indirect questions.

Reflection: my English

What I can do now and one realistic goal.

Sources and credits

Texts, courses and people you used (fictional?).

ANNEX 5

Useful Language & Final Check

Learning situation 1 · My Next Chapter

STUDENTS

Name: Class: Date:

Functions and model sentences

Describing strengths	I'm good at explaining things; for example, last term I… I've developed my teamwork by…
Talking about plans	I'm going to apply in March. I'll probably choose… I'd like to…
Expressing possibility	I might / may / could study… I'm not sure yet. It depends on…
Requesting information	Could you tell me whether… ? I was wondering if… Would it be possible to…?
Reformulating / summarising	In other words… So, if I understand correctly… To sum up…
Reflecting on learning	My goal is to… I have improved my… A strategy that worked was…

Grammar in context

Future forms	I'm going to apply (plan) · I'll ask her (decision) · I might change my mind (possible)
Present perfect (experience)	I've volunteered for a year. I've never worked in a team of ten.
Modals of possibility	might / may / could + infinitive: I could study Law or Languages.
Verb patterns	enjoy / be good at + -ing · want / hope / plan + to + infinitive
Linkers	but, although, however, so, because, whatever happens

Vocabulary bank

Education and training: course, diploma, certificate, qualification, entry requirements, tuition fee, grant, assessment

Skills and interests: teamwork, communication, organisation, problem-solving, creativity, digital skills, reliable, curious

Pathways: Bachillerato, vocational training, apprenticeship, work placement, full-time, part-time, progression

Applications: apply (for), deadline, enquiry, reference, interview, open day

Pronunciation tips

- Formal vs informal tone: slow down and stress key words in formal requests (*Could you **tell** me…?*).
- Sentence stress in self-presentation: I'm good at **explaining** things. I've **volunteered** for a **year**.
- Word stress: ap-**PLY**, ap-pli-**CA**-tion, ca-**REER**, qua-li-fi-**CA**-tion.

When I get stuck (clarify & repair)

Sorry, could you repeat that?

Could you speak more slowly, please?

What do you mean by… ?

Do you mean…?

So, if I understand correctly…

How do you say … in English?

Let me say that again.

Final check before you hand in: Future pathways portfolio

- [ ] Each strength has a specific example.
- [ ] Two routes are explained with equal respect.
- [ ] I use the present perfect for experiences and -ing/to + infinitive correctly.
- [ ] The reflection has a realistic goal with a deadline.
- [ ] Plans use at least two future forms and show what is uncertain.
- [ ] The enquiry is formal and has three polite indirect questions.
- [ ] There is no private information (address, phone, health).
- [ ] Sources are credited and spelling is checked.

ANNEX 6

Printable Rubric

Learning situation 1 · My Next Chapter

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Future pathways portfolio**. 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 portfolio introduces me clearly, supports strengths with specific evidence, compares two routes fairly and shows what is certain and what is open; a visitor could use it to understand my plans.	The portfolio introduces me clearly, gives some evidence and presents two routes with appropriate information.	Some parts are vague ('I'm good at everything') or one route is missing information; the plan is only partly clear.	The purpose is not clear; strengths, plans or routes are missing or copied.	
Organisation & language	Clear sections with connected paragraphs; accurate and varied future forms, modals of possibility and gerunds/infinitives; errors rarely affect meaning.	Clear sections; future forms and linkers are mostly correct; errors are minor.	Sections are mixed up; future forms or verb patterns are often wrong and sometimes affect understanding.	Hard to follow; frequent errors block meaning.	
Interaction / delivery	In the conference and interview I ask polite indirect questions, clarify, repair and respond to questions naturally, with clear stress and tone.	I take part, ask some polite questions and use basic clarification phrases.	I take part with prompting; questions are direct or my tone is not suitable.	I rarely take part or I only read from paper.	
Mediation & audience	The course information is reformulated in simple, accurate English for Nadia: only the practical details, nothing added and nothing important lost.	The essential information is transferred clearly with one small omission.	Some details are omitted or distorted; sentences are copied from the original.	The text is copied or translated word for word, or the meaning changes.	
Intercultural / ethical use	Routes are presented without hierarchy or gender stereotypes, personal data are protected and all sources are credited.	Routes are presented respectfully; sources and privacy are mostly handled well.	Some routes are presented as 'better' or there are stereotypes or too much personal information.	Uses stereotypes, shares private information or does not credit material.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 1 · My Next Chapter

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can talk about my plans and possibilities with different degrees of certainty.	◯	◯	◯	◯
I can explain a course description in simple English to another learner.	◯	◯	◯	◯
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 · My Next Chapter

STUDENTS

Name: Class: Date:

Extra help: a short profile, a course card, sentence frames and a model portfolio.

Profile and course card

Sofia, 15, from Bilbao. She likes drawing and she has designed posters for her school. She is good at working in a team and she has helped younger students with homework. She isn't sure about her future.

Course card · Graphic Design Certificate · 1 year · full-time · you need a short portfolio · free · apply by 31 May.

Sentence frames

- I'm good at **-ing**, for example I…
- I've **past participle** + for / since…
- I'm going to… · I'll probably… · I might…
- Could you tell me **if / what / when** …?
- **Model portfolio:** *Hello, I'm Sofia. I'm good at drawing: I've designed two posters for my school. I'm going to visit an open day in May. I might study Graphic Design, but I'm not sure yet.*

1 **Complete the model portfolio for Sofia with the words in the box: might · designed · going to · good**

Hello, I'm Sofia. I'm _____ at drawing and I've _____ two posters for my school. I'm _____ visit an open day in May. I _____ study Graphic Design, but I'm not sure yet.

2 **Read Sofia's course card. Complete the polite questions.**

a) Could you tell me _____ I need a portfolio?

b) I was wondering _____ the course is full-time.

c) Could you tell me when the _____ is?

3 **Write three sentences about yourself with the frames.**

ANNEX 9

Extension

Learning situation 1 · My Next Chapter

STUDENTS

Name: Class: Date:

One portfolio, two audiences

A good communicator changes the **register** for each audience. Adapt one part of your portfolio for **(a)** a formal course application and **(b)** an informal conversation with a mentor (an older student or a family friend).

Steps

1. Choose one pathway and write a formal paragraph (80-100 words) for an admissions team: strengths, evidence, plan with uncertainty.
2. Write a voice-note script (60-80 words) for your mentor about the same pathway, in an informal and friendly style.
3. Compare the two versions in the table: find at least four differences (greeting, verbs, contractions, vocabulary, tone).
4. Read both aloud and mark where your intonation changes. Improve one sentence.

1 **Complete the comparison.**

Feature	Formal application	Informal voice note
Greeting and closing		
Verbs / contractions		
Vocabulary		
What is different about the tone?		

What to hand in

The two versions, the comparison table and one improved sentence marked.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 1 · My Next Chapter

TEACHER

Worksheet 1

1. Quiz: am going to; might; have; working; to become.
2. F (she might change her mind); T (coaching and nursery week); F (technical and vocational college); T; F.
3. Aisha: enjoys science, volunteers in a hospital shop · A-levels (Biology, Chemistry, Maths), maybe pharmacy or biomedical science · fairly sure about A-levels, not sure about the degree. Ciarán: coached an under-10 team, a week in a nursery · early childhood education course, or PE teacher · not decided. Thandiwe: good at Maths and practical problem-solving, fixes electronics · technical college for electrical engineering, maybe a university of technology later · sure about the first step. Mateo: made a small game · computer systems course or Bachillerato first · will decide after talking to his tutor and visiting open days.
4. Model: Ciarán → Health and Social Care Certificate (working with people, placement); Thandiwe → Electrical Installation Apprenticeship (electrical work, a qualification and experience, paid); Mateo → Digital Media and Design Diploma (digital and creative). Accept other cards with a reasonable reason.

Worksheet 2

1. Teamwork → school volleyball team; Organisation → weekly planner; Problem-solving → damaged video file; Communication → recycling project presentation; Reliability → looking after cousins every Tuesday.
2. Open answer. Models: «I've edited videos for the school channel for two years.» «I volunteered at a day centre for two weeks last summer.» «I use a weekly planner and I have never missed a deadline this term.»
3. a) working, explaining; b) to study; c) designed; d) to visit.
4. Open answer: check 60-70 words, two strengths with evidence, one interest, one area to improve, no private information, correct -ing/to + infinitive.

Worksheet 3

1. Listening 1 (see script): Jamal: stay in sixth form, Maths, Physics, Economics; 'definitely going to', 'probably', 'might' / not sure about engineering at university. Lola: apprenticeship in carpentry; 'could', 'may' do work experience first; applications close in March. Priya: work for six months, then maybe marine biology; 'going to' (certain) and 'might' (possible); she has changed her mind three times.
2. am going to; will; might; could.
3. Models: I might become an engineer. / I'm hoping to study abroad (or I might study abroad). / My friends may join me (or I hope my friends will join me).
4. Open answer: check at least three future forms, one linker and a clear distinction between certain plans and possibilities.

Worksheet 4

1. Length: two years, full-time; entry: four GCSEs including English; work experience: a six-week placement in a hotel or events venue in the second year; deadline: 28 February (online).
2. How long… → Could you tell me how long the course is?; open day → I was wondering if there is an open day.; entry requirements → Could you tell me what the entry requirements are?; visit → Would it be possible to visit the college?
3. Open answer. Role A on Hospitality: How long is it? Could you tell me… Check indirect form: Could you tell me how much it costs? (Free for ages 16-18.) Could you tell me the deadline? (28 February.)
4. Observation list: open; use for feedback in session 6.

Worksheet 5

1. Model: Start → «The course starts on 14 September. Classes are on Tuesday and Thursday evenings, from 6:30 to 9:00 pm. There are also six Saturday workshops.» Length → «It lasts one year.» Requirements → «You must be 16 or older. You don't need exams, but you have an interview.» Cost → «It costs £380. You can pay in three parts.» Content → «You learn how to coach and plan sports sessions. You lead three practical sessions. There is no written exam. You also do 60 hours of practice in a club or school.» Apply → «Fill in the online form or go to reception before 30 June.»
2. Not necessary: the Level 3 Diploma progression; 'delighted to offer'; the reflective log. Interviews in July are necessary because Nadia must attend; the days, the placement and the practical content are also useful.
3. Model: «On Saturday 14 March there is an open day at IES Miralmar, from 10:00 to 13:00. You can visit the Computing and Electricity workshops and talk to teachers and former students. It is free and you don't need to register.» Accept other wordings if the date, time, place and 'free/no registration' are correct.

Worksheet 6

1. Model: Hey, → Dear Admissions Team,; I want to do your media course. → I am writing to ask for information about the Digital Media and Design Diploma.; Send me all the info. → I would be grateful if you could send me some information about… / Could you tell me…?; Thx. Sam → Thank you very much. Yours faithfully, Sam Williams (no phone number).
2. Peer review: open.
3. Stars and wishes should refer to concrete parts of the portfolio.
4. Open answer: check a deadline, a concrete action and a purpose (e.g. «By 15 March I will record two short talks so that I can speak more fluently»).

Worksheet 7

1. Model (about 120 words): «Hi Alex! I've read about both options. Option X is a one-year course at a college and it is free; you must go to a portfolio interview and the course ends with an exhibition. Option Y lasts three years: you work four days a week and study one day, and you are paid. Both are about creativity or technology, but X is more about art and Y is more about coding. Applications for X close on 15 May, whereas Y accepts applications all year. I'd probably choose X if you want time to explore, but I might prefer Y if you need to earn money. I'm not sure; it depends on what you want to do after. What do you think? Write soon!»
2. degree; career.
3. Open answer. Accept any specific, realistic reflection.

Support (Annex 8)

1. good; designed; going to; might.
2. a) if / whether; b) if / whether; c) deadline.
3. Open answer.

Extension (Annex 9)

1. Open answer. Check: formal paragraph with strengths, evidence and uncertainty; informal script with contractions and friendly tone; at least four differences in the table (e.g. Dear Sir or Madam / Hi Sam; I would be grateful / Can you…; I am / I'm; qualification / course thing).

Listening script · Worksheet 3 · Three voice notes (Listening 1)

Read each voice note twice at a natural speed.

1. Jamal: Hi Sam, it's Jamal. About next year: I'm definitely going to stay in sixth form. I've already applied to Greenfield. I'll probably do Maths, Physics and Economics. I might apply for engineering at university, but I'm not sure yet. Anyway, I'll call you tonight!

2. Lola: Hi Mum, it's me. I've just spoken to the careers adviser. She says I could do an apprenticeship in carpentry. I've never done it professionally, but I've made furniture with Grandad. I may do a week of work experience first to see if I like it. Applications close in March, so I need to decide soon.

3. Priya: Hey, it's Priya. I'm not going to university straight away. I'm going to work for six months to save some money, and then I might study marine biology. Honestly, I've changed my mind three times this year! But that's OK.

Listening script · Worksheet 4 · At an open day (Listening 2)

Read twice, with two voices (Ms Evans and Leo).

Ms Evans: Good afternoon. Can I help you?

Leo: Good afternoon. Yes, please. I'd like some information about the Hospitality and Events Diploma.

Ms Evans: Of course. What would you like to know?

Leo: Firstly, could you tell me how long the course is?

Ms Evans: It's two years, full-time.

Leo: I see. And are there any entry requirements?

Ms Evans: You need four GCSEs, including English.

Leo: Sorry, could you repeat that, please?

Ms Evans: Four GCSEs, including English.

Leo: Thank you. Do students do any work experience?

Ms Evans: Yes. There's a six-week placement in a hotel or at an events venue in the second year.

Leo: That sounds great. One more question: what's the deadline for applications?

Ms Evans: It's the 28th of February. You can apply online.

Leo: Excellent. Thank you very much for your help.

Ms Evans: You're welcome. Good luck!

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40-45 minutes each; in session 7 allow 25 minutes for the conference (3 minutes per team) and 25 for the individual challenge.
- Mediation (Worksheet 5): value selection and simplification, not literal translation. Students may discuss F6 in Spanish in their teams, but the final text is in English and has short sentences for an A2 reader. The Spanish poster task is a second, shorter mediation.
- Differentiation: give the support worksheet (Annex 8) and the phrase bank (F9) to students who need it; fast finishers can do the extension (Annex 9). Allow an oral or recorded version of the portfolio for students who find writing difficult.
- Intercultural and privacy notes: all people and courses are fictional. Insist that no route is 'better' (F7), avoid gender stereotypes in the profiles and remind students not to share addresses, phone numbers, health data or family problems in the portfolio. The school system information (F1, F7) is background and simplified; check your region's current options.

⚠ Likely errors

- Mixing will / going to / might: «I will go to visit an open day tomorrow» for a prepared plan, or «I'm going to maybe study».
- Verb patterns: «I enjoy to work in teams», «I want studying», «I'm good at work in a team».
- Present perfect with finished-time expressions: «I've volunteered last summer» instead of «I volunteered last summer» or «I've volunteered for two years».
- Direct word order in indirect questions: «Could you tell me how long is the course?»
- False friends: *carrera* → career/degree; *colegio* → school; *aplicar* → apply for.
- Register errors: contractions and slang (Hey, Thx) in formal emails; «I want» instead of «I would like».

⚖ Accepting alternative answers

- Accept any answer that communicates the meaning clearly, even with minor errors that do not affect understanding.
- For open tasks, check the content criteria (evidence, certainty, register, privacy) before grammar accuracy.
- In mediation, accept different wordings if the key information (dates, times, cost, requirements) is correct and nothing important is added.

02

SITUACIÓN DE APRENDIZAJE

Fact or Fake?

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we verify information before we share it?

CURSO 4.º ESO	SESIONES 7 sesiones	BLOQUES DE SABERES A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE6	PRODUCTO FINAL Anti-misinformation guide	CRITERIOS DE EVALUACIÓN 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 6.1

Contexto, reto y producto final

Durante la «Semana de la Verificación» del instituto, el alumnado de 1.º ESO y varias familias han empezado a recibir cadenas de mensajes que prometen tormentas solares, cierres de bibliotecas y estudios «milagro». Un grupo de 1.º le pregunta a 4.º: «*How do I know if a message is true before I share it?*» El reto del curso es responder con algo más útil que un consejo suelto: una **guía antibulos** comprobada contra ejemplos nuevos.

Para construirla, el alumnado analiza publicaciones virales **ficticias** (identifica señales emocionales y de credibilidad), trabaja con fichas de fuentes que incluyen autor, fecha y versión corregida, y diseña un protocolo de verificación propio. Practica el lenguaje de la certeza y la duda (*must*, *can't*, *might*), el discurso indirecto y la voz pasiva para informar de lo que dice una fuente, y la manera de **discrepar con cortesía**. En la tarea de **mediación** explica los pasos de verificación a una niña más pequeña a partir de una cadena de mensajes en español. Todos los casos son inventados y se declaran como tales; el bulo se trata como un fenómeno que cruza lenguas y países, sin culpar a ningún grupo.

Reto comunicativo

Create an anti-misinformation guide for younger students and their families: explain a clear verification protocol, show it working on real-style examples, test it on a new post and credit every source you use.

Producto final

Anti-misinformation guide.

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.

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.

6.1 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.
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.
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.
C5	Estrategias de uso común de detección y actuación ante usos discriminatorios del lenguaje verbal y no verbal.

Language Toolkit · concreción didáctica

Communicative functions
evaluating claims; expressing certainty/uncertainty; citing evidence; reformulating; challenging politely

Grammar in context
modals of deduction; reported speech; passive voice; linkers of contrast/consequence; question forms for verification

Vocabulary
misinformation; source credibility; evidence; algorithms/platforms; verification

Pronunciation / phonology
stress to signal correction; neutral challenge intonation; headline reading

Mediation focus
Explain a verification procedure step by step and simplify source-quality criteria.

Intercultural focus
Discuss misinformation as a cross-border phenomenon; avoid equating it with particular national or social groups.

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 content and discourse features of online-style texts.
- Select and manage verifiable information.
- Explain why a claim is weak/strong using criteria.
- Write a guide respecting source ownership.
- Mediate verification steps for a less experienced user.

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 viral-style posts and identify emotional/credibility cues

Evidence: Worksheet 1: diagnóstico, análisis de cinco publicaciones virales ficticias (F1, F2) y señales de credibilidad.

Worksheet: Annex 3 · 1

2

SESSION 2

Build a verification protocol using curated source records

Evidence: Worksheet 2: relación de cada publicación con su ficha de fuentes (F3), valoración de las fuentes y protocolo CHECK (F5).

Worksheet: Annex 3 · 2

3

SESSION 3

Language workshop: certainty, reporting and correction

Evidence: Worksheet 3: listening de verificación en una emisora, discurso indirecto, voz pasiva, deducción y respuesta cortés a un amigo.

Worksheet: Annex 3 · 3

4

SESSION 4

Fact-check challenge in teams

Evidence: Worksheet 4: reto de verificación en equipo con los expedientes C1-C3 (F10), veredictos con grado de certeza y discusión con discrepancia cortés.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: explain verification steps to a younger learner

Evidence: Worksheet 5: mediación para Ellie: resumen sencillo de una cadena en español (F7), explicación de los pasos CHECK y simplificación de criterios.

Worksheet: Annex 3 · 5

6

SESSION 6

Create guide and test it against new examples

Evidence: Worksheet 6: comparación de ejemplos de guía (F6), prueba de la guía con una publicación nueva y revisión entre equipos.

Worksheet: Annex 3 · 6

7

SESSION 7

Publish guide + individual verification report

Evidence: Guía publicada y Worksheet 7: informe individual de verificación con evidencias y reflexión plurilingüe.

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	Extracción de las ideas principales y la información clave de las publicaciones (F1), las fichas de fuentes (F3), las verificaciones (F4) y el listening de la emisora.	Worksheets 1 y 3 / lista de comprobación
1.2	Interpretación y valoración de los rasgos discursivos de textos de medios y redes: tono emocional, presión para compartir, titulares y autoría, contrastados con textos neutrales (F4, F6, X1-X2).	Worksheets 1, 2 y 6 / observación y rúbrica
1.3	Búsqueda, selección y gestión de información veraz: asociar cada afirmación con la fuente que la comprueba, valorar su calidad y distinguir original de segunda mano.	Worksheets 2 y 4 / observación
2.1	Presentación oral de la guía y de un caso resuelto con veredicto y grado de certeza, con entonación para corregir y pronunciación comprensible.	Presentación de la sesión 7 / rúbrica
2.2	Redacción de la guía y del informe individual con atribución de fuentes, discurso indirecto, voz pasiva y conectores, sin plagio y con créditos.	Anexo 4 y Worksheet 7 / rúbrica
3.1	Colaboración en el reto de verificación: reparto de funciones, turnos, cortesía al discrepar y respeto a las ideas de los demás.	Worksheet 4 / observación sistemática
3.2	Uso de estrategias de aclaración y reformulación: pedir fuentes, resumir la postura del equipo, conceder y discrepar con cortesía.	Worksheets 3 y 4 / lista de observación
4.2	Explicación en inglés sencillo, para una niña de 11 años, del mensaje en español y del procedimiento de verificación, con ejemplos y sin jerga.	Worksheet 5 / rúbrica de mediación
6.1	Reflexión sobre el bulo como fenómeno transfronterizo, reescritura de generalizaciones sobre grupos y comparación de términos entre español e inglés (bulo, hoax, desinformación).	Worksheet 7 / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The guide gives a clear, usable protocol, shows it working on at least two examples with evidence, and a younger reader could follow it without help.	The guide gives a clear protocol with one or two good examples.	The protocol is partly clear; examples are missing, vague or not linked to the steps.	The purpose is not clear or the guide only lists slogans.
Organisation & language	Clear structure; accurate and varied reporting verbs, passives, modals of deduction and linkers (however, therefore, as a result); errors rarely affect meaning.	Clear structure; reporting and linkers mostly correct; errors are minor.	Structure is uneven; reported speech or passive are often wrong and sometimes affect understanding.	Hard to follow; frequent errors block meaning.
Interaction / delivery	In the team challenge I ask for evidence, disagree politely, concede points, summarise and help the team reach a decision.	I take part, ask for sources and disagree politely most of the time.	I take part with prompting; my challenges sound abrupt or I rely on others.	I rarely take part or I only repeat what others say.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Mediation & audience	The verification steps are explained in simple, accurate English for an 11-year-old, with examples and without losing the key limits (we may not be sure).	The steps are explained clearly with one small omission or one difficult word.	Some steps are missing, too technical or copied from the original.	The explanation is copied or word for word, or the meaning changes.
Intercultural / ethical use	Misinformation is treated as a cross-border problem, no group is blamed and every source is credited; privacy is respected.	Respectful, with sources mostly credited.	Some generalisations about groups or missing credits need revising.	Uses stereotypes, blames a group or copies material without credit.

Input Pack y recursos

Fictional posts, source records, dates/authors, corrected versions, verification checklist and guide 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

Verification checklist, source metadata, language frames and annotated model.

Extension

Anexo 9

Compare two fact-checking write-ups and analyse rhetorical choices and evidence transparency.

ANNEX 1

Challenge Launch

Learning situation 2 · Fact or Fake?

STUDENTS

Last week our school's group chat was full of urgent messages: a solar storm would switch off the internet, the town library was closing and chocolate could make you smarter. Some were funny, some were scary, and none of them had a source. First-year students and their families asked: «How do we know if a message is true before we share it?» Your mission is to create an anti-misinformation guide that really works. You will analyse fictional viral posts, build a verification protocol, practise polite challenge language, explain the steps to a younger learner and test your guide on new examples.

"How can we verify information before we share it?"

Your challenge

Create an anti-misinformation guide for younger students and their families: explain a clear verification protocol, show it working on real-style examples, test it on a new post and credit every source you use.

Audience: First-year students (age 12-13) and their families, in the school's Verification Week.

What you will create

Anti-misinformation guide

Roadmap · 7 sessions

1. We analyse viral-style posts and find emotional and credibility cues.
2. We build a verification protocol with source records.
3. We practise language for certainty, reporting and correction.
4. We solve a fact-check challenge in teams.
5. We mediate: we explain the verification steps to a younger learner.
6. We create our guide and test it against new examples.
7. We publish the guide and write an individual verification report.

Success criteria

- ✓ I can find emotional and credibility cues in a post.
- ✓ I can check who published information, when and with what evidence.
- ✓ I can report what a source says and how sure I am.
- ✓ I can challenge a claim politely and ask for evidence.
- ✓ I can explain verification steps in simple English to a younger learner.
- ✓ I can credit my sources and avoid blaming groups.

Working together

- We check first and share later: no real person is named or mocked.
- Disagree with ideas, not with people; ask for evidence politely.
- Every team member checks one source and reports back.

ANNEX 2

Input Pack

Learning situation 2 · Fact or Fake?

STUDENTS

Everything you need to build your guide: five viral-style posts, an annotated post, source records with authors and dates, two fact-checks, the CHECK protocol, two guide examples, a chain message in Spanish, class survey data, a glossary and three case files for the team challenge. All posts, people, organisations and places in this pack are fictional.

F1 Five viral-style posts

CASE

P1 · @DailyBrainBoost · posted 9 February · 8,400 shares
SHOCKING!!! Scientists say eating chocolate for breakfast makes you SMARTER! Doctors don't want you to know this. SHARE before they delete it!

P2 · @MarloweBayNow · posted 12 March · 12,000 shares
Library CLOSING next month!! The council wants to sell the building. Tell EVERYONE and say NO!

P3 · @MotivationDaily · posted 21 June · 5,100 shares
(picture with a quote) "You only need four hours of sleep. Sleep is for the lazy." — Dr Karen Vale, astronaut

P4 · @seabrook_alerts · posted 3 October · 3,300 shares
Seabrook is UNDER WATER today!! Look at this!! #flood (photo of a flooded high street, no date)

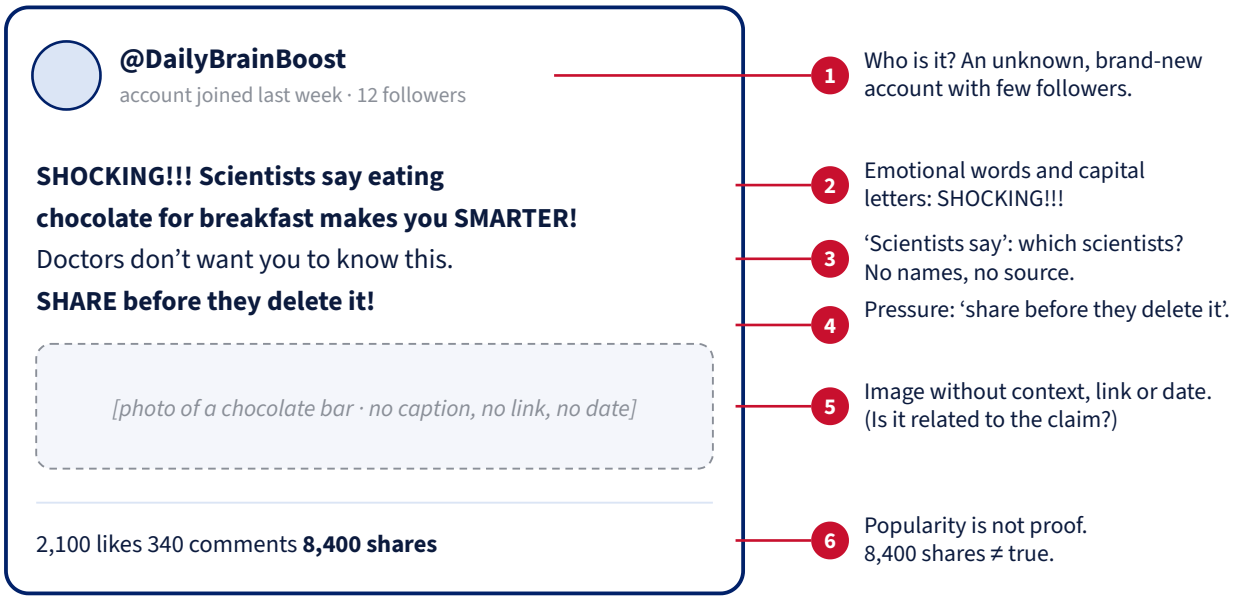
P5 · @FunnyFeed · posted 15 April · 2,700 shares
WOW, this is REAL! Local man trains seagulls to deliver pizza. "They're faster than the bikes," says the owner. (screenshot of an article, the website name is cut off)

Source: Original posts written for this notebook for the fictional platform Buzzline. All accounts, people, places (Marlowe Bay, Seabrook), organisations and numbers are fictional. The claims are false or misleading on purpose, to practise verification.

Which posts use capital letters, exclamation marks or urgent words? Which post would you be most tempted to share? Why?

F2 Anatomy of a viral post (P1)

DIAGRAM



Ask yourself: Who is behind this post? What exactly is the claim? Where is the evidence? When was it published? How does it make me feel, and does someone want me to act quickly?

Source: Annotated diagram created for this notebook. The post and the account are fictional.

Find two more of these cues in the other posts in F1.

F3 Source records

DATA

ID	Source	Author · date	What it says	Notes
S1	Marlowe Bay Council · press release	Communications Office · 3 March	'From 1 April the library will no longer open on Mondays. It will open Tuesday to Saturday, 9:00-18:00. There are no plans to sell the building.'	Official, original source with date and contact.
S2	Marlowe Gazette · news report	Dana Whitfield, reporter · 4 March	Reports the council announcement and quotes a council spokesperson: 'The library is not closing; Monday opening is being reduced.'	Named journalist; second source that agrees with S1.
S3	University of Northfield · study summary	Dr Priya Nair and team · 14 January	In a study of 40 adults, a balanced breakfast with fruit and protein was linked to slightly better memory scores in the morning. Chocolate was not tested.	Real research, but small and about a different claim.
S4	Dr Karen Vale · official website, interview list	Dr Vale's office · updated 2 June	Lists all her interviews. None includes the 'four hours of sleep' sentence. In one radio interview she said: 'A tired crew makes mistakes.'	Official site of the person quoted.
S5	Seabrook Echo · photo archive entry	Photo by Ravi Mehta · published 8 years earlier, in November	'Flooding on Seabrook High Street after the river overflowed.' Same buildings and same shop signs as in post P4.	Named photographer and original date.
S6	Regional Weather Service · bulletin	Duty forecaster · 3 October	'No flood warnings are in force for Seabrook today. Light rain in the afternoon.'	Official, dated, updated daily.
S7	The Daily Stitch · 'About us' page	Editorial team · undated	'Everything on this site is fiction. Our stories are satire and none of them is real news.'	Shows the seagull story is a joke.

Source: Fictional records created for this notebook (organisations, journalists, researchers, dates and quotations are invented).

F4 Two fact-checks

NEWS

FACT-CHECK · Is Marlowe Bay Library really closing?
Rating: MISLEADING

A post shared more than 12,000 times claimed that the library would close next month and that the building would be sold. According to a press release published by the council on 3 March, the library will stay open but it will be closed on Mondays from 1 April. A council spokesperson told our reporter that there were no plans to sell the building. The post, which was written by an account with no named author, did not link to any source.

Verdict: the library is not closing, although its opening hours will be reduced. **How we checked:** we read the press release, phoned the council and compared two sources.

FACT-CHECK · Is Seabrook under water today?
Rating: FALSE (old photo)

A photo of a flooded high street was shared with the caption 'Seabrook is under water today'. A reverse image search (a tool that finds where else a picture appears online) showed that the photo was first published in the Seabrook Echo eight years ago. It had been taken by the photographer Ravi Mehta after a river overflowed. The Regional Weather Service said that no flood warnings were in force for the town on 3 October.

Verdict: the photo is real, but the context is false: it was not taken today.

Source: Original fact-check articles written for this notebook by a fictional 'Marlowe Gazette fact-check desk'. Names and data are fictional.

Find two reporting verbs (said, told…) and two passive forms (was published…). How do the writers show where each piece of information comes from?

F5 The CHECK protocol and source-quality criteria

TEXT

C · Clarify the claim. What exactly is being said? Can you say it in one sentence?

H · Hunt for the source. Who published it? When? Is there a link to the original?

E · Examine the evidence. Are there data, documents, photos or quotes? Can you check them?

C · Compare. Do two other independent and reliable sources say the same thing?

K · Keep or kill. Decide what to do: share it with context, correct it, report it or ignore it. If you are not sure, do not share.

Source-quality criteria (formal version): - The author is identifiable and has relevant expertise. - The publication date is clear and the information is up to date. - The claims are supported by verifiable evidence. - The organisation is transparent about its funding and its corrections. - The tone is neutral rather than emotionally manipulative.

Source: Original protocol written for this notebook.

Which step would have stopped you from sharing P2? Which step is the hardest to do when you are in a hurry?

F6 Two guide examples

TEXT

Example A · Poster «STOP! THINK! CHECK!» (for 11-12-year-olds)

Seen something shocking? **Stop.** Don't share it yet. **Think.** Who made it? When? Why? **Check.** Find two more sources. Not sure? Ask a teacher or an adult. Be a hero: don't pass on fake news!

Example B · Leaflet «Five questions before you share» (for parents and grandparents)

Messages on our phones often feel urgent. Before you forward one, you might ask: Who sent it originally? Is there a date? Can I find the same news in a reliable newspaper or on an official website? Does it ask me to forward it to many people? How do I feel after reading it: worried, angry? Strong emotion can be a warning sign. If you are still not sure, it is better not to share it.

Source: Original examples written for this notebook; the audiences are imaginary.

Who is each text written for? How can you tell (tone, vocabulary, sentence length)?

F7 A chain message in Spanish

TEXT

¡¡URGENTE!! REENVÍALO A TODOS TUS CONTACTOS

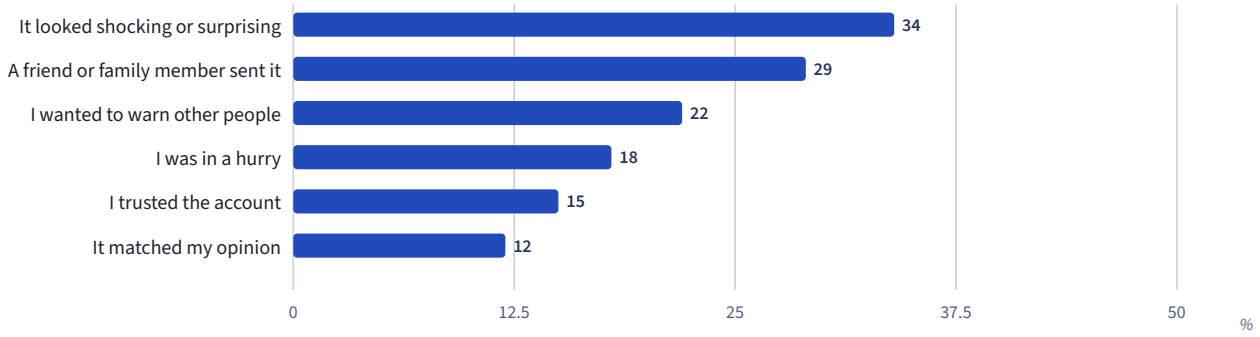
Un ingeniero de una agencia espacial internacional ha avisado de que mañana una tormenta solar enorme dejará sin internet y sin electricidad a todo el mundo durante tres días. **Guarda agua, carga tu móvil y descarga lo que necesites HOY.** El Gobierno no quiere que se sepa. Si lo reenvías a 10 personas en 10 minutos, estarás a salvo. Mi primo lo ha leído en un grupo y dice que es verdad. ¡¡PÁSALO!!

Source: Message invented for this notebook (fictional). It is written in Spanish on purpose, for the mediation task. Chain messages like this circulate in many languages and many countries.

Underline the words that create urgency or fear. Which parts of the message give no evidence?

F8 Why do people share before checking?

CHART



Source: Illustrative data created for this notebook (a fictional class survey of 100 students who could choose two reasons). Not from a real survey.

Which reason is the most common? Which reasons are about emotions and which are about trust? What does this suggest for a good guide?

F9 Misinformation: key words

GLOSSARY

misinformation	False or wrong information that is shared without the intention to cause harm.
disinformation	False information that is shared on purpose to deceive people.
hoax	A false story or warning created to trick people (in Spanish: bulo).
clickbait	A shocking headline or image whose main aim is to make you click.
satire	Humour that imitates the news; it is not meant to be taken as real.
claim	A statement that says something is true.
source	The person, document or organisation that information comes from.
credible / reliable	Worth trusting because it is honest, transparent and well supported.
evidence	Facts, data, documents or observations that support a claim.
algorithm	The set of rules a platform uses to decide what to show you.
fact-check / verify	To check whether a claim is true using reliable sources.
retract / correct	To say publicly that an earlier statement was wrong and give the right information.

Source: Glossary written for this notebook.

F10 Team challenge: three case files

DATA

Case	The post	What your team can find
C1	@BusWatch · "BIG NEWS! Bus 12 is FREE for ALL teenagers from Monday! Official!" (photo of a flyer)	Marlowe Bay Council transport page, 25 March: 'From Monday 6 May a six-month trial offers free off-peak travel on Bus 12 for passengers under 16. Off-peak means 9:30-15:00 and after 18:30. Passengers aged 16 and over pay the usual fare.'
C2	@SeaWatchMB · "INCREDIBLE video! A giant sea creature washes up on Seabrook beach!"	A logo is partly hidden in the corner of the video. The film company Starlight Pictures published the same clip on 2 May as a trailer for its film *Monster Tide*. The Seabrook coastguard said: 'We have received no report of a sea creature.'
C3	@ReadMoreNews · "NEW STUDY: 9 out of 10 teenagers prefer reading on paper! Screens are dead!"	The figure comes from a survey by the library of Northfield Academy: 31 students answered and 28 said they prefer paper. The library said: 'We did it for a class project. It does not represent all teenagers.'

Verdict scale: True · Partly true (missing context) · Misleading · False · Satire. Always add how sure you are: *certain* · *probably* · *not sure*.

Source: Fictional case files created for this notebook (accounts, council pages, film company and school are invented).

ANNEX 3

Student Worksheets

Learning situation 2 · Fact or Fake?

STUDENTS

WORKSHEET 1 Spot the cues

Session 1

Name: Class: Date:

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

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

She has a degree in biology and works in a hospital. She ___ know about this topic.
☐ must ☐ can't ☐ mustn't

That ___ be true! Nobody can live without sleep.
☐ must ☐ can't ☐ might

The council said that the library ___ staying open.
☐ is ☐ was ☐ will be being

The photo ___ taken eight years ago, according to the archive.
☐ was ☐ is ☐ has

The post was shared 12,000 times; ___, it isn't true.
☐ however ☐ because ☐ so

2 **Read F1. For each post, write the claim and the cues you notice (use F2 and the glossary F9).**

Post	Claim	Cues (emotion, no source, no date, pressure…)
P1		
P2		
P3		
P4		
P5		

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

	T	F
A post with no date is automatically false.	☐	☐
Capital letters and exclamation marks can be a sign of emotional pressure.	☐	☐
Satire is written to trick readers into believing something false.	☐	☐
12,000 shares prove that a claim is true.	☐	☐
It is useful to ask who made a post and why.	☐	☐

4 Choose one post. Why might it spread quickly? Write 3-4 sentences (use might, may, people feel…).

WORKSHEET 2 Build the protocol

Session 2

Use the source records (F3) and the CHECK protocol (F5).

1 Match each post with the record(s) that check it and write what the record shows.

Post	Record(s)	What the record shows
P1		
P2		
P3		
P4		
P5		

2 Look at three records and complete the table.

Record	Who made it?	Original or second-hand?	Does it support the post?
S1			
S3			
S5			

3 Match each CHECK step with the best action.

1 C · Clarify the claim ●

2 H · Hunt for the source ●

3 E · Examine the evidence ●

4 C · Compare ●

5 K · Keep or kill ●

● **a** Write the claim in one sentence: 'The library will close and be sold.'

● **b** Find the original press release and its date.

● **c** Check how many people were in the study and whether chocolate was tested.

● **d** See if a local newspaper reports the same thing.

● **e** Decide not to share, or share a correction with a link.

4 **Write your team's own verification protocol in five steps. Use imperatives (Check…, Look for…, Ask…).**

WORKSHEET 3 Certain, reported, corrected

Session 3

Listen to a radio fact-check. Your teacher reads it twice.

1 **Listening 1. Complete the table.**

Question	Answer
What did the post say?	
What did the council say?	
Where could the rumour come from?	
What is the verdict?	

2 **Report what each source said. Change the direct speech into reported speech.**

Direct speech	Reported speech
The spokesperson: "The library will stay open."	
The photographer: "I took the photo in November."	
The researcher: "We didn't test chocolate."	
The weather service: "There are no flood warnings."	

3 **Choose the correct option.**

The photo ___ by a local photographer eight years ago.
☐ took ☐ was taken ☐ has taken

There is no record of this quote anywhere. It ___ be a fake.
☐ must ☐ can't ☐ mustn't

The post ___ deleted last night, but a copy is still online.
☐ was ☐ is ☐ has

The study is small; ___, we cannot say that chocolate makes you smarter.
☐ although ☐ therefore ☐ but

4 **A friend posts: 'Chocolate for breakfast makes you smarter! Share!' Write a polite reply (3-4 lines): ask for the source, disagree politely and offer a correction.**

WORKSHEET 4 The fact-check challenge

Session 4

Work in teams of four: editor, researcher, evidence checker and spokesperson. Use the case files in F10.

1 **Fill in your team's fact-check table.**

Case	Evidence we found	Verdict	How sure are we?
C1			
C2			
C3			

2 **Match each function with a polite phrase.**

1 Ask for evidence ●	● a Where did you read that? Do you have a source?
2 Disagree politely ●	● b I see what you mean, but I'm not convinced because…
3 Concede a point ●	● c That's a fair point. You may be right about…
4 Express doubt ●	● d I'm not sure it's reliable. It might be…
5 Summarise the team's view ●	● e So, to sum up, we think the post is probably…

3 **Your team disagrees about C3. Write four lines of dialogue: one challenge, one concession, one compromise verdict.**

4 **Teamwork check. Tick what happened in your team.**

- [ ] Everybody spoke and listened.
- [ ] We asked for evidence before deciding.
- [ ] We used might / may / probably for uncertainty.
- [ ] We disagreed politely.
- [ ] We summarised before we decided.
- [ ] We finished on time.

WORKSHEET 5 Explain it to Ellie

Session 5

Mediation. Ellie is 11, she is visiting your family and she studies Spanish at school. Her English is simple (A2). She received the chain message in F7 and she wants to forward it.

1 **Listening 2. Ellie sends a voice note. What does she want to know? Write her questions.**

2 **Explain F7 to Ellie in simple English (short sentences, no copying).**

Ellie's question	Your answer in simple English
What does the message say?	
Who says it?	
What does it ask people to do?	
Which parts make it sound urgent?	

3 **Explain the CHECK steps to Ellie with a simple sentence and an example from the message.**

Step	Simple explanation for Ellie	Example from the message
Clarify		
Hunt		
Examine		
Compare		
Keep or kill		

4 Simplify the source-quality criteria in F5 for Ellie.

Formal criterion	Simple version
The author is identifiable and has relevant expertise.	
The publication date is clear and the information is up to date.	
The claims are supported by verifiable evidence.	

WORKSHEET 6 Our guide: test and review

Session 6

Draft your guide in the template (Annex 4). Then test it and review another team's guide.

1 Compare the two guide examples in F6.

Feature	Example A	Example B
Audience		
Tone and vocabulary		
Language (imperatives? modals? questions?)		
Which is clearer for its audience? Why?		

2 Test your guide on a new post. **Post:** 'Cinema fans! Magic Screen Cinema gives FREE tickets to ALL students every Friday for LIFE! Click the link, enter your school email and password and get your pass now! Only 500 passes left!' — @MagicScreenOffers, joined last week. **Record:** official website of Magic Screen Cinema: 'Student offer: 50% off on Tuesdays with a valid school ID. We never ask for your school password.' Apply the CHECK protocol.

Step	What we found	Result
Clarify		
Hunt		
Examine		
Compare		
Keep or kill		

3 **Peer review. Tick what the other team's guide does well.**

- [ ] The steps are clear and in a logical order.
- [ ] There are at least two examples with evidence.
- [ ] The language suits the audience (simple, friendly).
- [ ] It shows how sure we can be (probably, might…).
- [ ] It does not blame any group.
- [ ] Sources are credited.

4 **Write two stars (good things) and one wish (one improvement) for the other team.**

WORKSHEET 7

Individual challenge: verification report

Session 7

Name: Class: Date:

Work on your own. Use your toolkit (Annex 5) and the glossary (F9).

1 **Post:** 'STUDY PROVES it: students who write by hand learn TWICE as fast as students with laptops. Ban laptops in schools NOW!' — @EduTruth. **Record 1:** Learning Lab, Harwick University, summary published 20 September: 'In a small experiment with 60 students, those who took notes by hand scored 8% higher on a test 30 minutes after a 20-minute lecture. We did not measure learning over weeks. More studies are needed.' **Record 2:** blog EduTrends (no author, no date): 'New research shows handwriting doubles learning speed.' Write a verification report (120-150 words): the claim, the sources and their quality (use reporting verbs and passives), your verdict with how sure you are, and your recommendation.

2 Rewrite each generalisation so that it does not blame a group.

Generalisation	Fairer version
Teenagers always believe fake news.	
Older people share everything without thinking.	
Fake news always comes from other countries.	

3 In Spanish we say ***bulo***, ***noticia falsa*** and ***desinformación***. Match them with English words (hoax, fake news, disinformation, misinformation) and write what is different. Then write one habit you will change.

ANNEX 4

Final Product Template

Learning situation 2 · Fact or Fake?

STUDENTS

Name: Class: Date:

Our anti-misinformation guide. Write in English for your audience (name it in the first box). Use short, clear sentences and examples with evidence.

Title and audience

Who is the guide for? What is the main message in one sentence?

Why do false claims spread?

Emotion, speed, trust… use F2 and F8.

Quick signs of a weak post

Four warning signs, each with an example.

Our verification steps

Your protocol (CHECK or your own): one clear instruction per step.

Example 1: before and after

A post, what we checked, the verdict and how sure we are.

Example 2: before and after

A second post tested with the guide.

Strong sources vs weak sources

Three questions to judge a source.

If you are not sure...

What to do: ask, wait, correct politely.

Sources and credits

Texts and records you used (fictional) and who made the guide.

ANNEX 5

Useful Language & Final Check

Learning situation 2 · Fact or Fake?

STUDENTS

Name: Class: Date:

Functions and model sentences

Evaluating a claim	This looks reliable because… / I'm not convinced because the source is…
Certainty and uncertainty	It must be a hoax. It can't be true. It might be old. I'm fairly sure that…
Citing evidence	According to the council… The press release says that… The photo was taken in…
Reporting	She said that the library would stay open. They told us that no one had seen it.
Reformulating	In other words… What I mean is… To sum up…
Challenging politely	Where did you read that? I see your point, but… Do you have a source?

Grammar in context

Modals of deduction	must (sure it's true) · can't (sure it isn't) · might / may / could (possible)
Reported speech	"I took the photo." → He said (that) he had taken the photo. / "There are no warnings." → She said there were no warnings.
Passive voice	The post was shared 12,000 times. The photo was published eight years ago.
Linkers	however, although, whereas · therefore, as a result, so
Verification questions	Who wrote it? When was it published? Where is the evidence? Why was it shared?

Vocabulary bank

Misinformation: hoax, fake, clickbait, satire, rumour, disinformation, misleading, claim

Sources and evidence: source, author, date, record, press release, study, data, quote, original, second-hand

Platforms: post, share, forward, account, follower, algorithm, screenshot, link

Verification: check, verify, compare, correct, retract, reliable, credible, verdict

Pronunciation tips

- Stress to signal correction: It wasn't **2020**, it was **2018**.
- Neutral challenge: *Are you sure?* with a gentle rise; keep a calm voice and smile.
- Headlines: stress the key nouns and pause after the colon: FACT-CHECK: **library** not **closing**.

When I get stuck (clarify & repair)

- Sorry, what do you mean?
- Could you say that again, please?
- Do you mean that…?
- In other words, …
- How do you say … in English?
- Where did you read that?
- Let me check and I'll tell you.

Final check before you hand in: Anti-misinformation guide

- [ ] The guide has a clear audience and main message.
- [ ] There are two examples with evidence and a verdict.
- [ ] We use reporting verbs and passives to show where information comes from.
- [ ] No group is blamed and no private data are shown.
- [ ] The protocol has clear steps in a logical order.
- [ ] We say how sure we are (probably, might, must).
- [ ] The language is simple and friendly for our audience.
- [ ] All sources are credited and spelling is checked.

ANNEX 6

Printable Rubric

Learning situation 2 · Fact or Fake?

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Anti-misinformation guide**. 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 guide gives a clear, usable protocol, shows it working on at least two examples with evidence, and a younger reader could follow it without help.	The guide gives a clear protocol with one or two good examples.	The protocol is partly clear; examples are missing, vague or not linked to the steps.	The purpose is not clear or the guide only lists slogans.	
Organisation & language	Clear structure; accurate and varied reporting verbs, passives, modals of deduction and linkers (however, therefore, as a result); errors rarely affect meaning.	Clear structure; reporting and linkers mostly correct; errors are minor.	Structure is uneven; reported speech or passive are often wrong and sometimes affect understanding.	Hard to follow; frequent errors block meaning.	
Interaction / delivery	In the team challenge I ask for evidence, disagree politely, concede points, summarise and help the team reach a decision.	I take part, ask for sources and disagree politely most of the time.	I take part with prompting; my challenges sound abrupt or I rely on others.	I rarely take part or I only repeat what others say.	
Mediation & audience	The verification steps are explained in simple, accurate English for an 11-year-old, with examples and without losing the key limits (we may not be sure).	The steps are explained clearly with one small omission or one difficult word.	Some steps are missing, too technical or copied from the original.	The explanation is copied or word for word, or the meaning changes.	
Intercultural / ethical use	Misinformation is treated as a cross-border problem, no group is blamed and every source is credited; privacy is respected.	Respectful, with sources mostly credited.	Some generalisations about groups or missing credits need revising.	Uses stereotypes, blames a group or copies material without credit.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 2 · Fact or Fake?

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can report what a source says and how sure I am about it.	◯	◯	◯	◯
I can explain verification steps in simple English to a younger learner.	◯	◯	◯	◯
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 · Fact or Fake?

STUDENTS

Name: Class: Date:

Extra help: a checklist, source metadata, language frames and an annotated model.

CHECK card and source metadata

Clarify · **H**unt · **E**xamine · **C**ompare · **K**eep or kill

Source metadata: Who wrote it? · **When** was it published? · **Where** does it come from (link, organisation)? · **Evidence:** data, document, photo? · **Same story** elsewhere?

Frames and annotated model

- The post **says that**… but the source **says that**…
- It **must / can't / might** be… because…
- **According to** …, … **was** …
- **Verdict:** misleading. I am **probably** right because…

Model: *The post says that Seabrook is flooded today. However, the photo **was published** eight years ago (**Seabrook Echo**), and the weather service **said that** there were no warnings. It **can't** be today. **Verdict:** false.*

1 **Use the metadata card. New post: 'AMAZING!! A new app makes your phone battery last 3 days! Download it now! Everyone is using it!' No author, no date, the link goes to an unknown site and the app asks for access to all your contacts. Complete the table.**

Question	What we know
Who wrote it?	
When was it published?	
Where does it come from?	
What is the evidence?	
Do you share it? Why / why not?	

2 **Complete the sentences with the words in the box: says · according to · must · was published**

a) The post _____ that the library is closing.

b) _____ the council, it will only close on Mondays.

c) The photo _____ eight years ago.

d) The post _____ be false: there is no source.

3 **Write three sentences about the post in F1 that you want to check, with the frames.**

ANNEX 9

Extension

Learning situation 2 · Fact or Fake?

STUDENTS

Name: Class: Date:

Two fact-checks, one claim

Two write-ups check the same claim: *'Marlowe Bay Pool will be closed all summer.'* Analyse their **rhetorical choices** and their **evidence transparency**.

X1 Write-up 1 and Write-up 2

NEWS

Write-up 1 · Is the pool closed all summer? PARTLY TRUE. A post claimed that Marlowe Bay Pool would be closed from June to September. According to a council notice published on 18 May, the pool will close for repairs from 10 June to 5 July only. The notice was signed by the Leisure Department and gives a contact number. A pool manager told our reporter that the work 'could take longer if the weather is bad'; we could not confirm this. We will update this article if the dates change. **Sources:** council notice (18 May); interview with the pool manager (20 May).

Write-up 2 · POOL SCANDAL! The truth THEY are hiding! Everybody knows that the pool is closed all summer because of a huge secret problem. Experts say it is unsafe and insiders say the council doesn't care about young people. We spoke to many people and they all agree. Don't let them fool you! Share if you are angry!

Source: Fictional write-ups created for this notebook.

Steps

1. Underline emotional words, vague sources and exact sources.
2. Complete the table; write 60-80 words on which write-up is more trustworthy.
3. Rewrite the headline of Write-up 2 in a neutral way.

1 **Complete the comparison, then write your analysis and your neutral headline below.**

Feature	Write-up 1	Write-up 2
Headline and tone		
Sources and dates		
Admits what is not known?		

What to hand in

The completed table, your analysis and the new headline.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 2 · Fact or Fake?

TEACHER

Worksheet 1

1. Quiz: must; can't; was; was; however.
2. P1: chocolate for breakfast makes you smarter; capital letters, SHOCKING!!!, 'scientists say' with no names, pressure to share, new account. P2: the library will close and be sold; urgent capitals, 'tell everyone', no source, anonymous account. P3: a famous astronaut said you only need four hours of sleep; quote on a picture, no source or date, uses an authority. P4: Seabrook is flooded today; photo without date or context, emotional hashtag. P5: a man trains seagulls to deliver pizza; surprising story, website name cut off, 'this is real!'.
3. F (no date is a warning sign, not proof of falseness); T; F (satire is humour; the problem starts when it is shared as real); F; T.
4. Open answer. Model: «P2 might spread quickly because people may feel angry or worried about losing the library, and they want to warn everybody.»

Worksheet 2

1. P1 → S3: a small study of 40 adults linked a balanced breakfast with better memory; chocolate was not tested. P2 → S1 and S2: the library will close on Mondays but stays open Tuesday to Saturday; no plans to sell. P3 → S4: no interview contains the sentence; she said a tired crew makes mistakes. P4 → S5 and S6: the photo was published eight years ago; no flood warnings today. P5 → S7: the site is satire; none of its stories is real.
2. S1: Marlowe Bay Council (Communications Office); original; no (the library stays open). S3: University researchers; original but small, about breakfast; no (chocolate not tested). S5: photographer Ravi Mehta for the Seabrook Echo; original with date; no (it is an old photo).
3. Clarify → write the claim in one sentence; Hunt → find the original press release and its date; Examine → check how many people were in the study and whether chocolate was tested; Compare → see if a local newspaper reports the same; Keep or kill → decide not to share, or share a correction.
4. Open answer: five steps with imperatives; check the logical order and that each step is observable.

Worksheet 3

1. Listening 1 (see script): the post said the library was closing next month; the council said the library would not close, only Monday opening would be reduced (the building would not be sold); someone may have misread the announcement or the account had no named author or source; verdict: misleading.
2. The spokesperson said (that) the library would stay open. / The photographer said (that) he had taken the photo in November. / The researcher said (that) they hadn't tested chocolate. / The weather service said (that) there were no flood warnings.
3. was taken; must; was; therefore.
4. Open answer. Model: «Hi! Where did you read that? I see your point, but I'm not convinced. The study didn't test chocolate, so we can't say it makes you smarter. Maybe we shouldn't share it yet.»

Worksheet 4

1. C1: partly true / missing context (free only for under-16s, off-peak, six-month trial from 6 May); we are fairly sure. C2: false (clip from the trailer of *Monster Tide*; coastguard has no report); we are certain / almost certain. C3: misleading (31 students from one school, 28 prefer paper; not all teenagers); probably misleading. Accept 'false' for C3 only if justified.
2. Ask for evidence → Where did you read that?…; Disagree politely → I see what you mean, but I'm not convinced because…; Concede → That's a fair point…; Doubt → I'm not sure it's reliable…; Summarise → So, to sum up…
3. Open answer. Model: «A: The survey says 9 out of 10, so it must be true. B: I see your point, but only 31 students answered. A: That's a fair point. B: How about 'misleading' because the sample is small?»
4. Open: use for feedback in session 6.

Worksheet 5

1. Listening 2 (see script): Is the message true? Should she send it? What does it say? (Accept 3 questions.)
2. Model: «It says a big storm from the sun will stop the internet and the electricity for three days. It says an engineer gave a warning, but we don't know his name. It says: send this to ten people in ten minutes. It sounds urgent because of words like 'URGENT', 'today' and 'the government doesn't want you to know'.»
3. Model: Clarify → «What does the message say? Say it in one sentence.» (A big storm will stop the internet.) Hunt → «Find out who said it.» (An engineer, but no name.) Examine → «Look for proof.» (There are no numbers or links.) Compare → «Ask: do other websites say it?» (No news report.) Keep or kill → «If you aren't sure, don't send it.»
4. Model: «We know who wrote it and they know the topic.» «We can see the date and it is new.» «There is proof, like numbers or documents, that we can check.»

Worksheet 6

1. Example A: 11-12-year-olds; friendly, energetic, short imperatives (Stop. Think. Check.), simple words. Example B: adults/grandparents; calmer, questions, modals (you might ask), longer sentences. Both are clear for their audience; B is better for adults because it explains why emotions matter.
2. Clarify: the post claims free cinema tickets for all students for life. Hunt: new account, no link to the cinema's own site. Examine: it asks for the school password; the official site says that the offer is 50% off on Tuesdays and that they never ask for a school password. Compare: the official site disagrees. Keep or kill: kill; do not click or share; report the post.
3. Peer review: open.
4. Stars and wishes should refer to concrete parts of the guide.

Worksheet 7

1. Model (about 140 words): «The post claims that students who write by hand learn twice as fast as students with laptops. According to Record 1, a small experiment with 60 students was carried out at Harwick University. Students who wrote by hand scored 8% higher on a test taken 30 minutes later. However, learning was not measured over weeks, and the researchers said that more studies were needed. Record 2 has no author and no date, so it is not reliable. My verdict: misleading. The study is real, but it doesn't show 'twice as fast' and it doesn't prove that laptops should be banned. I am fairly sure about this. I would not share the post; I would share the university summary instead.»
2. Model: Teenagers always believe fake news. → People of any age may believe false information, especially when they are in a hurry. / Older people share everything. → Some people share messages without checking, whatever their age. / Fake news always comes from other countries. → False information can start anywhere and travel across borders.
3. Open answer. Check: bulo ≈ hoax / fake news; desinformación ≈ disinformation (on purpose) and misinformation (without intention); noticia falsa ≈ fake news. Accept a realistic personal habit.

Support (Annex 8)

1. Who: no author; when: no date; where: an unknown site; evidence: none; share: no, because there is no source, it asks for access to your contacts and it uses pressure ('everyone is using it').
2. a) says; b) According to; c) was published; d) must.
3. Open answer.

Extension (Annex 9)

1. Write-up 1: neutral headline with a verdict; names sources (council notice, interview), dates and limits ('we could not confirm'); promises updates. Write-up 2: emotional headline and capital letters; vague sources ('experts', 'insiders'); no dates; no admission of uncertainty; asks to share out of anger.
2. Open answer. Check: reasoned comparison with according to / however / therefore, and a neutral headline such as «Is Marlowe Bay Pool closed all summer? What the council says».

Listening script · Worksheet 3 · Fact Check Friday (Listening 1)

Read twice at a natural speed.

Presenter: Welcome to Fact Check Friday. This week we looked at a post that was shared more than twelve thousand times. It said that the public library in Marlowe Bay was closing next month. We contacted the council. A spokesperson told us that the library would not close. She said that it would stay open from Tuesday to Saturday, but that it would no longer open on Mondays. She added that the change had been announced on the council's website on the third of March, and that there were no plans to sell the building. So where did the rumour start? It seems that someone misread the announcement. The original post was written by an account with no named author, and it didn't link to any source. Our verdict: misleading. The library isn't closing, but it will open less. Remember: before you share, ask who published it, when it was published and where the evidence is.

Listening script · Worksheet 5 · Ellie's voice note (Listening 2)

Read twice, in a friendly voice.

Ellie: Hi! It's Ellie. Look, I've got a really strange message on my phone. It's in Spanish, so I don't understand it. A friend sent it. I think it's about a big storm and the internet, and it says I must send it to ten people. Is it true? Should I send it? Can you explain it to me in easy English? Thanks!

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40-45 minutes each; in session 7 allow 20 minutes for the guide presentations and 30 minutes for the individual report.
- Mediation (Worksheet 5): the recipient is 11 years old with A2 English. Value selection, examples and short sentences over literal translation. Students may discuss F7 in Spanish in teams, but the product is in English. Do not accept lists of Spanish words without explanation.
- Differentiation: give the support worksheet (Annex 8) with the CHECK card to students who need it; fast finishers can do the extension (Annex 9). Allow the guide to be a poster, leaflet, slide set or short video if the language requirements are met.
- Intercultural, rights and safety notes: all posts, people and organisations are fictional; do not allow students to mock real people or groups. Misinformation is a cross-border phenomenon (F7): avoid linking it to any nation or age group. The phishing example (Worksheet 6) is an opportunity to remind students never to share passwords. Students must credit the sources they use in their guide (A12).

⚠ Likely errors

- Reported speech: no backshift or wrong word order: «She said that the library is closing» (for was) or «He asked me where was the photo».
- Confusing must and have to / can't and mustn't in deduction: «It mustn't be true» for «It can't be true».
- Passive without the verb to be, or wrong participle: «The photo taken in 2018» / «was take».
- False friends and calques: «Actually» for «currently»; «to assist» for «to attend»; «fake notice» for «fake news / hoax».
- Linkers: «Although, the study is small» (comma after although) or using «however» to join two clauses with a comma.
- Too direct challenge: «You're wrong!» instead of «I see your point, but…».

⚖ Accepting alternative answers

- Accept any answer that communicates the meaning clearly, even with minor errors that do not affect understanding.
- Verdicts may differ slightly (e.g. 'partly true' or 'misleading') if they are supported with evidence from the records and the certainty is stated.
- In mediation, accept different wordings if the key information is correct, the sentences are simple and nothing important is added.

03 SITUACIÓN DE APRENDIZAJE
The Newsroom

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can a newsroom inform an audience while being transparent about what is known and unknown?

CURSO 4.º ESO	**SESIONES** 7 sesiones	**BLOQUES DE SABERES** A · B
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4	**PRODUCTO FINAL** Multimodal news programme	**CRITERIOS DE EVALUACIÓN** 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1

Contexto, reto y producto final

El departamento de Inglés pone en marcha **The Newsroom**, el informativo multimodal del centro: un programa de unos cinco minutos, grabado o en directo, para familias, alumnado recién llegado y centros socios. Para no trabajar con noticias que caducan, ni con personas o conflictos reales, la redacción cubre una ciudad **ficticia**, Port Harlow, donde el cierre de una pasarela peatonal por unas grietas es la noticia principal. La dirección editorial plantea una condición clara: «*We can't say more than we know, but we must say everything useful*».

El equipo recibe un dossier de redacción (nota de prensa, testimonios, notas de entrevista, datos, una crónica larga y una escaleta), compara cómo tres medios ficticios **enmarcan** el mismo hecho, decide el orden de las noticias y practica el estilo informativo: atribución con *said that*, voz pasiva (*was closed*, *will be carried out*), tiempos narrativos, probabilidad (*may*, *might*, *must*, *can't*) y marcadores del discurso. Realiza una entrevista con preguntas de seguimiento y, en la **mediación**, reduce una fuente de unas 250 palabras a una breve de 45 segundos sin eliminar la incertidumbre esencial. Con todo ello produce el **informativo multimodal**, lo emite y justifica individualmente sus decisiones editoriales en una nueva noticia.

Reto comunicativo

Produce a multimodal news programme of about five minutes for the school community: choose and order the stories, attribute every fact, say clearly what is still unknown, and credit your sources.

Producto final

Multimodal news programme.

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.

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.

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.

4.1 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.

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.
A8	Patrones sonoros, acentuales, rítmicos y de entonación de uso común, y significados e intenciones comunicativas generales asociadas a dichos patrones.
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.
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.

Language Toolkit · concreción didáctica

Communicative functions
reporting events; summarising sources; interviewing; expressing uncertainty; signposting

Grammar in context
reported speech; passive voice; narrative tenses; present perfect; modals of probability

Vocabulary
newsroom roles; current affairs vocabulary (fictionalised); interviews; sources; broadcast structure

Pronunciation / phonology
newsreader rhythm; quotation vs report intonation; stress for signposting

Mediation focus
Summarise a detailed source for a time-limited bulletin without removing crucial uncertainty.

Intercultural focus
Use fictional issues or time-stable topics to avoid outdated 'news'; analyse media conventions, not national stereotypes.

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 and compare multiple source texts.
- Produce coherent news scripts with attribution.
- Collaborate in live/recorded interaction.
- Use uncertainty transparently.
- Mediate long source material into concise broadcast language.

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

Editorial meeting with fictional source pack

Evidence: Worksheet 1: diagnóstico, comprensión de la nota de prensa (F2) y los testimonios (F3), distinción hecho/opinión/desconocido y propuesta de noticia principal.

Worksheet: Annex 3 · 1

2

SESSION 2

Compare framing and select story order

Evidence: Worksheet 2: análisis del enmarcado de tres medios (F5), verbos de atribución y justificación del orden de las noticias de la escaleta.

Worksheet: Annex 3 · 2

3

SESSION 3

Language workshop: reporting and passive structures

Evidence: Worksheet 3: listening de un boletín de radio (hechos confirmados y desconocidos), discurso indirecto, voz pasiva, probabilidad y lectura en voz alta con marcas de ritmo.

Worksheet: Annex 3 · 3

4

SESSION 4

Interview role-play with follow-up questions

Evidence: Worksheet 4: listening de una entrevista con preguntas de seguimiento, preparación de preguntas con las notas (F4) y observación del role-play.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: reduce a 250-word source to a 45-second brief

Evidence: Worksheet 5: mediación de la crónica larga (F7) a un resumen de 45 segundos que conserva la incertidumbre esencial.

Worksheet: Annex 3 · 5

6

SESSION 6

Write/revise scripts with source notes

Evidence: Worksheet 6: guion con notas de fuentes (Anexo 4), corrección de un borrador defectuoso y revisión entre equipos.

Worksheet: Annex 3 · 6

7

SESSION 7

Broadcast + individual editorial rationale

Evidence: Informativo emitido y Worksheet 7: guion individual de una noticia nueva más justificación editorial.

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 los datos clave de la nota de prensa (F2), el boletín de radio y la entrevista, y distinción entre hechos confirmados y desconocidos.	Worksheets 1, 3 y 4 / lista de comprobación
1.2	Interpretación y valoración de los rasgos discursivos de textos periodísticos: titulares, lede, verbos de atribución y enmarcado de tres medios ficticios (F5).	Worksheet 2 / observación y rúbrica
1.3	Selección y gestión de información fiable de varias fuentes (F2, F3, F4, F6, F7): atribución, distinción entre cita 'on the record' y 'off the record' y control de lo que no se sabe.	Worksheets 1, 5 y 6 / observación
2.1	Emisión oral del informativo: ritmo de presentador, entonación de cita y de información indirecta, y marcadores para guiar al oyente, con pronunciación comprensible.	Emisión de la sesión 7 / rúbrica
2.2	Redacción de guiones con atribución, discurso indirecto, voz pasiva, tiempos narrativos y cohesión, ajustados a tiempo y destinatario, con fuentes citadas.	Anexo 4 y Worksheets 6 y 7 / rúbrica
2.3	Planificación, redacción, revisión y mejora del guion: corrección de un borrador defectuoso, notas de fuentes y mejora tras la revisión entre equipos.	Worksheet 6 y Anexo 5 / lista de comprobación
3.1	Colaboración en la reunión de redacción, la entrevista y la emisión: reparto de roles, turnos, cortesía y respeto a distintas ideas.	Worksheets 1 y 4 / observación sistemática
3.2	Estrategias conversacionales en la entrevista: preguntas de seguimiento, petición de aclaración, reformulación («So, if I understand correctly…») y cierre.	Worksheet 4 / lista de observación
4.1	Mediación de la crónica de 250 palabras a un boletín de 45 segundos, conservando los datos esenciales y la incertidumbre, sin añadir información no respaldada.	Worksheet 5 / rúbrica de mediación

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The programme informs the audience clearly, orders the stories with good reasons, attributes every fact and says exactly what is still unknown.	The programme informs clearly and attributes most facts; the unknown is mentioned.	Some facts are unattributed or the audience and purpose are only partly clear; uncertainty is vague.	The programme does not inform or presents guesses as facts.
Organisation & language	Scripts are clear and well timed; accurate and varied reported speech, passives, narrative tenses and signposting; errors rarely affect meaning.	Scripts are clear; reporting, passives and signposting are mostly correct; errors are minor.	Structure or timing is uneven; reported speech or passive often contain errors that sometimes affect understanding.	Hard to follow or to read aloud; frequent errors block meaning.
Interaction / delivery	In the meeting, interview and broadcast I take turns, ask follow-up questions, clarify and deliver with newsreader rhythm and clear stress.	I take part, ask some follow-up questions and read clearly with some expression.	I take part with prompting; questions are repeated or my delivery is flat or too fast.	I rarely take part or I only read from paper.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Mediation & audience	The 250-word source becomes a 45-second brief that keeps every crucial fact and the main uncertainty, in language suited to listeners; nothing is added.	The brief keeps the essential facts and mostly keeps the uncertainty; one small omission.	Some key facts or the uncertainty are lost, or phrases are copied from the source.	The text is copied, exceeds the time greatly or changes the meaning.
Intercultural / ethical use	Sources are credited, off-the-record information is not used, no person or group is blamed or stereotyped, and the frame is fair.	Respectful and mostly fair; sources are credited.	Some loaded words, generalisations or missing credits need revising.	Uses loaded framing, shares private details or uses material without credit.

Input Pack y recursos

Fictional source pack, interview notes, press release, eyewitness-style quote, data card and broadcast rundown.

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

Script template, source-summary grid, role cards and pronunciation markings.

Extension

Anexo 9

Create two versions of the same story for different audiences and analyse what changes ethically.

ANNEX 1

Challenge Launch

Learning situation 3 · The Newsroom

STUDENTS

Welcome to the newsroom! This term our school is launching its own five-minute news programme for families, new students and partner schools. To avoid outdated news, we cover a fictional town, Port Harlow, where a footbridge has been closed because of cracks. Nobody knows yet what caused them or when the bridge will reopen. Your job as an editorial team is to inform the audience honestly: say what is confirmed, who said it and what is still unknown. You will compare sources, choose the order of the stories, interview an expert, summarise a long report in 45 seconds and broadcast your programme.

> *How can a newsroom inform an audience while being transparent about what is known and unknown?*

Your challenge

Produce a multimodal news programme of about five minutes for the school community: choose and order the stories, attribute every fact, say clearly what is still unknown, and credit your sources.

Audience: Families, new students and partner schools who watch or listen to the school's news programme.

What you will create

Multimodal news programme

Roadmap · 7 sessions

1. We hold an editorial meeting with a fictional source pack.
2. We compare how outlets frame a story and choose the story order.
3. We practise reporting and passive structures.
4. We role-play an interview with follow-up questions.
5. We mediate: we reduce a 250-word source to a 45-second brief.
6. We write and revise our scripts with source notes.
7. We broadcast and explain our editorial decisions.

Success criteria

- ✓ I can separate facts, opinions and what is unknown in a source.
- ✓ I can attribute information with reporting verbs and passives.
- ✓ I can say how sure I am (may, might, must, can't, it is not yet known).
- ✓ I can ask follow-up questions in an interview.
- ✓ I can summarise a long source for a short broadcast.
- ✓ I can read news aloud with clear rhythm and signposting.

Working together

- Check every fact with a source before it goes on air.
- No guessing and no loaded words: describe, don't accuse.
- Everyone has a role: anchor, reporter, producer, editor, technician.

ANNEX 2

Input Pack

Learning situation 3 · The Newsroom

STUDENTS

Your newsroom dossier: today's story list, a council press release, three voices from the town, interview notes with an engineer, three outlets' versions of the same story, a data card, a 250-word report, the broadcast rundown, newsroom vocabulary and an annotated model script. Port Harlow, its people, organisations and outlets are all fictional.

F1 Editorial meeting: today's story list

DATA

Story	What we know	What we don't know yet	Sources
1 · Millers Bridge closed	The footbridge was closed on Wednesday after cracks were found in two of its six supports. About 3,200 people cross it every weekday.	The cause of the cracks. When (or whether) it will reopen.	Press release (F2), voices (F3), engineer's notes (F4), data (F6), report (F7)
2 · Harbour Lights Festival	Planned for Saturday, 18:00-22:00, on the harbour front. The Regional Weather Service has issued a yellow wind warning for Friday night to Saturday morning. The organisers said they would decide by Friday at noon.	Whether the festival will go ahead, be moved or be postponed.	Organisers' statement; weather bulletin
3 · Young Inventors' Fair	Saturday, 10:00-16:00, in the gym at Eastside Secondary School. 24 projects by students aged 11-16; free entry; prizes at 15:30; three local engineers are the judges. Organiser: Ms Yasmin Rahman, science teacher.	How many visitors will come. Who will win.	Email from the organiser
4 · U16 basketball final	The Port Harlow Hawks beat Eastbrook 58-52 on Sunday. The top scorer was Imani Clarke, with 21 points.	Nothing important: the result is confirmed.	Club website

News values to discuss: impact on many people · urgency · new information · interest for our audience. **Rule of the newsroom:** every fact needs a source, and every gap in our knowledge must be said clearly.

Source: Fictional story list written for this notebook. Port Harlow and all people, organisations and events are invented.

F2 Press release from Port Harlow Council

TEXT

PORT HARLOW COUNCIL · PRESS RELEASE · Wednesday, 9:30

Millers Bridge closed as a precaution

Port Harlow Council has closed Millers Bridge to pedestrians and cyclists with immediate effect, following a routine inspection on Tuesday afternoon that found cracks in two of the bridge's six supports.

Cllr Helen Marsh, the council's lead for transport, said: "Safety is our first priority. We have closed the bridge as a precaution while engineers carry out further tests. We apologise to everyone affected."

The council has appointed an independent structural engineer, Dr Kofi Mensah, to examine the supports. Results are expected within two weeks. At this stage, the cause of the cracks is not known and no one has been injured.

A diversion is signposted via Station Road, which adds about 12 minutes to the journey on foot. School buses 14 and 15 will use the diversion from Thursday.

More information: www.portharlow.example/millers-bridge · Media contact: press@portharlow.example

Source: Original press release written for this notebook. Port Harlow Council and the people mentioned are fictional.

Underline the sentences that give facts and the sentences that say what is not known. Who is quoted? What is the purpose of a press release?

F3 Three voices from the town

TESTIMONY

Adaeze Okafor, café owner: *"It's very quiet this morning. Half my customers cross that bridge every day. I understand why they closed it, but nobody has told us how long it will be shut."*

Callum, 15, student: *"I walk across it to school. Last week I thought I saw a crack near the middle, but I wasn't sure. Now the walk is longer, but I'd rather be safe."*

Raj Patel, retired teacher: *"That bridge has always been fine. This is a waste of money."*

Source: Original quotations written for this notebook; the three people are fictional. Collected by a fictional reporter on Wednesday.

Which quotation gives a fact you could check? Which gives an impression? Which gives an opinion with no evidence? How would you attribute each one in a script?

F4 Interview notes: Dr Kofi Mensah, structural engineer

TEXT

ON THE RECORD (can be used)

- Cracks in 2 of the 6 supports (numbers 2 and 5): 'from hairline to a few millimetres wide'.
- Bridge built in 1974; last major repair in 2009.
- 'There is no sign of immediate danger, but I can't be sure until the tests are finished.'
- Tests: ultrasound scans and small samples this week; analysis next week.
- Cause: 'I won't guess. It could be the age of the bridge, last winter's flooding, or both.'
- Reopening: 'I can't give a date. It might reopen in stages (for example, pedestrians only) if the results are good.'
- Advice: 'Please don't cross the barriers. Use the diversion.'

OFF THE RECORD (do NOT use)

- He mentioned that a different bridge, in another town, needed six months of repairs. He said: 'Please don't broadcast that: it's only a comparison.'

Source: Original notes written for this notebook. Dr Mensah is fictional. The notes were taken by the newsroom on Wednesday at 14:00.

Why must the last note not be broadcast? What could happen if we used it?

F5 One story, three outlets

DATA

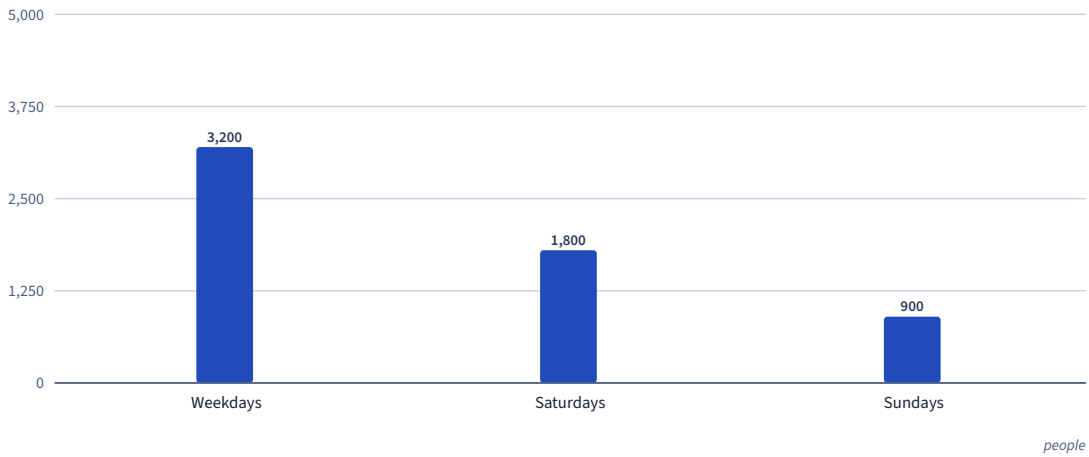
Outlet	Headline	First sentence	Who is quoted
Harlow Herald	Millers Bridge closed as a precaution after cracks found	Port Harlow Council closed Millers Bridge on Wednesday after inspectors found cracks in two supports.	A council spokesperson and the engineer
Coast FM News (web)	CHAOS in Port Harlow: bridge shut, commuters furious	Thousands of angry commuters were stranded on Wednesday as the council shut the town's main footbridge without warning.	A café owner and a retired teacher
The Daily Wave	Is Millers Bridge safe? The council won't say	Residents are asking whether Millers Bridge could collapse, but the council has not answered.	'A concerned resident' (no name)

Framing means the way a story is presented: which facts come first, which words are used and who is allowed to speak. Compare the headlines with the council's press release (F2).

Source: Fictional outlets and headlines written for this notebook to practise analysing framing. Any resemblance to real media is a coincidence.

F6 Data card: Millers Bridge

CHART



Other facts: the diversion via Station Road adds about **12 minutes** on foot · about **340 students** from Eastside Secondary School use the bridge on school days · **2 of the 6 supports** (one third) have cracks.

Source: Illustrative data created for this notebook (council counter, last month's average). Not real data.

How would you say the numbers in a broadcast (about 3,200 / more than three thousand / roughly a third)? Why is 'about' important?

F7 Millers Bridge: what we know and what we don't

NEWS

Millers Bridge: what we know and what we don't

By Marta Quinn, Harlow Herald

Millers Bridge, the footbridge that links Port Harlow town centre with the Eastside neighbourhood, was closed on Wednesday morning after inspectors discovered cracks in two of its six supports. The closure, announced by Port Harlow Council at 9:30, took effect immediately and affects pedestrians and cyclists.

The bridge, which was built in 1974 and last repaired in 2009, is used by about 3,200 people every weekday, according to the council's counters. Around 340 of them are students from Eastside Secondary School, who now have to walk an extra 12 minutes along Station Road. The council said that school buses 14 and 15 would use the diversion from Thursday.

Cllr Helen Marsh, the council's transport lead, described the closure as "a precaution" and apologised for the disruption. An independent engineer, Dr Kofi Mensah, has been appointed to carry out tests, including ultrasound scans and the analysis of small samples. "There is no sign of immediate danger, but I cannot be sure until the tests are finished," he told the Herald.

It is not yet known what caused the cracks. Dr Mensah said that age, last winter's flooding or a combination of both could be responsible, but he refused to guess. Results are expected within two weeks, and he said that the bridge might reopen in stages if the results are good. No date has been given.

Several local businesses have reported fewer customers. Café owner Adaeze Okafor said that nobody had told her how long the bridge would stay closed. The council says it will publish updates every Friday on its website. No one has been injured.

Source: Original article of about 250 words written for this notebook as the 'Harlow Herald' (fictional) by Marta Quinn (fictional). Used for the mediation task.

You have 45 seconds on air: about 90-100 words. Which facts are essential? Which uncertainty must stay?

F8 Broadcast rundown: Port Harlow Evening News

DIAGRAM

Port Harlow Evening News · 5 minutes



Item	Format	Who	Length
1 · Headlines	anchor reads three headlines	Anchor A	0:30
2 · Lead: Millers Bridge	intro + package: voice-over, photos, clip	Anchor A, Reporter	2:00
3 · Harbour Lights Festival	studio item with weather graphic	Anchor B	0:45
4 · Young Inventors' Fair	recorded report with two quotes	Reporter	0:45
5 · Sport: U16 final	studio item with score graphic	Anchor B	0:30
6 · Sign-off and corrections	both anchors in the studio	Anchors A + B	0:30

Roles: Anchor · Reporter · Producer (timing) · Editor (checks sources) · Technician (sound and images)

Source: Rundown created for this notebook. The programme is fictional.

Add up the lengths: does the programme last five minutes? What would you cut if the lead story needed 30 more seconds?

F9 Newsroom vocabulary and signposting

GLOSSARY

headline / lede	The title of a story / the first sentence, with the most important facts.
byline	The line that says who wrote the story.
source	The person or document that gives you information.
on the record / off the record	Can be reported with the speaker's name / must NOT be reported.
attribution	Saying who said something (according to…, X said that…).
confirmed / unconfirmed	Checked by reliable sources / not checked yet.
package	A prepared report with voice-over, images and sound clips.
rundown	The plan of a programme with items, formats and timings.
anchor / reporter / producer	The presenter in the studio / the person who reports a story / the person who manages the timing.
Signposting	**First…, Meanwhile…, In other news…, Turning to…, Finally…, More on this later.**
Showing uncertainty	**It is not yet known…, It may / might…, According to…, So far…, Officials said…**
Correction	A statement that fixes an earlier mistake: ***In an earlier bulletin we said that… In fact…***

Source: Glossary written for this notebook.

F10 Annotated model script (lead story)

TEXT

ANCHOR: Good evening. [SIGNPOST] Our top story tonight: Millers Bridge in Port Harlow has been closed. **According to** a council statement, [ATTRIBUTION] inspectors found cracks in two of the bridge's six supports on Tuesday. The council **said that** the closure was a precaution and that nobody had been hurt. [REPORTED SPEECH]

PACKAGE (voice-over): About 3,200 people cross the bridge every weekday. Many of them are students, who now **have to** walk an extra twelve minutes. [DATA, 'about']

ENGINEER (clip): "There is no sign of immediate danger, but I can't be sure until the tests are finished." [DIRECT QUOTE: name the speaker]

ANCHOR: It is not yet known what caused the cracks, [UNCERTAINTY] and no reopening date **has been given**. [PASSIVE] Results **are expected** within two weeks. Turning to the harbour… [SIGNPOST]

Source: Original model script written for this notebook (fictional programme and people).

Find an attribution, an example of the passive voice and an expression that shows uncertainty. Where would the anchor pause (/) and which words would get stress?

ANNEX 3

Student Worksheets

Learning situation 3 · The Newsroom

STUDENTS

WORKSHEET 1 Editorial meeting

Session 1

Name: Class: Date:

First, the warm-up quiz on your own. Then read the story list (F1), the press release (F2) and the voices (F3).

1 Warm-up quiz. Tick the correct answer.

The council said that the bridge ___ closed as a precaution.
☐ is ☐ was ☐ has

Millers Bridge ___ closed on Wednesday morning.
☐ was ☐ is being ☐ has

The cause of the cracks ___ yet.
☐ isn't known ☐ doesn't know ☐ wasn't knowing

The results ___ be ready next week, but nobody can be sure.
☐ must ☐ might ☐ can't

Nobody ___ injured.
☐ has been ☐ have been ☐ is been

2 Read F2. True (T) or false (F)?

	T	F
The bridge was closed after a routine inspection.	☐	☐
The council knows what caused the cracks.	☐	☐
The engineer was appointed by the council.	☐	☐
The diversion adds about 12 minutes on foot.	☐	☐
Someone was injured.	☐	☐

3 Fact, opinion, impression or unknown? Write the label and one idea to check it.

Statement	Label	How could we check it?
Two of the six supports have cracks.		
This is a waste of money.		
I thought I saw a crack last week.		
Nobody knows how long it will be closed.		
The bridge has always been fine.		

4 **In the editorial meeting you propose Story 1 as the lead. Write three sentences: because…, so far…, but we still don't know…**

WORKSHEET 2 Framing and story order

Session 2

Use the outlets' versions (F5), the story list (F1) and the rundown (F8).

1 **Compare the three outlets.**

Outlet	What it emphasises	Words that create a feeling	What is missing
Harlow Herald			
Coast FM News			
The Daily Wave			

2 **Match each reporting expression with its effect.**

1 The council stated that… ●

2 The council claimed that… ●

3 The council admitted that… ●

4 The council warned that… ●

● **a** It gives the official position in a neutral way.

● **b** It suggests the speaker may not be right.

● **c** It suggests that something negative was not said before.

● **d** It announces a possible danger.

3 **Order the four stories of F1 for a five-minute programme and justify your order (impact, urgency, new information, audience).**

Order	Story	Reason
1		
2		
3		
4		

4 **Write a neutral headline and a first sentence (lede) for the bridge story. Maximum 30 words.**

WORKSHEET 3 Reporting and the passive

Session 3

Listen to a radio bulletin. Your teacher reads it twice.

1 **Listening 1. Complete the table.**

Confirmed facts	Not yet known

2 **Report what each source said. Change the direct speech into reported speech.**

Direct speech	Reported speech
Cllr Marsh: “We have closed the bridge as a precaution.”	
Dr Mensah: “I won’t guess.”	
Ms Okafor: “Nobody has told us how long it will be shut.”	
The council: “School buses will use the diversion.”	

3 **Choose the correct option.**

The supports ___ by an independent engineer next week.
☐ will be examined ☐ will examine ☐ are examining

No reopening date ___ yet.
☐ has been given ☐ is giving ☐ gave

The cracks ___ found during a routine inspection.
☐ were ☐ was ☐ have

The cause ___ be the flooding, but it’s only a possibility.
☐ must ☐ may ☐ can’t

The council ___ it was a precaution.
☐ said that ☐ told that ☐ said me

4 **Read-aloud practice. Mark pauses (/) and underline stressed words, then read it aloud: ‘Millers Bridge has been closed / after inspectors found cracks in two supports. / It is not yet known / what caused them.’ Copy it with your marks.**

WORKSHEET 4 The interview

Session 4

Listen to an interview with Dr Mensah. Then prepare your own interview with the notes in F4.

1 **Listening 2. Complete the table.**

Question	Dr Mensah’s answer
What did he find?	
How worried should people be?	
What caused the cracks?	
When might the bridge reopen?	
What is his advice?	

2 **Match each follow-up phrase with its purpose.**

1 Could you say more about that? ●	● a To ask for a definition or explanation.
2 So, if I understand correctly, … ●	● b To check that you have understood.
3 What do you mean by …? ●	● c To get more detail.
4 Is there anything else people should know? ●	● d To close the interview and give the expert a last chance to speak.

3 **Prepare five questions for Dr Mensah: two open questions, two follow-up questions and one about uncertainty.**

4 **Watch another pair. Tick what you hear.**

- [ ] A polite opening and closing.
- [ ] At least two follow-up questions.
- [ ] A question about what is not known.
- [ ] A reformulation: So, if I understand correctly…
- [ ] The expert is named when quoted.
- [ ] No off-the-record information is used.

WORKSHEET 5 From 250 words to 45 seconds

Session 5

Mediation. Read the report in F7 (about 250 words). You need a brief for the evening programme: 45 seconds, about 90-100 words.

1 **Decide what to do with each piece of information.**

Information in F7	Keep / cut / keep as uncertain
The bridge was closed on Wednesday after cracks were found in two of six supports.	
It was built in 1974 and last repaired in 2009.	
About 3,200 people cross it every weekday.	
The cause of the cracks is not known.	
Tests are being carried out; results are expected within two weeks.	
No reopening date has been given.	
Several businesses have fewer customers.	
The diversion adds 12 minutes on foot.	
No one has been injured.	

2 **Write your 45-second brief (85-100 words). Attribute at least two facts and say what is not known.**

3 **Check your brief. Tick what it includes.**

- [ ] The bridge is closed and why (cracks in two supports).
- [ ] The source of the information (according to / said that…).
- [ ] The cause is not yet known.
- [ ] Results are expected within two weeks; no reopening date.
- [ ] The diversion or the number of people affected.
- [ ] Nothing that is not in F7.

4 **Time check. Read your brief aloud. How many seconds did it take? What did you cut and why?**

WORKSHEET 6 Script, source notes and review

Session 6

Write your scripts in the template (Annex 4). Use the model script (F10) and the story list (F1).

1 **Write a script for Story 2 (Harbour Lights Festival): 80-100 words, with one attribution, one passive and one uncertainty expression.**

2 Revise this draft. Find the problem and rewrite each sentence. **Draft:** ‘The bridge is closed since Wednesday. / The council says it’s dangerous and it will be fixed next week. / Everybody is very angry. / Nobody knows nothing about why.’

Problem	Corrected sentence
Tense: ‘is closed since’	
Unsupported claims: ‘dangerous’, ‘next week’	
Generalisation: ‘everybody is very angry’	
Double negative	

3 Source notes. Complete the table for your lead story script.

Statement in my script	Source	Fact / quote / unknown?

4 Peer review. Tick what the other team’s script does well, then write two stars and one wish.

- ☐ Every fact has a source.
- ☐ Uncertainty is stated clearly.
- ☐ Quotes and reported speech are used correctly.
- ☐ The script can be read in the time available.
- ☐ No loaded words or generalisations.
- ☐ Credits for sources are included.

WORKSHEET 7 Individual challenge: a new story

Session 7

Work on your own. Use your toolkit (Annex 5) and the glossary (F9).

1 **New story.** Port Harlow Council has announced that the Seagull Square market will move to the harbour car park from 1 June while the square is repaired (council press release, Monday). Eighteen stalls are affected. Mr Ali, who sells fruit, said: 'We will lose customers.' The council has not said how long the repair will take. Write a news script (70-90 words) with at least one attribution, one passive, one reported-speech sentence and one expression of uncertainty.

2 Editorial rationale (60-80 words): which facts did you choose and in what order? What did you leave out and why? What is still unknown, and how did you say it?

3 Complete: 'The thing I do better now when I report news is _____. Next I want to improve _____.'

ANNEX 4

Final Product Template

Learning situation 3 · The Newsroom

STUDENTS

Name: Class: Date:

Our multimodal news programme. Plan for listeners and viewers; every fact needs a source, and every gap must be said clearly.

Programme plan

Name, audience, length (about 5 minutes), format (video, radio, podcast, slides), team roles.

Rundown

Order of items, format, who presents, length (total 5:00).

Lead story script

Anchor intro with attribution, quote or clip, uncertainty and signposting.

Second item script

A shorter item (festival, fair or sport).

Images, sound and graphics

What the audience sees and hears; credit every image.

Source notes

Statement · source · fact, quote or unknown.

Corrections and what we don't know yet

Gaps to say on air; sign-off and correction line.

Credits

Sources and people (fictional?) used.

ANNEX 5

Useful Language & Final Check

Learning situation 3 · The Newsroom

STUDENTS

Name: Class: Date:

Functions and model sentences

Reporting events	The bridge was closed on Wednesday. Inspectors found cracks in two supports.
Attributing	According to the council… Dr Mensah said that… A spokesperson told us that…
Summarising	In short… To sum up… The main points are…
Interviewing	Could you say more about…? So, if I understand correctly… What do you mean by…?
Expressing uncertainty	It is not yet known… It may / might… So far there is no date.
Signposting	First… Meanwhile… Turning to… Finally… More on this later.

Grammar in context

Reported speech	"We closed it." → She said (that) they had closed it. · "It's a precaution." → She said it was a precaution.
Passive voice	was closed · has been given · will be carried out · is expected
Narrative tenses	Inspectors were checking the bridge when they found cracks. The bridge had been repaired in 2009.
Present perfect (news)	The bridge has been closed. No one has been injured.
Modals of probability	may / might / could (possible) · must (sure) · can't (sure it isn't)

Vocabulary bank

Newsroom roles: anchor, reporter, producer, editor, technician, correspondent

News language: headline, lede, byline, source, quote, statement, press release, package, rundown

Interviews: on the record, off the record, follow-up question, expert, witness, spokesperson

Broadcast structure: headlines, lead story, item, sign-off, correction, graphic, voice-over

Pronunciation tips

- Newsreader rhythm: short phrases, pauses (/) and a falling tone at the end of a statement.
- Quotation vs report: change your voice slightly for a direct quote; use a normal tone for reported speech.
- Stress signposts: **First**… / **Meanwhile**… / **Finally**…

When I get stuck (clarify & repair)

Sorry, could you repeat that?

Could you say more about that?

What do you mean by…?

So, if I understand correctly…

Let me check that with our source.

I'm not sure; I'll find out.

Let's correct that: …

Final check before you hand in: Multimodal news programme

- [ ] Every fact has a source; quotes name the speaker; off-the-record notes are not used.
- [ ] We say clearly what is not yet known.
- [ ] We use reported speech and the passive correctly.
- [ ] Items are signposted and the programme lasts about five minutes.
- [ ] The language is neutral: no loaded words or generalisations.
- [ ] Images, sounds and sources are credited; we read aloud with clear rhythm.

ANNEX 6

Printable Rubric

Learning situation 3 · The Newsroom

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Multimodal news programme**. 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 programme informs the audience clearly, orders the stories with good reasons, attributes every fact and says exactly what is still unknown.	The programme informs clearly and attributes most facts; the unknown is mentioned.	Some facts are unattributed or the audience and purpose are only partly clear; uncertainty is vague.	The programme does not inform or presents guesses as facts.	
Organisation & language	Scripts are clear and well timed; accurate and varied reported speech, passives, narrative tenses and signposting; errors rarely affect meaning.	Scripts are clear; reporting, passives and signposting are mostly correct; errors are minor.	Structure or timing is uneven; reported speech or passive often contain errors that sometimes affect understanding.	Hard to follow or to read aloud; frequent errors block meaning.	
Interaction / delivery	In the meeting, interview and broadcast I take turns, ask follow-up questions, clarify and deliver with newsreader rhythm and clear stress.	I take part, ask some follow-up questions and read clearly with some expression.	I take part with prompting; questions are repeated or my delivery is flat or too fast.	I rarely take part or I only read from paper.	
Mediation & audience	The 250-word source becomes a 45-second brief that keeps every crucial fact and the main uncertainty, in language suited to listeners; nothing is added.	The brief keeps the essential facts and mostly keeps the uncertainty; one small omission.	Some key facts or the uncertainty are lost, or phrases are copied from the source.	The text is copied, exceeds the time greatly or changes the meaning.	
Intercultural / ethical use	Sources are credited, off-the-record information is not used, no person or group is blamed or stereotyped, and the frame is fair.	Respectful and mostly fair; sources are credited.	Some loaded words, generalisations or missing credits need revising.	Uses loaded framing, shares private details or uses material without credit.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 3 · The Newsroom

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can attribute information and say clearly what is not yet known.	◯	◯	◯	◯
I can summarise a long source for a short broadcast without losing the essential facts.	◯	◯	◯	◯
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 · The Newsroom

STUDENTS

Name: Class: Date:

Extra help: a script template, a source-summary grid, role cards and pronunciation marks.

Script template and role cards

Good evening. Our top story: … has been … .
According to … , … **said that** … .
It is not yet known … .
More on this later.

Anchor: introduces and closes. **Reporter:** tells the story and quotes. **Producer:** checks the timing. **Editor:** checks every source. **Technician:** sound and images.

Pronunciation marks

/ short pause · **//** long pause · **BOLD** = stress · ↘ falling tone (end of a statement)

*The Young Inventors' Fair / takes place on **Saturday** ↘ // in the **gym** / at Eastside Secondary School ↘*

1 **Source-summary grid for Story 3 (F1). Complete it.**

Question	Answer
What is happening?	
When and where?	
Who is the source?	
What do we know?	
What do we not know yet?	

2 **Complete the script with the words in the box: according to · said that · not yet known · has been**

Good evening. The Young Inventors' Fair takes place on Saturday in the gym. _____ the organiser, 24 projects will be shown. She _____ entry is free. It is _____ how many visitors will come. More news _____ added to the website tonight.

3 **Mark the pauses (/) and the stress in your first sentence and read it aloud to a partner.**

ANNEX 9

Extension

Learning situation 3 · The Newsroom

STUDENTS

Name: Class: Date:

One story, two audiences

News is not neutral just because it uses facts: **audience** changes what we include and how. Write two versions of the Millers Bridge story: **(a)** for 8-10-year-olds and **(b)** for the adult evening bulletin. Then analyse what changes **ethically**.

Steps

1. Write version (a): 50-60 words, simple language, calm tone, no frightening details.
2. Write version (b): 70-80 words, more data and attribution.
3. Complete the comparison table: what is included, what is left out and why.
4. Discuss: Is anything hidden from the children? Is uncertainty still honest in both versions?

1 **Complete the analysis.**

Feature	Version (a) children	Version (b) adults
Facts included		
Language and tone		
Uncertainty		
Ethical question		

What to hand in

Both versions, the comparison table and a two-sentence ethical conclusion.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 3 · The Newsroom

TEACHER

Worksheet 1

1. Quiz: was; was; isn't known; might; has been.
2. T; F (the cause is not known); T; T; F (no one has been injured).
3. Two of six supports have cracks → fact (check with the press release or the engineer); This is a waste of money → opinion (check by asking for costs and evidence); I thought I saw a crack → impression (check with the inspection records); Nobody knows how long it will be closed → unknown (true: no date given; check with the council); The bridge has always been fine → opinion/generalisation (check with inspection history).
4. Open answer. Model: «Story 1 should lead because it affects about 3,200 people every weekday. So far we know that two supports have cracks and the bridge is closed, but we still don't know the cause or the reopening date.»

Worksheet 2

1. Harlow Herald: emphasises the precaution and the facts; neutral words (precaution, found); missing resident voices. Coast FM: emphasises anger and disruption; CHAOS, furious, stranded, without warning; missing the engineer, the council's explanation and the fact that no danger was reported. The Daily Wave: emphasises fear of collapse; 'won't say', 'collapse'; missing that the council and engineer gave statements; the quoted person is anonymous.
2. stated → neutral official position; claimed → suggests the speaker may not be right; admitted → suggests something negative was not said before; warned → announces a possible danger.
3. Model: 1 Millers Bridge (affects most people; new information); 2 Harbour Lights Festival (time-sensitive; decision by Friday noon); 3 Young Inventors' Fair (event on Saturday); 4 U16 basketball (confirmed result, lowest urgency). Accept other orders with a reasoned justification.
4. Model: «Millers Bridge closed after cracks found in two supports. Port Harlow Council closed the footbridge on Wednesday as a precaution, but the cause is not yet known.»

Worksheet 3

1. Listening 1 (see script): Confirmed: bridge closed to pedestrians and cyclists; cracks in two of six supports found in a routine inspection on Tuesday; nobody injured; an independent engineer will carry out tests and results are expected within two weeks; diversion via Station Road adds about 12 minutes; buses 14 and 15 will use it from tomorrow. Not yet known: the cause of the cracks; when the bridge will reopen.
2. Cllr Marsh said (that) they had closed the bridge as a precaution. / Dr Mensah said (that) he wouldn't guess. / Ms Okafor said (that) nobody had told them how long it would be shut. / The council said (that) school buses would use the diversion.
3. will be examined; has been given; were; may; said that.
4. Marks (model): Millers Bridge has been **closed** / after inspectors found **cracks** / in two **supports**. // It is **not yet known** / what **caused** them. Accept reasonable alternatives.

Worksheet 4

1. Listening 2 (see script): cracks in two of six supports (numbers two and five), from hairline to a few millimetres; no sign of immediate danger, but he can't be sure until the tests are finished; he doesn't know (age, flooding or both); he can't give a date, it might reopen in stages if the results are good; do not cross the barriers and use the diversion.
2. Could you say more about that? → To get more detail; So, if I understand correctly… → To check understanding; What do you mean by…? → To ask for a definition or explanation; Is there anything else people should know? → To close the interview.
3. Open answer. Models: «Dr Mensah, what did you find?» «Could you say more about the tests?» «So, if I understand correctly, you don't know the cause yet?» «When might the bridge reopen?» «What is your advice for people?»
4. Observation list: open; use for feedback in session 6.

Worksheet 5

1. Keep: closed Wednesday, cracks in two of six supports; cause not known (keep as uncertain); tests and results within two weeks; no reopening date (keep as uncertain); diversion adds 12 minutes; no one injured. Optional/cut: built in 1974 and repaired in 2009; fewer customers in businesses. About 3,200 people can be kept as data of impact.
2. Model (about 95 words): «Millers Bridge in Port Harlow has been closed to pedestrians and cyclists. According to the council, inspectors found cracks in two of the bridge's six supports during a routine inspection. About 3,200 people cross it every weekday, and the diversion adds around twelve minutes on foot. An engineer is carrying out tests, and the council said that results are expected within two weeks. It is not yet known what caused the cracks, and no reopening date has been given. No one has been injured. The council says it will publish updates every Friday on its website.»
3. Check each box against the model; 'nothing that is not in F7' is essential (no invented causes or dates).
4. Open answer. A 90-100 word brief takes roughly 40-45 seconds at news pace. Accept justified cuts (history, business impact).

Worksheet 6

1. Model: «The Harbour Lights Festival is planned for Saturday evening on the harbour front. According to the organisers, the festival will begin at six. However, a yellow wind warning has been issued by the Regional Weather Service for Friday night to Saturday morning. The organisers said that they would decide by Friday at noon. It is not yet known whether the festival will go ahead.» Check attribution, one passive, one uncertainty expression, 80-100 words.
2. The bridge has been closed since Wednesday. / According to the council, the closure is a precaution; the results are expected within two weeks. / Several residents have complained about the diversion. / Nobody knows why it happened (or: No one knows why yet).
3. Open answer; each statement must be linked to a source or labelled 'unknown'.
4. Peer review: open. Stars and wishes should refer to concrete parts of the script.

Worksheet 7

1. Model (about 80 words): «The Seagull Square market is moving to the harbour car park from 1 June. According to a council press release, the move will last while the square is repaired. Eighteen stalls are affected. Fruit seller Mr Ali said that he would lose customers. The council has not said how long the repair will take, so it is not yet known when the market will return.» Check one attribution, one passive (is moving / will be repaired), one reported sentence and one uncertainty expression.
2. Open answer. Check: facts chosen with reasons, order justified, something left out and why, the unknown stated clearly.
3. Open answer.

Support (Annex 8)

1. What: the Young Inventors' Fair; when and where: Saturday 10:00-16:00 in the gym at Eastside Secondary School; source: Ms Yasmin Rahman, organiser (science teacher); we know: 24 projects, students aged 11-16, free entry, prizes at 15:30, three local engineers as judges; we don't know: how many visitors will come and who will win.
2. According to; said that; not yet known; has been.
3. Open answer: check pauses after phrases and stress on key words (Saturday, gym, Eastside).

Extension (Annex 9)

1. Open answer. Check: (a) simple language and calm tone, no frightening words, still honest about uncertainty ('the engineers are checking'); (b) more data and attribution. The ethical analysis may mention protecting children from fear without hiding the truth, and keeping the same facts in both versions.

Listening script · Worksheet 3 · Port Harlow Radio bulletin (Listening 1)

Read twice at newsreader pace.

This is Port Harlow Radio with your lunchtime news. Millers Bridge has been closed to pedestrians and cyclists. The council announced this morning that inspectors had found cracks in two of the bridge's six supports during a routine inspection on Tuesday. A council spokesperson said that the closure was a precaution and that nobody had been injured. An independent engineer has been asked to carry out tests, and the results are expected within two weeks. It is not yet known what caused the cracks, and no reopening date has been given. A diversion has been set up along Station Road; it adds about twelve minutes on foot. School buses fourteen and fifteen will use it from tomorrow. We'll bring you more as soon as we have it.

Listening script · Worksheet 4 · Interview with Dr Mensah (Listening 2)

Read twice with two voices (Nina, the reporter, and Dr Mensah).

Nina: Dr Mensah, thank you for joining us. What did you find?

Dr Mensah: We found cracks in two of the six supports, numbers two and five. Some are as thin as a hair; others are a few millimetres wide.

Nina: How worried should people be?

Dr Mensah: There is no sign of immediate danger, but I can't be sure until the tests are finished.

Nina: Could you say more about the tests?

Dr Mensah: Of course. This week we'll take ultrasound scans and some small samples. Next week we'll analyse them.

Nina: And what caused the cracks?

Dr Mensah: I'd rather not guess. It could be the age of the bridge, last winter's flooding, or both.

Nina: So, if I understand correctly, you don't know yet?

Dr Mensah: That's right. We don't know yet.

Nina: When might the bridge reopen?

Dr Mensah: I can't give a date. It might reopen in stages, for example for pedestrians only, if the results are good.

Nina: What is your advice for people in the meantime?

Dr Mensah: Please don't cross the barriers, and use the diversion.

Nina: Dr Mensah, thank you very much.

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 40-45 minutes each; in session 7 allow 25 minutes for the broadcast (about 5 minutes per team if live, or watch recordings) and 25 for the individual challenge.
- Mediation (Worksheet 5): F7 has about 250 words and the target is about 90-100 words (45 seconds at news pace). Value selection, attribution and keeping the uncertainty over literal reduction. Check that nothing has been added (no invented cause or reopening date).
- Differentiation: give the support worksheet (Annex 8) with the script template to students who need it; fast finishers can do the extension (Annex 9). The programme can be audio, video or slides with voice-over if the language requirements are met. Use the rundown (F8) to assign roles so that every student speaks.
- Intercultural, ethics and rights notes: Port Harlow, the people and the outlets are fictional; do not let students adapt the case to real people or real recent events. F5 shows framing: analyse media conventions, not national stereotypes. Discuss why off-the-record information must not be broadcast (F4). Students must credit sources, images and sounds (A12).

Likely errors

- Reported speech without backshift: «She said that the bridge is closed» (for was) or «She said me…» (for told me / said).
- Passive formed with the wrong auxiliary or participle: «The bridge was close», «has been gave», «was happened».
- Present perfect with finished time: «The bridge has been closed on Wednesday» instead of «was closed on Wednesday».
- Double negative or Spanish calque: «Nobody knows nothing»; «The council assures that…» (calque of asegura).
- Using must for possibility and can't for prohibition: «It must be the flooding» (said when only possible).
- Linking facts without attribution: stating opinions or guesses as facts («The bridge is dangerous»).

Accepting alternative answers

- Accept any answer that communicates the meaning clearly, even with minor errors that do not affect understanding.
- For open scripts, check content criteria first (attribution, uncertainty, timing, neutrality), then accuracy of reported speech and passives.
- In mediation, accept different selections of details if the essential facts and the uncertainty are kept and nothing is invented.

04

SITUACIÓN DE APRENDIZAJE

There Is No Planet B

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we argue for environmental action using evidence rather than slogans alone?

CURSO 4.º ESO	**SESIONES** 7 sesiones	**BLOQUES DE SABERES** A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE6	**PRODUCTO FINAL** Evidence-based sustainability campaign	**CRITERIOS DE EVALUACIÓN** 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 6.2, 6.3

Contexto, reto y producto final

El comité de ecoescuela del **IES Sierra Alta** (centro ficticio) está cansado de los carteles que dicen «Save the planet!» sin explicar qué hay que hacer ni en qué datos se apoyan. La dirección encarga a 4.º ESO una **campaña de sostenibilidad basada en evidencias** dirigida a alumnado, familias y profesorado, y a la vez un boletín en inglés para las familias del centro socio de Irlanda. La pregunta es: *«How can we argue for environmental action using evidence rather than slogans alone?»*

Para responderla, el alumnado audita eslóganes (mensaje frente a evidencia), lee fichas de datos **reales con fuente y año** (IPCC 2023, Copernicus 2026, Eurostat 2025, Red Eléctrica 2025, EEA 2025, UNEP 2024) junto a datos **ilustrativos del centro** (encuesta de desplazamientos, comprobación de luces, auditoría del comedor), practica el argumento *claim–evidence–reasoning* con condicionales y conectores, y escucha y representa una **mesa redonda de partes interesadas** en la que nadie habla en nombre de quien no está presente. En la tarea de **mediación** convierte una ficha técnica en español en información accesible en inglés sin perder las cifras ni sus límites. Con todo ello crea la campaña (cartel, FAQ con contraargumentos y lista de fuentes), la presenta en un pitch público y demuestra individualmente cómo valora una afirmación con sus datos.

Reto comunicativo

Create an evidence-based sustainability campaign for the IES Sierra Alta community: one clear claim supported by credited data, honest about its limits, with an FAQ that answers counterarguments and a two-minute public pitch.

Producto final

Evidence-based sustainability 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.

1.3 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.

4.1 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
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.
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.

Código	Saber básico
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.

Language Toolkit · concreción didáctica

Communicative functions
arguing; expressing cause and consequence; making recommendations; conceding; responding to counterarguments

Grammar in context
conditionals 0/1/2; modals; passive voice; linkers: whereas, although, therefore, as a result; relative clauses

Vocabulary
climate/sustainability; energy; consumption; transport; biodiversity; local action

Pronunciation / phonology
persuasive stress; intonation in concession; chunking complex sentences

Mediation focus
Translate data and technical terms into accessible English while preserving their meaning and limitations.

Intercultural focus
Use global examples carefully and avoid speaking on behalf of communities represented only through limited 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

- Interpret environmental texts and data.
- Build a claim-evidence-reasoning argument.
- Acknowledge uncertainty and counterarguments.
- Produce campaign materials with credited sources.
- Mediate scientific/environmental information for a public audience.

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 slogans: message vs evidence

Evidence: Worksheet 1: test diagnóstico, auditoría de seis carteles (F1) según acción, dato y fuente, y reescritura del eslogan más débil como claim con evidencia.

Worksheet: Annex 3 · 1

2

SESSION 2

Source/data workshop with local-style fictional figures and established concepts

Evidence: Worksheet 2: listening 1 (cifras de un boletín), relación de cada dato con su límite (F2-F4), verdadero/falso sobre las gráficas y elección razonada de un dato fiable.

Worksheet: Annex 3 · 2

3

SESSION 3

Language workshop: argument and conditionals

Evidence: Worksheet 3: conectores de contraste y consecuencia, condicionales 0/1/2, oraciones de relativo y pasiva, y párrafo claim–evidence–reasoning con datos del centro (F4).

Worksheet: Annex 3 · 3

4

SESSION 4

Stakeholder round table

Evidence: Worksheet 4: preparación del rol en la mesa redonda (F5), listening 2 (quién dice qué y acuerdo final) y reflexión sobre las voces ausentes.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: turn a data card into accessible public information

Evidence: Worksheet 5: mediación de la ficha de datos en español (F8) a un texto para el boletín del centro socio, con glosa de términos técnicos y comprobación de cifras y límites.

Worksheet: Annex 3 · 5

6

SESSION 6

Create campaign + FAQ/counterargument section

Evidence: Worksheet 6: plan claim–evidence–reasoning de la campaña, FAQ con dos contraargumentos, revisión entre equipos y estrellas y deseo.

Worksheet: Annex 3 · 6

7

SESSION 7

Public pitch + individual evidence commentary

Evidence: Pitch público de la campaña y Worksheet 7: comentario individual de una afirmación a partir de la evidencia disponible.

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 muro de carteles (F1), las fichas de datos (F2-F4) y el boletín oral con cifras (listening 1).	Worksheets 1 y 2 / lista de comprobación
1.3	Selección de información veraz: distingue dato, estimación y opinión, identifica qué no dice cada fuente y registra las fuentes con organismo y año (F10).	Worksheet 2 y Anexo 4 / lista de cotejo
2.1	Pitch público de dos minutos con una afirmación, dos datos citados, un límite y una llamada a la acción, con apoyo visual y énfasis persuasivo.	Presentación (sesión 7) / rúbrica
2.2	Redacción del párrafo claim–evidence–reasoning, del cartel y del FAQ, con fuentes citadas y sin copiar frases literales.	Anexo 4 y Worksheets 3 y 6 / rúbrica
2.3	Planificación y revisión del texto: plan CER, borrador, revisión entre equipos con lista de comprobación y versión final corregida.	Worksheet 6 y Anexo 5 / lista de cotejo
3.1	Participación en la mesa redonda con un rol asignado: aporta datos, concede y responde con cortesía y respeta los turnos.	Worksheet 4 / observación sistemática
3.2	Uso de estrategias para tomar y ceder la palabra, pedir aclaraciones, conceder (You're right that…, however…) y resumir los acuerdos.	Worksheet 4 / lista de observación
4.1	Mediación de la ficha técnica en español (F8) a un texto en inglés para las familias de un centro socio, conservando las cifras, las unidades y los límites de la estimación.	Worksheet 5 / rúbrica de mediación
6.2	Valoración crítica de las medidas desde la equidad y los derechos (acceso, movilidad reducida, familias rurales) y uso honesto de datos globales y europeos.	Worksheets 4 y 7 / rúbrica
6.3	Defensa de la sostenibilidad con valores ecosociales y democráticos: incluye voces diversas, no habla por quien no está presente y propone medidas inclusivas en el FAQ.	Anexo 4 (FAQ) y Worksheet 7 / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The campaign has one clear claim, at least two credited pieces of evidence, an honest limit and a specific call to action; the audience knows what to do and why.	The campaign has a clear claim, some evidence and a call to action; the limit is mentioned.	The claim is partly clear; evidence is thin or the action is vague.	The campaign is a slogan with no evidence or no clear action.
Organisation & language	Claim–evidence–reasoning is well connected with varied linkers and conditionals (although, whereas, as a result, if…would); errors rarely affect meaning.	The argument is clear, with some linkers and conditionals; minor errors.	Ideas are listed rather than connected; recurring errors sometimes affect meaning.	Ideas are hard to follow; errors often block meaning.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Interaction / delivery	In the round table and the pitch I give evidence, concede politely, ask for clarification and answer questions with persuasive stress and clear chunking.	I take part, give evidence and answer most questions.	I take part with prompts; I mostly read my notes.	I rarely speak or I cannot answer questions.
Mediation & audience	The technical card is explained in everyday English with figures, units and the limit of the estimate preserved; nothing is added.	The main figures and the limit are clear, with a small omission.	Some figures are missing or the limit disappears; some jargon remains.	The text is copied or translated word for word, or the numbers change.
Intercultural / ethical use	Sources are credited with organisation and year; global examples are used carefully, voices that are missing are named and the campaign is fair to everyone.	Sources are mostly credited; the campaign is respectful and inclusive.	Some sources are missing or some groups are generalised («parents think…»).	Uncredited copying, exaggerated claims or speaking for other people.

Input Pack y recursos

Data cards, short reports, stakeholder positions, campaign examples, FAQ model and source list 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

Claim-evidence frame, simplified data, glossary and counterargument stems.

Extension

Anexo 9

Evaluate trade-offs between two solutions rather than promoting a single obvious answer.

ANNEX 1

Challenge Launch

Learning situation 4 · There Is No Planet B

STUDENTS

Every week our corridors fill up with posters: «Save the planet!», «Be green!», «Act now!» Nice words, but do they change anything? Last month the Eco Committee asked a hard question: which of these messages are based on evidence, and which are only slogans? Now it is your turn. Your team will choose a real problem in our school (travel, food or energy), read reliable data from the IPCC, Copernicus, Eurostat and the UN, listen to people who see the problem differently, and design a campaign that is honest about what we know and what we don't. Then you will pitch it to students, families and teachers.

> *How can we argue for environmental action using evidence rather than slogans alone?*

Your challenge

Create an evidence-based sustainability campaign for the IES Sierra Alta community: one clear claim supported by credited data, honest about its limits, with an FAQ that answers counterarguments and a two-minute public pitch.

Audience: Students, families and staff of IES Sierra Alta, and the families of our partner school in Ireland (newsletter).

What you will create

Evidence-based sustainability campaign

Roadmap · 7 sessions

1. We audit slogans: which ones have evidence and which are only words?
2. We read real and school data and ask what each number does not show.
3. We practise arguing with conditionals and linkers.
4. We hold a stakeholder round table and listen to every voice.
5. We explain a technical data card in everyday English.
6. We build our campaign with an FAQ that answers counterarguments.
7. We pitch our campaign and comment on a claim on our own.

Success criteria

- ✓ I can tell the difference between a slogan and an argument supported by evidence.
- ✓ I can read a data card and explain what a number shows and what it does not show.
- ✓ I can build a claim–evidence–reasoning argument using conditionals and linkers.
- ✓ I can admit uncertainty and answer a counterargument politely.
- ✓ I can explain data and technical terms in accessible English.
- ✓ I can credit my sources and avoid speaking for people I have not heard.

Working together

- Criticise ideas and data, never people.
- Everybody has a role in the team: researcher, writer, designer, speaker. Rotate them.
- If a number has no source, we don't use it.

ANNEX 2

Input Pack

Learning situation 4 · There Is No Planet B

STUDENTS

Everything you need for your campaign: a wall of posters to audit, real data cards from international and European organisations, charts, illustrative data from our school, voices for the round table, a model campaign and FAQ, a technical card in Spanish to explain, key concepts and a source list template.

F1 The poster wall

DIAGRAM

A

SAVE THE PLANET!

Be green. Act now.

B

LUNCH WITHOUT LEFTOVERS

Canteen audit, May 2026:
86 kg of food in the bin in 3 days.
Take only what you will eat.

Source: school audit (illustrative)

C

EVERY LIGHT YOU LEAVE ON KILLS A TREE!

Think about it!

D

BIKE TO SCHOOL

38% of us come by car*
If we had a safe bike lane,
more of us could cycle.

**Student survey, March 2026 (illustrative)*

E

PLASTIC IS DESTROYING EVERYTHING!

Stop it now!

F

SWITCH OFF AT NIGHT

At 21:00 on 4 evenings in Nov 2025,
11 to 16 of our 30 classrooms
had their lights on.

Source: caretaker checks (illustrative)

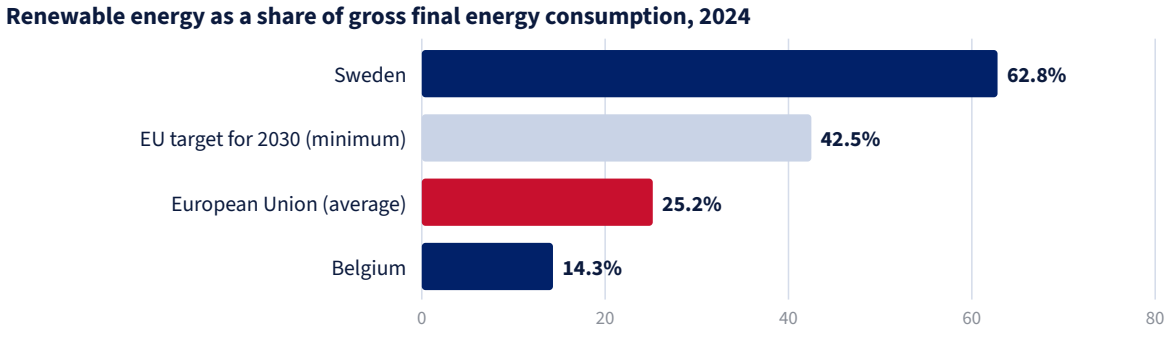
Noticeboard, IES Sierra Alta (fictional school) · Posters created for this notebook

Source: Posters created for this notebook. The school and the audit, survey and checks are fictional (illustrative data); the slogans are original.

Which posters tell us what to do? Which give numbers or name a source? Which one exaggerates?

F2 Chart: renewable energy in Europe, 2024

DIAGRAM



Source: Eurostat news release, 18 December 2025. The grey bar is a target, not a measurement.

Source: Chart drawn for this notebook with figures from Eurostat (news release of 18 December 2025). The target is a political aim, not a measurement.

Can we say «Belgium doesn't care about the environment» because its bar is short? What other information would we need?

F3 Data cards: climate, energy and waste

DATA

Card	What the source says	Source and year	What it does NOT tell us
1 · Global temperature	Global surface temperature was about **1.1 °C higher** in 2011–2020 than in 1850–1900. Scientists attribute this warming mainly to greenhouse-gas emissions from human activities.	IPCC, *Climate Change 2023: Synthesis Report* (2023)	It is a global average over ten years. It does not describe the weather in one city on one day.
2 · Recent years	2024 was the warmest year in the record (**1.60 °C** above 1850–1900) and the first calendar year above 1.5 °C. 2025 was the third warmest (**1.47 °C**).	Copernicus Climate Change Service, *Global Climate Highlights 2025* (January 2026)	One year above 1.5 °C does not mean the Paris Agreement goal has failed: that goal is measured over a longer period (about 20 years).
3 · Renewables in the EU	In 2024, renewables were **25.2%** of the EU's gross final energy consumption (Sweden 62.8%, Belgium 14.3%). The EU target for 2030 is at least 42.5%.	Eurostat, news release of 18 December 2025	It covers all energy (heating, transport and electricity). It does not explain why countries differ. For electricity alone the EU figure was 47.5% (Eurostat, January 2026).
4 · Spain's electricity	In 2024, **56.8%** of the electricity generated in Spain came from renewable sources (wind 23.2%, solar photovoltaic 17%).	Red Eléctrica de España, press release of 18 March 2025	It is electricity only. Do not compare it with the 25.2% in card 3: they measure different things.
5 · Transport	Transport is responsible for nearly a quarter of Europe's greenhouse-gas emissions. In 2023, road transport produced about 73% of transport emissions.	European Environment Agency (EEA), indicator updated in November 2025	It does not say how much comes from journeys to school, which are a small part of the total.
6 · Food waste	In 2022 the world wasted about **1.05 billion tonnes** of food: **19%** of the food available to consumers. Households produced 60% of it (about 79 kg per person per year).	UN Environment Programme (UNEP), *Food Waste Index Report 2024* (2024)	It combines estimates from countries with very different data quality, and «waste» includes inedible parts such as peelings and bones.

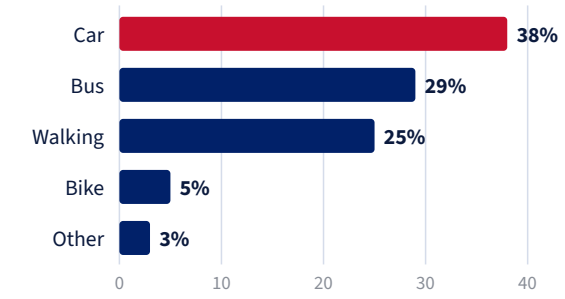
Source: Summaries written for this notebook from the sources named in the table. Figures checked in October 2026: later reports may update them.

For each card: is it a measurement, an estimate or a target? Who published it, and when?

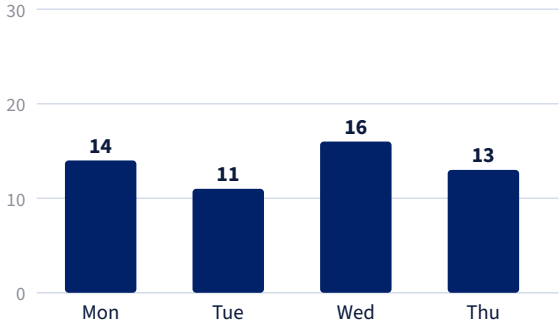
F4 Our school in numbers (illustrative data)

DIAGRAM

How do we travel to school? (% of answers)



Classrooms with lights on at 21:00 (out of 30)



Four evenings in November 2025

Travel survey (March 2026): 412 of 560 students answered an online form (74%). **Light checks:** the caretaker looked at the 30 classrooms at 21:00 on four evenings in November 2025.

Canteen audit (3 days in May 2026): 720 lunches were served, 240 a day. The team weighed the food that came back on plates and trays, without packaging: **31 kg, 28 kg and 27 kg**, a total of **86 kg**, about 28 kg a day.

Limits: the survey is self-reported and only 74% answered; the light checks cover only four evenings; the audit lasted three days and did not separate leftovers from peelings.

Source: Illustrative data created for this notebook (fictional school). They show how local figures are read; they are not real measurements.

Which of these figures could change if we repeated the measurement for a whole month?

F5 Round table: a car-free school gate?

CASE

The proposal. From January, cars may not stop at the school gate between 8:00 and 8:30. The council would create a drop-off point 200–300 m from the gate (the place is still to be decided), 40 bike spaces and a safer crossing. Lessons start at 8:30.

- **Marta, 16, Year 4 student (Eco Committee):** «In our survey, 38% of students come by car and the street at the gate is very crowded (F4). I think a quieter gate would be safer, but we should not push families who have no alternative.»
- **Ms Nowak, parent:** «I live in a village 18 km away. The only bus from my village arrives at 9:10, after lessons start, so I drive my children. A long walk in the rain worries me.»
- **Mr Ortega, teacher on gate duty:** «I see the traffic every morning and I support a change. But I cannot leave the gate to supervise a long walk.»
- **Ms Ferrer, council mobility officer:** «This year the council can pay for the bike spaces and a drop-off point. A new bus route needs a decision in next year's budget.»
- **Ibai, 15, Year 3 student:** «I use crutches. A long walk in the morning is difficult for me. I want to be asked before decisions are made.»

Source: Fictional proposal and fictional voices written for this notebook. Real people are more varied than any short card: never write «parents think…», write «this parent says…».

Whose voice is missing from this table (bus drivers, neighbours, students who live very close…)? What could we do to hear them before we decide?

F6 Model campaign: Lunch Without Leftovers

TEXT

Slogan: Lunch without leftovers: take what you will eat!

Claim. Our canteen could waste less food if we change how we choose our portions.

Evidence. In our three-day audit (May 2026), **86 kg** of food went into the bin, about 28 kg a day. Worldwide, **19%** of the food available to consumers was wasted in 2022, and households were responsible for **60%** of it (UNEP, 2024).

Reasoning. If students choose a small, medium or large portion, they will take what they really want to eat. As a result, less food will end up in the bin, whereas fixed portions force everybody to take the same amount.

Limit. Although our audit was short, it gives a first picture. However, we do not know yet how much of the waste is leftovers and how much is peelings, so the real figure may be different.

Call to action. Choose your portion size and tell the canteen team what you like.

Sources. School canteen audit, IES Sierra Alta, May 2026 (illustrative); UNEP, *Food Waste Index Report 2024*.

Source: Original text written for this notebook. Local figures are illustrative; the UNEP data are real (UNEP, Food Waste Index Report 2024).

Underline the claim, the evidence, the reasoning, the limit and the call to action in different colours.

F7 Model FAQ: difficult questions

TEXT

Q1. «A three-day audit is too short. Can we trust it?»
You're right that three days is short, so we call our figure an *estimate*, not a fact. However, it is enough to see that there is a problem. If the Eco Committee repeats the audit for a month, we will publish the new figures.

Q2. «Why should I change if big companies pollute more?»
It's true that governments and companies have a bigger responsibility. Even so, households produce 60% of food waste worldwide (UNEP, 2024), which means that everyday choices matter too. We need both.

Q3. «Won't portion choice cost the canteen more money?»
We don't know yet. We have no cost data, so we will ask the canteen manager and we will not make any promise until we have an answer.

Source: Original text written for this notebook (fictional school; the UNEP figure is real, UNEP 2024).

Find the phrases that concede a point, admit uncertainty and answer politely.

F8 Mediation · a data card in Spanish

TEXT

IES SIERRA ALTA · FICHA DE DATOS · AHORRO ELÉCTRICO

- **Consumo eléctrico anual del centro:** 118 000 kWh (curso 2024-25).
- **Consumo nocturno (de 22:00 a 6:00):** 21 % del total, debido sobre todo a equipos en *stand-by* y a luces encendidas.
- **Prueba piloto:** durante 4 semanas (noviembre y diciembre de 2025) se apagaron equipos y luces al terminar el día en 6 aulas. **Ahorro medido en esas aulas: 9 % de su consumo nocturno.**
- **Estimación para todo el centro:** si se aplicara en todas las aulas, el ahorro sería de entre el 1,5 % y el 2,5 % del consumo anual (aproximadamente entre 1 800 y 3 000 kWh). **Es una estimación, no una medición:** se basa solo en 6 aulas y en 4 semanas.
- **Dato pendiente:** no se ha medido el efecto en los meses de verano.

Source: Data card written for this notebook (fictional school; illustrative figures). Families of our partner school in Ireland cannot read it: you are going to explain it in everyday English.

Don't translate word by word. Keep the numbers, the units and the limit of the estimate; explain «kWh» and «stand-by» for a non-expert.

F9 Key concepts for evidence-based arguments

GLOSSARY

claim	A statement that you want other people to accept.
evidence	Facts, data or examples that support a claim. It needs a source and a year.
reasoning	The explanation that connects the evidence to the claim.
greenhouse gases	Gases such as carbon dioxide (CO_2) and methane that keep heat in the atmosphere.
emissions	Gases that human activities (transport, industry, energy) release into the air.
renewable energy	Energy from sources that are naturally replaced, such as the sun, wind and water.
carbon footprint	The greenhouse gases that a person, a product or an activity causes.
per capita	Per person. A country total can hide big differences between people.
percentage points	The difference between two percentages: from 20% to 25% is +5 percentage points, not +5%.
estimate / measurement	An estimate is an approximate number based on a sample; a measurement is a direct record.
sample	The people, days or places that you really measured. A small sample may give an unreliable picture.
correlation / causation	Two things can change together without one causing the other.

Source: Definitions written for this notebook.

F10 Source list template

DATA

Claim in my campaign	Organisation or author	Title and year	Where I found it	Limit: what it does not show
19% of the food available to consumers was wasted in 2022.	UNEP	*Food Waste Index Report 2024* (2024)	UNEP website, report key messages	Global estimate; includes inedible parts.
…	…	…	…	…
…	…	…	…	…
…	…	…	…	…

Source: Template created for this notebook. The first row is a completed example.

Rule: no source, no number. If you paraphrase, change the sentence and still name the source.

ANNEX 3

Student Worksheets

Learning situation 4 · There Is No Planet B

STUDENTS

WORKSHEET 1 Slogan or evidence?

Session 1

Name: Class: Date:

Start with the quiz on your own. Then audit the poster wall (F1) with your team.

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

If we switch off the lights, we ___ electricity.
☐ save ☐ saved ☐ would saving

___ the bus is cheaper, many students still come by car.
☐ Because ☐ Although ☐ Therefore

Food waste is a problem ___ affects every country.
☐ who ☐ which ☐ where

If the council built a cycle lane, more students ___ cycle.
☐ will ☐ would ☐ are

2 **Audit the posters in F1. Write Yes or No in each box and add a comment.**

Poster	Clear action?	Number or data?	Source named?	Strength or problem
A · Save the planet!				
B · Lunch without leftovers				
C · Every light kills a tree				
D · Bike to school				
E · Plastic is destroying everything				
F · Switch off at night				

3 **Choose the weakest poster. Rewrite it in 2-3 sentences with a claim, a piece of evidence (use only data from the Input Pack) and a call to action.**

4 **Which questions would you ask before trusting a poster? Tick the three most useful.**

- ☐ Who says it?
- ☐ When was it measured?
- ☐ How many people, days or places were measured?
- ☐ Is it a fact, an estimate or an opinion?
- ☐ Is something exaggerated?
- ☐ What does the number NOT tell us?

WORKSHEET 2 Reading the data

Session 2

Use the data cards (F3) and the charts (F2, F4). First listen to your teacher.

1 **Listening 1 · News bulletin. Listen twice and write the numbers you hear.**

1. In 2024 the global temperature was _____ °C above the 1850–1900 level.
2. In 2025 it was _____ °C.
3. Renewables were _____ % of the EU's final energy consumption in 2024.
4. In Spain, _____ % of electricity came from renewable sources in 2024.
5. The world wasted _____ billion tonnes of food in 2022.
6. Households produced _____ % of that waste.

2 **Match each statistic with the mistake it could cause if we use it carelessly.**

1	Spain: 56.8% renewable electricity (2024)	● a	Saying «more than half of Spain's energy is renewable».
2	EU: 25.2% renewable energy (2024)	● b	Saying «Belgium does not care about the climate» because its share is lower.
3	Global temperature: 1.60 °C above 1850–1900 in 2024	● c	Saying «the Paris Agreement has failed» after a single year.
4	School survey: 38% of students come by car	● d	Saying «38% of all Spanish students come by car».
5	UNEP: 19% of food wasted worldwide	● e	Saying «19% of the food in our canteen is wasted».

3 **True (T) or false (F)? Use F2 and F4.**

	T	F
Sweden is above the EU target for 2030.	☐	☐
The EU average in 2024 was above the 2030 target.	☐	☐
In our survey, more students walk than come by bus.	☐	☐
On every evening, lights were on in more than half of the 30 classrooms.	☐	☐
The canteen audit lasted three days, so its result is an estimate.	☐	☐

4 **Choose ONE number from F2–F4 that you would use in a campaign. Explain (a) why you trust it and (b) one limit.**

WORKSHEET 3 Arguing with conditionals and linkers

Session 3

Look again at the model campaign (F6) and the FAQ (F7). Notice how the arguments are connected.

1 **Complete with: although · whereas · therefore · as a result · however · because of.**

1. _____ our audit was short, it gives us a useful first picture.
2. Households produce 60% of food waste, _____ retail produces much less.
3. Students choose their portions; _____, less food goes in the bin.
4. The council can build bike racks this year. _____, it cannot create a new bus route yet.
5. Some families drive _____ the lack of buses before lessons start.
6. Food waste is high. _____, the canteen should measure it every month.

2 **Choose the correct form.**

If you leave a computer on standby, it ___ electricity all night.
☐ uses ☐ will use ☐ would use

If the council ___ a cycle lane, more students will cycle.
☐ builds ☐ built ☐ would build

If I were the headteacher, I ___ a car-free hour.
☐ will introduce ☐ would introduce ☐ introduce

We won't reduce waste unless everybody ___.
☐ helps ☐ will help ☐ helped

3 **Join each pair of sentences with who, which or where (a-c). Then rewrite d and e in the passive.**

a) Marta is a student. She leads the Eco Committee.
b) The canteen is a place. Food is wasted there.
c) UNEP published a report. It estimates global food waste.
d) The council will build 40 bike spaces.
e) The team measured the food waste.

4 **Write a claim–evidence–reasoning paragraph (60-80 words) about the light checks (F4). Use one conditional and two linkers.**

WORKSHEET 4 Stakeholder round table

Session 4

Read the voices in F5 and prepare one role. Then listen to a round table about the same proposal.

1 **Prepare your role (Marta, Ms Nowak, Mr Ortega, Ms Ferrer or Ibai). Use evidence from F2–F5, not only opinions.**

Preparing my role	My notes
My role	
My main point	
Evidence I can use	
One concession I can make	
One question for another voice	

2 **Listening 2 · Round table. Match each speaker with the main point they make. Listen twice.**

1 Marta ●

2 Ms Nowak ●

3 Mr Ortega ●

4 Ms Ferrer ●

5 Ibai ●

● **a** She can pay for bike spaces and a drop-off point, but not for a shelter or a bus route this year.

● **b** He needs a place near the door and wants to be asked before a decision is made.

● **c** He worries about supervising the children on the path.

● **d** She lives far away and the only bus arrives after lessons start.

● **e** She wants a safer street and suggests a car-sharing board.

3 **Complete the agreement from the round table.**

Trial: _____ .

Drop-off point: the _____ car park, about _____ metres from the gate.

Reserved space at the gate for students with _____ .

Families can use a _____ board.

After the trial, the Eco Committee will _____ the survey.

4 **Who was not at the table? How could we hear them before we decide? Write 2-3 sentences.**

WORKSHEET 5 Data for everyone

Session 5

Mediation. The families of our partner school in Ireland cannot read the data card in Spanish (F8) and they are not energy experts. Explain it in everyday English.

1 **Explain the technical terms in everyday English.**

Term in the card	Everyday English
kWh (kilovatio-hora)	
consumo nocturno	
stand-by	
estimación (frente a medición)	

2 **Select the key information and say it in your own words.**

Topic	Key information in plain English
Yearly use of electricity	
Night-time use	
The trial: what, where, how long	
Result of the trial	
Estimate for the whole school	
Why it is only an estimate	

3 **Write the item for the newsletter (80-100 words). Keep the numbers and the limit, and avoid jargon.**

4 **Check your text. Tick what is true.**

- [ ] The numbers and units are correct.
- [ ] I explained kWh and standby.
- [ ] I said that 1.5%–2.5% is an estimate.
- [ ] I did not add information that is not in the card.
- [ ] The sentences are short and clear for a non-expert.

WORKSHEET 6 Our campaign: plan, FAQ and review

Session 6

Plan your campaign here, write it in the template (Annex 4) and swap it with another team for review.

1 **Plan your claim–evidence–reasoning argument.**

Part	Our campaign
Audience	
Claim	
Evidence 1 (source and year)	
Evidence 2 (source and year)	
Reasoning (If… will/would…)	
Limit	
Call to action	

2 **Write two difficult questions your audience may ask and answer them. Use a concession (You're right that…, however…).**

3 **Peer review. Tick what the other team's campaign does well.**

- [ ] The claim is clear and the action is specific.
- [ ] The evidence has a source and a year.
- [ ] The campaign says what the data do not show.
- [ ] Linkers and conditionals connect the ideas.
- [ ] The FAQ answers a counterargument politely.
- [ ] It is fair to everyone and does not speak for people who are not heard.

4 **Write two stars (good things) and one wish (one improvement) for the other team.**

WORKSHEET 7

Individual challenge: judge a claim

Session 7

Work on your own. Use only the information on this page and in the Input Pack.

1 **A student poster says: «Our school wastes half of its lunches!» The canteen audit (F4) says: 720 lunches were served in three days and 86 kg of food went into the bin. Write a commentary (90-110 words): Is the claim supported? What does the evidence show and not show? Suggest a better claim.**

2 **Write one question you would ask the canteen manager before sharing your claim.**

3 **Write the reference for the UNEP data in the format: Organisation (year). Title.**

_____ (_____). _____ .

ANNEX 4

Final Product Template

Learning situation 4 · There Is No Planet B

STUDENTS

Name: Class: Date:

Our evidence-based campaign. Write in English. Every number needs a source and a year.

Audience and goal

Who are we talking to? What should they do?

Slogan and call to action

Short, memorable and specific.

Claim · Evidence · Reasoning

One claim, two pieces of evidence with source and year, and a reasoning with if or linkers.

Data visual

Draw or paste a chart, table or infographic of ONE data set.

What the data do not show

A limit or an uncertainty.

FAQ and counterargument

A difficult question and a polite answer.

Voices and fairness

Who could be affected? Whose voice is missing?

Sources

Organisation, title and year.

ANNEX 5

Useful Language & Final Check

Learning situation 4 · There Is No Planet B

STUDENTS

Name: Class: Date:

Functions and model sentences

Making a claim	Our canteen could waste less food.
Giving evidence	According to UNEP (2024), 19% of food was wasted in 2022.
Cause and consequence	Many families drive because of the lack of buses. As a result, the gate is crowded.
Conceding	You're right that three days is short. However, it shows a trend.
Recommending	The council should build more bike racks. We recommend a one-term trial.
Admitting uncertainty	The data suggest… but we can't be sure yet.

Grammar in context

Conditionals 0 / 1 / 2	If you leave it on, it uses energy. If we ask, they will listen. If I were…, I would…
Linkers	although, whereas, however, therefore, as a result, because of
Passive voice	The audit was done in May. 40 bike spaces will be built.
Relative clauses	a report which estimates…, students who cycle, a place where…
Modals	should, could, might, must, don't have to
Hedging	may, might, probably, seems to, suggest that

Vocabulary bank

Climate and energy: greenhouse gases, emissions, global warming, renewable, solar, wind, standby

Consumption and waste: waste, leftovers, recycle, reuse, single-use, footprint, bin

Transport and local action: drop-off point, cycle lane, car-sharing, commute, council, campaign

Evidence: claim, source, sample, estimate, target, trend, limit

Pronunciation tips

- Persuasive stress: stress the key word (a SAFER street) and pause before your call to action.
- Concession: voice goes up on the first part and down on the main point (Although it's SHORT ↗, it's USEFUL ↘).
- Numbers: 1.47 = one point four seven; 25.2% = twenty-five point two per cent; 1.05 billion = one point oh five billion.

When I get stuck (clarify & repair)

Could you give an example? | What is your source?

Sorry, I mean… | Let me rephrase that.

Can I add something? | What do you mean by…?

So, you're saying that…

Final check before you hand in: Evidence-based sustainability campaign

- [ ] Our claim is clear and the campaign asks for a specific action.
- [ ] We use at least two pieces of evidence, with organisation and year.
- [ ] We say what the data do not show (a limit or uncertainty).
- [ ] We use a conditional and at least two linkers.
- [ ] Our FAQ answers a counterargument politely.
- [ ] Numbers and percentages match the sources.
- [ ] The source list is complete and nothing is copied without credit.
- [ ] We do not speak for people we have not heard; the campaign is fair to everyone.

ANNEX 6

Printable Rubric

Learning situation 4 · There Is No Planet B

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Evidence-based sustainability 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 one clear claim, at least two credited pieces of evidence, an honest limit and a specific call to action; the audience knows what to do and why.	The campaign has a clear claim, some evidence and a call to action; the limit is mentioned.	The claim is partly clear; evidence is thin or the action is vague.	The campaign is a slogan with no evidence or no clear action.	
Organisation & language	Claim–evidence–reasoning is well connected with varied linkers and conditionals (although, whereas, as a result, if…would); errors rarely affect meaning.	The argument is clear, with some linkers and conditionals; minor errors.	Ideas are listed rather than connected; recurring errors sometimes affect meaning.	Ideas are hard to follow; errors often block meaning.	
Interaction / delivery	In the round table and the pitch I give evidence, concede politely, ask for clarification and answer questions with persuasive stress and clear chunking.	I take part, give evidence and answer most questions.	I take part with prompts; I mostly read my notes.	I rarely speak or I cannot answer questions.	
Mediation & audience	The technical card is explained in everyday English with figures, units and the limit of the estimate preserved; nothing is added.	The main figures and the limit are clear, with a small omission.	Some figures are missing or the limit disappears; some jargon remains.	The text is copied or translated word for word, or the numbers change.	
Intercultural / ethical use	Sources are credited with organisation and year; global examples are used carefully, voices that are missing are named and the campaign is fair to everyone.	Sources are mostly credited; the campaign is respectful and inclusive.	Some sources are missing or some groups are generalised («parents think…»).	Uncredited copying, exaggerated claims or speaking for other people.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 4 · There Is No Planet B

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can support an argument with data and name my sources.	○	○	○	○
I can explain a number and its limits in everyday English.	○	○	○	○
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 · There Is No Planet B

STUDENTS

Name: Class: Date:

Extra help: a claim–evidence–reasoning frame, simplified data, a mini-glossary and stems for counterarguments.

Claim–evidence–reasoning frame

- **Claim:** We think that… / Our school could…
- **Evidence:** According to … (year), … The audit shows that…
- **Reasoning:** If we …, we will … As a result, …
- **Limit:** However, we can't be sure because…
- **Action:** Please…

Simplified data and mini-glossary

- **School audit (May 2026):** 720 lunches; 86 kg of food in the bin; about 28 kg a day.
- **World (UNEP, 2024):** 19% of food available to consumers was wasted in 2022; households produced 60% of it.
- **waste** = desperdiciar · **bin** = cubo de basura · **audit** = control · **estimate** = cálculo aproximado

1 **Complete the paragraph with the frame and the data.**

We think that our canteen could _____ less food. According to our audit in May 2026, _____ kg of food went into the bin in three days. If students _____ their portion size, less food will end up in the bin. However, we can't be sure because the audit lasted only _____ days. Please choose your portion!

2 **Choose the best word.**

___ the audit was short, it is useful.
☐ Although ☐ Therefore ☐ Because of

Households produce a lot of waste. ___, we all have to act.
☐ Whereas ☐ Therefore ☐ Although

We can't be sure yet. The audit ___ that there is a problem.
☐ suggests ☐ proves ☐ guarantees

3 **Complete the concession.**

You're _____ that three days is short. _____, it gives us a first picture.

It's _____ that the council has a bigger responsibility. Even _____, our choices matter.

ANNEX 9

Extension

Learning situation 4 · There Is No Planet B

STUDENTS

Name: Class: Date:

Two solutions, one difficult decision

Real decisions are rarely simple. The council can fund **only one** of two options for journeys to school. Compare them honestly and write a recommendation that explains the trade-offs instead of pretending that one option is perfect.

E1 Option A and Option B (fictional costs)

DATA

	Option A: bike and walk plan	Option B: shared minibus from villages
Cost	About €6,000 once (40 bike spaces, signs, painted crossing)	About €28,000 a year (driver, fuel, insurance)
Who can use it	Students who live up to about 3 km away and can walk or cycle	Students from villages 10–25 km away
Main risk	Does not help families who live far away or students with reduced mobility (survey in F4: 38% come by car, 5% by bike)	Depends on yearly funding; no data yet on how many families would use it

Source: Illustrative figures created for this notebook; they are not real quotes.

Steps

1. Underline two advantages and two risks of each option in E1, and decide which information is still missing.
2. Write your recommendation (120-150 words): choose one option or a combination, and explain who wins and who loses.
3. Use at least two conditionals and three linkers, and mention one limit of the data.

1 **Write your recommendation.**

What to hand in

A 120-150 word recommendation with a short list of the missing information.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 4 · There Is No Planet B

TEACHER

Worksheet 1

1. Quiz: save; Although; which; would.
2. Audit (suggested): A: no clear action, no number, no source (slogan only). B: yes, yes (86 kg in 3 days), yes (school audit); strength: action, data and source, but only a short audit. C: implied (switch off), no, no; exaggerated and false link between a light and a tree. D: yes (ask for a bike lane), yes (38%), yes (survey, March 2026); strength: uses «could», so it does not exaggerate. E: no, no, no; over-generalisation. F: yes (switch off), yes (11 to 16 of 30), yes (caretaker checks).
3. Model: «Poster A is weak. Our claim: Our school could use less electricity at night. Evidence: at 21:00 on four evenings in November 2025, 11 to 16 of our 30 classrooms had lights on (caretaker checks). Please switch off the lights when you leave.» Accept any realistic rewrite that has claim, evidence from the pack and an action.
4. Open answer. Best choices are usually Who says it?, When was it measured?, How many…? and What does the number not tell us?

Worksheet 2

1. Listening 1 (see script): 1.60; 1.47; 25.2; 56.8; 1.05; 60.
2. Match: Spain 56.8% → «more than half of Spain's energy is renewable» (it is electricity only); EU 25.2% → «Belgium does not care…» (a share does not show intentions); 1.60 °C in 2024 → «the Paris Agreement has failed» (long-term average); school survey 38% → «38% of all Spanish students» (one school, sample); UNEP 19% → «19% of the food in our canteen» (global estimate).
3. T (62.8 > 42.5); F (25.2 < 42.5); F (25% walk, 29% bus); F (Mon 14, Tue 11, Thu 13 are below 15; only Wed 16 is above); T.
4. Open answer. Model: «I would use 19% from UNEP (2024) because it is published by a UN agency and has a year. A limit is that it is a global estimate and includes inedible parts.»

Worksheet 3

1. 1. Although; 2. whereas; 3. as a result; 4. However; 5. because of; 6. Therefore.
2. uses; builds; would introduce; helps.
3. Model: a) Marta is a student who leads the Eco Committee. b) The canteen is a place where food is wasted. c) UNEP published a report which estimates global food waste. d) 40 bike spaces will be built by the council. e) The food waste was measured by the team. Accept «that» instead of who/which.
4. Model (about 70 words): «Claim: our school could use less electricity at night. Evidence: at 21:00 on four evenings in November 2025, between 11 and 16 of our 30 classrooms had their lights on. Reasoning: if the last person to leave switched them off, we would save energy. However, four evenings is a small sample, so we cannot know the real average.»

Worksheet 4

1. Open answer. Check that the role has a point, evidence from F2–F5 (e.g. 38%, 18 km, bus at 9:10, 40 bike spaces), a concession and a question.
2. Listening 2 (see script): Marta → wants a safer street and suggests a car-sharing board; Ms Nowak → lives far away and the only bus arrives after lessons start; Mr Ortega → worries about supervising the path; Ms Ferrer → can pay for bike spaces and a drop-off point, but not for a shelter or bus route this year; Ibai → needs a place near the door and wants to be asked first.
3. one term; sports-centre; 200; reduced mobility; car-sharing; repeat.
4. Model: «Bus drivers, neighbours of the street and students who live very close are not at the table. We could ask them in a short survey or invite one of them to the next meeting before we decide.» Accept any answer that names absent voices without speaking for them.

Worksheet 5

1. Terms: kWh = a unit that measures how much electricity we use; night-time use = electricity used when nobody is in the school; standby = a device is off but still connected and uses a little electricity; estimate = an approximate number based on a small sample, not a direct measurement.
2. Model: Yearly use → about 118,000 kWh in 2024-25. Night → 21%, mainly standby and lights. Trial → 6 classrooms, 4 weeks, everything switched off at the end of the day. Result → 9% less night-time electricity in those rooms. Whole school → perhaps 1.5% to 2.5% less per year (about 1,800 to 3,000 kWh). Only an estimate → based on only 6 classrooms and 4 weeks.
3. Model (about 95 words): «Did you know that our school uses about 118,000 kilowatt-hours (kWh) of electricity a year? One fifth of it, about 21%, is used at night, mostly by computers left on standby and by lights. In a four-week trial, six classrooms switched everything off at the end of the day and saved 9% of their night-time electricity. If the whole school did the same, we might save roughly 1.5% to 2.5% of our yearly use. This is only an estimate, because the trial was small and short.»
4. Self-check: open. Students should not write «we will save» but «we might save».

Worksheet 6

1. Open answer. Check that every piece of evidence has a source and a year, the reasoning uses If… will/would… or a linker, and the limit is honest.
2. Model FAQ: «Isn't it only about money? — You're right that cost matters. However, we have asked for the figures and we will publish them.» Accept any polite concession with an answer.
3. Peer review: open; the comments must refer to concrete parts of the campaign.
4. Stars and wish: open, specific (e.g. «Your source for the 2024 figure is clear»; «Say what the data do not show»).

Worksheet 7

1. Model (about 100 words): «The claim is not supported. The audit says that 86 kg of food went into the bin in three days with 720 lunches served, but it does not tell us how much food was served in total, so we cannot know if this is half. Also, three days is a short period and the audit did not separate leftovers from peelings. A better claim would be: Our canteen threw away about 28 kg of food a day in May 2026 (school audit, three days). We need a longer audit to know the real figure.»
2. Model: «How much food was served in total on those three days?» / «Do the 86 kg include peelings?»
3. UNEP (2024). Food Waste Index Report 2024.

Support (Annex 8)

1. waste; 86; choose; three. (Accept equivalent wording, e.g. «throw away».)
2. Although; Therefore; suggests.
3. right; However; true; so.

Extension (Annex 9)

1. Open answer. A good recommendation names who wins and who loses with each option (e.g. A helps students who live close and costs little; B helps families 10–25 km away but depends on yearly funding), says which data are missing and does not claim certainty. A combination (A now, B studied for next year) is acceptable if the reasons are given.

Listening script · Worksheet 2 · News bulletin (Listening 1)

Read the bulletin twice at a natural speed. Allow a pause after each item.

1. «Good morning. According to the Copernicus Climate Change Service, 2024 was the warmest year in the record: **one point six zero** degrees Celsius above the 1850–1900 level.»
2. «The same service reports that 2025 was the third warmest year, at **one point four seven** degrees.»
3. «Eurostat says that in 2024 renewable sources made up **twenty-five point two** per cent of the European Union's final energy consumption.»
4. «In Spain, Red Eléctrica reports that **fifty-six point eight** per cent of the electricity generated in 2024 came from renewable sources.»
5. «And according to the United Nations Environment Programme, the world wasted about **one point oh five** billion tonnes of food in 2022.»
6. «Households were responsible for **sixty** per cent of that waste.»

Listening script · Worksheet 4 · Round table (Listening 2)

Read with six students (or read all the parts yourself). Two listenings: first for the speakers, then for the agreement.

Ms Ruiz (chair): Good morning, everyone. Today we are discussing one proposal: from next term, cars cannot stop at the school gate between 8:00 and 8:30. Marta, would you like to start?

Marta: Thank you. Our survey shows that 38% of students come by car, and the street outside the gate is very crowded. If fewer cars stopped there, the street would be safer. Of course, I know that some families really need their car, so I'd like to hear their ideas too.

Ms Nowak: That's a fair point about safety. However, I live eighteen kilometres away, and the only bus from my village arrives at ten past nine, after lessons start. I can't accept a drop-off point that is too far away.

Ms Ferrer: I understand. This year the council can build forty bicycle spaces and a drop-off point. The sports-centre car park is about two hundred metres from the gate. A covered shelter is not in this year's budget, so I can't promise one. A new bus route would be next year's decision.

Mr Ortega: I support the idea, but I'm worried about supervision. Although two hundred metres isn't far, I can't leave the gate. If I can see the path from the gate, I can watch the children.

Ibai: Can I say something? I use crutches, so two hundred metres is difficult for me in the morning. I need a place near the door. Please ask students like me before you decide, not after.

Ms Ruiz: Thank you, Ibai. Would a reserved space at the gate for students with reduced mobility help?

Ibai: Yes, that would help a lot.

Marta: You're right. I didn't think about that. And what about families who live far away? We could create a car-sharing board, so fewer cars come to the gate.

Ms Nowak: That could work for us, if the drop-off point is the sports-centre car park.

Ms Ruiz: So, let's summarise. A trial for one term. The drop-off point is the sports-centre car park. A reserved space at the gate for students with reduced mobility. A car-sharing board. And after the trial, the Eco Committee will repeat the survey. Does everybody agree?

All: Agreed.

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 45 minutes each; Worksheet 4 needs 15 extra minutes for the round table. In session 7 leave 20 minutes for the individual challenge.
- Real data (F2, F3): figures were checked in October 2026 against the organisations named (IPCC AR6 Synthesis Report 2023; Copernicus 2026; Eurostat 18 December 2025 and January 2026; Red Eléctrica 18 March 2025; EEA indicator of November 2025; UNEP 2024). Later releases may update them: always keep source and year. Local data (F4, F8, E1) are illustrative and are labelled as such.
- Mediation (Worksheet 5): value selection, simplification and the preserved limit («estimate»), not literal translation. Students may discuss the Spanish card in Spanish, but the product is in English.
- Intercultural and ethical note: the voices in F5 are fictional and short. Ask students to write «this parent says…», never «parents think…», and to name absent voices without inventing what they would say. Do not ask for personal information about students' families or health.

⚠ Likely errors

- Mixing up conditionals: «If the council will build a cycle lane…» instead of «If the council builds…».
- Using «but» and «although» in the same clause: «Although the audit is short, but it is useful».
- Saying «percentage» for «percentage points», or reading 1.47 as «one coma forty-seven».
- «Despite of» or «In the other hand»; «the people who lives».
- Overgeneralising a local figure («38% of Spanish students») or turning an estimate into a fact («we will save»).
- False friends and word choice in mediation: «actually» (= in fact) used for «currently»; «consumption» used for «consumo» of a person.

⚖ Accepting alternative answers

- Accept any answer that is correct according to the sources, even with minor language errors that do not affect meaning.
- In open tasks, require source and year for every figure; wording may vary.
- In mediation, accept different wordings if numbers, units and the limit of the estimate are correct and nothing is added.
- Accept «he/she/they» consistently for the absent voices, and any respectful formulation that does not speak for others.

05

SITUACIÓN DE APRENDIZAJE

Rights and Voices

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can language amplify rights without erasing the voices and experiences of others?

CURSO 4.º ESO	SESIONES 7 sesiones	BLOQUES DE SABERES A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE6	PRODUCTO FINAL Rights & equality exhibition	CRITERIOS DE EVALUACIÓN 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 6.1, 6.2, 6.3

Contexto, reto y producto final

Con motivo del **Día de los Derechos Humanos (10 de diciembre)** y del Día Universal de la Infancia (20 de noviembre), la biblioteca del **IES Sierra Alta** (centro ficticio) acogerá una exposición abierta a alumnado de todos los cursos, familias y profesorado, y a un grupo de un centro socio de Irlanda que seguirá las audioguías. A 4.º ESO se le encarga preparar los paneles. El reto no es solo lingüístico, sino ético: «*How can language amplify rights without erasing the voices and experiences of others?*»

Para responderlo, el alumnado fija con el grupo unas **normas de conversación** y analiza el lenguaje que incluye o excluye; lee **fragmentos literales y con referencia exacta** de la Declaración Universal de los Derechos Humanos (1948), la Convención sobre los Derechos del Niño (1989), la Carta de los Derechos Fundamentales de la UE (2000) y la Constitución Española (1978), junto con **testimonios ficticios** y declaraciones de organizaciones ficticias; practica el discurso referido y la obligación; separa la **voz de la fuente** de la **interpretación propia**; y media un testimonio en español sin cambiar su postura. No se pide a nadie que cuente experiencias personales: se trabaja con casos preparados. Con todo ello crea los paneles y su audioguía, dirige un diálogo en la galería y reflexiona individualmente sobre cómo evitó hablar por otras personas.

Reto comunicativo

Create a rights and equality exhibition: four panels with exact references to human-rights documents, a clear line between the voices of the sources and our interpretation, an audio commentary and a respectful gallery dialogue.

Producto final

Rights & equality 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.

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.

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.

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.
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.
C4	Estrategias de uso común para entender y apreciar la diversidad lingüística, cultural y artística, atendiendo a valores ecosociales y democráticos.

Código	Saber básico
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 rights; summarising testimony; arguing respectfully; reporting speech; proposing solutions

Grammar in context
reported speech; passive voice; modals of obligation/possibility; relative clauses; linkers of contrast

Vocabulary
rights; equality; discrimination; participation; campaign and testimony language

Pronunciation / phonology
careful quotation delivery; respectful discussion intonation; stress in argument

Mediation focus
Paraphrase a source while clearly signalling whose viewpoint it is and avoiding overgeneralisation.

Intercultural focus
Human rights frame; avoid requiring personal disclosure and use curated fictionalised/educational cases where appropriate.

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 rights-related texts and testimonies appropriate for school.
- Distinguish source voice from student's interpretation.
- Quote/paraphrase responsibly.
- Interact on sensitive issues using respectful norms.
- Create an exhibition grounded in human rights and anti-discrimination.

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

Set discussion norms and analyse language that includes/excludes

Evidence: Worksheet 1: test diagnóstico, análisis de cuatro frases que generalizan o excluyen (F2) con versión más justa, y acuerdos propios de conversación a partir de F1.

Worksheet: Annex 3 · 1

2

SESSION 2

Read curated rights cases and source notes

Evidence: Worksheet 2: relación de situaciones con el artículo exacto (F3), ficha de cada documento (F4), verdadero/falso sobre fechas y valor jurídico, y cita y paráfrasis con referencia correcta.

Worksheet: Annex 3 · 2

3

SESSION 3

Language workshop: reporting and obligation

Evidence: Worksheet 3: listening 1 (audioguía de un panel), discurso referido, obligación (must / have to / should), pasiva y conectores de contraste.

Worksheet: Annex 3 · 3

4

SESSION 4

Source-voice vs interpretation exercise

Evidence: Worksheet 4: clasificación de enunciados en voz de la fuente, interpretación o ausente de la tarjeta (F5), listening 2 (comentarios de visitantes) y minitexto de panel con cita e interpretación.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: summarise a testimony without changing its stance

Evidence: Worksheet 5: mediación del testimonio ficticio en español (F8) a un texto de panel en inglés que conserva la postura de la persona y atribuye la voz con verbos de relato.

Worksheet: Annex 3 · 5

6

SESSION 6

Create exhibition panels and audio commentary

Evidence: Worksheet 6: plan de los cuatro paneles (derecho, voz, interpretación y límite, pregunta), borrador de la audioguía de 45 segundos y revisión entre equipos.

Worksheet: Annex 3 · 6

7

SESSION 7

Gallery dialogue + individual ethical reflection

Evidence: Diálogo en la galería y Worksheet 7: respuesta cortés a un comentario que generaliza y reflexión ética individual con cita literal y referencia.

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 textos escritos (F1-F8) y de la audioguía oral (listening 1) sobre derechos y testimonios.	Worksheets 1 y 3 / lista de comprobación
1.2	Interpretación y valoración de los rasgos discursivos de los textos: tipo de documento y valor jurídico (declaración o convención), voz de la fuente frente a interpretación, generalizaciones en las frases y en los comentarios de visitantes (listening 2).	Worksheets 2 y 4 / rúbrica
1.3	Selección y gestión de información veraz: cita literal con documento, año y artículo, distinguiendo las palabras de la fuente de las propias.	Worksheet 2 y Anexo 4 / lista de cotejo
2.1	Audioguía de 45 segundos y presentación oral de un panel: cita, voz atribuida, interpretación con su límite y pregunta final, con pausas y entonación de cita.	Audioguía y presentación (sesiones 6-7) / rúbrica
2.2	Redacción de los paneles y de la reflexión ética con citas entrecomilladas, discurso referido y atribución de las fuentes sin plagio.	Anexo 4 y Worksheets 4, 6 y 7 / rúbrica
3.1	Participación en el diálogo de la galería y en el debate de la sesión 1 aplicando las normas acordadas: escucha, desacuerdo cortés y no hablar por otras personas.	Worksheets 1 y 7 / observación sistemática
4.1	Mediación del testimonio ficticio en español (F8) a un texto de panel en inglés que conserva la postura de la persona (agradecida y a la vez reivindicativa) sin añadir ni omitir datos.	Worksheet 5 / rúbrica de mediación
6.1	Reconocimiento de estereotipos y generalizaciones en frases y comentarios (F2, listening 2) y propuesta de versiones más justas sin discriminar.	Worksheets 1, 4 y 7 / rúbrica
6.2	Valoración crítica de las situaciones de los testimonios a la luz de artículos concretos de la DUDH, la Convención sobre los Derechos del Niño y la Carta de la UE, sin exigir revelaciones personales.	Worksheets 2 y 4 / rúbrica
6.3	Defensa de la igualdad y de la diversidad en los paneles y el FAQ de la galería: incluye voces diversas, nombra las ausentes sin hablar por ellas y evita generalizar a partir de un caso.	Anexo 4 y Worksheet 7 / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	Each panel presents a right with exact words and reference, a clearly attributed voice, an interpretation with its limit and a question; visitors understand the right and the case.	Panels present the right, a voice and an interpretation; reference and question are mostly clear.	Some elements are missing (reference, limit or question) or the right and the case are not connected.	Panels are slogans or opinions with no right, no source or no voice.
Organisation & language	Quotation, reported speech and interpretation are clearly separated and connected with varied reporting verbs, obligation modals and contrast linkers; errors rarely affect meaning.	Reported speech and linkers are mostly accurate; the structure of the panels is clear.	Reporting is limited («she says» only) and voice and interpretation sometimes mix; errors affect some sentences.	Voices and opinions are mixed up; errors often block meaning.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Interaction / delivery	In the gallery dialogue I listen, check what the source says, disagree politely, answer questions and read quotations with careful pauses and intonation.	I take part, answer most questions and use some discussion phrases.	I take part with prompts and mostly read my notes.	I rarely speak or I interrupt other people.
Mediation & audience	The Spanish testimony is summarised in clear English with the person's stance (grateful and asking for more) intact; the voice is attributed and nothing is added.	The main ideas and the stance are clear, with a small omission.	The stance changes slightly or details are missing; voice is not always attributed.	The testimony is translated word for word, or the stance is changed or invented.
Intercultural / ethical use	Documents are quoted exactly and credited; no one is asked to disclose; the panels avoid generalising from one voice and name voices that are missing without speaking for them.	Quotations and sources are mostly accurate; the panels are respectful and avoid clear generalisations.	Some generalisations («girls think…») or inexact quotations need revising.	Stereotypes, invented quotations, uncredited material or pressure to share personal stories.

Input Pack y recursos

Rights excerpts adapted for school use, fictionalised testimony cards, organisation statements, timeline and exhibition model.

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

Discussion sentence stems, source-voice labels and optional alternative task roles.

Extension

Anexo 9

Compare how two organisations frame the same right and analyse audience/purpose.

ANNEX 1

Challenge Launch

Learning situation 5 · Rights and Voices

STUDENTS

On 10 December the world celebrates Human Rights Day, and our school library will host an exhibition. Students, families, teachers and a group from our partner school in Ireland will walk past your panels and listen to your audio guide. The challenge: how can we use language to support rights without taking the place of the people whose experiences we describe? You will read exact words from international documents, meet fictional voices, separate what a source says from what we think, and create four panels that make visitors think, not just agree.

> *How can language amplify rights without erasing the voices and experiences of others?*

Your challenge

Create a rights and equality exhibition: four panels with exact references to human-rights documents, a clear line between the voices of the sources and our interpretation, an audio commentary and a respectful gallery dialogue.

Audience: Visitors to our exhibition: students, families, staff and a partner school in Ireland.

What you will create

Rights & equality exhibition

Roadmap · 7 sessions

1. We agree how to talk about sensitive topics.
2. We read exact articles and learn who wrote them.
3. We practise reporting what others say.
4. We separate a source's voice from our own.
5. We explain a Spanish testimony in English.
6. We build the panels and record the audio guide.
7. We hold the gallery dialogue and reflect.

Success criteria

- ✓ I can quote a document exactly, with its name, year and article.
- ✓ I can separate what a source says from what I think.
- ✓ I can report other people's words and avoid overgeneralising.
- ✓ I can disagree politely in a sensitive discussion.
- ✓ I can explain a testimony without changing the person's view.

Working together

- Nobody has to share personal experiences.
- Criticise ideas, not people.
- If it isn't in the source, we don't say it is.

ANNEX 2

Input Pack

Learning situation 5 · Rights and Voices

STUDENTS

Everything you need for the exhibition: our talk agreement, sentences that include or exclude, exact articles from international and national documents, a timeline of those documents, fictional testimony cards, two fictional organisations, a model panel with audio commentary, a testimony in Spanish to explain and key words.

F1 Our talk agreement

DATA

Agreement	What it sounds like
1. We talk about cases, not about private lives.	«I won't ask anyone to share a personal experience. We use the cards.»
2. We listen first.	«Can I check that I understood? You said that…»
3. We disagree politely.	«I see it differently because…» · «I understand your point, but…»
4. We don't speak for other people.	«The card says that…» (not «People like her think…»)
5. We question generalisations, not people.	«That sentence is a generalisation. Is it true for everybody?»
6. We can pass.	«I'd like to pass this time.»

Source: Original text written for this notebook.

Which two agreements do you think are the hardest to follow? Why?

F2 Language that includes and language that excludes

DATA

Sentence	Why it can exclude or mislead	A fairer version
«Girls aren't good at football.»	It generalises about a whole group and ignores individuals.	«Some players are better than others; skill depends on practice, not on gender.»
«The disabled can't go on school trips.»	It treats people as one group and blames them; the real problem is access.	«Students with disabilities can go on school trips when the trip is planned to be accessible.»
«Old people can't use technology.»	It is a stereotype about age.	«Some older people use technology every day; others would like more training.»
«Everybody knows that…»	It sounds like a fact but gives no source and no year.	«According to [organisation] (year), …»
«Mankind must protect its children.»	«Mankind» hides half of humanity.	«Humankind must protect its children.» / «We must protect children.»
«Those kids from the other school are all troublemakers.»	«All» and «those kids» turn a few cases into a rule.	«Some students broke the rules last week; we don't know about the others.»

Source: Examples written for this notebook. The sentences are examples of language to analyse, not opinions of the notebook.

Find the words that make each sentence too general (all, always, never, everybody…). What question could check each claim?

F3 Rights in the documents: exact words

DATA

Document and article	Exact words	In plain English
UDHR (1948) · Art. 2	«Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, […] or other status.»	Rights belong to everyone; nobody can be left out because of who they are.
UDHR (1948) · Art. 19	«Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.»	Everybody can have opinions and share information and ideas.
UDHR (1948) · Art. 26(1)	«Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.»	Everybody has the right to learn; basic education must be free.
CRC (1989) · Art. 2(1)	«States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's […] race, colour, sex, language, religion, […] disability, birth or other status.»	Governments must protect the rights of every child, without discrimination.
CRC (1989) · Art. 12(1)	«States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.»	Children can say what they think about matters that affect them, and adults must take it seriously.
CRC (1989) · Art. 13(1)	«The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, […] or through any other media of the child's choice.»	Children can look for, receive and share information and ideas in many ways.
CRC (1989) · Art. 31(1)	«States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.»	Children have the right to rest, play and take part in culture.
EU Charter (2000) · Art. 24(1)	«Children shall have the right to such protection and care as is necessary for their well-being. They may express their views freely. Such views shall be taken into consideration on matters which concern them in accordance with their age and maturity.»	Children are protected and can say what they think; their views count.
Constitución Española (1978) · Art. 14 (in Spanish)	«Los españoles son iguales ante la ley, sin que pueda prevalecer discriminación alguna por razón de nacimiento, raza, sexo, religión, opinión o cualquier otra condición o circunstancia personal o social.»	Spanish citizens are equal before the law; nobody can be treated worse because of birth, race, sex, religion, opinion or another personal or social condition.

Source: Excerpts of the official English texts of the UDHR (UN General Assembly, 1948), the Convention on the Rights of the Child (UN, 1989) and the Charter of Fundamental Rights of the EU (2000), and of the official Spanish text of the Constitución Española (1978). […] marks words left out. The plain-English column was written for this notebook and is not an official translation.

Which words in Article 12(1) show that a child's opinion has limits? Which words show that adults must listen?

F4 Documents and dates: who wrote them and what are they?

TIMELINE

10 Dec 1948	**Universal Declaration of Human Rights (UDHR).** Adopted by the UN General Assembly in Paris (resolution 217 A (III)). A *declaration*: a shared statement of principles, not a treaty. How to cite: *UDHR (1948), Article 19*.
4 Nov 1950	**European Convention on Human Rights.** Signed in Rome by member states of the Council of Europe; in force since 1953. A *treaty*.
29 Dec 1978	**Constitución Española.** Published in the BOE on 29 December 1978 (sanctioned on 27 December); in force the same day. How to cite: *Constitución Española (1978), Article 14*.
20 Nov 1989	**Convention on the Rights of the Child (CRC).** Adopted by the UN General Assembly; in force since 2 September 1990. A *treaty*: it binds the states that ratify it.
6 Dec 1990	**Spain ratifies the CRC.** Published in the BOE on 31 December 1990; in force for Spain on 5 January 1991.
7 Dec 2000	**Charter of Fundamental Rights of the European Union.** Proclaimed in 2000; legally binding since 1 December 2009 (Treaty of Lisbon).

Source: Summary written for this notebook with data from the UN, the Council of Europe, the EU institutions and the BOE (Boletín Oficial del Estado). Dates checked in October 2026.

F5 Testimony cards (fictional)

CASE

Card A · Nuria, 16, editor of the school newspaper (related rights: UDHR Art. 19; CRC Art. 12–13)
«Last term I wrote an article about the price of canteen lunches. The head teacher asked me to remove it and I was angry. Then we met with the canteen manager and the head. In the end the article was published together with the canteen's reply. I think students should be able to speak, and the people we criticise should be able to answer too.»

Card B · Tobi, 15, a student who is learning Spanish (related rights: UDHR Art. 26; CRC Art. 28 and Art. 2)
«I came to Spain two years ago and I am learning Spanish. In my first term I understood about half of the lessons. My school gave me extra Spanish classes and a buddy, and that helped a lot. But some exams use very difficult wording, and I think teachers could use simpler words or a glossary. I am grateful for the help, and I think the school can do more.»

Card C · Sofía, 13, a student who loves football (related rights: UDHR Art. 2; CRC Art. 2(1) and Art. 31(1))
«I wanted to join the school football team, but a teacher told me the team was only for boys. I asked the student council to talk about it. Now there is a mixed team that trains twice a week. Some people still make jokes, but more girls come every week.»

Source: Fictional testimony cards written for this notebook. The people do not exist. Each card is only one voice: it does not speak for all students in a similar situation.

Underline the words that belong to the person. What could we NOT say about other students from these cards?

F6 Two organisations, one right (both fictional)

CASE

Youth Voice Network (a fictional youth organisation) · *leaflet for students*
«Students are experts in their own school lives. Every school should give its student council a real vote on matters that affect students, as Article 12 of the Convention on the Rights of the Child asks. Listening is not enough: schools must act on what students say.»

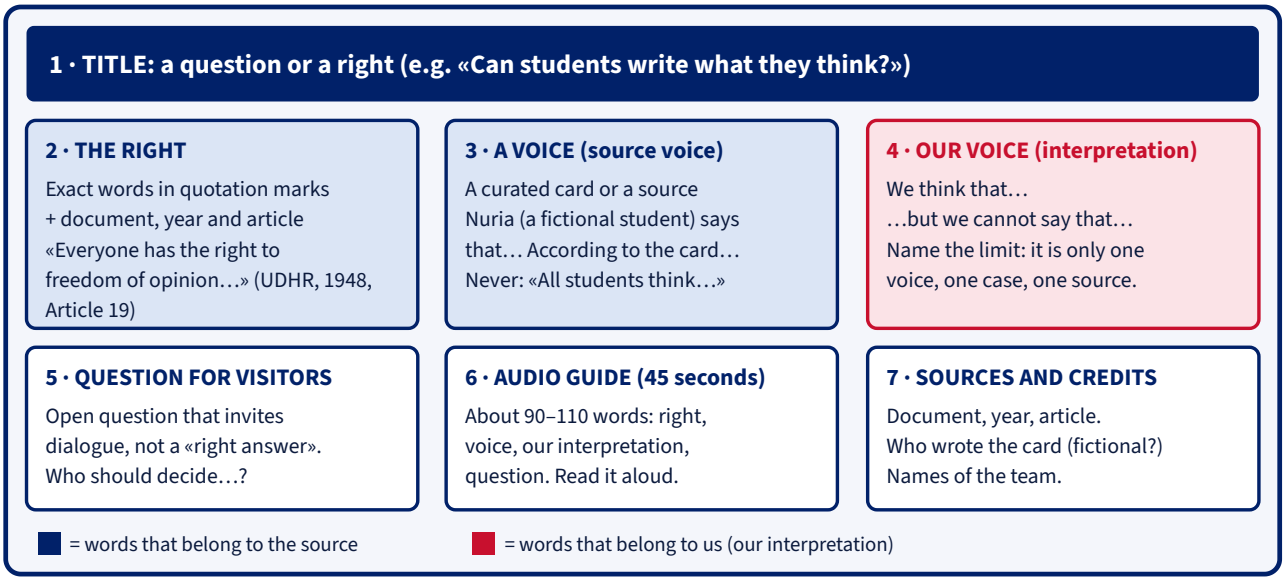
Education Advisory Board (a fictional public body) · *guidance note for head teachers*
«Student opinions should always be heard and taken into account in accordance with age and maturity. However, teachers and school management remain responsible for safety and for the curriculum, so student councils advise rather than decide.»

Source: Fictional organisations and statements written for this notebook; they do not represent any real organisation.

Who is each text written for? What is each text trying to achieve? Compare their verbs (must, should, advise).

F7 Model exhibition panel and audio commentary

DIAGRAM



Model panel · «Can students write what they think?»

- **The right:** «Everyone has the right to freedom of opinion and expression […]» (UDHR, 1948, Article 19).
- **A voice:** Nuria, a fictional student editor, says that the head teacher asked her to remove an article about canteen prices, and that it was finally published with the canteen's reply.
- **Our interpretation:** We think this case shows that expression and reply can go together. However, we cannot say what all student journalists experience, because this is only one card.
- **Question for visitors:** Who should decide what a school newspaper can publish?

Audio commentary (about 45 seconds). «Welcome to panel one. Article 19 of the Universal Declaration of Human Rights, from 1948, says that everyone has the right to freedom of opinion and expression. Nuria, a fictional student editor, says that she was asked to remove an article, but that it was published together with a reply. We think this shows that dialogue is possible, although it is only one case and we can't speak for everybody. Here is our question for you: who should decide what a school newspaper can publish?»

Source: Model panel and audio text written for this notebook. Nuria's card is fictional (F5); the quotation is from the UDHR (1948), Article 19.

Colour the source's words blue and ours red. Is there any sentence where the two voices are mixed?

F8 Mediation · a testimony in Spanish

TEXT

Testimonio ficticio · Carmen, 15 años (derechos relacionados: DUDH art. 26; Convención sobre los Derechos del Niño, art. 28)

«Estuve tres meses ingresada en un hospital y pude seguir estudiando gracias al aula hospitalaria. La profesora venía cada mañana y me ayudaba con las tareas, y eso me hizo sentir que seguía siendo una alumna más. Lo que más eché de menos fue a mi clase: a veces pasaban semanas sin que nadie de mi grupo me escribiera. Cuando volví, mis compañeros me ayudaron con los apuntes. No me quejo del aula hospitalaria, estoy muy agradecida. Pero creo que el instituto debería organizar videollamadas con la clase para quien está ingresado.»

Source: Fictional testimony written for this notebook (Carmen does not exist). Visitors from our partner school in Ireland cannot read Spanish: explain what Carmen says in English for a panel.

Keep Carmen's view: she is grateful AND she asks for something more. Don't make her sound angry, and don't add details that she does not give.

F9 Key words for rights and voices

GLOSSARY

right	Something that every person can expect, such as education or equal treatment.
discrimination	Treating a person worse because of who they are (for example sex, language, religion or disability).
stereotype / generalisation	A fixed idea about a group; a statement about «all» people in a group from a few cases.
declaration / convention	A declaration states shared principles; a convention is a treaty that binds the states that ratify it.
ratify	When a state formally accepts a treaty and agrees to follow it.
testimony	A person's own account of what happened to them.
source voice / interpretation	The source voice is what the source says; the interpretation is what we think it means.
quote / paraphrase	To quote is to copy the exact words with quotation marks; to paraphrase is to say it in your own words and still name the source.
reporting verbs	say, explain, state, point out, suggest, claim, add, mention, according to…
must / have to / should / mustn't / don't have to	Obligation, advice, prohibition and lack of obligation.

Source: Definitions written for this notebook.

ANNEX 3

Student Worksheets

Learning situation 5 · Rights and Voices

STUDENTS

WORKSHEET 1 Talking about rights together

Session 1

Name: Class: Date:

Start with the quiz on your own. Then read the talk agreement (F1) and the sentences in F2.

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

Nuria said that she ___ angry.
☐ was ☐ is ☐ were

Students ___ speak if they prefer to pass. Nobody forces them.
☐ mustn't ☐ don't have to ☐ can't

The Convention ___ by Spain in 1990.
☐ ratified ☐ was ratified ☐ has ratify

People ___ opinions are different still need to be heard.
☐ who ☐ whose ☐ which

2 **Analyse the sentences. Why can each one exclude or mislead? Write a fairer version.**

Sentence	Why is it a problem?	A fairer version
«Teenagers only care about their phones.»		
«Students from villages are less interested in studying.»		
«The new students in my class are all shy.»		
«Everybody knows that girls prefer dancing.»		

3 **Choose the three agreements in F1 that your team needs most, and add one agreement of your own.**

4 **Write a polite way to disagree with a classmate who says: «All teenagers are the same.» (Use I see it differently because… or I understand your point, but…)**

WORKSHEET 2 Rights in the documents

Session 2

Use the exact articles (F3) and the documents and dates (F4).

1 Match each situation with the article that protects it.

1. A student wants to publish an opinion in the school newspaper. ●
2. A girl wants time to play sport and join a team. ●
3. A newcomer needs lessons that are free and accessible. ●
4. A council asks children what they think about a new park. ●
5. Someone is treated worse because of the language they speak. ●

- ● **a** UDHR, Article 19
- ● **b** CRC, Article 31(1)
- ● **c** UDHR, Article 26(1)
- ● **d** CRC, Article 12(1)
- ● **e** UDHR, Article 2

2 Complete the document cards with F4.

Document	Year	Who adopted it?	Declaration or treaty?
UDHR			
CRC			
EU Charter of Fundamental Rights			
Constitución Española			

3 True (T) or false (F)? Use F3 and F4.

	T	F
The UDHR is a treaty that states must ratify.	☐	☐
Spain ratified the Convention on the Rights of the Child in 1990.	☐	☐
Article 12(1) of the CRC says that a child's views are given due weight in accordance with age and maturity.	☐	☐
Article 14 of the Spanish Constitution was approved in 1989.	☐	☐
The EU Charter became legally binding in 2009.	☐	☐

4 Quote Article 19 of the UDHR exactly, with its reference, and then paraphrase it in your own words.

WORKSHEET 3 Reporting and obligation

Session 3

First listen to an audio guide for a panel. Then practise reporting what other people say.

1 Listening 1 · Audio guide. Listen twice and complete.

1. This panel is about the right to _____ (Article _____ of the Convention on the Rights of the Child).

2. Sofía says that she asked the student _____ to talk about it.

3. A _____ team was created and it trains _____ a week.

2 What does the guide say about other schools? Tick the best answer.

The guide says that…

- ☐ the problem is solved in every school.
- ☐ this is only one voice and it does not show what happens everywhere.
- ☐ football is only for boys.

3 Complete the reported speech.

1. Tobi: «I am learning Spanish.» → Tobi says that he _____ learning Spanish.

2. Sofía: «I can't join the team.» → Sofía said that she _____ join the team.

3. Nuria: «Students should be able to speak.» → Nuria thinks that students _____ be able to speak.

4. The teacher: «Don't use that word.» → The teacher told us _____ use that word.

4 Choose the correct form.

States ___ ensure the rights of every child.

☐ must ☐ mustn't ☐ needn't

You ___ share personal stories. It is voluntary.

☐ mustn't ☐ don't have to ☐ have to

We ___ use stereotypes in our panels.

☐ shouldn't ☐ don't have to ☐ may

5 Complete with the passive or a linker: although · whereas.

1. The Universal Declaration _____ (adopt) in Paris in 1948.

2. The Convention _____ (ratify) by Spain in 1990.

3. _____ the Declaration is not a treaty, it has influenced many laws.

4. The Convention is binding for the states that ratify it, _____ the Declaration is a statement of principles.

WORKSHEET 4 # Whose voice is it?

Session 4

Read the testimony cards (F5). Remember: each card is ONE voice. Then listen to some comments from visitors.

1 **Card B (Tobi). Tick the right column for each sentence.**

Sentence	Source voice	Our interpretation	Not in the card
Tobi is learning Spanish.			
Tobi says that the extra classes helped a lot.			
Tobi's school doesn't care about students who speak other languages.			
We think support works best when students say what they need.			
All newcomers have the same problems as Tobi.			
Tobi thinks teachers could use simpler wording in exams.			

2 **Listening 2 · Visitors' comments about Card C (Sofía). Listen twice and tick the comments that report the card carefully.**

- ☐ Comment 1
- ☐ Comment 2
- ☐ Comment 3
- ☐ Comment 4
- ☐ Comment 5
- ☐ Comment 6

3 **Rewrite the two unfair sentences from task 1 so that they only say what the card allows. Use a reporting verb or We think that…**

4 **Write a mini-panel (50-60 words) about Card A (Nuria): exact words from UDHR Article 19 with reference, what Nuria says, our interpretation with its limit, and a question.**

WORKSHEET 5

Explain Carmen's testimony

Session 5

Mediation. Visitors from our partner school in Ireland cannot read Carmen's testimony in Spanish (F8). Explain it in English for a panel without changing her view.

1 **Select the key points and say them in English with a reporting verb.**

What Carmen says (idea)	In English for the panel
Her situation (three months in hospital)	
What helped her	
What she missed	
How she feels about the hospital classroom	
What she asks for	

2 **Write the panel text (60-80 words). Begin with «Carmen, a fictional student, says that…» and use at least two reporting verbs.**

3 **Check your text. Tick what is true.**

- ☐ I kept her stance: grateful AND asking for more.
- ☐ I attributed her words to Carmen (says, explains, adds…).
- ☐ I did not add information that is not in the testimony.
- ☐ I did not generalise to all hospitalised students.
- ☐ My sentences are short and clear for a visitor.

4 **Which right does Carmen's case connect to? Quote the exact words of UDHR Article 26(1) (first sentence) with reference.**

WORKSHEET 6

Our exhibition: panels and audio commentary

Session 6

Plan your four panels, write your audio commentary and swap with another team to review.

1 **Plan your panels. Remember the colour code: the right and the voice are the source's; the interpretation is ours.**

Panel	The right (exact words + reference)	The voice (card or source)	Our interpretation and its limit	Question for visitors
1				
2				
3				
4				

2 **Write the audio commentary for one panel (90-110 words, about 45 seconds). Read it aloud and pause before and after the quotation.**

3 **Peer review. Tick what the other team's panels do well.**

- ☐ Quotations are exact and have document, year and article.
- ☐ The voice is attributed (says, explains, according to…).
- ☐ Interpretation is marked (We think…) and has a limit.
- ☐ The panel does not say «all…» from one case.
- ☐ The question invites dialogue.
- ☐ The text is respectful and nobody is asked to reveal personal information.

4 **Write two stars (good things) and one wish (one improvement) for the other team.**

WORKSHEET 7

Individual challenge: a comment from a visitor

Session 7

Work on your own. You may use your Input Pack, but not your classmates' panels.

1 **A visitor writes: «This panel proves that schools in Spain ignore children's opinions.» Write a polite reply (60-80 words). Use a concession, say what the card really says and name one limit.**

2 **Ethical reflection (90-110 words). How did you avoid speaking for other people in your panels? What would you change? Mention one article with its exact reference.**

3 **Complete the exact quotation with: expression · impart · 1989 · 13(1).**

«The child shall have the right to freedom of _____; this right shall include freedom to seek, receive and _____ information and ideas of all kinds […]» (Convention on the Rights of the Child, _____, Article _____).

ANNEX 4

Final Product Template

Learning situation 5 · Rights and Voices

STUDENTS

Name: Class: Date:

Our rights and equality exhibition panel. Quotations in the source colour (blue), our interpretation in ours (red). Never ask anyone to share personal experiences.

Title

A question or a right.

Visitors and aim

Who will read this? What should they think about?

The right: exact words and reference

Quotation marks + document, year, article.

A voice (source voice)

The card or source: «X says that…».

Our interpretation and its limit

We think that… but we cannot say that…

Image or symbol

Draw or paste an image that respects everyone.

Question for visitors

An open question.

Audio commentary (45 seconds)

Write the key sentences.

Sources and credits

Documents, cards (fictional?) and team.

ANNEX 5

Useful Language & Final Check

Learning situation 5 · Rights and Voices

STUDENTS

Name: Class: Date:

Functions and model sentences

Explaining a right	Article 12 says that children have the right to express their views.
Quoting	In the words of the UDHR, «Everyone has the right to education.»
Reporting a voice	Nuria says that… According to the card, …
Marking interpretation	We think that… but we cannot say that…
Disagreeing politely	I see it differently because… I understand your point, but…
Proposing	Schools should ask students before they decide.

Grammar in context

Reported speech	She said that she was angry. He told us not to…
Reporting verbs	say, explain, state, point out, suggest, add, mention
Obligation	must, have to, should, mustn't, don't have to
Passive	was adopted, was ratified, is guaranteed
Relative clauses	people who…, a student whose…, a place where…
Linkers of contrast	although, however, whereas, despite

Vocabulary bank

Rights: right, freedom, equality, dignity, discrimination, treaty, declaration, ratify

Voices: testimony, source, quote, paraphrase, viewpoint, stereotype, bias

Exhibition: panel, audio guide, commentary, visitor, caption, credits

Pronunciation tips

- Quotation: pause before and after the quote and lower your voice slightly.
- Respectful discussion: I understand your point ↗, but I see it differently ↘.
- Stress in argument: contrast ALL with SOME: «Some students…», not «ALL students…».

When I get stuck (clarify & repair)

- Can you say more about that?
- So, you're saying that…?
- Where does it say that?
- That's not what the card says.
- Let me rephrase that.
- Can we check the source?
- I'd like to pass.

Final check before you hand in: Rights & equality exhibition

- [ ] Every quotation is exact, in quotation marks, with document, year and article.
- [ ] We attribute every voice (says, explains, according to…).
- [ ] Our interpretation is marked (We think…) and states a limit.
- [ ] We do not say «all…» or «always…» from one case.
- [ ] We use reported speech or modals of obligation correctly.
- [ ] Each panel ends with an open question for visitors.
- [ ] Nobody is asked to reveal personal experiences; fictional cards are labelled.
- [ ] Sources and credits are complete and we did not copy sentences without credit.

ANNEX 6

Printable Rubric

Learning situation 5 · Rights and Voices

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Rights & equality 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	Each panel presents a right with exact words and reference, a clearly attributed voice, an interpretation with its limit and a question; visitors understand the right and the case.	Panels present the right, a voice and an interpretation; reference and question are mostly clear.	Some elements are missing (reference, limit or question) or the right and the case are not connected.	Panels are slogans or opinions with no right, no source or no voice.	
Organisation & language	Quotation, reported speech and interpretation are clearly separated and connected with varied reporting verbs, obligation modals and contrast linkers; errors rarely affect meaning.	Reported speech and linkers are mostly accurate; the structure of the panels is clear.	Reporting is limited («she says» only) and voice and interpretation sometimes mix; errors affect some sentences.	Voices and opinions are mixed up; errors often block meaning.	
Interaction / delivery	In the gallery dialogue I listen, check what the source says, disagree politely, answer questions and read quotations with careful pauses and intonation.	I take part, answer most questions and use some discussion phrases.	I take part with prompts and mostly read my notes.	I rarely speak or I interrupt other people.	
Mediation & audience	The Spanish testimony is summarised in clear English with the person's stance (grateful and asking for more) intact; the voice is attributed and nothing is added.	The main ideas and the stance are clear, with a small omission.	The stance changes slightly or details are missing; voice is not always attributed.	The testimony is translated word for word, or the stance is changed or invented.	
Intercultural / ethical use	Documents are quoted exactly and credited; no one is asked to disclose; the panels avoid generalising from one voice and name voices that are missing without speaking for them.	Quotations and sources are mostly accurate; the panels are respectful and avoid clear generalisations.	Some generalisations («girls think…») or inexact quotations need revising.	Stereotypes, invented quotations, uncredited material or pressure to share personal stories.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 5 · Rights and Voices

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can quote a document exactly and separate what a source says from what I think.	○	○	○	○
I can report what other people say without changing their stance.	○	○	○	○
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 · Rights and Voices

STUDENTS

Name: Class: Date:

Extra help: discussion stems, source-voice labels and optional roles for the team.

Source-voice labels and stems

- **Source voice:** The card says that… · According to the document… · She explains that…
- **Interpretation:** We think that… · This suggests that…
- **Limit:** This is only one voice. · We cannot say that…
- **Disagree politely:** I see it differently because… · I understand your point, but…

Team roles (choose one each)

- **Reader:** reads the exact words and checks the reference.
- **Voice keeper:** checks that every voice is attributed.
- **Interpreter:** writes «We think…» and the limit.
- **Designer:** makes the image and the layout.
- **Guide:** records the audio commentary.

1 Choose the correct label for each sentence.

«Nuria says that the article was published with a reply.»
☐ Source voice ☐ Interpretation ☐ Not in the card

«We think that dialogue is possible.»
☐ Source voice ☐ Interpretation ☐ Not in the card

«All students are silenced in school.»
☐ Source voice ☐ Interpretation ☐ Not in the card

2 Complete the panel sentences.

Article 19 _____ that everyone has the right to freedom of opinion and expression.

Sofía _____ that she asked the student council to talk about it.

We _____ that dialogue helps. However, this is only _____ voice.

3 Match each role with its task.

1 Reader ●	● a Checks that every voice is attributed.
2 Voice keeper ●	● b Reads the audio commentary aloud.
3 Interpreter ●	● c Reads the exact words and the reference.
4 Guide ●	● d Writes «We think…» and the limit.

ANNEX 9

Extension

Learning situation 5 · Rights and Voices

STUDENTS

Name: Class: Date:

Same right, two framings

Two fictional organisations talk about the same right (Article 12 of the CRC) in F6, but they do not say exactly the same thing. Compare how they frame it and analyse **audience, purpose and word choice**. Then decide what a school should learn from both.

Steps

1. Read F6 again and complete the analysis table.
2. Write a comparison of 120-150 words: what is similar, what is different and why.
3. Add your own proposal for a school council that respects both texts, with at least one modal of obligation and one concession.

1 **Complete the analysis.**

	Youth Voice Network	Education Advisory Board
Audience		
Purpose		
Key verbs (must, should, advise…)		
What schools are asked to do		
What the text leaves out		

2 **Write your comparison and your proposal.**

What to hand in

The completed table and a 120-150 word comparison with a proposal.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 5 · Rights and Voices

TEACHER

Worksheet 1

1. Quiz: was; don't have to; was ratified; whose.
2. Model: «Teenagers only care about their phones» → generalises about all teenagers → «Some teenagers spend a lot of time on their phones, and many have other interests.» / «Students from villages…» → stereotype about place → «Some students from villages…; interest in studying depends on each person.» / «The new students…all shy» → «all» → «Some new students are shy; others are not.» / «Everybody knows…» → no source, stereotype → «According to…, … » or «Some girls prefer dancing and some prefer other activities.» Accept any fairer version that removes the generalisation.
3. Open answer. Check that the team chooses agreements from F1 and adds one realistic one (e.g. «We wait until a person finishes speaking»).
4. Model: «I see it differently because every teenager is different.» / «I understand your point, but I think that some teenagers have very different interests.»

Worksheet 2

1. Match: newspaper → UDHR Art. 19; sport and team → CRC Art. 31(1); free and accessible lessons → UDHR Art. 26(1); council asks children → CRC Art. 12(1) (EU Charter Art. 24(1) also fits); language → UDHR Art. 2 (CRC Art. 2(1) also fits).
2. UDHR: 1948; the UN General Assembly (Paris); declaration. CRC: 1989; the UN General Assembly; treaty. EU Charter: 2000 (proclaimed); EU institutions; a charter of rights, legally binding since 2009 (Treaty of Lisbon). Constitución Española: 1978; sanctioned on 27 December and published on 29 December; it is the Spanish constitution (a national law of the highest rank).
3. F (it is a declaration); T; T; F (1978); T.
4. Model: «Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.» (Universal Declaration of Human Rights, 1948, Article 19). Paraphrase: «Article 19 says that people can have their own opinions and can look for and share information and ideas in any way and across borders.» Accept paraphrases that do not copy the sentence and keep the meaning.

Worksheet 3

1. Listening 1 (see script): play; 31; council; mixed; twice.
2. This is only one voice and it does not show what happens everywhere (second option).
3. is; couldn't; should; not to.
4. must; don't have to; shouldn't.
5. was adopted; was ratified; Although; whereas.

Worksheet 4

1. Source voice: sentences 1, 2 and 6. Our interpretation: sentence 4. Not in the card: sentences 3 and 5 (they are unfair or overgeneralise).
2. Listening 2 (see script): comments 1, 3, 4 and 6 report the card carefully. Comment 2 overgeneralises; comment 5 is a judgement that the card does not support.
3. Model: «Tobi says that the school gave him extra classes and a buddy, and that it can do more.» / «Tobi says that he is learning Spanish; we cannot say what other newcomers experience.»
4. Model (about 55 words): «Article 19 of the UDHR (1948) says: «Everyone has the right to freedom of opinion and expression […]». Nuria, a fictional student editor, says that her article was published with the canteen's reply. We think that dialogue can help, but this is only one case. Who should decide what a school newspaper publishes?»

Worksheet 5

1. Model: Situation → says that she spent three months in hospital. What helped → explains that the hospital teacher came every morning and made her feel she was still a student; classmates helped her with notes when she returned. What she missed → points out that she missed her class, because sometimes nobody from her group wrote to her for weeks. Feeling → she says she is very grateful for the hospital classroom. What she asks for → suggests that the school should organise video calls with the class for hospitalised students.
2. Model (about 75 words): «Carmen, a fictional student, says that she spent three months in hospital and could keep studying thanks to the hospital classroom. She explains that the teacher came every morning, which made her feel like a normal student. However, she missed her class, because sometimes nobody wrote to her for weeks. She is very grateful, but she suggests that schools should organise video calls with the class for students in hospital.» Accept equivalent wording that keeps both the gratitude and the request.
3. Self-check: open. If a student writes «Carmen complains» or «the school forgot her», the stance has changed.
4. «Everyone has the right to education.» (UDHR, 1948, Article 26(1)).

Worksheet 6

1. Open answer. Check each row: exact words with document, year and article (e.g. UDHR 1948, Art. 2; CRC 1989, Art. 31(1)); a voice from F5 or F8; «We think…» with a limit; an open question.
2. Open answer. Model: see F7 for structure; accept 90-110 words with right, voice, interpretation and question.
3. Peer review: open; comments must refer to concrete parts of the panels.
4. Stars and wish: open and specific (e.g. «Your quotation has the article number»; «Say that this is only one voice»).

Worksheet 7

1. Model (about 70 words): «I understand why you feel this way. However, the card says that Nuria's article was finally published with the canteen's reply, so it does not prove that schools ignore children's opinions. It is only one voice and one school. We think that students' views count when schools listen, as Article 12 of the Convention asks, but we would need more sources to make a general claim.»
2. Open answer. Check an exact reference (e.g. UDHR, 1948, Article 19), a clear example of attributing a voice or naming a limit, and a realistic change. Reject any reflection that reveals personal information about a classmate.
3. expression; impart; 1989; 13(1).

Support (Annex 8)

1. Source voice; Interpretation; Not in the card.
2. says (states); says (explains); think; one.
3. Reader → reads the exact words and the reference; Voice keeper → checks that every voice is attributed; Interpreter → writes «We think…» and the limit; Guide → reads the audio commentary aloud.

Extension (Annex 9)

1. Model table. Audience: Youth Voice Network → students; Education Advisory Board → head teachers. Purpose: persuade schools to give students real decision power / guide heads on how to include opinions while keeping responsibility. Verbs: should, must, act on / should, remain responsible, advise. Asks of schools: give the council a real vote / listen and take opinions into account but keep decisions with staff. Leaves out: the limits of age and maturity and school responsibilities / how students can influence decisions in practice.
2. Open answer. A good comparison says that both support Article 12 but differ in who decides; the proposal should combine both (e.g. a council with a vote on some topics and advice on others) and use must/should and a concession. Accept any reasoned position.

Listening script · Worksheet 3 · Audio guide, panel two (Listening 1)

Read twice at a natural speed.

«Welcome to panel two: Play, sport and equality. Article 31 of the Convention on the Rights of the Child says that States Parties recognise the right of the child to rest and leisure, and to engage in play and recreational activities. Sofía, a fictional student, says that a teacher told her the football team was only for boys. She explains that she asked the student council to talk about it. As a result, a mixed team was created, and it trains twice a week. Sofía adds that some people still make jokes. Does this mean that every school has solved the problem? No. This is only one voice, and it does not tell us what happens everywhere. Schools must make sure that all children can play. Our question for you: who should decide who can join a team?»

Listening script · Worksheet 4 · Visitors' comments (Listening 2)

Two readers alternate (visitor 1 reads the odd comments, visitor 2 the even ones). Read twice with a pause between comments. The comments refer to Card C (Sofía) in F5.

Comment 1. «The card says that Sofía asked the student council to talk about it.»

Comment 2. «So all girls in all schools are told that sport is for boys.»

Comment 3. «According to the card, a mixed team now trains twice a week.»

Comment 4. «I think this suggests that student councils can help, but it is only one case.»

Comment 5. «Sofía's school is clearly sexist.»

Comment 6. «She mentions that some people still make jokes.»

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 45 minutes each. Worksheet 2 needs the F3-F4 reading time; leave 15 minutes of session 7 for the individual reflection.
- Documents and sources: the English quotations in F3 are from the official texts of the UDHR (UN General Assembly, 10 December 1948), the Convention on the Rights of the Child (UN, 1989) and the Charter of Fundamental Rights of the EU (Art. 24(1)); the Spanish quotation is Article 14 of the Constitución Española (BOE núm. 311, 29/12/1978). Dates in F4 were checked in October 2026. Students must always quote exactly or paraphrase and name document, year and article.
- Ethics: the testimony cards, the organisations and the school are fictional. Do not ask students for personal experiences or for information about their families. If a student volunteers a sensitive story, thank them, redirect to the cases and talk to the tutor or counselling team afterwards.
- Mediation (Worksheet 5): the criterion is fidelity to the stance (grateful and asking for more), not word-for-word translation. Students may discuss the Spanish text in Spanish, but the product is in English.

Likely errors

- Mixing up «say» and «tell»: «She told that…» instead of «She said that…» / «She told us that…».
- Not backshifting in reported speech: «She said that she is angry» (accept in present-time contexts) or «He said me».
- «Must» and «have to» in the negative: «You mustn't share» for «You don't have to share».
- Overgeneralising from one card («Girls in schools are…») and reporting an opinion as a fact.
- Quotations without quotation marks or without article number; paraphrases that are only synonyms of the original.
- Spanish interference: «the people is», «the rights of the children are respect», «in the other hand».

Accepting alternative answers

- Accept any answer that is correct according to the documents and cards, even with minor language errors that do not affect meaning.
- In quotations, require the exact words (omissions marked with […]) and the document, year and article.
- In mediation, accept different wordings if the stance and the main points are kept and nothing is added.
- In reflections, accept any respectful formulation; do not assess the personal content, only the language and the reasoning.

06

SITUACIÓN DE APRENDIZAJE

Innovation for Good

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we pitch an innovation that solves a real problem without exaggerating what it can do?

CURSO
4.º ESO

SESIONES
7 sesiones

BLOQUES DE SABERES
A · B · C

COMPETENCIAS ESPECÍFICAS
CE1, CE2, CE3, CE4, CE5

PRODUCTO FINAL
Social-impact innovation pitch

CRITERIOS DE EVALUACIÓN
1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.2, 5.2

Contexto, reto y producto final

El ayuntamiento de la localidad (ficticia) del **IES Sierra Alta** y una fundación local organizan el **Young Innovators Challenge**: equipos de 4.º ESO presentan una innovación con impacto social ante un jurado formado por una ingeniera, un responsable municipal de innovación, una asesora de accesibilidad y un representante de una asociación de personas mayores. La condición es que el pitch sea **honesto**: sin prometer lo que la evidencia no permite. La pregunta es: «*How can we pitch an innovation that solves a real problem without exaggerating what it can do?*»

Para responderla, el alumnado analiza dos pitches del mismo producto ficticio (uno exagerado y otro prudente), elige un **problema y un perfil de usuario** de tres propuestas (cada persona tiene voz y criterio propios: se diseña *con* las personas, no *para* ellas), lee datos sencillos de coste e impacto de pilotos pequeños y practica el lenguaje de **condiciones, cantidades y límites** (futuro, condicionales, pasiva, comparaciones). Después describe un prototipo, recibe la reacción de las personas usuarias en un juego de rol y, en la tarea de **mediación**, convierte una ficha técnica en inglés especializado en una explicación cotidiana para una persona no experta. Con todo ello prepara el pitch con su lienzo (*pitch canvas*), responde a las preguntas del jurado y, de forma individual, revisa una afirmación suya que exagera.

Reto comunicativo

Pitch a social-impact innovation to a panel for a real problem and a real user: describe the problem and the design clearly, support your claim with honest evidence and limits, answer the judges' questions and explain one technical feature in everyday English.

Producto final

Social-impact innovation pitch.

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.

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.

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.

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.
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.
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.

Language Toolkit · concreción didáctica

Communicative functions
describing a problem; explaining a solution; predicting impact; persuading; answering challenging questions

Grammar in context
future forms; conditionals; passive voice; relative clauses; language of quantity/comparison

Vocabulary
innovation; design; users; impact; cost; limitations

Pronunciation / phonology
pitch stress and pausing; numbers/percentages; Q&A intonation

Mediation focus
Explain a technical or process feature to a non-specialist without unnecessary jargon.

Intercultural focus
Design for diverse users and accessibility; avoid 'saving' narratives about communities.

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 model pitches for claim/evidence/limitation.
- Describe a design and target user clearly.
- Make conditional predictions without guarantees.
- Collaborate in Q&A.
- Mediate technical features for a non-specialist audience.

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 strong/weak pitch claims

Evidence: Worksheet 1: test diagnóstico, análisis de las afirmaciones del pitch exagerado (F1) con nivel de certeza y versión más prudente (F2), y verdadero/falso sobre el pitch prudente.

Worksheet: Annex 3 · 1

2

SESSION 2

Select a fictional problem/user brief

Evidence: Worksheet 2: comparación de los tres problemas y perfiles de usuario (F3), cálculos de cambio y coste con las fichas de datos (F4) y elección razonada del reto del equipo.

Worksheet: Annex 3 · 2

3

SESSION 3

Language workshop: impact, conditions and limitations

Evidence: Worksheet 3: listening 1 (resultados de un piloto con cifras y límites), certeza (may / could / will), condicionales, pasiva, comparaciones y tres frases sobre su propia innovación.

Worksheet: Annex 3 · 3

4

SESSION 4

Prototype description and user feedback role-play

Evidence: Worksheet 4: descripción del prototipo, preparación del rol de persona usuaria con las tarjetas de opinión (F7), role-play de feedback y una mejora justificada.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: explain technical features in everyday English

Evidence: Worksheet 5: mediación de la ficha técnica (F6) a una explicación cotidiana para una persona mayor no experta, con glosa de términos y comprobación de límites.

Worksheet: Annex 3 · 5

6

SESSION 6

Prepare pitch and answer panel questions

Evidence: Worksheet 6: lienzo del pitch (F5), listening 2 (preguntas del jurado y respuestas prudentes o exageradas), respuestas a las preguntas del panel (F8) y revisión entre equipos.

Worksheet: Annex 3 · 6

7

SESSION 7

Pitch event + individual 'claim I would revise' reflection

Evidence: Pitch event y Worksheet 7: revisión individual de una afirmación exagerada a partir de los datos de un piloto, con cálculo del cambio y nivel de certeza adecuado.

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 pitches (F1), los problemas y perfiles (F3) y los resultados de un piloto oído (listening 1).	Worksheets 1 y 3 / lista de comprobación
1.3	Selección y gestión de información veraz: distingue dato de piloto, estimación y promesa, calcula el cambio y detecta lo que la evidencia no permite afirmar (F4).	Worksheet 2 / lista de cotejo
2.1	Pitch oral de dos o tres minutos: problema, usuario, idea, evidencia, impacto con el nivel de certeza adecuado, límites y petición, con pausas y énfasis en las cifras.	Pitch event (sesión 7) / rúbrica
2.2	Redacción del lienzo del pitch, de las frases con condición y límite y de la revisión de una afirmación, con cantidades y comparaciones correctas.	Anexo 4 y Worksheets 3 y 7 / rúbrica
2.3	Planificación y revisión del pitch: lienzo, ensayo, revisión entre equipos con lista de comprobación y ajuste del nivel de certeza de cada afirmación.	Worksheet 6 y Anexo 5 / lista de cotejo
3.1	Participación en el role-play de feedback (diseñador y persona usuaria) con cortesía, turnos de palabra y respeto por las necesidades de la persona.	Worksheet 4 / observación sistemática
3.2	Uso de estrategias en el turno de preguntas del jurado: pedir que repitan la pregunta, reformular, matizar una respuesta («Sorry, I mean…») y reconocer lo que no se ha probado.	Worksheet 6 y pitch / lista de observación
4.2	Mediación de la ficha técnica en inglés especializado a una explicación cotidiana para una persona no experta, sin jerga innecesaria y conservando los límites (autonomía de la batería, datos solo si la persona acepta).	Worksheet 5 / rúbrica de mediación
5.2	Uso creativo de estrategias de mejora: ensayo del pitch con revisión de pares, autocorrección de afirmaciones con la escala de lenguaje de impacto y registro de una estrategia útil.	Worksheets 6 y 7 y Anexo 7 / autoevaluación

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The pitch presents a real problem, a user with a voice, a clear idea, honest evidence, a careful claim of impact and an ask; the panel knows what it is, why it matters and what is still uncertain.	The pitch is clear and has evidence, an impact claim and an ask; limits are mentioned.	Some parts are unclear; evidence or limits are missing, or the claim is bigger than the evidence.	The pitch is a list of promises with no evidence or no clear problem and user.
Organisation & language	Ideas follow the canvas with clear linking; future forms, conditionals, passive voice and comparisons are accurate and varied; certainty words match the evidence.	The structure is clear; most future forms, conditionals and comparisons are accurate; certainty is mostly appropriate.	The order is uneven; recurring errors in conditionals or comparisons; some words of certainty are too strong.	Hard to follow; errors often block meaning; promises like «100%» or «always».
Interaction / delivery	I pitch with clear stress and pauses, say numbers clearly, answer the judges' questions with evidence and limits and repair my message when needed.	I pitch clearly, say most numbers correctly and answer most questions.	I mostly read; numbers are unclear; I need prompts to answer.	I cannot answer questions or I do not speak.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Mediation & audience	The technical sheet is explained in everyday English with benefits and limits; no jargon is left unexplained and nothing is added.	The main features are explained clearly with a small omission or some jargon.	Some features are unclear or jargon remains; a limit is missing.	The text is copied or technical, or the meaning changes.
Intercultural / ethical use	Users are described as people with needs and voice (co-design); accessibility is considered; risks (privacy, access, cost) are named; no «saving» narrative.	Users are described respectfully and a risk or accessibility issue is mentioned.	Some «saving» or generalising language («the elderly», «poor people») needs revising.	Stereotypes, ignoring users' views or hiding risks.

Input Pack y recursos

Problem briefs, user personas, simple cost/impact data, model pitch, feedback cards and pitch canvas.

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

Pitch canvas, user persona, impact-language scale and model Q&A.

Extension

Anexo 9

Add an ethics/risk section and revise the innovation after user feedback.

ANNEX 1

Challenge Launch

Learning situation 6 · Innovation for Good

STUDENTS

The town council and a local foundation are organising the Young Innovators Challenge, and your class has been invited. A panel of judges (an engineer, a council officer, an accessibility adviser and a member of an older people's association) will listen to your pitch. They like bold ideas, but they dislike big promises. Your team will choose a real problem and a real user, study small pilot results, design and describe a prototype, listen to user feedback and prepare for tough questions. Your goal is not to sound perfect. It is to sound convincing and honest.

> *How can we pitch an innovation that solves a real problem without exaggerating what it can do?*

Your challenge

Pitch a social-impact innovation to a panel for a real problem and a real user: describe the problem and the design clearly, support your claim with honest evidence and limits, answer the judges' questions and explain one technical feature in everyday English.

Audience: The judges of the Young Innovators Challenge (an engineer, a council officer, an accessibility adviser and a user representative) and the public.

What you will create

Social-impact innovation pitch

Roadmap · 7 sessions

1. We analyse strong and weak claims in two pitches.
2. We choose a problem and a user and read pilot data.
3. We practise impact, conditions and limits.
4. We describe a prototype and role-play user feedback.
5. We explain technical features in everyday English.
6. We prepare the pitch and answer the panel's questions.
7. We pitch and revise a claim on our own.

Success criteria

- ✓ I can describe a problem, a user and an innovation clearly.
- ✓ I can match my words of certainty (may, could, will) to my evidence.
- ✓ I can use conditionals, the passive and comparisons to explain impact and cost.
- ✓ I can answer challenging questions and repair my message.
- ✓ I can explain a technical feature to a non-specialist without jargon.
- ✓ I can describe users as people with voices, not as problems to be saved.

Working together

- Design with users: ask first, then decide.
- No promise without evidence: use may, could and will carefully.
- Disagree with ideas, not with people.

ANNEX 2

Input Pack

Learning situation 6 · Innovation for Good

STUDENTS

Everything you need for the challenge: two pitches to compare, a scale of impact language, three problem briefs with users, small pilot data, a pitch canvas, a technical sheet to explain, user feedback cards, the judges' question cards, fair ways to describe people and a glossary.

F1 Two pitches for the same idea: QuietLight

TEXT

Pitch X

«Hello! Our QuietLight will solve noise in every school in the world! It is 100% effective and it always works. It will make every student calm and happy, and everybody will love it. There are no problems with it, so we don't need any more tests. Buy it now and your school will never be noisy again!»

Pitch Y

«Good morning. In many classrooms it is hard to concentrate when it is noisy. Our idea, QuietLight, is a lamp that turns amber when the noise is above a level that the class chooses. In a three-week pilot in two classrooms, teachers reported that they asked for quiet about 30% less often (teachers' notes; there was no control group). If the class chooses the limit together, we think the lamp could help, but it will not replace good habits. The prototype costs €35 and it has not been tested yet with students who are sensitive to bright light. We would like your feedback.»

Source: Original pitches written for this notebook. QuietLight, the pilot and all the figures are fictional.

Which pitch would you fund? Underline words of certainty (will, always, 100%) in X and words of care (could, about, not tested yet) in Y.

F2 Impact-language scale: how sure can we sound?

DATA

Level	Language	Use it when…
1 · Possible	may, might, could · it is possible that…	You have an idea and no tests yet.
2 · Likely	should, is likely to, will probably · so far, in our pilot…	You have some evidence from a small pilot.
3 · Expected	will · if…, … will · as long as…, provided that…	You have clear evidence and the conditions are stated.
4 · Avoid	always, never, 100%, will solve, everybody	Almost never: no pilot can show this.

Comparing quantities: *twice as much as · half as many as · about a third fewer · nearly half · more than / fewer than · the same as*. **Limits:** *We haven't tested… · It depends on… · unless… · so far…*

Source: Scale written for this notebook. Choose your language according to your evidence.

Put each claim in F1 at a level (1–4). Which level does Pitch Y use?

F3 Problem briefs and user personas

CASE

Brief A · «The bus we can't see». Kofi, 17, lives in a village and goes to school by bus. «The timetable says 7:40, but the bus is sometimes ten minutes late and I have no signal at the stop. I'd like to know before I leave home. I don't have a smartphone data plan.» *Problem:* students wait at the stop without information. *Limits:* no internet at the stop; the solution must work for people without a smartphone.

Brief B · «The right pill at the right time». Rosa, 78, lives alone and has a sharp mind. «I am not forgetful about everything. I only need help with seven different pills. I don't want a machine that treats me like a child.» *Problem:* people who take several medicines can miss doses. *Limits:* it must be simple, quiet and private.

Brief C · «The old town, on my own». Marcos, 16, has low vision. «I can read large print and I like to touch things. I don't want a guide that talks all the time: I want to choose what to hear.» *Problem:* the old town has little information for people with low vision. *Limits:* it must work outdoors, in the rain and without help.

Source: Fictional briefs and personas written for this notebook. The people do not exist and do not represent any group: each persona is one person with their own view. The maximum budget for each project is €2,500.

What does each person say they need? What would you ask them before you design anything?

F4 Pilot data and costs (illustrative)

DATA

Brief and prototype	Pilot	Result	Cost	What we still don't know
A · BusLight: a solar light at the stop that blinks when the bus is 5 minutes away, plus a text message	1 stop, 3 weeks, 15 students	Average waiting time at the stop fell from 11 to 7 minutes (self-reported).	€420 per stop + €15 a month for text messages	How it works in winter; what happens when a bus is cancelled.
B · PillLight: a pill box with a light and a quiet alarm	10 volunteers aged 70–84, 4 weeks	Missed doses fell from 6 to 2 a week on average (self-reported). 8 out of 10 would keep using it.	€18 per box (batch of 50)	There was no control group and users knew they were being tested.
C · TouchTrail: 12 raised-print markers with a button for short audio	6 visitors, 1 afternoon	5 out of 6 found all the markers without help; 4 out of 6 said the audio was too long.	€95 per marker	It was tested only in dry weather.

A first phase would be: **A** 5 stops for a year · **B** 50 boxes · **C** all 12 markers.

Source: Illustrative data created for this notebook. The prototypes and pilots are fictional; real pilots can give different results.

Which results are strong and which are weak? What could we say, and what could we NOT say, about each prototype?

F5 Pitch canvas: a worked example

DIAGRAM

PITCH CANVAS · QuietLight (a fictional example)

1 · PROBLEM	2 · USER	3 · IDEA	4 · HOW IT WORKS
Noisy classrooms make it hard to concentrate. (students and teachers)	Classes of 25–30 students. Some students are sensitive to light or sound.	QuietLight: a lamp that turns amber when the noise is above the limit of the class.	A microphone measures how loud the room is, not what people say. Nothing is saved.
5 · EVIDENCE	**6 · IMPACT**	**7 · LIMITS AND RISKS**	**8 · COST AND ASK**
Pilot: 2 classrooms, 3 weeks. Teachers reported about 30% fewer requests for quiet. No control group.	If the class chooses the limit together, it could help. It will not replace good habits.	Not tested with students who are sensitive to bright light. Only tested in two classrooms so far.	Prototype: €35 each. Ask: €700 for 20 lamps and a two-month test with more classes.

Source: Canvas and example created for this notebook. QuietLight and its figures are fictional.

Which boxes show evidence? Which show limits? Check the words could, about and not tested.

F6 Technical sheet · PillLight prototype v2

DATA

Feature	Technical description
Casing	Injection-moulded ABS, seven removable compartments, IP54 splash resistance.
Alerts	RGB LED ring and piezo buzzer, adjustable between 60 and 85 dB.
Sensing	Hall-effect sensor in each lid logs the time of every opening.
Connectivity	Optional Bluetooth Low Energy link to a relative's smartphone app (opt-in).
Power	Rechargeable 1,800 mAh Li-ion battery, about 14 days per charge, USB-C.
Data	Encrypted local log of 30 days; shared only when the user enables sharing.
Unit cost	€18 in a batch of 50.

Source: Technical sheet written for this notebook (fictional product). It is written in specialist English on purpose: you are going to explain it in everyday English.

Which features matter most for Rosa (F3)? Which ones may worry her?

F7 User feedback cards (fictional)

DATA

Persona	What I like	What worries me	A question I will ask
Kofi (BusLight)	I can see the light from the road.	I may not see it in heavy rain, and I have no data plan.	What happens when the bus is cancelled?
Rosa (PillLight)	The light is clear and the buttons are big.	The alarm may be too loud: I don't want my neighbours to hear.	Who can see when I open the box?
Marcos (TouchTrail)	I like to find the markers by touch.	The audio is too long and I can't skip it.	Can I use it alone in the rain?

Source: Fictional feedback written for this notebook. Use the card of the person your team chose; the role-play is about ideas, not about real people.

Role-play: the designer explains the prototype in simple words; the user answers as the persona and asks the question on the card.

F8 The judges' question cards (fictional)

DATA

Judge	Role	They usually ask…
Dr Inés Cortés	Engineer	How does it work? What can go wrong? How do you know it works?
Mr Dev Kapoor	Council innovation officer	How much does it cost? Who will maintain it? What is your evidence?
Ms Laura Puig	Accessibility adviser	Can everybody use it? Who might be left out?
Mr Samuel Adeyemi	Member of an older people's association	Did you ask real users? Would they want it?

Source: Fictional judges and typical questions written for this notebook.

Prepare an honest answer for each judge: evidence first, then the limit.

F9 Describing people fairly

DATA

Avoid	Prefer	Why
«We will save old people.»	«We want to work with older neighbours to improve…»	People are experts in their own lives.
«The disabled», «victims»	«People with disabilities» / «people who use…»	The person comes before the label.
«Villagers have nothing.»	«Students in villages have different needs; we asked…»	A single claim hides differences.
«Our product is for everybody.»	«Our users include…; it may not work for…»	Naming who might be left out is part of accessible design.

Source: Language guide written for this notebook.

Find a sentence in your own pitch that could sound like «saving» people. How would you rewrite it?

F10 Key words for innovation pitches

GLOSSARY

prototype	A first version of a product, used to test the idea.
pilot	A small test before using something widely. Its results are only a first signal.
user / persona	The person who will use the product; a persona is a fictional but realistic user.
co-design	Designing together with the people who will use the product.
feature / benefit	A feature is something the product has; a benefit is how it helps the user.
evidence	Data or observations that support a claim.
sample size	The number of people or tests. A small sample gives a weak signal.
control group	A group that does not use the product, to compare with those who do.
limitation / risk	What the product cannot do or what may go wrong.
accessible	Possible to use for people with different needs and abilities.
trade-off	Something you gain and something you lose when you choose an option.
maintenance	Regular work to keep something in good condition.

Source: Definitions written for this notebook.

ANNEX 3

Student Worksheets

Learning situation 6 · Innovation for Good

STUDENTS

WORKSHEET 1

Strong claim or big promise?

Session 1

Name: Class: Date:

Start with the quiz on your own. Then compare the two pitches (F1) and use the scale (F2).

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

If the pilot ___ well, we will try more schools.
☐ goes ☐ will go ☐ went

The lamp ___ tested in two classrooms.
☐ was ☐ has ☐ did

A product ___ is cheap is not always good.
☐ who ☐ which ☐ where

Our prototype costs twice ___ the old one.
☐ as much as ☐ more as ☐ than

2 **Analyse the claims of Pitch X. What is wrong with each one?**

Claim in Pitch X	Evidence given?	Word(s) of certainty	A more careful version (level 1-3)
«It is 100% effective.»			
«It will solve noise in every school in the world.»			
«Everybody will love it.»			
«We don't need any more tests.»			

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

	T	F
The pilot lasted three weeks.	☐	☐
The pilot had a control group.	☐	☐
The prototype costs €35.	☐	☐
The team says that QuietLight will replace good habits.	☐	☐
The team has already tested the lamp with students who are sensitive to light.	☐	☐

4 **Which pitch would you fund? Explain your choice in 2-3 sentences.**

WORKSHEET 2 Choose a problem and a user

Session 2

Read the briefs (F3) and the pilot data (F4). Work with your team.

1 **Compare the three briefs.**

Brief	Who is the user?	What do they say they need?	Main limit of the solution
A · Bus			
B · Pills			
C · Old town			

2 **Complete with the data in F4.**

1. In brief A, waiting time fell from 11 to 7 minutes: _____ minutes fewer, about a _____ less.
2. In brief B, missed doses fell from 6 to 2 a week: _____ fewer, about two _____ less.
3. A first phase of brief A costs _____ euros for five stops and _____ euros for a year of text messages.
4. Fifty PillLight boxes cost _____ euros.
5. Twelve TouchTrail markers cost _____ euros.

3 **Which brief will your team choose? Give two reasons, and say one thing that the data do NOT show.**

4 **Write two questions you would ask the persona before you design anything.**

WORKSHEET 3

Impact, conditions and limits

Session 3

First listen to a pilot report. Then practise the language of certainty, conditions and comparison (F2).

1 **Listening 1 · Pilot report. Listen twice and complete the table.**

Item	Number
Users in the pilot	
Length of the pilot (weeks)	
Missed doses a week: before → after	
Users who would keep using it	
Cost per box (€)	

2 **Choose the best form.**

Our box ___ help people remember their pills, but we need more tests.
☐ may ☐ will definitely ☐ always

If we test it with 100 users, we ___ know more.
☐ will ☐ would ☐ are

The box ___ made in the town workshop.
☐ is ☐ does ☐ has

Unless users ___ the alarm, the box won't work.
☐ understand ☐ will understand ☐ understood

3 **Complete with: therefore · whereas · as much as · provided that.**

1. The pilot was short; _____, the results are only a first signal.
2. Our box costs €18, _____ the old model costs €40.
3. The old model costs more than twice _____ ours.
4. The box will work _____ users charge it every two weeks.
5. Eight out of ten users means _____ per cent.

4 **Write three sentences about your team's innovation: one impact (could / should), one condition (if… will) and one limit.**

WORKSHEET 4

Prototype and user feedback

Session 4

Role-play in pairs: one designer and one user. Use the feedback cards (F7) and the data (F4). Then swap roles.

1 **Prepare your description (designer).**

Prototype description	My notes
What it is	
How it works (use the passive: is made of, is charged…)	
Who it is for	
Main benefit	
One limit	

2 **Prepare your role (user): choose a persona in F7.**

Persona	Two things I like	Two worries	Two questions

3 **Listen to another pair. Tick the strategies you hear.**

- ☐ The designer explains how it works in simple words.
- ☐ The designer asks what the user thinks before defending the idea.
- ☐ The user gives one positive point and one worry.
- ☐ They ask for clarification (What do you mean by…?).
- ☐ They avoid promises such as «it will solve everything».
- ☐ They take turns and respect the persona.

4 **After the feedback, write one change to the prototype (2 sentences). Use Because… we will…**

WORKSHEET 5

Explain it to Rosa

Session 5

Mediation. Rosa (78) is interested in PillLight and asks you what the technical sheet (F6) means. Explain it in everyday English: no jargon, and say why each feature matters.

1 **Explain each technical term in everyday English.**

Technical term (F6)	Everyday English
ABS casing, IP54 splash resistance	
RGB LED ring and piezo buzzer, 60–85 dB	
Hall-effect sensor in each lid	
Bluetooth link to a relative's app (opt-in)	
1,800 mAh Li-ion battery, 14 days	
Encrypted local log, shared only if enabled	

2 **Write what you would say to Rosa (80-100 words). Choose the features that matter to her and keep the limits.**

3 **Check your text. Tick what is true.**

- ☐ I explained why each feature matters to Rosa.
- ☐ I used no technical word without explaining it.
- ☐ I kept the limits (battery lasts about 14 days; data are shared only if she agrees).
- ☐ I did not promise things that are not in the sheet.
- ☐ My sentences are short and respectful, not childish.

4 Write one question to check that Rosa has understood, and one phrase you will use if she doesn't.

WORKSHEET 6 Pitch and panel questions

Session 6

Plan your pitch with the canvas (F5), then listen to a Q&A. Prepare answers to the judges' questions (F8) and swap with another team for review.

1 Plan your pitch.

Canvas box	Our pitch
Problem and user	
Idea and how it works	
Evidence (pilot, numbers)	
Impact (level of certainty)	
Limits and risks	
Cost and ask	

2 Listening 2 · Q&A. Listen twice. For each judge, note the question and decide: careful answer (✓) or overclaim (✗)?

Judge	Question (key words)	Careful (✓) or overclaim (✗)?
Dr Cortés		
Ms Puig		
Mr Kapoor		

3 Prepare an honest answer for each question: evidence first, then the limit.

Question	My answer
How do you know it works?	
Can everybody use it?	
What can go wrong?	

4 **Peer review. Tick what the other team's pitch does well.**

- [ ] The problem and the user are clear.
- [ ] The evidence has numbers and says how many users and how long.
- [ ] Impact words (may, could, will) match the evidence.
- [ ] The limits and risks are honest.
- [ ] Numbers and percentages are clear.
- [ ] It describes users as people with a voice.

5 **Write two stars (good things) and one wish (one improvement).**

WORKSHEET 7 Individual challenge: a claim I would revise

Session 7

Work on your own.

1 **A team says: «Our app will reduce food waste in homes by 50%.» Their evidence: a pilot with 12 households for two weeks; the average food thrown away fell from 3.1 kg to 2.4 kg a week (self-reported). Calculate the change and rewrite the claim (40-60 words) with a careful level of certainty, a condition and a limit.**

2 **Choose one claim from your own pitch that you would revise. Copy it, say why, and write the new version.**

3 **Write one question you would ask users before you improve your innovation.**

ANNEX 4

Final Product Template

Learning situation 6 · Innovation for Good

STUDENTS

Name: Class: Date:

Our pitch. Write in English. Match your words of certainty to your evidence.

Name and one-line idea

Name + what it is, in one sentence.

Problem and user

Who has the problem? What do they say they need?

How it works

Describe it for a non-specialist: passive voice and simple words.

Sketch of the prototype

Draw it and label the main features.

Evidence

Pilot: who, how long, numbers, what we don't know.

Impact (with the right certainty)

If… will / could… + a limit.

Risks and fairness

Who might be left out? Privacy, cost, access.

Cost and ask

How much, for what and for how long.

Answers to two judges' questions

Evidence first, then the limit.

ANNEX 5

Useful Language & Final Check

Learning situation 6 · Innovation for Good

STUDENTS

Name: Class: Date:

Functions and model sentences

Describing a problem	Many students wait at the stop without knowing when the bus will arrive.
Explaining a solution	BusLight blinks when the bus is five minutes away.
Predicting impact	If we test it with more users, we will know whether it helps.
Persuading honestly	We believe it could help, and here is our evidence.
Answering challenges	That's a fair question. In our pilot…, but we haven't tested…
Comparing quantities	It costs about half as much as the old model.

Grammar in context

Future forms	will, is going to, may / might / could
Conditionals	If + present, will… · If + past, would…
Passive voice	is made of, was tested, will be installed
Relative clauses	a box which…, users who…, a place where…
Quantity and comparison	twice as much as, fewer than, a third fewer, nearly half
Linkers	so, therefore, whereas, unless, provided that

Vocabulary bank

Innovation: prototype, pilot, feature, device, sensor, app, battery

Users and design: user, persona, accessible, co-design, feedback, need

Impact and limits: impact, benefit, cost, risk, limitation, maintenance, sample

Pronunciation tips

- Pitch: pause after the problem and before your ask; stress the key number (a THIRD fewer).
- Numbers: 18 = eighteen (stress on the 2nd syllable), 80 = eighty (stress on the 1st); 8 out of 10 = eighty per cent.
- Q&A: wh- questions fall (How does it work? ↘); yes/no questions rise (Can everybody use it? ↗). Answer with a calm, falling tone.

When I get stuck (clarify & repair)

Could you repeat the question, please?

So, you're asking whether…?

That's a fair point.

We haven't tested that yet.

Sorry, I mean…

What do you mean by…?

Can I come back to that?

Final check before you hand in: Social-impact innovation pitch

- [ ] We describe a real problem and a real user, with their voice.
- [ ] Our evidence says who, how many and how long, with numbers.
- [ ] Our words of certainty (may, could, will) match the evidence.
- [ ] We mention at least one limit and one risk.
- [ ] We use conditionals, the passive and comparisons correctly.
- [ ] We explain technical words in everyday English.
- [ ] We avoid «always», «100%», «will solve» and «saving» language.
- [ ] We checked that the numbers, units and costs are correct.

ANNEX 6

Printable Rubric

Learning situation 6 · Innovation for Good

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Social-impact innovation pitch**. 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 pitch presents a real problem, a user with a voice, a clear idea, honest evidence, a careful claim of impact and an ask; the panel knows what it is, why it matters and what is still uncertain.	The pitch is clear and has evidence, an impact claim and an ask; limits are mentioned.	Some parts are unclear; evidence or limits are missing, or the claim is bigger than the evidence.	The pitch is a list of promises with no evidence or no clear problem and user.	
Organisation & language	Ideas follow the canvas with clear linking; future forms, conditionals, passive voice and comparisons are accurate and varied; certainty words match the evidence.	The structure is clear; most future forms, conditionals and comparisons are accurate; certainty is mostly appropriate.	The order is uneven; recurring errors in conditionals or comparisons; some words of certainty are too strong.	Hard to follow; errors often block meaning; promises like «100%» or «always».	
Interaction / delivery	I pitch with clear stress and pauses, say numbers clearly, answer the judges' questions with evidence and limits and repair my message when needed.	I pitch clearly, say most numbers correctly and answer most questions.	I mostly read; numbers are unclear; I need prompts to answer.	I cannot answer questions or I do not speak.	
Mediation & audience	The technical sheet is explained in everyday English with benefits and limits; no jargon is left unexplained and nothing is added.	The main features are explained clearly with a small omission or some jargon.	Some features are unclear or jargon remains; a limit is missing.	The text is copied or technical, or the meaning changes.	
Intercultural / ethical use	Users are described as people with needs and voice (co-design); accessibility is considered; risks (privacy, access, cost) are named; no «saving» narrative.	Users are described respectfully and a risk or accessibility issue is mentioned.	Some «saving» or generalising language («the elderly», «poor people») needs revising.	Stereotypes, ignoring users' views or hiding risks.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 6 · Innovation for Good

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can describe a problem and an innovation clearly for a non-specialist.	○	○	○	○
I can state the impact with the right level of certainty and mention the limits.	○	○	○	○
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 · Innovation for Good

STUDENTS

Name: Class: Date:

Extra help: a pitch frame, the impact-language scale and a model answer for the judges.

Pitch frame and impact scale

- **Problem:** Many … have a problem with…
- **Idea:** Our idea, …, is a … that …
- **Evidence:** In our pilot with … users for … weeks, …
- **Impact:** If …, it could / should help. So far, …
- **Limit:** We haven't tested … yet.
- **Scale: may / could** (idea) · **should / will probably** (small pilot) · **will** (clear evidence) · avoid **always / 100%**.

Model answer to a judge

- **Question:** «How do you know it works?»
- **Answer:** «In our pilot with ten users for four weeks, missed doses fell from six to two a week. However, these numbers come from the users, and there was no control group, so we think it **could** help, but we need more tests.»

1 **Complete the pitch with the frame.**

Many students have a problem with _____. Our idea, BusLight, is a _____ that blinks when the bus is near. In our pilot with _____ students for three weeks, the waiting time fell from _____ to 7 minutes. If more stops use it, it _____ help. However, we haven't tested it in _____ yet.

2 **Choose the best certainty level for the evidence.**

We have an idea and no tests yet: «It ___ help».
☐ could ☐ will definitely ☐ always

A small pilot with 10 users: «It ___ help».
☐ will probably ☐ will solve every problem ☐ is 100% sure to

We haven't tested it in winter: «It works ___ in winter».
☐ maybe ☐ always ☐ for ever

3 **Match each question with the best start for an answer.**

1 How do you know it works? ●	● a Yes. We asked Kofi and ten students, and they said…
2 Can everybody use it? ●	● b The battery may fail in winter. If it does, …
3 What can go wrong? ●	● c Not yet. We haven't tested it with…
4 Did you ask real users? ●	● d In our pilot with ten users, …

ANNEX 9

Extension

Learning situation 6 · Innovation for Good

STUDENTS

Name: Class: Date:

Ethics and risk: revise your innovation

Good innovators ask what could go wrong and for whom. Add an **ethics and risk** section to your pitch and revise your innovation after reading the feedback card in E1.

E1 Feedback card from Rosa (fictional)

TEXT

«I like the light and the big buttons. But the alarm is too loud: my neighbour can hear it when I forget a pill, and I don't want people to know. Also, my daughter asked me whether she can see when I open the box. I'd like to decide that myself, and I'd like to change it whenever I want.»

Source: Fictional feedback written for this notebook.

Steps

1. List three risks of your innovation (privacy, access, cost, safety, the environment) and who could be affected.
2. Read Rosa's card (E1) and apply it to your own innovation: what would you change, and why?
3. Write the revised description (50-70 words) with one new feature, one new limit and the level of certainty.

1 **Complete the risk table.**

Risk	Who could be affected?	What will we do?

2 **Write the revised description.**

What to hand in

The risk table and the revised description, with the changed sentence marked.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 6 · Innovation for Good

TEACHER

Worksheet 1

1. Quiz: goes; was; which; as much as.
2. Model: «100% effective» → no evidence; 100% → «In our pilot, teachers asked for quiet about 30% less often (level 2).» / «will solve noise in every school in the world» → no evidence; will solve, every school → «It could help classes that want to reduce noise (level 1).» / «Everybody will love it» → no evidence; everybody, will → «Some students may like it; we need to ask them.» / «We don't need any more tests» → no evidence; don't need → «We still need to test it with students who are sensitive to bright light.» Accept any careful rewrite that matches F2 levels 1-3.
3. T; F (no control group); T; F (it will not replace good habits); F (not yet tested).
4. Open answer. Expected: Pitch Y, because it gives numbers, a source (teachers' notes), limits and a careful claim; Pitch X promises too much.

Worksheet 2

1. Model: A · Kofi, 17, student who goes by bus → to know when the bus comes; he has no smartphone data plan → must work without a smartphone and without internet at the stop. B · Rosa, 78 → help with seven pills, not to be treated like a child → simple, quiet, private. C · Marcos, 16, low vision → large print, touch, choose what to hear → outdoors, in the rain, without help.
2. 4; third (4 of 11 is about 36%). 4; thirds (4 of 6 is about 67%, two thirds). 2,100 (5 × €420); 180 (12 × €15). 900 (50 × €18). 1,140 (12 × €95). All are below the €2,500 budget.
3. Open answer. Check one reason from the persona and one from the data, and a limit (e.g. self-reported, no control group, only dry weather).
4. Model: «What do you do now when you are not sure about the time of the bus?» / «Would you like a light, a sound or a message?»

Worksheet 3

1. Listening 1 (see script): 10; 4; 6 → 2; 8 (out of 10); 18.
2. may; will; is; understand.
3. therefore; whereas; as much as; provided that; eighty.
4. Open answer. Model: «Our lamp could help classes to concentrate. If more classes test it, we will know whether the effect is real. However, we have only tested it in two classrooms.» Check the right certainty word, a first conditional and a limit.

Worksheet 4

1. Open answer. Model: «It is a pill box with a light. It is charged with a USB cable. It is for people who take several pills. It helps them to remember. It has only been tested by ten people.»
2. Open answer. Use the card in F7 (e.g. Rosa: likes the clear light and big buttons; worries about the loud alarm and privacy; asks who can see when she opens the box).
3. Observation list: open; useful for feedback in session 6.
4. Model: «Because Rosa says the alarm is too loud, we will add a volume button and a silent light mode.»

Worksheet 5

1. Model: ABS casing, IP54 → the box is made of strong plastic and it is protected against dust and splashes. LED ring and buzzer → a ring of coloured lights and a quiet alarm; you can adjust how loud it is. Hall-effect sensor → a small sensor that notices when you open each lid. Bluetooth (opt-in) → the box can talk to a relative's phone, only if you choose. Battery → you charge it about every two weeks. Encrypted log → the box remembers the last 30 days privately; nobody sees it unless you agree.
2. Model (about 90 words): «Rosa, this box has seven small compartments, one for each pill. When it is time for a pill, a ring of coloured lights shines and a quiet alarm sounds. You can make the alarm louder or quieter. The box notices when you open each lid, so it remembers what you took. It keeps this information for 30 days and nobody sees it unless you decide to share it with a relative. You charge it with a cable about every two weeks.»
3. Self-check: open. Reject any text that promises «no mistakes» or adds features not in F6.
4. Model: «Does that make sense to you?» / «Let me explain it in a different way.»

Worksheet 6

1. Open answer. Check that the evidence has numbers (who, how many, how long) and that the impact uses a word that matches the evidence.
2. Listening 2 (see script): Dr Cortés → how do you know it reduces waiting time → careful (✓); Ms Puig → can everybody use it → overclaim (✕) then repaired («Sorry, I mean…»); Mr Kapoor → what can go wrong and who will maintain it → careful (✓).
3. Model answers: 1. «In our pilot with ten users for four weeks, missed doses fell from six to two a week. However, there was no control group, so we think it could help.» 2. «Not yet. We haven't tested it with people with low vision, so we are going to ask them.» 3. «The battery may fail. If that happens, the user will see a message, and we will check the boxes every month.»
4. Peer review: open; the comments must refer to concrete parts of the pitch.
5. Stars and wish: open and specific (e.g. «You said how many users and how long»; «Change «will solve» to «could help»»).

Worksheet 7

1. The change is 0.7 kg a week, about 23% less (0.7 ÷ 3.1). The claim «50%» is not supported. Model (about 50 words): «In a pilot with 12 households for two weeks, food waste fell by about 23% (from 3.1 to 2.4 kg a week, self-reported). If more households try it, the app could help to reduce food waste, but we need a longer test and a control group.»
2. Open answer. Check that the new version lowers the certainty or adds a condition or a limit.
3. Model: «What would you change in the app to make it easier to use?»

Support (Annex 8)

1. waste (or any other fitting problem, e.g. the bus); light; 15; 11; could; winter.
2. could; will probably; maybe.
3. How do you know it works? → In our pilot with ten users, …; Can everybody use it? → Not yet. We haven't tested it with…; What can go wrong? → The battery may fail in winter. If it does, …; Did you ask real users? → Yes. We asked Kofi and ten students, and they said…

Extension (Annex 9)

1. Open answer. Good risks: privacy (who sees the data), access (people who cannot use it), cost, safety, the environment (batteries and plastic). Each risk names who is affected and an action.
2. Model: «After Rosa's card, we will add a volume button and a silent light mode. The user will decide who can see the log, and they can change it whenever they want. We think this could make the box more private, but we need to test it with more users.»

Listening script · Worksheet 3 · Pilot report (Listening 1)

Read twice at a natural speed. Say the numbers clearly.

«Good evening. Here are the results of the PillLight pilot. **Ten** volunteers, aged between seventy and eighty-four, used the box for **four** weeks. On average, they reported **six** missed doses a week before the pilot and **two** a week at the end. **Eight** out of ten said they would keep using it. Each box costs **eighteen** euros in a batch of fifty. The team points out that the numbers come from the users' own reports, that there was no control group and that the volunteers knew they were being tested. So the results are encouraging, but we can't be sure.»

Listening script · Worksheet 6 · Q&A with the judges (Listening 2)

Read with four students (Team A, Team B, Dr Cortés, Ms Puig; Mr Kapoor can be read by the teacher). Two listenings: first for the questions, then for the type of answer.

Dr Cortés: How do you know that BusLight really reduces the waiting time?

Team A: In our pilot, fifteen students used it for three weeks, and their average waiting time fell from eleven to seven minutes. However, these numbers are self-reported, and we haven't tested it in winter.

Ms Puig: Can everybody use it?

Team B: Yes, one hundred per cent. Everybody can see a light.

Ms Puig: Everybody? What about students with low vision?

Team B: Sorry, I mean that most students can see it. We haven't tested it with students with low vision, so we are going to add a text message and ask users how it works for them.

Mr Kapoor: What can go wrong, and who will maintain it?

Team A: The solar battery may fail in winter. Unless we test it in the cold, we can't be sure. Our plan is a monthly check by volunteers and a test next winter.

Timing, differentiation and mediation notes

- Timing: worksheets 1-5 take about 45 minutes each. In session 4 allow time for both roles of the role-play; in session 7 leave 15 minutes for the individual challenge.
- Data and sources: all data in this SdA (pilots, costs, canvas, pitches, briefs, judges and organisations) are fictional and labelled as illustrative; no real person or company is represented. If you wish to bring real data, add source, year and limit.
- Mediation (Worksheet 5): value explanation for a non-specialist, not literal translation. The technical sheet is in English on purpose; students may discuss the terms in Spanish in their teams, but the explanation is in English. The output must keep the limits (battery, data sharing).
- Intercultural and ethical note: use F9 to review language such as «we will save old people». Insist on co-design, accessibility and risks. Do not ask students to describe their own family members' health or disability.

⚠ Likely errors

- Mixing conditionals: «If the pilot will go well…» instead of «If the pilot goes well…».
- Comparatives: «twice more than» or «more cheaper» instead of «twice as much as» or «cheaper».
- Overstating certainty: «it will solve», «it is 100% effective», «always».
- Numbers: confusing 13/30 and 18/80 (thirteen/thirty, eighteen/eighty) and saying «zero coma two».
- Spanish interference: «the people who use it are…» with the wrong verb form, «actually» for «currently», «assist» for «attend».
- Describing users as «the old», «the disabled» or «poor people»; use F9.

⚖ Accepting alternative answers

- Accept any answer that is correct according to the data and sources, even with minor language errors that do not affect meaning.
- For certainty words, accept any level that matches the evidence and is justified (F2).
- In mediation, accept different wordings if the benefit of each feature and the limits are correct and nothing is added.
- Accept alternative revisions of a claim if they lower the certainty or add a condition or a limit.

07

SITUACIÓN DE APRENDIZAJE

Englishes Around the World

ESSENTIAL QUESTION · PREGUNTA GUÍA

Whose English counts, and how can we understand variation without ranking speakers?

CURSO 4.º ESO	**SESIONES** 7 sesiones	**BLOQUES DE SABERES** A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE4, CE5, CE6	**PRODUCTO FINAL** Interactive map of global Englishes	**CRITERIOS DE EVALUACIÓN** 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 5.1, 6.1, 6.2, 6.3

Contexto, reto y producto final

El centro mantiene un intercambio virtual con aulas de Kochi (Kerala, India), Lagos (Nigeria) y Ciudad del Cabo (Sudáfrica). Tras la primera videollamada, algunos alumnos de 4.º comentaron que «no se les entiende» y alguien imitó un acento «de broma». La profesora de 2.º ESO, **Marta Vega**, tiene la siguiente llamada la semana que viene y su grupo (nivel A2) está nervioso. La pregunta del aula es incómoda y real: *«Whose English counts?»* ¿Qué inglés es «el bueno» y qué hacemos cuando no entendemos a alguien?

Para responderla, el alumnado sitúa el inglés en el mundo con datos verificados (Ethnologue, censos y textos legales), analiza muestras breves de habla transcritas en distintas variedades, aprende un metalenguaje neutro (*accent, dialect, register, code-switching, loanword, intelligibility*) y examina de forma crítica comentarios con estereotipos lingüísticos. En la tarea de **mediación**, explica en inglés sencillo, a partir de un mensaje en español de la profesora, qué es una variedad y cómo entenderse sin imitar ni ridiculizar. Con todo ello elabora un **mapa interactivo de los Englishes del mundo** para la Semana de las Lenguas, con fuentes citadas, y lo defiende en un recorrido por los mapas del aula.

Reto comunicativo

Create an interactive map of global Englishes for our school's Languages Week: show where English is used, how it varies, how we can understand each other and why no accent is 'bad English'.

Producto final

Interactive map of global Englishes.

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.

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.

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.

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.

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.
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.
A8	Patrones sonoros, acentuales, rítmicos y de entonación de uso común, y significados e intenciones comunicativas generales asociadas a dichos patrones.
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.
B5	Comparación entre lenguas a partir de elementos de la lengua extranjera y otras lenguas: origen y parentescos.
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.
C2	Interés e iniciativa en la realización de intercambios comunicativos a través de diferentes medios con hablantes o estudiantes de la lengua extranjera.
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.
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 language variation; comparing features; explaining intelligibility strategies; challenging stereotypes; summarising

Grammar in context
comparative structures; relative clauses; reported examples; hedging: may, tends to, can; metalanguage

Vocabulary
accent/dialect/register; multilingualism; loanwords; identity; intelligibility

Pronunciation / phonology
selected accent/listening features as receptive awareness only; word stress variation; clarification strategies

Mediation focus
Explain an unfamiliar feature using neutral examples and strategies for mutual understanding.

Intercultural focus
Core intercultural focus: World Englishes, multilingual societies, colonial/history context only as supported by curated sources, anti-accent prejudice.

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

- Recognise that English has multiple legitimate varieties.
- Compare selected features without ranking accents.
- Use listening/clarification strategies for unfamiliar varieties.
- Discuss language prejudice critically.
- Mediate a language-feature explanation for classmates.

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 where and how English is used globally

Evidence: Worksheet 1: diagnóstico, comprensión del mapa, la tabla de diez lugares y el gráfico de hablantes (F1-F3), y comparación escrita de dos lugares.

Worksheet: Annex 3 · 1

2

SESSION 2

Analyse short scripted/audio-style variety samples with context

Evidence: Worksheet 2: listening de una videollamada con estrategias de aclaración (script en la guía) y análisis de las muestras de habla transcritas (F4).

Worksheet: Annex 3 · 2

3

SESSION 3

Learn neutral metalanguage and distinguish accent/dialect/language

Evidence: Worksheet 3: metalenguaje neutro (accent, dialect, register…), clasificación de rasgos y comparación con la variación del español.

Worksheet: Annex 3 · 3

4

SESSION 4

Investigate stereotypes and language prejudice

Evidence: Worksheet 4: análisis crítico de seis comentarios con estereotipos (F7), preparación de un debate breve y respuesta escrita respetuosa.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: explain a variation feature without imitation or ridicule

Evidence: Worksheet 5: mediación del mensaje en español de la profesora (F8) a una tarjeta en inglés sencillo para 2.º ESO, sin imitación ni burla.

Worksheet: Annex 3 · 5

6

SESSION 6

Create interactive-map entries with sources

Evidence: Worksheet 6: borrador de las entradas del mapa (Anexo 4) con fuentes citadas y revisión entre equipos con lista de comprobación.

Worksheet: Annex 3 · 6

7

SESSION 7

Map tour + individual reflection on intelligibility and bias

Evidence: Mapa final presentado en el recorrido y Worksheet 7: respuesta individual a un mensaje con prejuicio lingüístico y reflexión sobre inteligibilidad y sesgo.

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 datos específicos del mapa, la tabla de diez lugares y el gráfico de hablantes (F1-F3), y de la videollamada del listening.	Worksheets 1 y 2 / lista de comprobación
1.2	Interpretación de los rasgos discursivos de las muestras de habla (F4) y de los comentarios de F7: léxico, gramática, registro y alternancia de lenguas.	Worksheets 2 y 4 / rúbrica
1.3	Selección de información veraz con ayuda de las notas de fuentes (F9) y uso de estrategias de comprensión ante expresiones desconocidas (inferir, pedir un ejemplo).	Worksheets 2 y 6 / observación
2.1	Presentación oral de dos entradas del mapa en el recorrido final: descripción de un rasgo, comparación y mensaje clave, con pausas y énfasis adecuados.	Presentación (sesión 7) / rúbrica
2.2	Redacción de las entradas del mapa (60-80 palabras) y de la respuesta individual (90-110 palabras) con comparativos, oraciones de relativo y atenuadores, citando las fuentes.	Anexo 4 y Worksheets 6 y 7 / rúbrica
4.1	Tarjeta en inglés sencillo para 2.º ESO a partir del mensaje en español (F8): selecciona y reformula las cuatro ideas pedidas, con ejemplos neutros y sin traducir literalmente.	Worksheet 5 / rúbrica de mediación
5.1	Comparación argumentada de la variación del inglés y del español (coche/carro/auto; préstamos de origen árabe o hispano en inglés) y de estructuras con el español.	Worksheet 3 y tabla de préstamos (F6) / revisión del cuaderno
6.1	Formulación de reacciones respetuosas ante expresiones que no se entienden (preguntar, pedir un ejemplo) y propuesta de soluciones a malentendidos entre variedades.	Worksheets 2, 5 y 7 / observación y rúbrica
6.2	Valoración crítica de los comentarios con prejuicio (F7) desde el respeto a las personas y a la diversidad lingüística de los países anglófonos.	Worksheet 4 / rúbrica
6.3	Estrategias para defender la diversidad lingüística: respuesta a un comentario discriminatorio y «myth-buster» del mapa con argumentos y fuentes.	Worksheet 7 y Anexo 4 / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The map answers the challenge fully: each entry gives place, languages, status of English, two clear features and a key message about understanding each other; visitors learn something new.	The map shows where English is used and how it varies, with clear entries and a key message.	The map has some entries, but some information or the key message is missing or unclear.	The map does not show how English varies or does not suit the audience.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Organisation & language	Entries are clearly organised and accurate; comparatives, relative clauses and hedges (may, tend to, often) are used naturally and errors rarely affect meaning.	Entries are clear; comparatives, relative clauses or hedges appear and errors are minor.	Some entries are mixed up; limited range, and errors sometimes make reading difficult.	Hard to follow; errors often stop understanding.
Interaction / delivery	In the map tour I explain features clearly, answer questions, ask for examples and repair misunderstandings naturally, without imitating anyone.	I present clearly, answer most questions and use some clarification phrases.	I need prompts to present, answer or ask for clarification.	I rarely speak or I only read from the paper.
Mediation & audience	The card for 2.º ESO selects the key ideas and explains them in simple, accurate English with neutral examples; nothing important is added or missing.	The card explains the main ideas clearly, with one small omission or complex sentence.	The card translates word by word or leaves out some of the four ideas asked for.	The card copies the Spanish message or changes its meaning.
Intercultural / ethical use	No variety is ranked or mocked; stereotypes are challenged with evidence; every fact has a credited source and examples are described, not imitated.	Respectful and neutral; facts are mostly credited and stereotypes are avoided.	Some generalisations (all people in…) or missing credits need revising.	Ranks varieties, mocks accents or uses uncredited material despite support.

Input Pack y recursos

World map, scripted/transcribed speech samples, variety profiles, loanword examples, stereotype statements and source notes.

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

Transcripts, neutral feature descriptions, map template and no-imitation rule.

Extension

Anexo 9

Research how one English variety interacts with other local languages using curated sources.

ANNEX 1

Challenge Launch

Learning situation 7 · Englishes Around the World

STUDENTS

Last week our class had its first video call with students in Kochi, Lagos and Cape Town. It was exciting… and a little awkward. Some of us said "I can't understand them", and one classmate imitated an accent as a joke. Next Tuesday Ms Vega's 2.º ESO class has the next call, and they are nervous. Your mission is to create an interactive map of global Englishes for our Languages Week: where English is used, how it varies, what helps us understand each other and why no accent is "bad English". You will listen, compare, check facts, challenge stereotypes and explain new expressions in simple English. Ready to listen differently?

> *"Whose English counts, and how can we understand variation without ranking speakers?"*

Your challenge

Create an interactive map of global Englishes for our school's Languages Week: show where English is used, how it varies, how we can understand each other and why no accent is 'bad English'.

Audience: Visitors to Languages Week and Ms Vega's 2.º ESO class (level A2), who are about to talk to speakers of other Englishes.

What you will create

Interactive map of global Englishes

Roadmap · 7 sessions

1. We map where and how English is used around the world.
2. We listen to a video call and analyse speech samples.
3. We learn neutral words to talk about language variation.
4. We investigate stereotypes and language prejudice.
5. We explain a variation feature to 2.º ESO without imitation or ridicule.
6. We draft our map entries with sources and review another team's map.
7. We present our map on a map tour and reflect on understanding and bias.

Success criteria

- ✓ I can describe where English is used and compare two places using data.
- ✓ I can explain a feature of an English variety with a neutral example.
- ✓ I can use the words accent, dialect, register and loanword correctly.
- ✓ I can challenge a language stereotype politely, with evidence.
- ✓ I can ask for clarification and help others understand me and each other.
- ✓ I can credit my sources and describe a variety without imitating it.

Working together

- We describe language; we never mock or imitate an accent.
- We check every fact and credit the source.
- Listening is shared work: if we don't understand, we ask.

ANNEX 2

Input Pack

Learning situation 7 · Englishes Around the World

STUDENTS

Everything you need for the map: a world map, ten places and their languages, a chart of English speakers, six transcribed speech samples, a glossary of neutral terms, loanwords, comments to analyse, a message in Spanish to mediate and notes on where the facts come from.

F1 Where is English used? Ten places on our map

MAP



Source: Map drawn for this notebook with Natural Earth country data. The ten places are a selection to show variety; the map is not a complete list of countries where English is used.

Which places do you already know? Which ones are new to you? What does the map not show?

F2 Ten places, ten language situations

DATA

#	Place	English and other languages	Examples of local usage
1	Ireland	Irish is the first official language and English the second. Both are used, and English is the everyday language of most people.	*I'm after finishing* (= I have just finished), a pattern that is also found in Irish; *grand* (= fine, OK).
2	United Kingdom	English is the main language of government and education. Welsh has official status in Wales; Scottish Gaelic and Scots are also spoken.	*pavement* (= sidewalk), *flat* (= apartment), *wee* (= small, in Scotland).
3	United States	The Constitution names no official language; an executive order of March 2025 designated English as the official language. Spanish and many other languages are spoken at home.	*sidewalk*, *apartment*, *fall* (= autumn), *cookie*.
4	Canada	English and French are the official languages of federal institutions. Indigenous languages are also spoken.	*toque* (= a knitted winter hat), *washroom* (= toilet).
5	Jamaica	English is the official language. Jamaican Patwa, an English-based creole, is widely spoken, and many people move between both.	*Wah gwaan?* (= What's going on? How are you?), *Mi deh yah* (= I'm here / I'm fine).
6	Nigeria	English is the official language, with more than 500 languages (for example Hausa, Yoruba and Igbo). Nigerian Pidgin is widely used.	*go-slow* (= traffic jam), *I'm coming* (= I'll be right back), *wahala* (= trouble).
7	South Africa	There are 12 official languages, including English and South African Sign Language. English is the home language of 8.7% of people (Census 2022) and is also a shared language between speakers of different languages.	*robot* (= traffic light), *braai* (= barbecue), *lekker* (= nice, great), *just now* (= in a little while).
8	Australia	The Constitution names no official language; English is the language of government. More than 300 languages are spoken in homes, including Aboriginal and Torres Strait Islander languages.	*arvo* (= afternoon), *servo* (= petrol station), *boomerang* and *koala* (from Aboriginal languages).
9	India	Hindi and English are the official languages of the Union government; the Constitution lists 22 languages in its Eighth Schedule. English is also a link language between regions.	*prepone* (= move to an earlier time), *out of station* (= away from town).
10	Singapore	English, Mandarin, Malay and Tamil are official languages. English is the main language of administration and education, and 48.3% of residents aged 5+ spoke it most often at home (Census 2020).	*Can!* (= Yes, that's possible), *lah* (a particle that shows attitude), *makan* (= eat, from Malay).

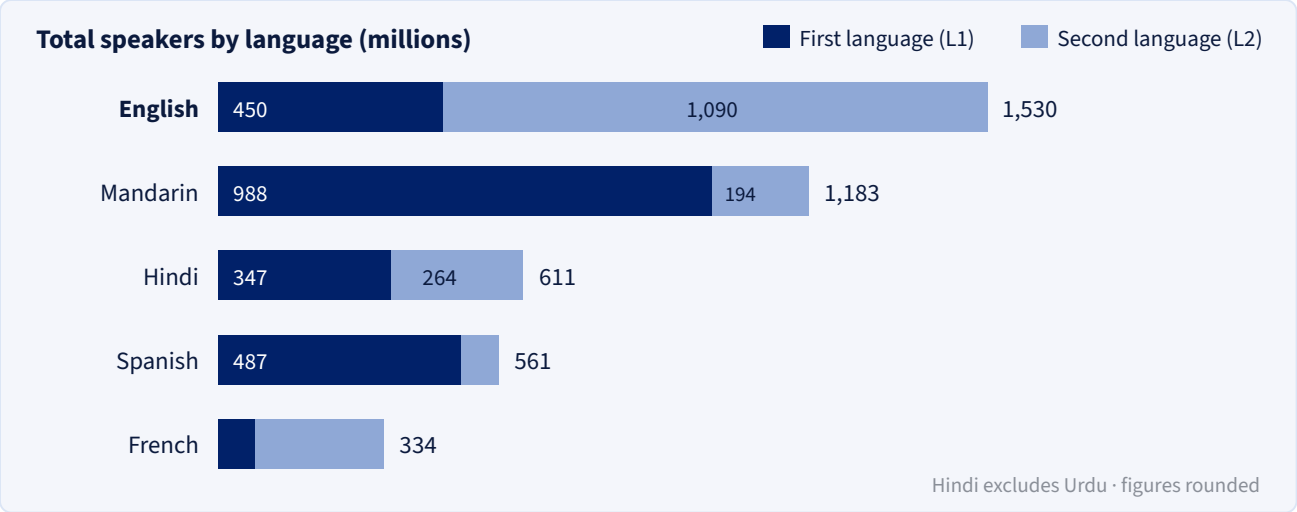
Other places with English as an official language include Kenya, Ghana, the Philippines and New Zealand.

Source: Summary written for this notebook from official sources (see F9). The examples show local usage in these places; they are not the only forms used there and not every speaker uses them.

Find a place where English shares its space with another official language. Which languages live together in your own city or family?

F3 Who speaks English? First- and second-language speakers

DIAGRAM



Source: Chart drawn for this notebook with rounded figures (millions of speakers) from Ethnologue, 2026 edition. Counting speakers is difficult: the numbers depend on how 'second-language speaker' is defined.

Which language has the most speakers in total? Which has the most first-language speakers? What does the chart say about who uses English?

F4 Six speech samples

CASE

A · Dublin, Ireland. Aoife, 16, at the bus stop, talking to a friend
"I'm after missing the bus, so I am. Don't worry, it's grand. The next one is in ten minutes and we'll still be on time. Do you want half of my sandwich while we wait?"

B · Lagos, Nigeria. Mr Bello, a teacher, phoning a colleague
"Good morning, sir. Please, I'm stuck in a go-slow near the bridge, so start the meeting without me. I'm coming in twenty minutes. No wahala, I'll send my notes now."

C · Singapore. Mei Ling and Farid, classmates
"Can you help me with this question? — Can! Which one? — Number five. I don't understand the graph, lah. — Okay, let's do it together, then we go makan after class."

D · Cape Town, South Africa. Thabo, talking to his cousin
"We're having a braai on Saturday and everybody is coming. The weather will be lekker, so we'll sit outside. I'll phone you just now with the address. Turn left at the robot and you'll see our house."

E · Kingston, Jamaica. Shanice, 17, in two situations
With her friend Kimani: "Wah gwaan, Kimani? — Mi deh yah. Yuh ready fi di game?"
At the school assembly: "Good morning, everyone. I am very happy to speak to you today about our new school library."

F · Sydney, Australia. Jess, 15, talking to her mum
"Mum, I'm heading to the servo to fill up the car, and then I'm meeting Maddy at the beach this arvo. We'll have fish and chips. See you later!"

Source: Short conversations and messages written for this notebook; all speakers are fictional and the transcripts use standard spelling. They show some features reported for these places, not how 'everybody' there speaks. Samples can be read aloud by the teacher in their own voice (no imitation).

In each sample, underline the word or structure that may be new to you. Which sample shows a change of register?

F5 Neutral words to talk about language

GLOSSARY

variety	A form of a language used by a group of people, for example in a region or a community. Standard English is one variety among others.
accent	The way a group of people pronounces words. Everybody has an accent.
dialect	A variety with its own words and grammar as well as pronunciation.
register	The level of formality we choose for a situation, for example a school assembly or a chat with friends.
code-switching	Using two or more languages or varieties in the same conversation or sentence.
pidgin / creole	Languages that develop when people with different languages need to communicate. A creole has native speakers and its own grammar; many are partly based on one language's vocabulary.
multilingual	Able to use more than two languages, or describing a place where several languages are used.
loanword	A word that one language takes from another and uses as its own, like ***tornado*** or ***shampoo*** in English.
intelligibility	How easy it is for a listener to understand a speaker. It depends on both people, on the situation and on the words used.
standard variety	A variety used in education, law and the media, often written in dictionaries and grammars. It is a social choice, not a 'more correct' language.
language bias	A negative judgement about a person because of the way they speak, for example because of their accent.
first / second language	A first language (L1) is learnt from early childhood. A second or additional language (L2) is learnt later or used alongside other languages.

Source: Glossary written for this notebook, based on standard definitions in linguistics and dictionaries.

F6 Loanwords: English has travelled, too

DATA

English word	Comes from	Meaning
shampoo	Hindi (*chāmpo*)	a liquid for washing hair
bungalow	Hindi / Gujarati (*banglā*)	a house with one floor
algebra	Arabic (*al-jabr*)	a part of mathematics
tornado	Spanish (probably from *tronada*)	a violent rotating storm
boomerang	Dharug (Sydney area, Australia)	a curved throwing stick
safari	Swahili	a journey to see wild animals
kiwi	Māori	a flightless bird; also a nickname for New Zealanders
cookie	Dutch (*koekje*)	a small sweet biscuit
braai	Afrikaans	a barbecue (used in South African English)
robot	Czech (*robota*, 'forced work')	a machine that works like a person; 'traffic light' in South Africa

Source: Examples written for this notebook; origins as recorded in standard etymological dictionaries (simplified).

Which words does Spanish share with these languages? Think of *álgebra*, *tornado* and *kiwi*. Which English words have you seen in Spanish (for example *fútbol* or *clic*)?

F7 Comments under a video about a school exchange

CASE

@mark_ty: Honestly, the only English worth learning is British English. The rest is just mistakes.

@sofi.k: My cousin from Lagos says some people think she is less clever because of her accent. Same person, same brain.

@dani_gm: I couldn't understand anything the guy from Kerala said. His English is terrible. Why can't he just speak normally?

@leila_n: Singlish is just broken English, isn't it?

@pablo92: Imitating accents is only a joke. People are too sensitive.

@ines_r: Some accents are hard for me, but when I ask people to repeat or give an example, it usually works.

Source: Fictional comments written for this notebook; the usernames and the video do not exist.

Which comments show a stereotype or a language bias? Which one shows a useful strategy?

F8 Mediation · a message from Ms Vega (in Spanish)

TEXT

De: Marta Vega · **Para:** 4.º A · **Asunto:** Una tarjeta para mi grupo de 2.º

Hola, 4.º A:

El próximo martes mi grupo de 2.º ESO tiene su primera videollamada con alumnado de Kochi (India), Lagos (Nigeria) y Ciudad del Cabo (Sudáfrica). Su nivel de inglés es A2 y están nerviosos. En un ensayo, un alumno dijo «no se entiende nada» y otros se rieron al intentar imitar un acento. Quiero evitar que se repita.

¿Podéis preparar una tarjeta en inglés sencillo (unas 90 palabras) que explique:

1. qué es una variedad de una lengua y por qué ninguna es «mejor» que otra;
2. tres expresiones que pueden oír (*prepone*, *just now* y *go-slow*), con su significado y un ejemplo;
3. qué pueden hacer si no entienden (dos o tres frases útiles);
4. qué *no* deben hacer (imitar un acento o reírse).

Gracias por vuestra ayuda.

Source: Message written for this notebook. Ms Vega and her class are fictional. The group of 2.º ESO students cannot read this message: you will explain it to them in simple English.

Don't translate word by word. Choose the key ideas and use the pack (F2, F4, F5) to find meanings and examples.

F9 Ideas from language research and source notes

TEXT

Five ideas that language researchers share

- **Everyone has an accent.** An accent shows where, how and with whom we learnt to speak. It says nothing about intelligence or education.
- **Varieties follow rules.** Standard English, Irish English, Jamaican Patwa and Singapore English are systems with patterns that speakers know. A variety is different, not broken.
- **Speakers choose their register.** Many people use a formal variety at school or work and another with family and friends.
- **Understanding is shared work.** Intelligibility depends on the speaker *and* the listener. Asking for an example or repeating what you understood helps both.
- **Most users of English are multilingual.** According to Ethnologue, more than 70% of the people who use English do so as a second language (F3).

Where the facts come from (credit them like this: organisation, year, title)

- Ethnologue (2026 edition): speakers of English and other languages (F3).
- Department of Statistics Singapore (2020): *Census of Population 2020, language used at home* (F2).
- Statistics South Africa (2023): *Census 2022 results*; Constitution of South Africa, section 6 (F2).
- Constitution of Ireland, Article 8; Official Languages Act, Canada (F2).
- Official Languages Act 1963, India; Constitution of India, Eighth Schedule (F2).
- Executive Order 14224, *Designating English as the Official Language of the United States* (2025) (F2).
- Australian Bureau of Statistics (2022): *Census 2021, language used at home* (F2).
- Dictionaries of etymology, for the loanwords (F6).

Source: Notes written for this notebook. Facts about places come from the sources listed here, checked in 2026; check official sites for newer data.

Which idea surprised you most? Which of these sources would you use to check a number in your map?

ANNEX 3

Student Worksheets

Learning situation 7 · Englishes Around the World

STUDENTS

WORKSHEET 1

Mapping English in the world

Session 1

Name: Class: Date:

Start with the quiz on your own. Then explore the map (F1), the ten places (F2) and the chart (F3).

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

People ___ speak two or more languages are multilingual.
☐ who ☐ which ☐ whose

More people use English as an additional language ___ as a first language.
☐ than ☐ that ☐ as

Accents ___ change from one neighbourhood to another.
☐ can ☐ must ☐ should

A word that one language takes from another language is a ___.
☐ loanword ☐ register ☐ dialect

2 **Read F1, F2 and F3. True (T) or false (F)?**

	T	F
English is the only official language in all ten places on the map.	☐	☐
Most people who use English use it as a second or additional language.	☐	☐
In Singapore, more than half of residents speak English most often at home.	☐	☐
In Ireland, English is the second official language.	☐	☐
Jamaica has an everyday language that is different from standard English.	☐	☐
Mandarin has more first-language speakers than English.	☐	☐

3 **Choose three places from F2 and complete the table.**

Place	Other languages used	Status of English	One local example

4 **Write two sentences that compare two places from F2. Use *more / less … than*, *while* or *whereas*.**

WORKSHEET 2 Listening to varieties

Session 2

Listening 1: your teacher reads a video call between Lucía (Spain) and three classmates abroad. Listen twice. Then analyse the speech samples in F4.

1 First listening. Tick the best answer.

Why do the speakers explain some words?

☐ They are speaking the wrong language. ☐ Some expressions are new to Lucía. ☐ The internet connection is bad.

What does Lucía do when she doesn't understand?

☐ She asks politely and checks the meaning. ☐ She stops listening. ☐ She laughs and changes the subject.

2 Second listening. Complete the table.

Expression	Who says it?	What does it mean?	How does Lucía check?
go-slow			
prepone			
just now			

3 Which strategies does Lucía use? Tick them.

☐ She asks what a word means.

☐ She asks for an example.

☐ She repeats the meaning in her own words.

☐ She says the speaker is wrong.

☐ She thanks the speaker.

☐ She imitates the accent.

4 Read the samples in F4. Complete the table. Describe the features; do not imitate them.

Sample	Place	A feature that may be new to you	Type (vocabulary / grammar / mixing languages / register)
A			
B			
C			
D			
E			
F			

WORKSHEET 3 The language of language

Session 3

Use the glossary (F5) and the loanwords (F6). Learn neutral words to describe variation.

1 Match each term with its definition.

1	accent	a	using two or more languages or varieties in the same conversation
2	dialect	b	how easy it is for a listener to understand a speaker
3	register	c	a word taken from another language
4	code-switching	d	the way a group of people pronounces words
5	loanword	e	a variety with its own words and grammar as well as pronunciation
6	intelligibility	f	the level of formality we choose for a situation

2 What kind of variation is it? Write accent, vocabulary, grammar or register.

Example	Type of variation
In Dublin: ***I'm after finishing my homework.***	
lift in the UK and ***elevator*** in the USA	
Pronouncing the /r/ in ***car*** and ***hard***, as many speakers in Ireland, Scotland and North America do	
Shanice says ***Good morning, everyone*** at the assembly and ***Wah gwaan?*** to her friends.	
prepone in India	

3 Tick the best option.

Speakers from different regions ___ use different words for the same thing.
☐ may ☐ must always ☐ never

A variety is a form of a language ___ a group of people uses.
☐ that ☐ what ☐ where

Nigeria is a country ___ more than 500 languages are spoken.
☐ where ☐ who ☐ which it

In F3, English has ___ second-language speakers than Mandarin.
☐ more ☐ most ☐ much

People with an accent ___ be difficult to understand, but this depends on the listener too.
☐ can ☐ have to ☐ are always

4 Spanish also has varieties: ***coche*** (Spain), ***carro*** (Mexico, Colombia) and ***auto*** (Argentina, Chile); ***ordenador*** (Spain) and ***computadora*** (Latin America). Write two sentences that compare variation in English and in Spanish. Use ***may***, ***tend to*** or ***often***.

WORKSHEET 4 Whose English counts?

Session 4

Read the comments in F7 and the ideas in F9. Then prepare a short debate in pairs.

1 Analyse four comments from F7.

Comment	Is it a stereotype or a bias? Why?	A fairer way to say it
@mark_ty		
@dani_gm		
@leila_n		
@pablo92		

2 Check your ideas with F9. Tick the best answer.

Which idea is supported by language research?
☐ Only some people have an accent. ☐ Everyone has an accent. ☐ A strong accent shows low intelligence.

Understanding another speaker depends on…
☐ only the speaker. ☐ only the listener. ☐ both the speaker and the listener.

Which reaction is the most respectful when you don't understand?
☐ Imitating the speaker. ☐ Asking for an example or repetition. ☐ Saying 'Speak normally'.

3 Pair debate. Prepare your ideas, then listen to your partner and complete the last column.

Question	My opinion and one reason	My partner's opinion
Should schools try to change students' accents?		
Is it OK to imitate an accent for a joke?		
Who decides what 'correct English' is?		

4 Write a polite reply (4-5 sentences) to @dani_gm. Use one idea from F9 and one strategy from F7.

WORKSHEET 5 Explain it to 2.º ESO

Session 5

Mediation. Read Ms Vega's message in Spanish (F8). Her students cannot read it, so you will write a card for them in simple English. Don't translate word by word.

1 Plan your card. Find the key information in F2, F4 and F5.

What Ms Vega asks for	Information I will use	Simple example or phrase
1. What is a variety? Why is none 'better'?		
2. Three expressions: ***prepone***, ***just now***, ***go-slow***		
3. What to do if you don't understand		
4. What not to do		

2 Write the card for 2.º ESO (80-100 words). Use a title, short sentences and neutral examples.

3 **Check your card. Tick what you did.**

- [ ] I included the four ideas Ms Vega asked for.
- [ ] I used short sentences and simple words (level A2).
- [ ] I gave a meaning and an example for each expression.
- [ ] I explained a variety without saying one is better.
- [ ] I did not imitate or make fun of any accent.
- [ ] I did not translate word by word.

WORKSHEET 6 Our map: draft and review

Session 6

Plan and write at least two map entries for the template (Annex 4). Then swap maps with another team and review them.

1 **Plan one entry. Use F2, F4, F6 and F9.**

Place	English and other languages	Two features (example + meaning)	Source (who, year)

2 **Write the pop-up text for one entry (60-80 words), as if a visitor clicks on the pin. Include one hedge (*may*, *tend to*, *often*) and one comparison. Credit your source.**

3 **Peer review. Tick what the other team's map does well.**

- [ ] The facts are correct and the source is credited.
- [ ] Every entry names the place, the languages and two features.
- [ ] Features are described, not imitated or mocked.
- [ ] There is a comparison and at least one hedge.
- [ ] The myth-buster challenges a stereotype with evidence.
- [ ] The map is clear and attractive for visitors.

4 Write two stars (good things) and one wish (one improvement) for the other team.

WORKSHEET 7 Individual challenge: a message from Mia

Session 7

Work on your own. Read Mia's message and answer it, then reflect on what you have learnt.

1 Mia, a classmate, writes: «I watched a science video by an engineer from Chennai and I didn't understand much. His English is terrible, so why should I listen to him? Our teacher says we should respect all accents, but I think some people just need to speak properly.» Write a reply (90-110 words). Acknowledge Mia's difficulty, challenge the bias with one piece of evidence, give two strategies to understand better and use at least two hedges and one relative clause.

2 Reflection. Complete three sentences: (1) One thing I understand now about English varieties is… (2) A strategy I will use when I can't understand someone is… (3) A stereotype I will challenge is… because…

ANNEX 4

Final Product Template

Learning situation 7 · Englishes Around the World

STUDENTS

Name: Class: Date:

Our interactive map of global Englishes. Choose a format (poster with flaps, QR codes or a digital map) and write in English. Describe, never imitate!

Title, audience and format

Name of the map, who it is for (visitors, 2.º ESO) and how people 'click' on it.

The map

Draw or paste a world map. Mark and number at least four places.

Entry 1 · place and languages

Where, languages, status of English, two features, source.

Entry 2 · place and languages

Where, languages, status of English, two features, source.

Entry 3 · place and languages

Where, languages, status of English, two features, source.

Entry 4 · place and languages

Where, languages, status of English, two features, source.

How can we understand each other?

Three strategies and two phrases for clarification.

Myth-buster

One stereotype from F7 and the evidence that challenges it.

Sources and credits

Organisation, year, title (see F9). Add team names.

ANNEX 5

Useful Language & Final Check

Learning situation 7 · Englishes Around the World

STUDENTS

Name: Class: Date:

Functions and model sentences

Describing variation	In Jamaica, people often say *Wah gwaan?*, which means 'What's going on?'.
Comparing features	Irish English uses *I'm after + -ing*, whereas many other varieties use the present perfect.
Explaining how to understand	If you don't understand, ask: 'Could you give me an example?'
Challenging a stereotype	That's a generalisation. Many people who speak Pidgin also use standard English.
Summarising	To sum up, there is not one correct English; there are many varieties.
Hedging	Speakers *may* use… / People *tend to* say… / It *can* mean…

Grammar in context

Comparatives	more widely spoken than · less common than · as … as · the most …
Relative clauses	a word *that* means… · people *who* speak… · a country *where* English is official
Reported examples	Speakers in Kerala say 'prepone', which means 'move earlier'.
Hedging	may · can · tend to · often · in some contexts · many (not all) speakers
Passive for facts	English is spoken in… · It is used as a link language.
Metalanguage	accent (sound) · dialect (words + grammar + sound) · register (formality)

Vocabulary bank

Variation: accent, dialect, variety, register, standard, pidgin, creole

Languages in contact: multilingual, code-switching, loanword, link language, official language

Identity and bias: identity, bias, stereotype, prejudice, respect, generalisation

Understanding: intelligibility, clarify, rephrase, example, repeat, meaning

Pronunciation tips

- Word stress can differ: adVERtisement (UK) and advertISEment (USA). Check a dictionary.
- Explaining a new word? Go slowly and stress the key word: 'Prepone means move **earlier**.'
- We notice differences in sound, but we never imitate or mock an accent.

When I get stuck (clarify & repair)

Sorry, what does … mean?

Could you give me an example? Do you mean …?

Could you say it another way? So … means …, right?

Could you speak a bit more slowly?

Let me check: you said …

Final check before you hand in: Interactive map of global Englishes

- [ ] Every entry names the place, the languages and the status of English.
- [ ] Each entry has two features with an example and its meaning.
- [ ] We checked every fact and credited the source (organisation, year, title).
- [ ] We use at least one comparison and one hedge (may, tend to, often).
- [ ] We describe features; we never imitate or mock an accent.
- [ ] The myth-buster challenges a stereotype with evidence.
- [ ] We checked relative clauses, capital letters (languages, places) and spelling.

ANNEX 6

Printable Rubric

Learning situation 7 · Englishes Around the World

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Interactive map of global Englishes**. 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 map answers the challenge fully: each entry gives place, languages, status of English, two clear features and a key message about understanding each other; visitors learn something new.	The map shows where English is used and how it varies, with clear entries and a key message.	The map has some entries, but some information or the key message is missing or unclear.	The map does not show how English varies or does not suit the audience.	
Organisation & language	Entries are clearly organised and accurate; comparatives, relative clauses and hedges (may, tend to, often) are used naturally and errors rarely affect meaning.	Entries are clear; comparatives, relative clauses or hedges appear and errors are minor.	Some entries are mixed up; limited range, and errors sometimes make reading difficult.	Hard to follow; errors often stop understanding.	
Interaction / delivery	In the map tour I explain features clearly, answer questions, ask for examples and repair misunderstandings naturally, without imitating anyone.	I present clearly, answer most questions and use some clarification phrases.	I need prompts to present, answer or ask for clarification.	I rarely speak or I only read from the paper.	
Mediation & audience	The card for 2.º ESO selects the key ideas and explains them in simple, accurate English with neutral examples; nothing important is added or missing.	The card explains the main ideas clearly, with one small omission or complex sentence.	The card translates word by word or leaves out some of the four ideas asked for.	The card copies the Spanish message or changes its meaning.	
Intercultural / ethical use	No variety is ranked or mocked; stereotypes are challenged with evidence; every fact has a credited source and examples are described, not imitated.	Respectful and neutral; facts are mostly credited and stereotypes are avoided.	Some generalisations (all people in…) or missing credits need revising.	Ranks varieties, mocks accents or uses uncredited material despite support.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 7 · Englishes Around the World

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can describe how English varies from place to place and explain a feature with a neutral example.	○	○	○	○
I can challenge a language stereotype politely and use strategies to understand different speakers.	○	○	○	○
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 · Englishes Around the World

STUDENTS

Name: Class: Date:

Extra help: the no-imitation rule, neutral descriptions of features, a model map entry and a map template.

The no-imitation rule

We **describe** language; we never **perform** or mock an accent.

- Say: *Speakers in … often say …, which means …*
- Don't: copy someone's accent, laugh at a word or say 'funny English'.
- If you read a sample aloud, use **your own voice**.
- If you don't understand: *Could you give me an example?*

Neutral descriptions of features

- **vocabulary** = a different word for the same thing (*lift / elevator*)
- **grammar** = a different pattern (*I'm after finishing* = I have just finished)
- **sound** = a different pronunciation or stress
- **mixing languages** = words from another language in the same sentence
- **register** = formal or informal language

1 **Match each example with a neutral description.**

1 *go-slow* in Nigeria ●

2 *I'm after finishing* in Ireland ●

3 *Good morning* at assembly and *Wah gwaan?* with friends ●

4 *braai* in South Africa ●

● **a** grammar: a pattern for the recent past

● **b** vocabulary: a word from Afrikaans

● **c** register: formal and informal language

● **d** vocabulary: a different word for 'traffic jam'

2 **Model entry: «Singapore. English is one of four official languages, with Mandarin, Malay and Tamil. Speakers may say *Can!* to mean 'Yes, that's possible' and *makan* (from Malay) for 'eat'.» Now complete your own entry.**

Place: _____ .

Languages: English and _____ .

Feature: In _____ , people often say _____ , which means _____ .

Source: _____ (organisation, year).

3 **Write one sentence with a hedge about a variety you know (use *may*, *tend to* or *often*).**

_____

_____

ANNEX 9

Extension

Learning situation 7 · Englishes Around the World

STUDENTS

Name: Class: Date:

English and local languages in Kenya

Research how one English variety lives together with other local languages. Use the two curated sources below (X1 and X2), then compare with a place from F2. Don't search the internet for accents to imitate: describe how languages are used.

X1 Kenya: languages in everyday life

TEXT

Kenya has two official languages, English and Kiswahili, and Kiswahili is also the national language. Many Kenyans speak one or more community languages as well, for example Kikuyu, Luo or Kalenjin. In daily life, people often move between English, Kiswahili and a community language, depending on the place, the topic and the people they talk to.

Source: Summary written for this notebook from the Constitution of Kenya (2010), Article 7.

X2 Sheng, a youth variety

TEXT

Sheng began in Nairobi and mixes Kiswahili, English and other Kenyan languages. Its words change quickly. For some young people it is part of their identity; others use it only with friends. As with other varieties, speakers choose when to use it. Teachers and researchers have different opinions about whether Sheng should be used at school.

Source: Summary written for this notebook; check it with an encyclopaedia or a university source.

Steps

1. Read X1 and X2. Note which languages are used in which situations.
2. Write a profile (100-120 words) of English in Kenya: languages, where each one is used, one example of mixing languages and one hedged statement.
3. Compare Kenya with one place from F2 (use *whereas* and a comparative).
4. Credit your sources (organisation, year, title) and check your profile with a classmate.

What to hand in

Your profile of English in Kenya (100-120 words), the comparison and the source credits.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 7 · Englishes Around the World

TEACHER

Worksheet 1

1. Quiz: who; than; can; loanword.
2. F (Irish is the first official language in Ireland, Hindi and English in India, four languages in Singapore, French in Canada…); T (1,090 of 1,530 million, F3); F (48.3%); T; T (Jamaican Patwa); T (988 vs 450 million, F3).
3. Open choice of three places; check against F2. Model: Nigeria – Hausa, Yoruba, Igbo, Nigerian Pidgin – official language – *go-slow* (traffic jam).
4. Model: «English is more widely used as a second language in India than in Ireland, whereas in Ireland it is the everyday language of most people.» Accept any correct comparison that uses data from F2.

Worksheet 2

1. First listening: Some expressions are new to Lucía; She asks politely and checks the meaning.
2. go-slow: Ms Okafor; traffic jam; she asks 'A go-slow? I don't know that word' and says 'a traffic jam!'. prepone: Arjun; move something to an earlier time (opposite of postpone); she asks for an example and repeats the meaning. just now: Thabo; in a little while (here, in about ten minutes), not 'right now'; she asks 'Do you mean right now?' and checks 'ten minutes, not ten seconds'.
3. Strategies used: asks what a word means; asks for an example; repeats the meaning in her own words; thanks the speaker. Not used: says the speaker is wrong; imitates the accent.
4. F4 model answers: A Dublin – *I'm after missing* (= I have just missed), *so I am*, *grand* – grammar/vocabulary. B Lagos – *go-slow*, *wahala*, *I'm coming* (= I'll be there) – vocabulary. C Singapore – *Can!*, *lah*, *makan* – vocabulary / mixing languages. D Cape Town – *braai*, *lekker*, *just now*, *robot* – vocabulary / mixing languages. E Kingston – Patwa with a friend and standard English at assembly – register. F Sydney – *servo*, *arvo* – vocabulary. Accept other correct features.

Worksheet 3

1. Match: 1-d (accent: the way a group of people pronounces words); 2-e (dialect); 3-f (register); 4-a (code-switching); 5-c (loanword); 6-b (intelligibility).
2. grammar; vocabulary; accent; register (or code-switching); vocabulary.
3. may; that; where; more; can.
4. Open answer. Model: «In both languages, speakers may use different words for the same thing, but English tends to have more speakers who use it as a second language. In Spanish, *coche*, *carro* and *auto* often depend on the country.»

Worksheet 4

1. @mark_ty: stereotype / ranking; no variety is 'mistakes'; 'British English is one important variety, and there are many others.' @dani_gm: language bias; the problem may be ours as listeners, not only the speaker's; 'I found his accent difficult, so I will ask him to repeat or look for subtitles.' @leila_n: stereotype; Singlish is a system with its own patterns and speakers also use standard Singapore English; 'Singlish is a variety used in informal situations in Singapore.' @pablo92: imitating accents to make jokes can hurt people; 'It's better to ask about a word than to imitate it.'
2. Everyone has an accent; both the speaker and the listener; asking for an example or repetition.
3. Open answers; check that each opinion has a reason. Model: «Schools shouldn't change accents because every accent is valid; they should teach clear communication.»
4. Model reply: «Hi Dani, I understand that some accents are difficult at first. However, everyone has an accent, and understanding depends on both people. You could ask him to repeat or to give an example, as Inés suggests. His English is not terrible; it is just different from the English you are used to.» Check: polite tone, an idea from F9, a strategy from F7.

Worksheet 5

1. Plan: 1. A variety is a form of a language used by a group; none is better. 2. prepone = move to an earlier time; just now (South Africa) = in a little while; go-slow (Nigeria) = traffic jam. 3. Sorry, what does … mean? Could you give me an example? Do you mean …? 4. Don't imitate an accent; don't laugh.
2. Model card (about 90 words): «**Understanding different Englishes.** English is not only one way of speaking. A *variety* is the way a group of people uses a language. No variety is better than another. You may hear new words. *Prepone* means 'move to an earlier time': 'Can we prepone the meeting?' *Just now* (South Africa) means 'in a little while'. A *go-slow* (Nigeria) is a traffic jam. If you don't understand, ask: 'What does … mean?' or 'Can you give me an example?' Never imitate an accent or laugh.»
3. Self-check: open; compare with the model. Accept any card that includes the four ideas in simple English.

Worksheet 6

1. Plan: open; check that each entry has a place, languages, status of English, two features with meaning and a source. Model: Singapore – English, Mandarin, Malay, Tamil – English is one of four official languages – *Can!* (= yes, possible), *makan* (= eat, from Malay) – Department of Statistics Singapore (2020).
2. Model (about 70 words): «**Singapore.** English is one of four official languages, together with Mandarin, Malay and Tamil. In 2020, 48.3% of residents aged 5+ spoke English most often at home. Speakers may use *Can!* to mean 'Yes, that's possible', and they sometimes say *makan*, a Malay word that means 'eat'. English is more common than Tamil at home. Source: Department of Statistics Singapore (2020).»
3. Peer review: open, but feedback should refer to concrete parts of the map.
4. Stars and wishes: concrete (e.g. 'Your sources are clear'; 'Add a comparison').

Worksheet 7

1. Model reply (about 100 words): «Hi Mia, I understand that it was hard to follow the video. Everyone has an accent, and understanding depends on both the speaker and the listener. Many people who use English as a second language are very clear, so his English may simply be different from the English you know. You could turn on subtitles, slow the video down or ask for examples in the comments. I think respecting accents doesn't mean you always understand; it means you try. Why don't we watch it together?» Assess with the rubric: acknowledgement, evidence, two strategies, two hedges, a relative clause.
2. Open answers. Check that the three sentences are specific (e.g. a strategy from F7 and a stereotype from F7).

Support (Annex 8)

1. 1-d; 2-a; 3-c; 4-b.
2. Open answers following the model; check the pattern 'In …, people often say …, which means …' and that a source is named.
3. Model: «Speakers in some places tend to use different words for the same thing.»

Extension (Annex 9)

1. Open answer. Check: official languages (English and Kiswahili) and community languages; where each is used (school, family, street); one example of mixing languages (Sheng or code-switching); one hedged statement; comparison with a place from F2; sources credited (X1, X2).

Listening script · Worksheet 2 · A video call (Listening 1)

Read it twice at a natural speed, with a different voice for each speaker and **in your own accent**: the task is about meaning and strategies, not about imitating. Pause briefly between turns.

Ms Okafor (teacher, Lagos): Good morning, everyone, and thank you for joining. Sorry we are late: we were stuck in a go-slow on the way to school.

Lucía (Spain): Sorry, a go-slow? I don't know that word.

Ms Okafor: It means a traffic jam. Many people in Lagos say that.

Lucía: Oh, a traffic jam! Thank you. In Spanish we say *atasco*.

Arjun (Kochi, India): Ma'am, could we prepone the next meeting? We have an exam on Friday at four.

Lucía: Prepone? Could you give me an example, please?

Arjun: Of course. If we move the meeting from five o'clock to three o'clock, we prepone it. It is the opposite of postpone.

Lucía: I see! So prepone means move something to an earlier time. That is a useful word.

Thabo (Cape Town, South Africa): Fine by me. I'm finishing my lunch, so I'll be with you just now.

Lucía: Just now? Do you mean right now?

Thabo: Not exactly. In South Africa, just now often means in a little while. So, in about ten minutes.

Lucía: Ten minutes, not ten seconds! Thanks, Thabo.

Ms Okafor: We understand you very well, Lucía. And if we don't, we will ask. That is how conversations work!

Listening script · F4 · Speech samples (optional listening)

Optional: read samples A-F aloud in your own voice, without imitating accents, and ask: Which word is new? Which sample changes register? If you have recordings of real speakers from a licensed source, play them only for receptive awareness.

Timing, differentiation and mediation notes

- Timing: worksheets 1-6 take about 40 minutes each. Keep 15 minutes of session 7 for the individual challenge and the map tour (stations: each team presents two entries in 3 minutes, then rotates).
- No-imitation rule: set it from session 1. Students describe features and may read samples in their own voice; they never perform an accent. If someone imitates, stop and use it as a teaching moment (F5 language bias, F9).
- Mediation (Worksheet 5): value selection and simplification, not literal translation. Students may discuss F8 in Spanish, but the final card is in English at A2 level, with neutral examples and strategies.
- Fact check: all data come from the sources in F9 (Ethnologue 2026 edition, Singapore Census 2020, South Africa Census 2022, official texts). Encourage students to check the date of any number they add; the examples of local usage are illustrative and not used by all speakers.
- Differentiation: give the support worksheet (Annex 8) and the neutral descriptions to students who need them; ask fast finishers to complete the Kenya extension (Annex 9).

Likely errors

- Relative pronouns: «people which speak» instead of «people who speak»; «a country where is spoken» instead of «where English is spoken».
- Comparatives: «more big than», «more... that» instead of «more... than».
- Articles and nouns: «a accent» instead of «an accent»; «the English» when meaning the language in general.
- Prepositions: «different of» instead of «different from»; «depend of» instead of «depend on».
- Overgeneralising: «all Indians say…» instead of «many speakers in India may say…».
- Capital letters: languages and nationalities always start with a capital (Spanish, Irish, Hausa).

Accepting alternative answers

- Accept any answer that communicates the meaning clearly, even with minor errors that do not affect understanding.
- In the entries and in mediation, accept different wordings if the facts agree with the sources, the key ideas are present and the language does not rank or imitate speakers.
- Reject any generalisation presented as fact about all speakers of a place; ask students to add a hedge.
- Accept other examples of features if they are described in the sources or in a dictionary or reliable site that the student cites.

08 SITUACIÓN DE APRENDIZAJE
Stories Across Cultures

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can stories travel between cultures while changing meaning?

CURSO 4.º ESO	**SESIONES** 7 sesiones
BLOQUES DE SABERES A · B · C	**COMPETENCIAS ESPECÍFICAS** CE1, CE2, CE3, CE4, CE5, CE6
PRODUCTO FINAL Cross-cultural story anthology/podcast	**CRITERIOS DE EVALUACIÓN** 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 4.1, 5.1, 6.2

Contexto, reto y producto final

La biblioteca del centro y el club de lectura preparan **«Story Circle»**, una antología y un pódcast de cuentos que viajan, para la Semana del Libro. Su público es el alumnado de 1.º y 2.º ESO y las familias, entre las que hay muchas lenguas y orígenes. La coordinadora, **Lola Marín**, lanza una pregunta a 4.º: *«How can stories travel between cultures while changing meaning?»* A partir de dos versiones de un mismo cuento (la china *Ye Xian*, recogida hacia el año 860, y la alemana *Ashputtle*, de los hermanos Grimm, 1812), el alumnado descubre que las historias cambian de lugar, de objetos, de narrador y de sentido.

Para responder, lee dos relatos breves de dominio público (versiones propias de cuentos tradicionales), analiza ambiente, conflicto y punto de vista, trabaja los tiempos narrativos y los conectores en un taller de lengua, compara decisiones de adaptación y distingue entre hechos del texto e interpretaciones. En la tarea de **mediación**, escucha un pódcast y lee un cuento medieval español para redactar sinopsis en inglés para otros lectores. Con todo ello escribe o graba un cuento de la antología con **atribución** correcta, lo comparte en un *story circle* y demuestra individualmente que sabe comparar dos versiones.

Reto comunicativo

Create a cross-cultural story anthology or podcast for the school library: retell traditional tales or write original stories with clear context, credit the sources and show how meaning changes when a story travels.

Producto final

Cross-cultural story anthology/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.

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.

5.1 Comparar y argumentar las semejanzas y diferencias entre distintas lenguas reflexionando de manera progresivamente autónoma sobre su funcionamiento.

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.
A3	Conocimientos, destrezas y actitudes que permiten llevar a cabo actividades de mediación en situaciones cotidianas.
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.
A9	Convenciones ortográficas de uso común y significados e intenciones comunicativas asociados a los formatos, patrones y elementos gráficos.
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.
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
narrating; describing viewpoint; comparing versions; expressing interpretation; summarising

Grammar in context
narrative tenses; relative clauses; reported speech; linkers of time/contrast; selected participle adjectives

Vocabulary
storytelling; setting; character; conflict; theme; adaptation

Pronunciation / phonology
narrative intonation; pausing and pace; character voice without accent imitation

Mediation focus
Create a synopsis that keeps central events, viewpoint and cultural context without flattening them.

Intercultural focus
Use public-domain or original texts from varied contexts; provide context rather than presenting stories as timeless national 'folklore' unless sources support that framing.

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 literary texts appropriate to maturity.
- Compare themes and narrative choices.
- Produce an original/adapted story with clear organisation.
- Discuss interpretation as interpretation, not fact.
- Mediate a story summary across formats.

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 two short public-domain/original classroom stories or extracts

Evidence: Worksheet 1: diagnóstico, comprensión de dos relatos breves (F1, F2) y ordenación de la secuencia de acontecimientos.

Worksheet: Annex 3 · 1

2

SESSION 2

Analyse setting, conflict and viewpoint

Evidence: Worksheet 2: mapa del relato (F4) aplicado a Ashputtle, análisis de ambiente, conflicto y punto de vista, con detalles del texto.

Worksheet: Annex 3 · 2

3

SESSION 3

Language workshop: narrative tenses and cohesion

Evidence: Worksheet 3: taller de lengua con tiempos narrativos, conectores, oraciones de relativo y estilo indirecto, y comparación con el español.

Worksheet: Annex 3 · 3

4

SESSION 4

Compare adaptation choices

Evidence: Worksheet 4: comparación de decisiones de adaptación (F1, F2, F5), distinción entre hecho e interpretación y preparación de la conversación.

Worksheet: Annex 3 · 4

5

SESSION 5

Mediation: create a concise synopsis for a listener/reader

Evidence: Worksheet 5: listening del pódcast (F6), sinopsis para lectores y mediación del cuento en español (F7) a una sinopsis en inglés con contexto cultural.

Worksheet: Annex 3 · 5

6

SESSION 6

Write/record anthology story with attribution where needed

Evidence: Worksheet 6: plan y borrador del relato de la antología (Anexo 4), línea de atribución y revisión por otro equipo.

Worksheet: Annex 3 · 6

7

SESSION 7

Story circle + individual comparison paragraph

Evidence: Story circle con el relato final y Worksheet 7: párrafo individual que compara dos versiones de un cuento.

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 la secuencia de acontecimientos de Ye Xian y Ashputtle (F1, F2) y del pódcast (F6), con respuestas basadas en el texto.	Worksheets 1 y 5 / lista de comprobación
1.2	Interpretación de ambiente, conflicto, punto de vista y mensaje en los textos literarios, diferenciando lo que dice el texto de lo que se interpreta.	Worksheets 2 y 4 / rúbrica
2.1	Lectura o grabación del relato en el story circle: ritmo, pausas y entonación narrativa, con voces de personajes sin imitar acentos.	Story circle (sesión 7) / rúbrica
2.2	Redacción del borrador del relato y del párrafo comparativo individual con tiempos narrativos, conectores y atribución correcta de las fuentes.	Anexo 4 y Worksheets 6 y 7 / rúbrica
2.3	Planificación con el mapa del relato, borrador y revisión con la lista de cotejo y la coevaluación; mejoras concretas entre borrador y versión final.	Worksheet 6 y Anexo 5 / lista de cotejo
3.1	Participación en el story circle: turnos, preguntas y fórmulas para presentar una interpretación como interpretación («One possible reading is…»), con cortesía.	Worksheet 4 y story circle / observación sistemática
4.1	Sinopsis en inglés del cuento español (F7) y del pódcast (F6) para lectores concretos, que conserva los hechos centrales, el punto de vista y el contexto cultural.	Worksheet 5 / rúbrica de mediación
5.1	Comparación de los tiempos narrativos y las expresiones de tiempo entre inglés y español (pretérito indefinido e imperfecto, había + participio) y de las dos lenguas en la sinopsis.	Worksheet 3 y 5 / revisión del cuaderno
6.2	Valoración crítica de cómo cambian los roles, las voces y los finales (castigos violentos, quién narra) al adaptar un cuento, y atribución respetuosa del origen cultural.	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 story or episode is engaging and complete (setting, conflict, turning point, ending), suits young readers and shows clearly which tale it retells and what has changed.	The story is clear and complete, with a recognisable setting, conflict and ending for its audience.	The story is partly complete; the conflict, ending or audience is unclear.	The story is not clear or does not follow a tale from the pack.
Organisation & language	Events are well ordered; past tenses, linkers (while, before, as soon as, although) and relative clauses are varied and accurate; errors rarely affect meaning.	Events are in order; past tenses and some linkers are used well; errors are minor.	Some events are mixed up; limited linkers and frequent tense errors sometimes affect understanding.	Hard to follow; tense errors often stop understanding.
Interaction / delivery	In the story circle I read or tell the story with clear pace and pauses, change voices without imitating accents, and share an interpretation as an interpretation.	I read clearly, take part in the discussion and give an opinion with a reason.	I need prompts to read or to give an opinion.	I rarely speak or only read without expression.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Mediation & audience	The synopsis keeps the central events, viewpoint and cultural context in a few clear sentences for the reader or listener, without adding unsupported meaning.	The synopsis gives the main events and context; one small detail is missing.	The synopsis translates word by word or leaves out the viewpoint or the context.	The synopsis copies the text or changes the events.
Intercultural / ethical use	Each tale is credited with its culture, source and version; stories are presented in context, not as 'timeless national folklore'; characters and cultures are treated respectfully.	The origin and sources are credited and the tale is treated respectfully.	Some credits or context are missing, or there are generalisations (all people from…).	Uncredited or copied material, or stereotypes about a culture.

Input Pack y recursos

Short public-domain/original texts, context notes, story map, adaptation examples, podcast script and attribution model.

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

Plot mountain, vocabulary banks, model synopsis and optional audio script.

Extension

Anexo 9

Retell one scene from a different viewpoint and analyse how meaning changes.

ANNEX 1

Challenge Launch

Learning situation 8 · Stories Across Cultures

STUDENTS

The school library is preparing Story Circle, a collection of stories that travel. Lola, the librarian, has found two very old tales: a girl in China who loses a golden shoe and a girl in Germany who loses a golden slipper. Are they the same story? Who is telling it, and why do the endings change? Your mission is to read, compare and retell stories from different cultures, explain what changes when a story travels and create an anthology page or a podcast episode for younger students. You will also credit every source: a story always has a history. Are you ready to join the circle?

> *How can stories travel between cultures while changing meaning?*

Your challenge

Create a cross-cultural story anthology or podcast for the school library: retell traditional tales or write original stories with clear context, credit the sources and show how meaning changes when a story travels.

Audience: Students in 1.º and 2.º ESO, families and visitors to the school library during Book Week.

What you will create

Cross-cultural story anthology/podcast

Roadmap · 7 sessions

1. We read two short tales from different cultures.
2. We analyse setting, conflict and viewpoint.
3. We practise narrative tenses and linkers.
4. We compare how adaptations change meaning.
5. We write a synopsis for a listener or reader (mediation).
6. We write or record our story and credit the source.
7. We share our stories in a story circle and compare two versions.

Success criteria

- ✓ I can understand and interpret a short tale.
- ✓ I can describe setting, conflict and viewpoint.
- ✓ I can narrate events with past tenses and linkers.
- ✓ I can compare two versions and explain how the meaning changes.
- ✓ I can write a synopsis for another reader or listener.
- ✓ I can credit a traditional tale and its source.

Working together

- We tell stories with respect: no stereotypes about any culture.
- An interpretation is an opinion with reasons, not a fact.
- We use our own words and credit the source of every tale.

ANNEX 2

Input Pack

Learning situation 8 · Stories Across Cultures

STUDENTS

Everything you need for the anthology: two short tales, a timeline of a tale on the move, a story map, three versions of one scene, a podcast script, a medieval tale in Spanish to mediate, story seeds and a model for crediting sources.

F1 Ye Xian and the Golden Shoe

TEXT

Long ago, in a mountain village in southern China, there lived a girl called Ye Xian. When her father died, she had to live with her stepmother and her stepsister, who made her do all the hard jobs: she carried water, cut wood and cleaned the house.

Ye Xian had only one friend, a little fish with golden eyes that she had found in a pond. Every day she gave it a part of her small meal, and the fish grew bigger and bigger. When her stepmother discovered the secret, she killed the fish and cooked it for dinner.

Ye Xian was crying by the pond when an old man came down from the sky. “Don’t cry,” he said. “Keep the bones of the fish. When you need something, ask them.”

Soon it was time for the great festival of the valley. The stepmother and the stepsister went, and Ye Xian had to stay at home. She asked the bones for help, and suddenly she was wearing a blue dress and light golden shoes. “Be careful,” said a voice, “and don’t be late.” At the festival, her stepsister looked at her and thought, “I know that face.” Ye Xian felt afraid and ran home, but she lost one of her shoes on the way.

A man from the village found the shoe and sold it to the king of an island. The king wanted to meet the girl who owned it, but the shoe was too small for every woman in the kingdom. At last Ye Xian put it on. It fitted perfectly, and the king asked her to be his wife.

Source: Traditional tale from China, first written down around the year 860 by Duan Chengshi (public domain). This retelling was written for this notebook; the old version has a harsher ending for the stepmother and stepsister, which is left out here.

Who has power in this story, and who does not? What helps Ye Xian?

F2 Ashputtle

TEXT

A rich man's wife became very ill. Before she died, she said to her daughter, "Be good and kind, my dear, and I will always look after you from heaven." Every day the girl went to her mother's grave and cried.

The next spring, her father married again. His new wife brought two daughters with beautiful faces but hard hearts. They took the girl's dresses and gave her an old grey apron and wooden shoes. "Look at the proud princess!" they laughed. She worked from morning to night and slept by the fire, among the ashes. That is why they called her Ashputtle.

One day her father was going to a fair. "What shall I bring you?" he asked. The stepsisters wanted dresses and jewels, but Ashputtle asked for the first branch that touched his hat on the way home. She planted it on her mother's grave and watered it with her tears, and it grew into a beautiful hazel tree. A little white bird lived in it, and it gave her whatever she wished for.

When the king announced a three-day festival, the stepsisters went and Ashputtle stayed behind. She asked the tree for help. The bird threw down a golden dress and silver slippers, and she danced with the prince all evening. On the third night she ran away so fast that one slipper stayed on the steps, which were covered with pitch. The prince said, "I will marry only the girl whose foot fits this slipper." He visited every house. The slipper was too small for the stepsisters, but it fitted Ashputtle perfectly. She and the prince were married.

Source: Traditional tale from Germany, published by the Brothers Grimm in 1812 (public domain). This retelling was written for this notebook; the cruel punishment of the stepsisters in the Grimms' text is left out here, as in many modern versions.

Who helps Ashputtle? Where does the magic come from? What do the objects (tree, bird, slipper) mean to her?

F3 A tale on the move: the Cinderella story through time

TIMELINE

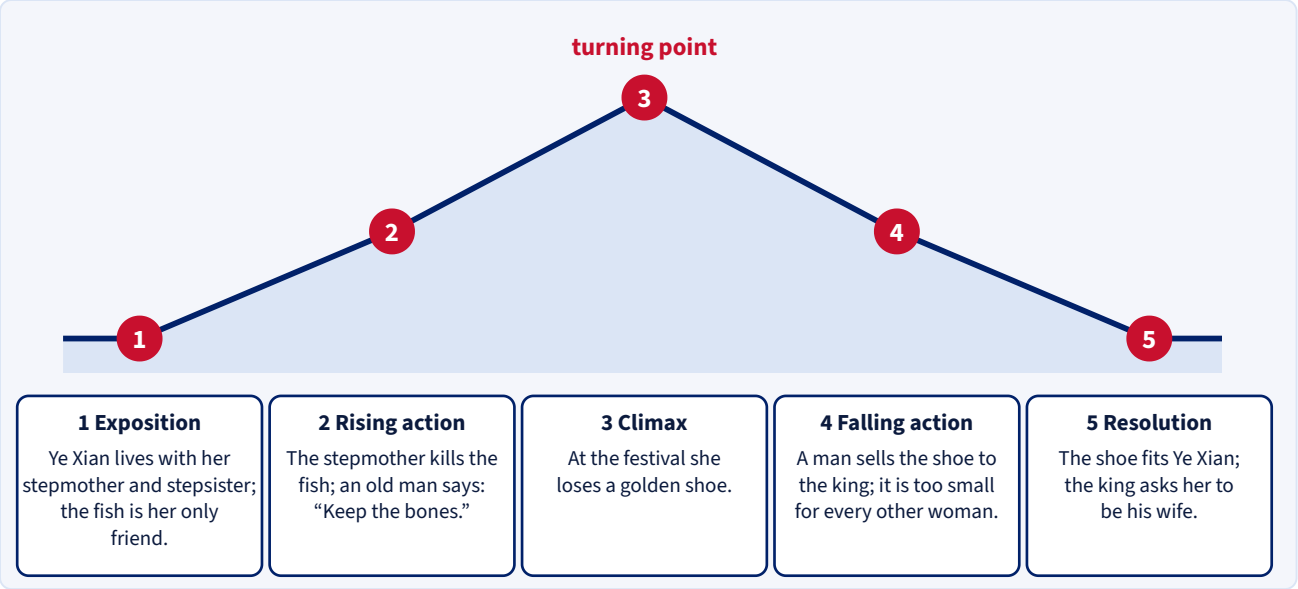
around the year 0	The Greek writer Strabo tells of Rhodopis, a young woman in Egypt whose sandal is carried away by an eagle and dropped near a king.
c. 860	In China, Duan Chengshi writes down the story of Ye Xian in a book of strange tales.
1634-1636	In Italy, Giambattista Basile publishes 'La gatta Cenerentola' (The Cinderella Cat) in the *Pentamerone*.
1697	In France, Charles Perrault publishes 'Cendrillon' in his collection of fairy tales.
1812	In Germany, the Brothers Grimm publish 'Aschenputtel' in the first edition of their tales.
1893	In England, the folklorist Marian Roalfe Cox publishes 345 variants of the story from many countries.

Source: Timeline written for this notebook from folklore and literary history. Dates are those of the first known written versions; the stories were told orally before that.

What does the timeline tell you about stories and borders? Why do you think the same plot appears in so many places?

F4 Story map · the plot mountain

DIAGRAM



Source: Diagram drawn for this notebook. The example under each stage is Ye Xian (F1).

Use the same five stages to map Ashputtle (F2). Is the turning point the same?

F5 Three versions of one scene: the lost shoe

CASE

Version 1 · Traditional.
At midnight the girl ran down the steps of the palace. One shoe slipped off her foot, but she did not stop to pick it up. In the morning the prince found it and said, "I will marry the girl whose foot fits this shoe."

Version 2 · Modern school story.
At 11:55 the school disco was still loud. Ana's phone buzzed: her aunt was waiting outside. She ran across the gym and one of her blue trainers came off. The next day Marc found it under the stairs. "I don't know who she is," he told his friends, "but I know she can dance."

Version 3 · Told by the stepsister.
I didn't want to go to the festival; Mother made me. When the girl in the golden dress appeared, everyone looked at her, not at me. When she ran away, I wasn't angry. I was ashamed. I didn't know her name, but I knew I had never asked about hers.

Source: Three short adaptations written for this notebook. Version 1 follows the traditional tale; versions 2 and 3 are original.

What changes in each version: the setting, the object, the narrator, the message? Which one makes you think differently about the stepsister?

F6 Podcast script · Story Circle, episode 3

TEXT

Story Circle · Episode 3 · The Weaver Girl and the Cowherd

[Music: soft flute, 5 seconds]

Host (Noa): Hello and welcome to Story Circle, the podcast where stories travel. I'm Noa. Today's story comes from China, but it has also travelled to Japan and Korea. Listen carefully, because every place tells it a little differently.

[Sound: a river]

Narrator (Leo): Long ago, in heaven, there lived a weaver girl. She wove beautiful clouds of every colour, and she worked very hard. One day she looked down at the Earth and saw a young cowherd who lived with his old ox. They met, fell in love and got married. Soon they had two children, and they were very happy.

[Sound: thunder, short]

Narrator: But heaven was angry. The Queen Mother said that a weaver of heaven could not live on Earth. She took a golden hairpin and drew a wide river across the sky. On one side stood the weaver girl, and on the other, the cowherd. Their children cried, and so did the people who saw them.

[Music: flute, slower]

Narrator: The magpies felt sorry for them. Once a year, on the seventh day of the seventh month, thousands of magpies fly up and make a bridge over the river. That is the only day when the couple can meet.

Host: The river is the Milky Way. In China this day is called Qixi. In Japan it is called Tanabata, and people write wishes on small coloured papers and hang them on bamboo. In Korea it is Chilseok. Now, what do you think the story is about? Love, or an unfair rule? Maybe both. Join us next week for another story. Goodbye!

Source: Original script written for this notebook, based on a traditional tale from China (public domain). The teacher can read it aloud (Listening 1, Worksheet 5).

Which parts are the host's words and which are the narrator's? Which sound effects help the story?

F7 Mediation · a medieval tale in Spanish

TEXT

El deán y el mago de Toledo

Un deán de Santiago quería aprender magia y fue a Toledo a visitar a don Illán, un mago muy famoso. Don Illán lo recibió con amabilidad y le prometió enseñarle, pero antes lo llevó a una sala subterránea llena de libros. Allí empezaban a hablar cuando llegaron unos mensajeros: el tío del deán, el obispo, estaba muy enfermo. Poco después llegó otra carta: el obispo había muerto y el deán había sido elegido nuevo obispo.

Don Illán le pidió entonces, como favor, un puesto para su hijo. El deán se negó con una excusa y prometió ayudarlo más adelante. Lo mismo ocurrió cuando fue nombrado arzobispo, cardenal y, por fin, papa: siempre había una excusa para no cumplir. Cuando don Illán le recordó su promesa por última vez, el papa se enfadó y lo amenazó con la cárcel.

Entonces don Illán dijo con calma que iba a pedir la comida. De repente, el deán volvió a ser un simple deán en la sala subterránea: solo habían pasado unos minutos y todo había sido una ilusión. El mago lo despidió: quien no sabe agradecer lo que recibe no merece recibir más.

Source: Modern Spanish retelling written for this notebook after an exemplum in El conde Lucanor by Don Juan Manuel (written around 1335, public domain). The readers of the anthology cannot read Spanish: you will explain the tale to them in English.

A synopsis is short: keep the central events, the point of view and the cultural context (a medieval city famous for learning). Don't translate word by word.

F8 Story seeds: traditional tales you can retell

DATA

Tale	Where it comes from	What happens	Think about…
The Weaver Girl and the Cowherd	China; also celebrated as Tanabata (Japan) and Chilseok (Korea)	A weaver of heaven and a cowherd fall in love, but a river of stars separates them. They meet once a year.	Is it a love story or a story about an unfair rule?
Anansi and the Pot of Wisdom	Akan peoples, Ghana; Anansi stories are also told in the Caribbean	Anansi the spider wants to keep all the wisdom for himself, but his plan fails and the wisdom spreads to everyone.	Why do stories travel with the people who tell them? What changes in a new place?
Stone Soup	Told in many countries in Europe, with different foods and endings	Hungry travellers say they can make soup with a stone. The villagers add vegetables, and everybody eats.	Is it a trick or a story about sharing?
The Fox and the Grapes	Aesop, in the Greek tradition; retold later by authors such as La Fontaine (France)	A hungry fox cannot reach some grapes and says they are probably sour.	What does the story say about people? Does it change in your language?
Urashima Tarō	Japan; versions were written down more than a thousand years ago	A fisherman saves a turtle, visits a palace under the sea and, when he returns, many years have passed.	What does the story say about time and home?

Source: Summaries written for this notebook. All the tales are traditional and in the public domain; modern books, illustrations and films that retell them may be protected, so write in your own words.

Choose one tale for your anthology or find another traditional tale in the public domain. Which tale from your own languages or family could join the circle?

F9 How to credit a story: attribution model and rights notes

TEXT

Why credit? Every tale has a history: a culture, a first written version and people who have retold it. Crediting shows respect and helps readers find more.

Model credit line

"Title". A traditional tale from [culture or place]. Retold by [names], [year], after [source: author, title, year].

Examples

- *"Ye Xian and the Golden Shoe". A traditional tale from China. Retold by Team 3, 2026, after Duan Chengshi's* Youyang zazu *(c. 860).*
- *"The Weaver Girl and the Cowherd". A traditional tale from China. Podcast episode by Noa and Leo, 2026.*
- *"The Lost Trainer". An original story by Ana Ruiz, 2026, inspired by the Cinderella tale type.*

Remember

- Traditional tales and old books (public domain) can be retold. **Modern** books, pictures, songs and films may be protected: don't copy them.
- Write **in your own words**. If you quote a short line, use quotation marks and name the source.
- Don't present a tale as «the typical story of a country»: say where it was recorded and that other versions exist.
- In a podcast, say the credits at the end and write them in the episode notes.

Source: Notes written for this notebook. In Spain and the EU, a work is usually in the public domain 70 years after the author's death; check the rules for other countries.

Which model credit line fits your story? Write it in Worksheet 6.

ANNEX 3

Student Worksheets

Learning situation 8 · Stories Across Cultures

STUDENTS

WORKSHEET 1 Two tales, one pattern?

Session 1

Name: Class: Date:

Start with the quiz on your own. Then read the two tales (F1 and F2) and check what you understood.

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

While Ye Xian ___ by the pond, an old man appeared.
☐ was crying ☐ cried ☐ has cried

She ___ the festival before midnight, so she lost her shoe.
☐ left ☐ has left ☐ was leaving

The shoe, ___ was made of gold, was too small for everyone.
☐ which ☐ who ☐ whose

The old man told her ___ the bones.
☐ to keep ☐ keep ☐ keeping

2 **Read F1 and F2. True (T) or false (F)?**

	T	F
Ye Xian's stepmother is kind to her.	☐	☐
In F1, the magic help comes from the bones of the fish.	☐	☐
In F2, Ashputtle's mother dies before the story begins.	☐	☐
Ashputtle asks her father for jewels.	☐	☐
In both tales the girl loses a shoe or a slipper.	☐	☐
In F2, the hazel tree grows from a branch that she waters with her tears.	☐	☐

3 **Put the events of F1 in order (1-6).**

Event	Order
A king finds the girl through the golden shoe.	
Ye Xian feeds a little fish every day.	
Ye Xian's father dies and she lives with her stepmother.	
An old man tells her to keep the bones.	
Her stepmother kills the fish.	
Ye Xian loses a shoe at the festival.	

4 **Which detail in each tale did you like most or find most surprising? Write one sentence for each tale and say why.**

WORKSHEET 2

Setting, conflict and viewpoint

Session 2

Use the story map (F4) and look closely at F1 and F2.

1 **Complete the story map for Ashputtle (F2).**

Stage	Ashputtle
1 Exposition	
2 Rising action	
3 Climax / turning point	
4 Falling action	
5 Resolution	

2 **Setting. Find one detail of place, time or objects in each tale and say what it suggests.**

Tale	Detail from the text	What it suggests
F1 Ye Xian		
F2 Ashputtle		

3 **Viewpoint. Tick the best answer.**

Who tells the stories in F1 and F2?

☐ A character in the story (I) ☐ A narrator outside the story (he / she) ☐ The reader

Who tells the scene in F5, version 3?

☐ The prince ☐ The stepsister ☐ Ashputtle

How does version 3 change the way we see the stepsister?

☐ She seems more human, because we know her feelings. ☐ She seems more cruel. ☐ It does not change.

4 **What is the main conflict in each tale? Who has power and who has no voice? Write 3-4 sentences.**

WORKSHEET 3 Language workshop: telling the story

Session 3

Use the tales to practise narrative tenses, linkers, relative clauses and reported speech.

1 **Complete with the correct past form of the verb in brackets (past simple, past continuous or past perfect).**

Ye Xian _____ (live) with her stepmother. One day, while she _____ (carry) water, she _____ (find) a little fish. Before her stepmother _____ (discover) the secret, the fish _____ (grow) very big. When the old man _____ (arrive), Ye Xian _____ (cry) by the pond.

2 **Choose the best linker.**

___ the festival began, Ashputtle had finished all her work.
☐ By the time ☐ Although ☐ Because

She was poor, ___ she was kind.
☐ but ☐ so ☐ because

___ the prince saw her, he asked her to dance.
☐ As soon as ☐ Whereas ☐ Unless

The shoe was too small for the stepsisters; ___, it fitted Ashputtle perfectly.
☐ however ☐ therefore ☐ meanwhile

3 **Reported speech. Rewrite each sentence.**

Direct speech	Reported speech
"Don't cry," said the old man to Ye Xian.	
"I will marry the girl whose foot fits this slipper," said the prince.	
"What shall I bring you?" asked her father.	

4 **Join each pair of sentences with *which*, *who* or *whose*.** (a) Ye Xian found a fish. It had golden eyes. (b) Ashputtle had a stepmother. Her daughters were cruel. (c) A man found the shoe. He sold it to the king.

5 **Compare with Spanish. In Spanish we say *Mientras ella lloraba, apareció un anciano* and *El deán se dio cuenta de que todo había sido una ilusión.* Write one similarity and one difference with the English tenses in F1 and F2.**

WORKSHEET 4 Same tale, different choices

Session 4

Compare the adaptation choices in F1, F2, F3 and F5.

1 **Compare the two tales (F1 and F2).**

Element	Ye Xian (F1)	Ashputtle (F2)
Place and objects		
Magical helper		
Lost object		
How the story ends		

2 **Read the three versions of the scene in F5. Match each version with the choice the author made.**

1 Version 1 ●

2 Version 2 ●

3 Version 3 ●

● **a** The story moves to a modern setting with a phone and a school disco.

● **b** The scene is told by a different character, the stepsister.

● **c** The scene stays close to the traditional tale.

3 **Fact or interpretation? Write F (fact from the text) or I (interpretation).**

Statement	F or I?
Ashputtle plants a branch on her mother's grave.	
The tree shows that her mother's love is stronger than her stepsisters' power.	
Ye Xian is afraid when her stepsister looks at her.	
The old man is a symbol of kindness.	
The king asks Ye Xian to be his wife.	

4 **Story circle. Prepare two sentences to share an interpretation as an interpretation, using the frames *One possible reading is… because…* and *It could also mean…***

WORKSHEET 5

Synopsis for another reader

Session 5

Mediation. First listen to the podcast (F6). Then read the Spanish tale (F7) and explain both for readers of the anthology.

1 **Listening 1, first listening. Tick the best answer.**

Which three places does the host mention?

☐ China, Japan and Korea ☐ China, India and Japan ☐ Japan, Korea and Vietnam

Why can the weaver girl and the cowherd not live together?

☐ They have no children. ☐ The Queen Mother says a weaver of heaven cannot live on Earth.

☐ The cowherd leaves her.

2 **Second listening. Complete the notes.**

Question	Answer
Who are the main characters?	
What separates them?	
How do they meet once a year?	
What do people do in Japan on Tanabata?	

3 **Write a three-sentence synopsis of the podcast story for the contents page of the anthology (use the present tense).**

4 **Read F7 (in Spanish). Plan a synopsis in English for readers who cannot read Spanish.**

Central events (in order)	Point of view and message	Cultural context to keep

5 **Write the synopsis (70-90 words). Don't translate word by word.**

WORKSHEET 6 Our story: plan, draft and review

Session 6

Choose a tale from F8 (or an original story). Plan and draft it in the template (Annex 4). Then swap with another team.

1 **Plan your story with the five stages and say what you will change.**

Stage	My ideas (setting, characters, events)
1 Exposition	
2 Rising action	
3 Climax / turning point	
4 Falling action	
5 Resolution	

2 **Write the first part of your story (80-100 words). Use past tenses, two linkers and one relative clause.**

3 **Write your credit line (use the model in F9).**

4 **Peer review. Tick what the other team's story does well.**

- ☐ The tale and its culture are clear and credited.
- ☐ The events are in order and the turning point is clear.
- ☐ Past tenses and linkers are used correctly.
- ☐ The story is in the team's own words and not copied.
- ☐ The characters and the culture are treated respectfully.
- ☐ For a podcast: pauses, pace and sound cues are planned; character voices do not imitate accents.

5 Write two stars (good things) and one wish (one improvement) for the other team.

WORKSHEET 7 Individual challenge: two versions

Session 7

Work on your own. Compare two versions of a tale and show how the meaning changes.

1 Compare two versions of the same tale. Choose F1 and F2, or one traditional version and one adaptation from the story circle. Write a paragraph (100-120 words) that (a) says which two versions you compare and credits them, (b) explains two differences (for example setting, helper, narrator or ending), (c) says how the meaning changes, using ***One possible reading is…***, and (d) uses ***while*** or ***whereas*** and one relative clause.

2 During the story circle, note one interpretation that was different from yours and say whether you agree. Use ***I see your point, but…*** or ***That's interesting; I hadn't thought of that.***

ANNEX 4

Final Product Template

Learning situation 8 · Stories Across Cultures

STUDENTS

Name: Class: Date:

Our cross-cultural story. Choose an anthology page or a podcast episode, write in English and credit the tale.

Title, format and audience

Title of the story, anthology page or podcast, and who it is for.

Context note

Where does the tale come from? Which versions exist?

What changes in our version?

Setting, object, narrator, ending…

Story map

Five stages: exposition, rising action, climax, falling action, resolution.

The story or podcast script

Past tenses, linkers, relative clauses. For a podcast, add sound cues and pauses.

Introduction or closing for readers or listeners

A hook or a question for the story circle.

Questions for the story circle

Two questions about interpretation.

Attribution and credits

Title, culture, source, retold by, year (see F9).

ANNEX 5

Useful Language & Final Check

Learning situation 8 · Stories Across Cultures

STUDENTS

Name: Class: Date:

Functions and model sentences

Narrating events	While she was crying, an old man appeared. Before the festival began, she had finished her work.
Describing viewpoint	The story is told by a narrator outside the story. / Version 3 is told by the stepsister.
Comparing versions	In F1 the helper is a fish, whereas in F2 it is a tree and a bird.
Expressing an interpretation	One possible reading is that… / It could also mean that… / This suggests that…
Summarising	In short, the story is about… / The main events are…
Crediting a source	A traditional tale from China, retold by Team 3, after Duan Chengshi.

Grammar in context

Past simple and continuous	She ran away. · While she was dancing, the clock struck.
Past perfect	She had lost one shoe before she reached home.
Linkers	while · as soon as · before · after · although · however · whereas
Relative clauses	a fish which had golden eyes · a girl whose mother died
Reported speech	He told her not to cry. · The prince said (that) he would marry her.
Participle adjectives	surprised / surprising · disappointed / disappointing

Vocabulary bank

Story elements: plot, setting, character, conflict, turning point, ending, theme, narrator, viewpoint

Adaptation: version, retelling, variant, adaptation, to change, to leave out, to add, to credit

Fairy-tale words: stepmother, magic, wish, festival, slipper, grave, tale, kingdom

Podcast words: episode, host, narrator, script, sound effect, pause, pace

Pronunciation tips

- Fall at the end of a statement; keep your voice up before a pause to build suspense.
- Slow down and pause before the turning point; speed up in the action.
- Change your voice for characters (higher, lower, softer), but never imitate an accent.

When I get stuck (clarify & repair)

Sorry, could you read that part again?

What do you mean by …?

Could you give an example from the text?

What makes you think that?

I see your point, but …

Let me say it another way.

Final check before you hand in: Cross-cultural story anthology/podcast

- [ ] The tale, its culture and its source are credited in a credit line.
- [ ] The events are in order and the turning point is clear.
- [ ] We use past tenses (simple, continuous, perfect) correctly.
- [ ] We use linkers of time and contrast (while, before, however…).
- [ ] The story is in our own words; we did not copy a modern text.
- [ ] Characters and cultures are treated respectfully, without stereotypes.
- [ ] We say what we changed and why (context note).
- [ ] For a podcast: pauses, pace and sound cues; no accent imitation.

ANNEX 6

Printable Rubric

Learning situation 8 · Stories Across Cultures

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Cross-cultural story anthology/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 story or episode is engaging and complete (setting, conflict, turning point, ending), suits young readers and shows clearly which tale it retells and what has changed.	The story is clear and complete, with a recognisable setting, conflict and ending for its audience.	The story is partly complete; the conflict, ending or audience is unclear.	The story is not clear or does not follow a tale from the pack.	
Organisation & language	Events are well ordered; past tenses, linkers (while, before, as soon as, although) and relative clauses are varied and accurate; errors rarely affect meaning.	Events are in order; past tenses and some linkers are used well; errors are minor.	Some events are mixed up; limited linkers and frequent tense errors sometimes affect understanding.	Hard to follow; tense errors often stop understanding.	
Interaction / delivery	In the story circle I read or tell the story with clear pace and pauses, change voices without imitating accents, and share an interpretation as an interpretation.	I read clearly, take part in the discussion and give an opinion with a reason.	I need prompts to read or to give an opinion.	I rarely speak or only read without expression.	
Mediation & audience	The synopsis keeps the central events, viewpoint and cultural context in a few clear sentences for the reader or listener, without adding unsupported meaning.	The synopsis gives the main events and context; one small detail is missing.	The synopsis translates word by word or leaves out the viewpoint or the context.	The synopsis copies the text or changes the events.	
Intercultural / ethical use	Each tale is credited with its culture, source and version; stories are presented in context, not as 'timeless national folklore'; characters and cultures are treated respectfully.	The origin and sources are credited and the tale is treated respectfully.	Some credits or context are missing, or there are generalisations (all people from…).	Uncredited or copied material, or stereotypes about a culture.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 8 · Stories Across Cultures

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can narrate a story with past tenses and linkers and keep the events in order.	○	○	○	○
I can compare two versions of a story and explain how the meaning changes.	○	○	○	○
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 · Stories Across Cultures

STUDENTS

Name: Class: Date:

Extra help: a plot mountain, word banks, a model synopsis and the podcast script to read again.

Word banks

- **Time:** *first, then, after that, while, before, as soon as, in the end*
- **Contrast:** *but, however, although, whereas*
- **Story:** *setting, character, problem, turning point, ending*
- **Say what you think:** *One possible reading is… · It could also mean… · I think… because…*

Model synopsis

The Dean and the Magician of Toledo. A dean goes to Toledo to learn magic from Don Illán. While they talk, he receives good news: he is now a bishop, then a pope. Don Illán asks for a favour each time, but the dean always says no. At the end, everything was an illusion, and the magician sends him away: *a person who doesn't say thank you doesn't deserve more help.*

1 **Complete the model synopsis of Ye Xian with the words in the box: *bones · fish · shoe · stepmother · festival*.**

Ye Xian lives with her cruel _____. Her only friend is a _____, but the stepmother kills it. An old man tells her to keep the _____. They give her a dress and golden shoes for the _____. She loses a _____, and the king finds her.

2 **Look at the plot mountain (F4). Write one short sentence for each stage of Ashputtle.**

Stage	One sentence
1 Beginning	
2 The problem grows	
3 Turning point	
4 After the turning point	
5 Ending	

3 **Write two sentences about the podcast story (F6) with *while* and *because*.**

ANNEX 9

Extension

Learning situation 8 · Stories Across Cultures

STUDENTS

Name: Class: Date:

Retell a scene from another point of view

In F5, version 3 tells the lost-shoe scene through the stepsister's eyes. Choose **one scene** from F1, F2 or F6 and retell it from the point of view of a character who is silent in the tale (a stepsister, the fish, the old man, the magpie, the cowherd's ox…). Then **analyse** how the meaning changes.

Steps

1. Choose a scene and a character. Make notes: What does this character see, think and feel?
2. Write the scene (100-120 words) in the first person, with past tenses and linkers.
3. Write a short analysis (60-80 words): What changes for the reader? Which sympathies change? Use *One possible reading is…*
4. Add a credit line for the tale and your own name as author of the new version.

What to hand in

The retold scene, the analysis and the credit line, clearly separated.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 8 · Stories Across Cultures

TEACHER

Worksheet 1

1. Quiz: was crying; left; which; to keep.
2. F; T; T; F (she asks for a branch); T; T.
3. Order: 6, 2, 1, 4, 3, 5 (top to bottom of the table).
4. Open answer. Check that the detail is from the text and the reason is given (e.g. «I liked the fish bones because the helper is very unusual»).

Worksheet 2

1. Story map of Ashputtle. 1: A girl's mother dies; her stepmother and stepsisters make her a servant. 2: The hazel tree and the white bird help her; the king announces a festival. 3: She goes to the festival on three nights and the slipper stays on the steps (accept the third night). 4: The prince searches house to house; the slipper does not fit the stepsisters. 5: The slipper fits Ashputtle; she marries the prince.
2. Setting model: F1 – a mountain village, a pond, a festival of the valley (rural life, nature as a source of help). F2 – the fire and the ashes, a hazel tree on a grave (poverty, loss, love of her mother). Accept other details with a reasonable interpretation.
3. Viewpoint: a narrator outside the story; the stepsister; she seems more human because we know her feelings.
4. Model: «In F1 the conflict is between Ye Xian and her stepmother, who has all the power in the house. In F2 the conflict is similar. The girls have no voice at home, but magic helps them.»

Worksheet 3

1. lived; was carrying; found; had discovered; had grown (accept: grew); arrived; was crying.
2. By the time; but; As soon as; however.
3. The old man told Ye Xian not to cry. · The prince said (that) he would marry the girl whose foot fitted that slipper. · Her father asked what he should bring her (accept: asked her what he could bring).
4. (a) Ye Xian found a fish which had golden eyes. (b) Ashputtle had a stepmother whose daughters were cruel. (c) The man who found the shoe sold it to the king. Check the choice of pronoun: which (things), who (people), whose (possession).
5. Model: «Similarity: both languages use one tense for a background action (was crying / lloraba) and another for the event that interrupts it (appeared / apareció); both form the past perfect with an auxiliary and a participle (había sido / had been). Difference: Spanish has the imperfect as one verb form (lloraba), whereas English needs was + -ing, and the English past simple can cover both uses.» Accept any reasonable comparison.

Worksheet 4

1. Place and objects: a mountain village, a pond, golden shoes / a rich house, the fireplace, a hazel tree, golden slippers. Helper: a fish (its bones) and an old man / a hazel tree and a white bird. Lost object: a golden shoe / a golden slipper. Ending: the king asks Ye Xian to marry him / the prince and Ashputtle marry.
2. Version 1 → c (the one close to the tradition); version 2 → a; version 3 → b. In the relaciona: 1-c, 2-a, 3-b.
3. F; I; F; I; F.
4. Open answers. Model: «One possible reading is that the stepsister feels ashamed because she didn't pay attention to others. It could also mean that she wants to change.»

Worksheet 5

1. First listening: China, Japan and Korea; The Queen Mother says a weaver of heaven cannot live on Earth.
2. Second listening: a weaver girl and a cowherd (and their children); a river in the sky, made by the Queen Mother with a golden hairpin (the Milky Way); magpies make a bridge once a year on the seventh day of the seventh month; people write wishes on coloured papers and hang them on bamboo.
3. Model: «The weaver girl and the cowherd fall in love, but the Queen Mother separates them with a river of stars. Once a year, magpies make a bridge so that they can meet. The story is also told in Japan (Tanabata) and Korea (Chilseok).»
4. Plan: events – a dean goes to Toledo to learn magic from Don Illán; he is promoted (bishop, archbishop, cardinal, pope); Don Illán asks for help for his son and the dean always refuses; the dean returns to the room: everything was an illusion; the magician sends him away. Viewpoint/message – third person; being ungrateful is punished. Context – medieval Toledo, a city known for learning and for stories of magic; a tale from *El conde Lucanor* (c. 1335).
5. Model synopsis (about 80 words): «**The Dean and the Magician of Toledo.** A dean from Santiago goes to Toledo to learn magic from a famous magician, Don Illán. While they are studying, the dean becomes a bishop, then an archbishop, a cardinal and a pope. Each time Don Illán asks for a favour for his son, but the dean says no. Then the magician reveals that only a few minutes have passed: it was an illusion. He sends the dean away. The tale comes from a medieval Spanish book, *El conde Lucanor*.»

Worksheet 6

1. Plan: open. Check that every stage has an idea, that the story keeps a turning point and that a change is mentioned (e.g. a modern setting). Model for «Stone Soup»: 1 hungry travellers arrive in a village; 2 nobody wants to share food; 3 they say they can make soup with a stone; 4 villagers bring vegetables; 5 everybody eats together.
2. Model (about 85 words): «A long time ago, three hungry travellers arrived in a small village. Nobody wanted to give them food, so the travellers said, 'We can make soup with a stone!' While they were boiling the water, a woman who lived next door came with an onion. Then a man brought some carrots, and a child brought salt. When the soup was ready, the villagers had forgotten their fear.»
3. Model credit: «"Stone Soup". A traditional tale told in many European countries. Retold by Team 2, 2026.»
4. Peer review: open; feedback should refer to concrete parts of the story.
5. Stars and wishes: concrete (e.g. «Your turning point is clear»; «Add one more linker»).

Worksheet 7

1. Model paragraph (about 110 words): «In this paragraph I compare 'Ye Xian and the Golden Shoe' (a traditional tale from China, retold in this notebook after Duan Chengshi, c. 860) and 'Ashputtle' (a tale from Germany, retold after the Brothers Grimm, 1812). While Ye Xian's helper is a fish, whose bones give her a dress, Ashputtle receives her gifts from a tree and a white bird. Both tales end with a lost shoe, but the contexts are different: a valley festival and a royal palace. One possible reading is that in both stories nature and the girl's dead family help her when the people around her do not.» Assess with the rubric: two versions credited, two differences, interpretation phrase, while/whereas and a relative clause.
2. Open answer. Check that the student notes a specific interpretation and responds politely.

Support (Annex 8)

1. stepmother; fish; bones; festival; shoe.
2. Model: 1 Ashputtle's mother dies. 2 Her stepmother and stepsisters treat her badly. 3 She goes to the festival with a golden dress. 4 The prince looks for the girl with the slipper. 5 The slipper fits her and they marry.
3. Model: «While the weaver girl was working, she saw the cowherd. The couple could not live together because the Queen Mother was angry.»

Extension (Annex 9)

1. Open answer. Check: first-person narrator who was silent in the tale; consistent past tenses; linkers; an analysis that says what changes (sympathies, power, message) with a hedge (One possible reading…); credit line for the tale and the new author.

Listening script · Worksheet 5 · Podcast Story Circle, episode 3 (Listening 1)

Read it twice, with a different voice for the host and the narrator. Pause briefly at the sound cues; do not imitate any accent. The text is the same as F6.

[Music: soft flute, 5 seconds]

Host (Noa): Hello and welcome to Story Circle, the podcast where stories travel. I'm Noa. Today's story comes from China, but it has also travelled to Japan and Korea. Listen carefully, because every place tells it a little differently.

[Sound: a river]

Narrator (Leo): Long ago, in heaven, there lived a weaver girl. She wove beautiful clouds of every colour, and she worked very hard. One day she looked down at the Earth and saw a young cowherd who lived with his old ox. They met, fell in love and got married. Soon they had two children, and they were very happy.

[Sound: thunder, short]

Narrator: But heaven was angry. The Queen Mother said that a weaver of heaven could not live on Earth. She took a golden hairpin and drew a wide river across the sky. On one side stood the weaver girl, and on the other, the cowherd. Their children cried, and so did the people who saw them.

[Music: flute, slower]

Narrator: The magpies felt sorry for them. Once a year, on the seventh day of the seventh month, thousands of magpies fly up and make a bridge over the river. That is the only day when the couple can meet.

Host: The river is the Milky Way. In China this day is called Qixi. In Japan it is called Tanabata, and people write wishes on small coloured papers and hang them on bamboo. In Korea it is Chilseok. Now, what do you think the story is about? Love, or an unfair rule? Maybe both. Join us next week for another story. Goodbye!

Timing, differentiation and mediation notes

- Timing: worksheets 1-6 take about 40 minutes each. For the story circle in session 7 (30 minutes), groups of five sit in a circle: each student reads or tells a short extract (1 minute) and the circle shares one interpretation each; leave 15 minutes for the individual paragraph.
- Mediation (Worksheet 5): value selection, point of view and cultural context, not word-for-word translation. Students may discuss F7 in Spanish; the synopsis is in English for readers who do not read Spanish.
- Rights and sources: F1, F2, F6, F7, F8 and F9 are original retellings or notes written for this notebook after public-domain tales (Duan Chengshi, c. 860; Brothers Grimm, 1812; Don Juan Manuel, c. 1335; Aesop). Remind students not to copy modern books, films or songs, and to credit every tale.
- Interpretation: stress that an interpretation is an opinion supported by the text. Cinderella-type tales include violence in some old versions (the punishment of the stepfamily); F1 and F2 leave it out, so you can discuss whether adapting is changing the meaning, and for whom.
- Differentiation: give the support worksheet (Annex 8) and the word banks to students who need them; ask fast finishers to retell a scene from a different viewpoint (Annex 9).

⚠ Likely errors

- Tenses: «When she was arriving at the festival, she lost a shoe» instead of «When she arrived…»; or the past simple for a background action («While she cried» instead of «While she was crying»).
- Past perfect forgotten: «Before the festival began, she finished her work» instead of «she had finished».
- Reported speech: «The old man told her don't cry» instead of «told her not to cry»; «said her» instead of «told her».
- Relative pronouns: «a girl which lost» instead of «a girl who lost»; whose misunderstood.
- False friends and calques: «the history» for «the story»; «actually» for «now»; «cuento» translated as «tale» in all cases.
- Presenting interpretations as facts: «The tree means that…» instead of «One possible reading is that the tree…».

⚖ Accepting alternative answers

- Accept any answer that communicates the meaning clearly, even with minor errors that do not affect understanding.
- In mediation, accept different wordings if the central events, the point of view and the cultural context are present, and nothing important is added.
- In the story map and in interpretations, accept any answer that can be supported with a detail from the text.
- Accept other traditional tales for the anthology if they are in the public domain and credited with their culture and source.

09

SITUACIÓN DE APRENDIZAJE

Ready for the Future

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we communicate effectively in practical study and work-related situations?

CURSO 4.º ESO	SESIONES 7 sesiones	BLOQUES DE SABERES A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5	PRODUCTO FINAL Future-ready communication portfolio	CRITERIOS DE EVALUACIÓN 1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 5.3

Contexto, reto y producto final

El departamento de Orientación organiza la **«Future Fair»** para 4.º ESO: una mañana en la que el alumnado, que debe decidir entre Bachillerato, Formación Profesional, enseñanzas artísticas o deportivas, trabajo o voluntariado, practica cómo comunicarse en inglés en situaciones reales de estudio y trabajo. La orientadora, **Carmen Ibáñez**, plantea el reto: *«How can we communicate effectively in practical study and work-related situations?»* Cada alumno o alumna preparará un portfolio con el que podría dirigirse a una organización (ficticia) de verdad: un correo de consulta, pruebas de sus competencias, respuestas de entrevista y un resumen del anuncio para un compañero.

Para lograrlo, el alumnado compara mensajes formales e informales, lee anuncios de cursos, voluntariado y prácticas **de distinto tipo, sin jerarquizarlos**, redacta y revisa un correo de consulta, prepara ejemplos de habilidades basados en pruebas y no en adjetivos, y practica entrevistas con aclaraciones y preguntas de seguimiento. En la tarea de **mediación**, explica con palabras sencillas a una compañera de nivel A2 los requisitos, las fechas y los pasos de un anuncio formal. Con todo ello monta su portfolio, lo revisa con otros equipos y demuestra individualmente que sabe resolver una situación práctica nueva.

Reto comunicativo

Create a future-ready communication portfolio for the Future Fair: an enquiry email, skills with evidence, interview answers and a simple summary of a listing, so that you can contact a real-life opportunity with confidence.

Producto final

Future-ready communication portfolio.

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.

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.

4.1 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.

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.
A9	Convenciones ortográficas de uso común y significados e intenciones comunicativas asociados a los formatos, patrones y elementos gráficos.
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.
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.

Código	Saber básico
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.

Language Toolkit · concreción didáctica

Communicative functions
writing formal enquiries; describing skills and experience; interviewing; requesting clarification; summarising practical information

Grammar in context
formal register patterns; present perfect/past simple for experience; future forms; modals for requests; gerunds/infinitives review

Vocabulary
education/training; skills; applications; interviews; workplace/study communication

Pronunciation / phonology
formal email tone; interview stress and pausing; polite request intonation

Mediation focus
Explain requirements, dates and application steps from a listing in simpler language.

Intercultural focus
Include vocational, academic, volunteering and community pathways; avoid prestige hierarchy.

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 course/job-style information appropriate to age.
- Write a formal enquiry email.
- Present skills using evidence rather than unsupported adjectives.
- Participate in a short interview.
- Mediate practical information from a listing to another person.

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 formal vs informal messages

Evidence: Worksheet 1: diagnóstico y análisis de mensajes formales e informales (F1), con equivalencias de registro (F4) y reescritura de un mensaje.

Worksheet: Annex 3 · 1

2

SESSION 2

Read fictional course/volunteering listings

Evidence: Worksheet 2: comprensión de cuatro anuncios de cursos, voluntariado y prácticas (F2), vocabulario de solicitudes y elección razonada.

Worksheet: Annex 3 · 2

3

SESSION 3

Write and revise an enquiry email

Evidence: Worksheet 3: análisis del correo modelo (F3), correo formal con huecos y redacción y revisión de un correo de consulta propio.

Worksheet: Annex 3 · 3

4

SESSION 4

Prepare evidence-based skill examples

Evidence: Worksheet 4: ejemplos de habilidades con situación, acción y resultado (F5), con tiempos de experiencia, y revisión entre compañeros.

Worksheet: Annex 3 · 4

5

SESSION 5

Interview carousel with clarification/follow-up

Evidence: Worksheet 5: listening de una entrevista (F6), preparación de respuestas (F8) y observación de un carrusel de entrevistas con preguntas de seguimiento y aclaraciones.

Worksheet: Annex 3 · 5

6

SESSION 6

Mediation: explain listing requirements to a peer

Evidence: Worksheet 6: mediación del anuncio formal (F7) a un mensaje en inglés sencillo para una compañera, y borrador del portfolio con revisión entre equipos.

Worksheet: Annex 3 · 6

7

SESSION 7

Assemble portfolio + individual practical communication task

Evidence: Portfolio final (Anexo 4) y Worksheet 7: tarea práctica individual (correo de consulta a un anuncio nuevo, dos respuestas de entrevista y reflexión de progreso).

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 datos específicos (fechas, requisitos, plazos) de los anuncios (F2, F7) y de la entrevista del listening (F6).	Worksheets 1, 2 y 5 / lista de comprobación
1.3	Selección de información veraz y estrategias de comprensión: identificar el registro, localizar plazos y requisitos, inferir el vocabulario de las solicitudes y comprobar que las organizaciones son fiables (F10).	Worksheets 1 y 2 / observación
2.1	Respuestas orales en el carrusel de entrevistas: presentarse, dar un ejemplo como prueba, preguntar al entrevistador y cerrar con cortesía, con entonación adecuada.	Carrusel (sesión 5) / rúbrica
2.2	Redacción del correo de consulta del portfolio y del correo individual de la sesión 7: registro formal, peticiones corteses, pasado y presente perfecto para la experiencia y estructura de correo.	Anexo 4 y Worksheets 3 y 7 / rúbrica
2.3	Planificación, revisión y mejora del correo y de las tarjetas de habilidades con la lista de comprobación y la revisión de un compañero; ensamblaje del portfolio con coherencia.	Worksheets 3, 4 y 6 / lista de cotejo
3.1	Colaboración y cortesía en el carrusel de entrevistas: turnos de entrevistador, candidato y observador, con apoyo a las necesidades del compañero y retroalimentación respetuosa.	Worksheet 5 y Anexo 7 / observación sistemática
3.2	Uso de estrategias para iniciar, mantener y cerrar la entrevista, pedir aclaraciones («Sorry, do you mean…?») y formular preguntas de seguimiento («Could you give me an example?»).	Worksheet 5 / lista de observación
4.1	Mensaje en inglés sencillo para una compañera A2 que transmite requisitos, fechas, pasos de solicitud y plazo del anuncio formal (F7), sin omitir datos clave ni traducir literalmente.	Worksheet 6 / rúbrica de mediación
5.3	Registro de progresos y dificultades con el diario del portfolio y el Anexo 7: un objetivo lingüístico, una estrategia útil (por ejemplo, convertir adjetivos en pruebas) y un siguiente paso.	Worksheet 7 y Anexo 7 / autoevaluación

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The portfolio is complete and each document fits its purpose: a clear enquiry, skills supported by evidence and interview answers with examples; a real organisation could understand and act on it.	The portfolio is complete and the documents are clear and suitable for their readers.	Some documents are missing or unclear; skills are described with adjectives, not evidence.	The portfolio does not show how to contact an organisation or is mostly incomplete.

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Organisation & language	Documents are well organised (subject, greeting, purpose, questions, closing); register is formal and consistent; modals, present perfect and future forms are accurate and varied; errors rarely affect meaning.	Documents are organised; the register is mostly formal and errors are minor.	Parts are mixed up or the register changes; errors sometimes make reading difficult.	Hard to follow; informal language throughout; errors often stop understanding.
Interaction / delivery	In the interview I give examples, ask for clarification and follow up politely, keep a good pace and close the conversation naturally.	I answer clearly, use some clarification phrases and ask one question.	I need prompts to answer or to ask for clarification.	I rarely speak or I read my answers without looking up.
Mediation & audience	The message for an A2 peer gives dates, requirements, application steps and deadline in simple, accurate English, with nothing important added or missing.	The message gives the main information clearly, with one small omission.	The message copies the formal language or leaves out key information.	The message changes the meaning or is not understandable.
Intercultural / ethical use	All pathways (academic, vocational, volunteering, community) are treated as equally valuable; no real personal data is shared; sources and organisations are checked and credited.	Respectful of all pathways; personal data is protected and sources are mostly credited.	Some pathways are presented as 'better' or some personal data or credits need revising.	Ranks pathways or shares private data despite support.

Input Pack y recursos

Fictional listings, formal emails, application notes, interview transcript, skills evidence examples and portfolio checklist.

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

Email template, interview question bank, listing glossary and skills-evidence frame.

Extension

Anexo 9

Adapt the same self-presentation for written, video and live interview contexts.

ANNEX 1

Challenge Launch

Learning situation 9 · Ready for the Future

STUDENTS

In May our school holds the Future Fair, and this year it is different: you will not just listen to talks, you will contact opportunities in English. Radio volunteers, a vocational taster week, an online coding course, a work shadowing week… Which one is for you? There is no "best" path; there is the path that fits your interests. To be ready, you will analyse formal and informal messages, write an enquiry email, show your skills with real evidence, practise interviews and explain a complicated listing to a classmate. Your portfolio will be your passport. Let's get ready!

> *How can we communicate effectively in practical study and work-related situations?*

Your challenge

Create a future-ready communication portfolio for the Future Fair: an enquiry email, skills with evidence, interview answers and a simple summary of a listing, so that you can contact a real-life opportunity with confidence.

Audience: Organisations and teachers who read your portfolio at the Future Fair, and a classmate at level A2 who needs your help with a listing.

What you will create

Future-ready communication portfolio

Roadmap · 7 sessions

1. We compare formal and informal messages.
2. We read four listings: courses, volunteering and work experience.
3. We write and revise an enquiry email.
4. We turn adjectives into evidence about our skills.
5. We practise an interview carousel with follow-up questions.
6. We explain a formal listing to a classmate and draft our portfolio.
7. We assemble the portfolio and complete a practical task on our own.

Success criteria

- ✓ I can recognise and use formal and informal language.
- ✓ I can understand the key information in a listing: dates, requirements and deadline.
- ✓ I can write a polite, clear enquiry email.
- ✓ I can describe my skills with examples and results.
- ✓ I can answer interview questions, ask for clarification and follow up.
- ✓ I can explain practical information to someone else in simple English.

Working together

- All pathways are equally valuable: we don't say that one is 'better'.
- We use first names only and no private data (address, phone, ID).
- We give feedback politely: two stars and one wish.

ANNEX 2

Input Pack

Learning situation 9 · Ready for the Future

STUDENTS

Everything you need for your portfolio: formal and informal messages, four listings, a model enquiry email, a formal-language table, skills evidence examples, an interview transcript, a listing to explain, an interview question bank, a pathways map and a portfolio checklist with safety tips.

F1 Three messages, one purpose

CASE

Message A · WhatsApp, from Hana to her friend Marta

Hey Marta!! Did u see the poster for the radio thing? I wanna apply but idk what to write. Can u help me tmrw? Thx!!

Message B · To the radio organiser (too informal)

Hi!! Saw ur ad. I wanna join the radio. What time is the training? Tell me asap. Bye!!

Message C · Email, from Hana to Ms Carter (formal)

Subject: Enquiry about the English Hour volunteer programme

Dear Ms Carter,

I am writing to ask about the English Hour volunteer programme advertised on your website. I am a 16-year-old student from Zaragoza and I have been listening to podcasts in English for two years. Could you please tell me what time the Saturday training sessions start?

I look forward to hearing from you.

Yours sincerely,

Hana Ruiz

Source: Messages written for this notebook; Hana and Marta are fictional students and Ms Carter is a fictional coordinator of the (fictional) community radio Radio Ribera.

Which message is right for a friend and which is right for an organisation? Which words in B would you change?

F2 Four opportunities: courses, volunteering and work experience

DATA

Opportunity	What you do	Where and when	You need	How to apply
A · Radio Ribera English Hour (community radio, volunteering)	Prepare and present a weekly one-hour radio programme in English for language learners.	Zaragoza (Spain). Training on Saturday mornings in January 2027; programme from February to June.	Age 15+; B1 English; a clear voice and ideas for topics. No experience needed.	Email Ms Carter (englishhour@radioribera.example) with a short note and a 60-second voice message. **Deadline: 15 December 2026.**
B · Harbourside College Taster Week (vocational: hospitality and catering)	Try kitchen and restaurant tasks with students and tutors; cook one dish and serve it in the college café.	Galway (Ireland), 12-16 July 2027.	Age 15-17; B1 English; a consent form signed by a parent or guardian; non-slip shoes.	Online application form and a 100-word motivation paragraph. **Deadline: 26 February 2027.**
C · BrightPath Online: Introduction to Coding (online course)	Build a simple game with Python in small teams and present it on the last day.	Online. Six weeks from 12 April 2027, Mondays and Wednesdays, 5.00-6.30 p.m. (UK time).	A laptop and internet; B1 English. No coding experience. Only 30 places.	Online application form. **Deadline: 31 March 2027.**
D · Sunrise Veterinary Clinic Work Shadowing Week (work experience)	Follow the vet team: reception, animal care, cleaning and observing check-ups (no medical procedures).	Leeds (England), 19-23 April 2027.	Age 15+; interest in animals; a school reference; consent from a parent or guardian; your own accommodation.	Send an enquiry email; if invited, send a short CV and a school reference. **Deadline: 1 March 2027.**

Source: Listings written for this notebook. All organisations, people and addresses are fictional (the .example domain does not exist); places and dates are invented for practice.

Which opportunity is closest to your interests? Is any of them ‘better’ than the others, or just different?

F3 A model enquiry email and its reply

CASE

Subject: Enquiry about the Work Shadowing Week 2027
Dear Dr Hughes,

My name is Lucas Moreno and I am a 15-year-old student at IES Valle Alto in Huesca, Spain. I am writing to ask for more information about the Work Shadowing Week at Sunrise Veterinary Clinic, which I saw on your website.

I am very interested in animals, and I have been volunteering at a local animal shelter every Saturday for a year. I would like to know whether students from abroad can apply. Could you also tell me if the week includes practical tasks, and whether I need a reference from my school?

I look forward to hearing from you.

Yours sincerely,
Lucas Moreno

Reply from the clinic
Dear Lucas,
Thank you for your enquiry. Yes, students from abroad can apply. During the week you will help with reception and animal care, but you will not do any medical procedures. Please send a short CV and a school reference by 1 March.
Kind regards,
Dr Anna Hughes

Source: Emails written for this notebook; Lucas Moreno, Dr Hughes and the clinic are fictional.

Find: the subject line, who he is, why he writes, two questions and the closing. How does the reply sound different?

F4 From informal to formal: useful equivalents

DATA

Informal	More formal	Use it for
Hi Mrs Walker!	Dear Ms Walker,	Greeting (Dear Sir or Madam if you don't know the name)
I wanna know…	I would like to know…	Asking for information
Can you send me…?	Could you please send me…?	Polite request
Thx! / Thanks a lot!!	Thank you for your time.	Thanking
See ya! / Bye	Yours sincerely, / Kind regards,	Closing (Yours sincerely when you know the name)
I'm gonna apply.	I am going to apply. / I intend to apply.	Plans
I've got loads of experience.	I have some experience in…	Experience

Structure of an enquiry email: subject line → greeting → who you are → why you write → one or two questions → thanks and closing → your name. **Note:** in many English-speaking countries a CV usually does not include a photo, age or marital status; in other countries it often does. Check the local custom.

Source: Table written for this notebook. Conventions change between countries and organisations; when you are not sure, choose a polite and neutral tone.

Which informal expressions do you use in Spanish or other languages with friends? How does the formal version change?

F5 Skills: from adjectives to evidence

DATA

Skill	Only an adjective	Evidence: situation → action → result
Teamwork	I am a good team player.	In our robotics club we had two weeks to build a robot. I shared the tasks with three classmates and checked our progress every day. We finished on time and came second in the school competition.
Responsibility	I am responsible.	Since January I have collected my little brother from school every Tuesday and Thursday and prepared his snack. My parents now trust me to do it alone.
Languages	I speak English well.	In my family's restaurant I translate the menu for English-speaking customers. Last summer I wrote a new English menu, and customers started to ask fewer questions.
Digital skills	I am good with computers.	I edit videos for my football team. Since September I have published 12 short videos, and more parents now follow our page.
Organisation	I am organised.	I organised a cake sale at school with five classmates. We made a plan, told the teachers and raised €240 for the local food bank.

Frame: *When / Last year / Since … I … As a result, …*

Source: Examples written for this notebook; the people and figures are fictional. Evidence can come from school, family, hobbies, work, sport or volunteering: all of it counts.

Which example do you find most convincing, and why? What evidence could you give for one of your own skills?

F6 An interview for Radio Ribera

CASE

Ms Carter: Good morning, Hana. Thank you for coming. Could you tell me a little about yourself?
Hana: Of course. I'm sixteen and I'm in my fourth year of secondary school. I'm interested in radio because I listen to podcasts every day.
Ms Carter: Why would you like to join the English Hour?
Hana: I'd like to improve my English and also help other learners.
Ms Carter: What would you say is your greatest strength?
Hana: Sorry, do you mean at school or in general?
Ms Carter: In general: something that would help you on the radio.
Hana: Oh, I see. I think it's organisation. Last term I managed our school podcast. I wrote the schedule and reminded everybody about the deadlines, and we published six episodes.
Ms Carter: That sounds interesting. What was the most difficult part?
Hana: Editing the sound. At first I didn't know how to do it, so I watched tutorials and asked my cousin for help. Now I can edit an episode in about an hour.
Ms Carter: Could you give me an example of a topic you would like to present?
Hana: Yes. I'd like to talk about music from different countries.
Ms Carter: Are you available on Saturday mornings for the training?
Hana: Yes, I am. I play basketball on Sundays, but Saturdays are free.
Ms Carter: Great. Do you have any questions for me?
Hana: Yes, please. Will we record the show live, or in advance?
Ms Carter: In advance for the first month; after that, live, if you like.
Hana: Thank you. That's very helpful.
Ms Carter: Thank you, Hana. We will contact you by email by 18 December.
Hana: Thank you very much for your time. Goodbye!

Source: Interview written for this notebook (fictional people and radio). The teacher can read it aloud (Listening 1, Worksheet 5).

Underline where Hana asks for clarification, where she gives evidence and where Ms Carter follows up.

F7 Mediation · a formal listing and a message from Nuria

TEXT

GREEN STREETS · SUMMER VOLUNTEERS 2027

Green Streets is a community project that plants and looks after small gardens in the neighbourhoods of Bristol. We are looking for young volunteers aged 15 to 17 to join us for two weeks (5-16 July 2027), Monday to Friday, from 9.30 a.m. to 3.30 p.m.

Applicants should have a basic level of English (B1), be willing to work outdoors in all weather and be able to work as part of a team. No previous experience is necessary. Volunteers under 16 must provide a signed consent form from a parent or guardian. Please note that we are unable to offer accommodation or to cover travel costs; however, lunch is provided every day.

To apply, please complete the online application form and attach a short personal statement (maximum 100 words) explaining why you would like to take part. Applications must be submitted no later than 26 March 2027. Shortlisted candidates will be invited to a 10-minute online interview in April, and successful applicants will be informed by 30 April 2027. For further information, contact Ms Priya Nair, Volunteer Coordinator (volunteers@greenstreets.example).

Mensaje de Nuria: «¿Me ayudas? Quiero apuntarme al voluntariado de Bristol, pero el anuncio es muy formal y no lo entiendo bien. ¿Cuándo es, qué piden y cómo se solicita? Mándame un audio en inglés sencillo, que también quiero practicar.»

Source: Listing and message written for this notebook. Green Streets, Ms Nair and the email address are fictional. Nuria (level A2) has asked you for help; the part in Spanish is on purpose.

Nuria is level A2. Use short sentences, simple words and numbers or dates. Don't read the listing aloud word by word.

F8 Interview question bank and answer frames

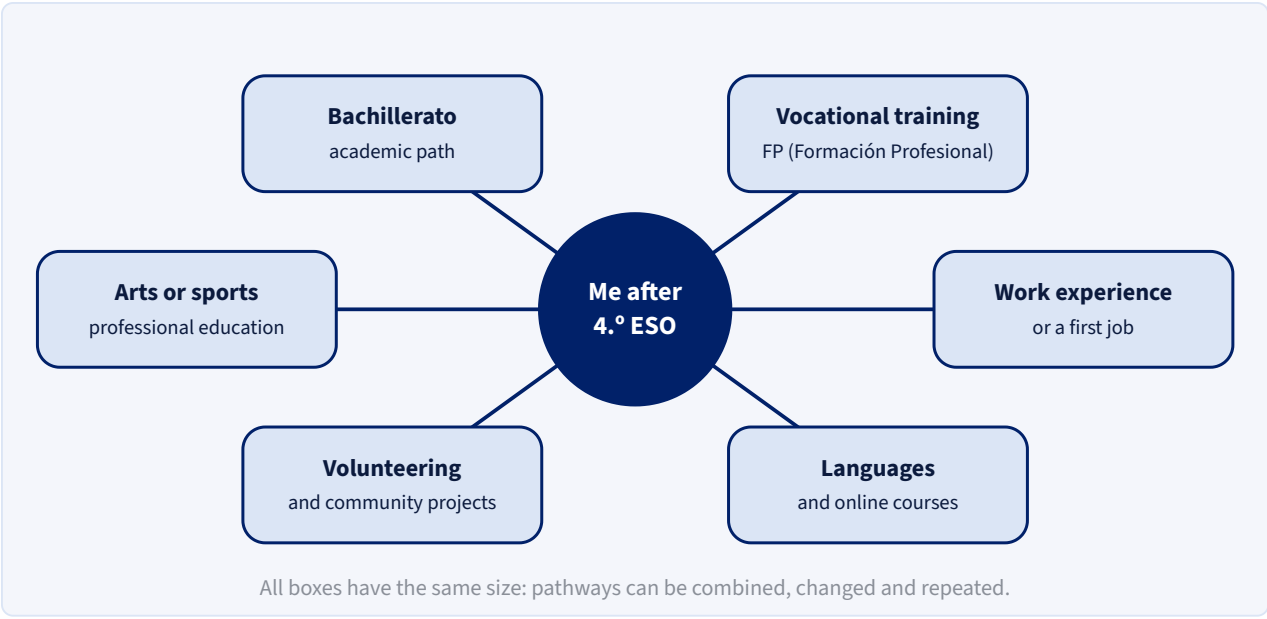
GLOSSARY

Tell me about yourself.	I'm … I'm in … at … At the moment I'm interested in …
Why do you want to join / apply?	I'd like to … because … I think it will help me to …
What is your greatest strength?	I think my strength is … For example, last year I … As a result, …
What was a difficulty, and how did you solve it?	At first I … so I … Now I can …
Could you give me an example? (follow-up)	Yes, of course. For example, when … I …
What would you like to do in the future?	I'm going to … / I'd like to … / I hope to …
Are you available on … ?	Yes, I am. / I'm afraid I'm not available on …, but I could …
Do you have any questions for us?	Yes, please. Could you tell me … ? / Will we …?

Source: Questions and frames written for this notebook; adapt them with your own examples.

F9 After 4.º ESO: many pathways, no ladder

DIAGRAM



All boxes have the same size: pathways can be combined, changed and repeated.

Source: Diagram drawn for this notebook. Names of studies in Spain may change; ask your guidance team for up-to-date information.

Which pathways could you combine? Why is a 'ladder' a poor picture of the future?

F10 Portfolio checklist and safety tips

TEXT

Your portfolio has six parts

1. **Goal and audience:** the opportunity you choose (F2) and who will read your portfolio.
2. **Enquiry email:** your final version, with subject line, greeting, purpose, two questions and closing.
3. **Three skills with evidence:** situation, action and result for each one (F5).
4. **Interview preparation:** three answers with an example and one follow-up question for the interviewer.
5. **Mediation:** your simple message that explains a listing to a classmate (F7).
6. **Reflection and progress record:** one language target, one strategy and one next step.

Safety and privacy

- Use **first names only** and no private data (address, phone, ID number) in a practice portfolio.
- Before you contact a real organisation, check that it exists (official website, address, reviews) and **ask a parent, guardian or teacher** to read the message.
- Never pay money or send documents to a stranger who promises a job quickly.

All pathways count. A vocational course, a university degree, volunteering and a first job are different, not better or worse.

Source: Checklist written for this notebook.

Which part of the portfolio do you think will be the most difficult? Which part will help you most?

ANNEX 3

Student Worksheets

Learning situation 9 · Ready for the Future

STUDENTS

WORKSHEET 1 Formal or informal?

Session 1

Name: Class: Date:

Start with the quiz on your own. Then read the messages in F1 and the table in F4.

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

___ you tell me when the course starts?
☐ Could ☐ Do ☐ Are

I look forward to ___ from you.
☐ hearing ☐ hear ☐ heard

I ___ in a youth orchestra for two years.
☐ have played ☐ play ☐ am playing

Next Monday I ___ the coordinator at ten o'clock; we have an appointment.
☐ am meeting ☐ meet ☐ have met

2 **Analyse the three messages in F1.**

Message	Who writes to whom?	Formal or informal?	Two clues
A			
B			
C			

3 **Match each informal expression with a more formal one (F4).**

1 Hi Mrs Walker! ●	● a Kind regards,
2 I wanna know… ●	● b Could you please send me…?
3 Can you send me…? ●	● c Thank you for your time.
4 Thx!! ●	● d Dear Ms Walker,
5 See ya! ●	● e I would like to know…

4 **Rewrite this informal message in a formal way (3-4 sentences): «Hi! Saw ur poster. I wanna join. Can u tell me the dates? Thx.»**

WORKSHEET 2 Reading the listings

Session 2

Read the four opportunities in F2. All of them are fictional.

1 **Read F2. True (T) or false (F)?**

	T	F
Radio Ribera is a paid job.	☐	☐
You can do the coding course from home.	☐	☐
The vocational taster week takes place in Ireland in April.	☐	☐
For the work shadowing week you need a school reference.	☐	☐
The deadline for the coding course is earlier than the deadline for the radio.	☐	☐
For the radio you need to send a voice message.	☐	☐

2 **Match each word from the listings with its meaning.**

1 deadline ●	● a a document where you write your details to apply
2 reference ●	● b the last day to send your application
3 consent form ●	● c chosen for the next stage of selection
4 application form ●	● d things you must have or be able to do
5 requirements ●	● e a document signed by a parent or guardian giving permission
6 shortlisted ●	● f a text from a teacher about your skills and character

3 Compare two opportunities of your choice.

	Opportunity 1	Opportunity 2
Who is it for?		
Dates and place		
Requirements		
How to apply		
Deadline		

4 Which opportunity would suit you best and why? Write 3 sentences with ***I would like to…*** and ***because….***
Remember: it is about your interests, not about which one is 'better'.

WORKSHEET 3 Writing an enquiry email

Session 3

Study the model email in F3, then write and revise your own.

1 Analyse the model email in F3. Copy the key phrases.

Part	Phrase from F3
Subject line	
Greeting	
Reason for writing	
A polite question	
Closing sentence	
Sign-off	

2 **Complete the email with: *writing · Could · like · forward · sincerely*.**

Dear Ms Walker,

I am _____ to ask about the summer course at your college. I am a 15-year-old student from Huesca, Spain. _____ you please tell me if I need a reference from my school? I would also _____ to know the dates of the course. I look _____ to hearing from you.

Yours _____ ,

Hana Ruiz

3 **Write your own enquiry email (80-100 words) to one of the organisations in F2 (A, B, C or D). Include a subject line, a greeting, who you are, your reason for writing, two questions with *Could you tell me…?* and a closing.**

4 **Swap emails with a partner and check them. Tick what the email does.**

- ☐ The subject line is clear.
- ☐ The greeting and closing are formal.
- ☐ The reason for writing is stated in the first paragraph.
- ☐ There are two polite questions.
- ☐ There are no abbreviations (u, thx, asap).
- ☐ There are no spelling or punctuation mistakes that stop understanding.

WORKSHEET 4 Evidence, not adjectives

Session 4

Use F5 to show your skills with real evidence.

1 **Tick the best answer.**

Which sentence gives the best evidence of responsibility?

☐ I am a very responsible person. ☐ Since January I have looked after my cousins every Friday and prepared their dinner.

☐ Everybody says I am responsible.

Which sentence includes a result?

☐ I organised a book sale and we raised €150 for the library. ☐ I like organising events. ☐ I am an organised student.

Which is the best way to introduce an example?

☐ I am the best at everything. ☐ For example, last term I … ☐ Maybe I can try.

2 **Plan three skills. Think about school, family, hobbies, sport, volunteering or work.**

Skill	Situation / task	What I did	Result

3 **Write three sentences with the frame *When / Last year / Since … I … As a result, …* Use the past simple and the present perfect.**

4 **Check your partner's evidence. Tick what you see.**

☐ It is specific (who, when, what).

☐ It gives a result or a number.

☐ It uses the past simple or the present perfect correctly.

WORKSHEET 5 Interview carousel

Session 5

Listening 1: your teacher reads an interview (F6). Listen twice. Then prepare and practise in a carousel: interviewer, candidate and observer.

1 **First listening. Tick the best answer.**

Why does Hana ask «Do you mean at school or in general?»

☐ She doesn't want to answer. ☐ She wants to clarify the question. ☐ She doesn't speak English.

How did Hana solve the difficulty with sound editing?

☐ She stopped the project. ☐ She watched tutorials and asked her cousin. ☐ She asked Ms Carter.

2 **Second listening. Complete the notes.**

Question	Hana's answer (key information)
Greatest strength	
Most difficult part	
Availability	
Her question for Ms Carter	

3 **Prepare four questions from F8. Write key words and one example for each (not full sentences).**

Question	Key words and example

4 **Observer. Tick what you hear in the interview.**

- ☐ A polite greeting and a clear closing.
- ☐ A follow-up question («Could you give me an example?»).
- ☐ A clarification («Sorry, do you mean…?»).
- ☐ An example as evidence (situation → result).
- ☐ A future form for plans (going to / would like to).
- ☐ A question from the candidate.

5 **Write two stars (good things) and one wish for your partner.**

WORKSHEET 6

Explain it simply and draft your portfolio

Session 6

Mediation. Nuria needs your help with the listing in F7. Then draft your portfolio (Annex 4) and review another team's.

1 **Plan your explanation for Nuria (level A2). Choose the key information and simplify it.**

The listing says…	Simple English for Nuria
Dates and hours	
Who can apply	
What is not included	
How to apply	
Deadline and next steps	

2 **Write the script of your audio message to Nuria (70-90 words). Use short sentences and numbers.**

3 **Portfolio draft. Tick what you have written so far.**

- ☐ Goal and audience
- ☐ Enquiry email
- ☐ Three skills with evidence
- ☐ Interview preparation
- ☐ Message for Nuria (mediation)

4 **Review another team's portfolio. Write two stars and one wish.**

WORKSHEET 7

Individual challenge: a new opportunity

Session 7

Work on your own. Read the listing and complete the three tasks.

1 Read this listing (fictional): «Lakeside Youth Photography Club, Toronto (online and in person). Assistants aged 15-17 help with a free photography club for children on Saturdays from September 2027. You should enjoy working with children and have basic English (B1). No experience is needed. Please contact Mr Singh at club@lakeside.example before 15 May 2027.» Write a formal enquiry email (90-110 words): introduce yourself, say why you are interested, give one skill with evidence and ask two polite questions.

2 Interview. Answer both questions in 2-3 sentences each: (1) «What would you bring to the club?» (2) «Where do you see yourself in a year?»

3 Reflection (Annex 7). Complete: (1) One thing I can do better now in English is… (2) A strategy that worked for me was… (3) My next step is…

ANNEX 4

Final Product Template

Learning situation 9 · Ready for the Future

STUDENTS

Name: Class: Date:

My future-ready communication portfolio. Use first names only and no private data. Write in English.

My goal and audience

The opportunity I choose (F2) and who will read my portfolio.

Enquiry email (final version)

Subject line, greeting, who I am, reason for writing, two questions, closing.

Skill 1 with evidence

Situation → action → result.

Skill 2 with evidence

Situation → action → result.

Skill 3 with evidence

Situation → action → result.

Interview: my questions for them

Two polite questions for the interviewer.

Interview answers

Three key answers with an example and one follow-up question.

Simple summary of a listing (mediation)

Dates, requirements, how to apply, deadline.

Reflection and progress

One target, one strategy, one next step.

ANNEX 5

Useful Language & Final Check

Learning situation 9 · Ready for the Future

STUDENTS

Name: Class: Date:

Functions and model sentences

Writing an enquiry	I am writing to ask about … / I saw your listing on …
Making polite requests	Could you please tell me when the course starts?
Giving evidence	Last year I organised … As a result, we raised €240.
Answering an interview question	I think my main strength is … For example, …
Clarifying	Sorry, do you mean at school or in general?
Closing	I look forward to hearing from you. Yours sincerely,

Grammar in context

Modals for requests	Could you …? / Would it be possible to …? / May I ask …?
Past simple and present perfect	I volunteered last summer. · I have helped at a shelter since January.
Future forms	I'm going to apply. · I'm meeting Ms Carter on Monday. · I'll send my CV.
Gerund or infinitive	I enjoy working in a team. · I would like to apply. · I look forward to hearing.
Indirect questions	Could you tell me what time it starts? (not: what time does it start)
Formal linkers	however · in addition · therefore · as a result

Vocabulary bank

Applications: enquiry, apply, deadline, application form, reference, requirements, shortlisted

Skills: teamwork, reliable, organised, communication, problem-solving, evidence

Interviews: strength, difficulty, availability, follow-up question, example

Pathways: vocational, academic, volunteering, work experience, community

Pronunciation tips

- Polite requests: start higher and let your voice fall and rise slightly: Could you tell me …? ↗
- In interviews, stress the key word and pause after the example.
- Formal tone when you read aloud: clear pace, no slang or fillers.

When I get stuck (clarify & repair)

Sorry, do you mean …?

Could you repeat the question, please?

Could you give me an example?

Let me rephrase that.

What I mean is …

I'm afraid I didn't understand …

Could I have a moment to think?

Final check before you hand in: Future-ready communication portfolio

- [ ] Our email has a subject line, a formal greeting and a polite closing.
- [ ] We state the reason for writing and ask two polite questions.
- [ ] We use could / would for requests and no abbreviations.
- [ ] Each skill has evidence: situation, action and result.
- [ ] We use the past simple and the present perfect correctly for experience.
- [ ] We use only first names and no private data.
- [ ] We treat all pathways as equally valuable and checked that the organisation exists.

ANNEX 6

Printable Rubric

Learning situation 9 · Ready for the Future

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Future-ready communication portfolio**. 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 portfolio is complete and each document fits its purpose: a clear enquiry, skills supported by evidence and interview answers with examples; a real organisation could understand and act on it.	The portfolio is complete and the documents are clear and suitable for their readers.	Some documents are missing or unclear; skills are described with adjectives, not evidence.	The portfolio does not show how to contact an organisation or is mostly incomplete.	
Organisation & language	Documents are well organised (subject, greeting, purpose, questions, closing); register is formal and consistent; modals, present perfect and future forms are accurate and varied; errors rarely affect meaning.	Documents are organised; the register is mostly formal and errors are minor.	Parts are mixed up or the register changes; errors sometimes make reading difficult.	Hard to follow; informal language throughout; errors often stop understanding.	
Interaction / delivery	In the interview I give examples, ask for clarification and follow up politely, keep a good pace and close the conversation naturally.	I answer clearly, use some clarification phrases and ask one question.	I need prompts to answer or to ask for clarification.	I rarely speak or I read my answers without looking up.	
Mediation & audience	The message for an A2 peer gives dates, requirements, application steps and deadline in simple, accurate English, with nothing important added or missing.	The message gives the main information clearly, with one small omission.	The message copies the formal language or leaves out key information.	The message changes the meaning or is not understandable.	
Intercultural / ethical use	All pathways (academic, vocational, volunteering, community) are treated as equally valuable; no real personal data is shared; sources and organisations are checked and credited.	Respectful of all pathways; personal data is protected and sources are mostly credited.	Some pathways are presented as 'better' or some personal data or credits need revising.	Ranks pathways or shares private data despite support.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 9 · Ready for the Future

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can write a formal enquiry email and use polite requests.	○	○	○	○
I can present my skills with evidence and answer interview questions with follow-up and clarification.	○	○	○	○
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 · Ready for the Future

STUDENTS

Name: Class: Date:

Extra help: an email template, a question bank, a listing glossary and a frame for skills.

Email template

Subject: Enquiry about …
Dear Ms / Mr …,
My name is … and I am … years old. I am writing to ask about … which I saw on …
I am interested in … because … Could you please tell me … ? Could you also tell me … ?
I look forward to hearing from you.
Yours sincerely,
(first name)

Listing glossary and skills frame

- **applicant** = person who applies · **deadline** = last day · **fee** = price
- **placement** = period of work experience · **reference** = text from a teacher
- **Skills frame:** *Last year I … (action). As a result, … (result).*

1 **Complete the email with the template.**

Subject: Enquiry about the _____ .

Dear Ms _____ ,

My name is _____ and I am _____ years old. I am writing to ask about _____ .

Could you please tell me _____ ?

I look _____ to hearing from you.

Yours _____ ,

2 **Turn each adjective into evidence with the frame.**

Adjective	Evidence (Last year I… As a result, …)
I am organised.	
I am a good team player.	
I am creative.	

3 **Write a polite question for each situation. Start with *Could you tell me…?***

Situation	Question
You want to know the dates.	
You want to know the price.	
You want to know if you need a reference.	

ANNEX 9

Extension

Learning situation 9 · Ready for the Future

STUDENTS

Name: Class: Date:

One self-presentation, three formats

Adapt the same self-presentation (who you are, one skill with evidence and one goal) for three contexts: **a written email**, **a 60-second video message** and **a live interview**. Think about how register, length, speed and detail change.

Steps

1. Write a 60-word written version (formal, structured).
2. Write the script of a 60-second video (a little warmer; short sentences, a clear hook, a pause after the example).
3. Prepare 4 key phrases for a live interview (clarify and follow up) and record or practise it with a partner.
4. Make a table comparing the three formats: register, length, tools (eye contact, tone, signature) and risks.
5. Write three tips for a younger student: what to do and what to avoid in each format.

What to hand in

The three versions, the comparison table and the three tips.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 9 · Ready for the Future

TEACHER

Worksheet 1

1. Quiz: Could; hearing; have played; am meeting.
2. A: Hana to Marta (friend); informal; abbreviations (u, wanna, thx), no greeting or closing, exclamation marks. B: Hana to the organiser; too informal for a first contact; 'wanna', 'asap', 'Tell me', no polite request. C: Hana to Ms Carter; formal; subject line, 'Dear Ms Carter', 'I am writing to…', 'Could you please…', 'Yours sincerely'.
3. Hi Mrs Walker! → Dear Ms Walker,; I wanna know… → I would like to know…; Can you send me…? → Could you please send me…?; Thx!! → Thank you for your time.; See ya! → Kind regards,. Letters: 1-d; 2-e; 3-b; 4-c; 5-a.
4. Model: «Subject: Enquiry about the volunteer programme. Dear Sir or Madam, I saw your poster and I would like to join the programme. Could you please tell me the dates? Thank you for your time. Kind regards, (name).» Accept any formal version with greeting, polite request and closing.

Worksheet 2

1. F; T; F (July, Ireland); T; F (31 March is later than 15 December); T.
2. deadline-b; reference-f; consent form-e; application form-a; requirements-d; shortlisted-c.
3. Open choice. Model A vs C: Who: age 15+, B1 / age 15+, B1; Dates: Saturdays January 2027, programme Feb-June / 12 April, six weeks, online; Requirements: clear voice / laptop; How: email + voice message / online form; Deadline: 15 Dec 2026 / 31 March 2027.
4. Open answers. Model: «I would like to do the coding course because I enjoy computers. I would also like to volunteer on the radio because I want to practise my English.» Check no ranking of pathways.

Worksheet 3

1. Subject line: Enquiry about the Work Shadowing Week 2027; Greeting: Dear Dr Hughes,; Reason: I am writing to ask for more information about…; Question: Could you also tell me if the week includes practical tasks…?; Closing: I look forward to hearing from you.; Sign-off: Yours sincerely, Lucas Moreno.
2. writing; Could; like; forward; sincerely.
3. Model (about 90 words): «Subject: Enquiry about the Radio Ribera English Hour. Dear Ms Carter, My name is Hana and I am a 15-year-old student from Zaragoza. I am writing to ask about the volunteer programme on your website. I am interested in radio because I listen to podcasts every day. Could you tell me how many people will take part? Could you also tell me whether I need to prepare a topic for the voice message? I look forward to hearing from you. Yours sincerely, Hana Ruiz.» Check the six components.
4. Peer check: open; feedback should point to concrete sentences.

Worksheet 4

1. Since January I have looked after…; I organised a book sale…; For example, last term I…
2. Open answers. Model: Teamwork – Situation: school science project; Action: I shared tasks and checked progress; Result: we got the highest mark. Check that each row has a result.
3. Model: «Last year I organised a class collection for a shelter. Since September I have helped my teacher with the school website. As a result, we raised €100.» Check past simple (finished time) and present perfect (since / for).
4. Peer check: open.

Worksheet 5

1. First listening: She wants to clarify the question; She watched tutorials and asked her cousin.
2. Second listening: strength – organisation (she managed the school podcast, wrote the schedule, six episodes); difficulty – editing the sound, solved with tutorials and help from a cousin; availability – yes, Saturdays are free (she plays basketball on Sundays); question – whether the show is recorded live or in advance (first month in advance, then live).
3. Open answers; check that the notes are key words and each has one example.
4. Observer checks: all appear in F6 except that students should tick what they actually hear in their partners' interviews.
5. Stars and wishes: concrete.

Worksheet 6

1. Model plan: Dates – 5-16 July, Monday to Friday, 9.30-3.30 → «Two weeks in July, from Monday to Friday, 9.30 to 3.30»; Who – 15-17 years old, basic English, outdoors, team; under 16: form from parents; Not included – accommodation and travel; lunch is included; How – online form + 100-word statement; Deadline – 26 March; interview in April; answer by 30 April.
2. Model audio script (about 80 words): «Hi Nuria! The volunteering is in Bristol, in July. It's two weeks, from Monday to Friday, from 9.30 to 3.30. You need basic English and you work in gardens, outside. You are 15, so you need a form from your parents. There is lunch, but there is no hotel and no travel money. You fill in an online form and write 100 words about why you want to go. The deadline is 26 March. Good luck!»
3. Checks: open.
4. Stars and wishes: concrete (e.g. «Your email is polite»; «Add a result to your skill»).

Worksheet 7

1. Model email (about 95 words): «Subject: Enquiry about the Youth Photography Club. Dear Mr Singh, My name is Marcos and I am a 15-year-old student from Spain. I am writing to ask about the assistant role at Lakeside Youth Photography Club. I enjoy working with children: since last year I have helped at a summer camp, and I organised games for twenty children. Could you tell me whether the club also meets online? Could you also tell me what I need to send with my application? I look forward to hearing from you. Yours sincerely, Marcos.» Assess with the rubric: the six email components, one skill with evidence, two polite questions, formal register.
2. Model: «(1) I would bring patience and ideas. For example, I have organised games for children. (2) In a year, I would like to be studying … and I hope to help in another project.» Accept any answer with an example and a future form.
3. Open reflection; check that the three sentences are specific.

Support (Annex 8)

1. Subject: Enquiry about the …; Dear Ms …; My name is … and I am … years old; … ask about …; … tell me …; look forward; sincerely. Open personal answers.
2. Model: I am organised → Last year I organised a class trip. As a result, everyone arrived on time. I am a good team player → Last term I worked with four classmates on a project. As a result, we got a high mark. I am creative → I designed posters for the school play. As a result, many people came.
3. Could you tell me the dates? / the price? / if I need a reference?

Extension (Annex 9)

1. Open answer. Check: three coherent versions with the same content; written version is formal and structured; video is warmer and shorter with a hook; the interview includes clarification and follow-up phrases; comparison table is accurate; tips are practical.

Listening script · Worksheet 5 · An interview for Radio Ribera (Listening 1)

Read it twice at a natural speed, with two voices (interviewer and candidate). The text is the same as F6; students keep their notebooks closed in the first listening.

Ms Carter: Good morning, Hana. Thank you for coming. Could you tell me a little about yourself?

Hana: Of course. I'm sixteen and I'm in my fourth year of secondary school. I'm interested in radio because I listen to podcasts every day.

Ms Carter: Why would you like to join the English Hour?

Hana: I'd like to improve my English and also help other learners.

Ms Carter: What would you say is your greatest strength?

Hana: Sorry, do you mean at school or in general?

Ms Carter: In general: something that would help you on the radio.

Hana: Oh, I see. I think it's organisation. Last term I managed our school podcast. I wrote the schedule and reminded everybody about the deadlines, and we published six episodes.

Ms Carter: That sounds interesting. What was the most difficult part?

Hana: Editing the sound. At first I didn't know how to do it, so I watched tutorials and asked my cousin for help. Now I can edit an episode in about an hour.

Ms Carter: Could you give me an example of a topic you would like to present?

Hana: Yes. I'd like to talk about music from different countries.

Ms Carter: Are you available on Saturday mornings for the training?

Hana: Yes, I am. I play basketball on Sundays, but Saturdays are free.

Ms Carter: Great. Do you have any questions for me?

Hana: Yes, please. Will we record the show live, or in advance?

Ms Carter: In advance for the first month; after that, live, if you like.

Hana: Thank you. That's very helpful.

Ms Carter: Thank you, Hana. We will contact you by email by 18 December.

Hana: Thank you very much for your time. Goodbye!

Timing, differentiation and mediation notes

- Timing: worksheets 1-6 take about 40 minutes each. For the interview carousel (session 5), run three rounds of 5 minutes: interviewer, candidate and observer rotate; leave 15 minutes of session 7 for the individual task.
- Mediation (Worksheet 6): value selection and simplification for a level A2 reader; students may discuss the listing in Spanish, but the audio script is in English. Check that dates, numbers and the deadline are correct.
- Fictional sources and safety: all organisations, people and emails (.example) are fictional. Remind students that the portfolio uses first names only, that a real application needs an adult to check the organisation, and that nobody should send money or private documents to strangers.
- Intercultural and equity note: F2 and F9 present vocational, academic, volunteering, work and community pathways as equally valuable. Avoid comments such as «better» or «worse» paths, and welcome evidence of skills from family and community life.
- Differentiation: give the support worksheet (Annex 8) and the glossary to students who need them; ask fast finishers to complete the three-format extension (Annex 9).

⚠ Likely errors

- Direct instead of indirect questions: «Could you tell me what time does it start?» instead of «what time it starts».
- Gerund after look forward to: «I look forward to hear from you» instead of «hearing».
- Present perfect with finished time: «I have volunteered last summer» instead of «I volunteered last summer»; or past simple with «since».
- Registers mixed: «Dear Ms Carter, I wanna ask…»; contractions are fine in interviews but avoid slang in emails.
- Calques: «I am agree», «I have 15 years», «to make an enquiry» (to send an enquiry), «actual» for «current».
- Adjectives instead of evidence: «I am responsible and hard-working» without any example.

⚖ Accepting alternative answers

- Accept any answer that communicates the meaning clearly, even with minor errors that do not affect understanding.
- In emails, accept different wordings if they contain the required components (subject, greeting, purpose, two polite questions, closing) and keep a formal register.
- In mediation, accept different wordings if dates, requirements, steps and deadline are correct and nothing important is added.
- In skills and interview answers, accept any real or realistic example that includes a situation, an action and a result; do not rank the type of activity.

10

SITUACIÓN DE APRENDIZAJE

Make a Difference

ESSENTIAL QUESTION · PREGUNTA GUÍA

How can we use English to research, collaborate and communicate a responsible proposal for change?

CURSO 4.º ESO	SESIONES 7 sesiones	BLOQUES DE SABERES A · B · C
COMPETENCIAS ESPECÍFICAS CE1, CE2, CE3, CE4, CE5, CE6	PRODUCTO FINAL Final social-action project	CRITERIOS DE EVALUACIÓN 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 5.3, 6.2, 6.3

Contexto, reto y producto final

El equipo directivo convoca la **Semana de Acción Social** (17-21 de mayo de 2027): cada grupo de 4.º ESO presenta un proyecto de mejora del centro o del barrio, con datos, un plan realista y respeto a las personas implicadas. La pregunta que lanza la jefa de estudios, **Elena Pardo**, es la del curso: *«How can we use English to research, collaborate and communicate a responsible proposal for change?»* Los proyectos se presentarán en inglés ante la dirección, el encargado del comedor (ficticio), la asociación de familias y alumnado de 1.º ESO.

Para lograrlo, el alumnado elige un reto entre cuatro propuestas curadas (desperdicio de comida, acogida plurilingüe, ir al instituto andando o en bici, ayuda digital a personas mayores), evalúa la fiabilidad de las fuentes, cita y parafrasea, analiza a las partes interesadas y redacta una propuesta con objetivo medible, riesgos éticos e indicadores. En las tareas de **mediación**, adapta información técnica para dos públicos distintos y explica en inglés a su equipo las condiciones del centro, escritas en español. Tras una consultoría entre equipos y un ensayo con preguntas difíciles, presenta el proyecto y reflexiona individualmente sobre su aprendizaje y su impacto real.

Reto comunicativo

Research, plan and present a responsible social-action project for our school or neighbourhood, with reliable sources, respect for the people involved and a clear proposal in English.

Producto final

Final social-action project.

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.

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.

4.1 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.

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.

6.2 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
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.

Código	Saber básico
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.
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.
B3	Estrategias y herramientas de uso común para la autoevaluación, la coevaluación y la autorreparación, analógicas y digitales, individuales y cooperativas.
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
researching and summarising; arguing; negotiating; mediating; presenting; responding to questions

Grammar in context
integrated review: conditionals, modals, passive, reported speech, relative clauses, cohesive devices; register and hedging

Vocabulary
project-specific vocabulary; social action; evidence; stakeholders; impact; evaluation

Pronunciation / phonology
presentation delivery; Q&A intonation; self-repair and clarification

Mediation focus
Adapt core project information for at least two audiences and document what was simplified, retained or changed.

Intercultural focus
Require ethical representation, anti-stereotype check, source transparency and realistic scope of action.

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

- Manage a small set of reliable sources.
- Plan, produce and revise a sustained multimodal product.
- Collaborate and negotiate roles/decisions.
- Mediate information for different audiences.
- Reflect critically on language learning and intercultural responsibility.

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

Select a challenge from curated project briefs

Evidence: Worksheet 1: diagnóstico, comprensión de las cuatro propuestas (F1) y elección razonada del reto con criterios de viabilidad y ética.

Worksheet: Annex 3 · 1

2

SESSION 2

Research workshop: source reliability, attribution and note-making

Evidence: Worksheet 2: evaluación de la fiabilidad de cinco fuentes (F4), notas con paráfrasis y referencia correcta de una fuente (F3).

Worksheet: Annex 3 · 2

3

SESSION 3

Stakeholder analysis and mediation task

Evidence: Worksheet 3: análisis de partes interesadas (F5) y mediación del resumen técnico (F6) para dos públicos, con registro de lo conservado, simplificado, cambiado y omitido.

Worksheet: Annex 3 · 3

4

SESSION 4

Draft proposal and language clinic according to project needs

Evidence: Worksheet 4: clínica de lengua (condicionales, pasiva, atenuación) y borrador del objetivo, las acciones y el problema con evidencia citada.

Worksheet: Annex 3 · 4

5

SESSION 5

Peer consultancy and revision using rubric

Evidence: Worksheet 5: mediación de las condiciones del centro en español (F9) para el equipo y consultoría entre equipos con rúbrica, con plan de revisión.

Worksheet: Annex 3 · 5

6

SESSION 6

Rehearse public presentation and Q&A

Evidence: Worksheet 6: listening de preguntas y respuestas tras una presentación, plan de la presentación y respuestas a preguntas difíciles, con comentarios del ensayo.

Worksheet: Annex 3 · 6

7

SESSION 7

Present final project; individual learning/impact reflection

Evidence: Presentación final del proyecto (Anexo 4) y Worksheet 7: reflexión individual sobre aprendizaje e impacto, respuesta cortés a una duda y corrección de errores.

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 propuestas, los datos y las tarjetas de partes interesadas (F1-F5), identificando problema, afectados y límites.	Worksheets 1 y 3 / lista de comprobación
1.2	Interpretación de los rasgos discursivos de la propuesta modelo (F8) y del resumen técnico (F6): estructura, registro, atenuación y finalidad.	Worksheets 3 y 4 / rúbrica
1.3	Búsqueda, selección y gestión de información veraz: valora la fiabilidad de cinco fuentes y distingue datos reales de ilustrativos (F2-F4).	Worksheet 2 / lista de comprobación
2.1	Presentación oral del proyecto (6 minutos) con estructura clara, mensajes clave, ritmo y entonación, y respuestas a preguntas del público.	Presentación (sesión 7) / rúbrica
2.2	Redacción de la propuesta (Anexo 4) y de los textos individuales con condicionales, pasiva, atenuación y conectores, citando las fuentes sin plagio.	Anexo 4 y Worksheets 2, 4 y 7 / rúbrica
2.3	Planificación y revisión de la propuesta: lienzo del proyecto, borrador, consultoría con la rúbrica y plan de cambios concretos.	Worksheets 4 y 5 / lista de cotejo
3.1	Colaboración y cortesía en la consultoría y en el ensayo: reparto de roles, comentarios respetuosos y escucha de las necesidades de otros equipos.	Worksheets 5 y 6 / observación sistemática
3.2	Estrategias de interacción en las preguntas y respuestas: aclarar, admitir límites, redirigir y resolver desacuerdos con fórmulas corteses.	Worksheet 6 y presentación / lista de observación
4.1	Mediación del resumen técnico (F6) para dos destinatarios (póster de 1.º ESO y correo al encargado del comedor), con registro de lo conservado y lo simplificado.	Worksheet 3 / rúbrica de mediación
4.2	Explicación en inglés a su equipo de las condiciones del centro en español (F9) y de cómo condicionan el proyecto, con ejemplos y apoyos.	Worksheet 5 / rúbrica de mediación
5.3	Registro de progresos, dificultades y estrategias a lo largo del proyecto: plan de revisión, reflexión individual y Anexo 7.	Worksheet 7 y Anexo 7 / autoevaluación
6.2	Valoración crítica del impacto y de los riesgos éticos del proyecto: sin culpabilizar, protección de datos de menores, respeto a todos los afectados.	Worksheets 1, 3 y 7 / rúbrica
6.3	Estrategias para defender la justicia y la sostenibilidad con una propuesta realista: lenguaje inclusivo, acciones posibles a escala de centro y comunicación sin estereotipos.	Anexo 4 y presentación / rúbrica

Rúbrica del producto final

Indicador	NIVEL 4 Advanced	NIVEL 3 Secure	NIVEL 2 Developing	NIVEL 1 Beginning
Communicative achievement	The project is clear, realistic and persuasive: the problem is backed by reliable sources, the goal can be measured, and the plan fits the school's conditions and the needs of the people involved.	The project is clear and realistic, with a measurable goal and some reliable evidence.	The project is partly clear; the goal, the evidence or the limits are vague or unrealistic.	The project is unclear or ignores the audience, the evidence or the school's conditions.
Organisation & language	The proposal is well organised and cohesive; conditionals, passives, hedging and linkers are accurate and varied; sources are paraphrased and cited correctly; errors rarely affect meaning.	The proposal is organised; some conditionals, passives and hedges are used correctly; minor errors; sources are credited.	Some parts are mixed up; limited range; sources are copied or missing credits; errors sometimes affect understanding.	Hard to follow; copied text or errors often stop understanding.
Interaction / delivery	In the presentation and Q&A I speak clearly with good pace, answer questions honestly, clarify, admit limits and redirect politely; the team shares speaking time.	I present clearly and answer most questions with some clarification strategies.	I need prompts to present or to answer; clarification is limited.	I rarely speak or I only read; I cannot answer questions.
Mediation & audience	The two adaptations (poster and email) and the explanation of the school's conditions keep the key information, change the register and language for each audience, and the record shows what was kept, simplified, changed or left out.	The adaptations are clear and suit the audiences; the record is mostly complete.	The adaptations are similar for both audiences or lose some key information; the record is incomplete.	The adaptations copy the source or change the meaning.
Intercultural / ethical use	The project is inclusive and does not blame people; private data are protected; all sources are credited; the scope is honest about what the project can and cannot change.	Respectful and honest about limits; sources are credited; data are protected.	Some generalisations, blame or overclaiming appear; some credits are missing.	Stereotypes, blame, private data or uncredited material appear despite support.

Input Pack y recursos

Curated project briefs, stakeholder cards, source records, data, project canvas, sample campaign/proposal and reflection framework.

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 briefs, source set, project planner, language clinics by need and presentation frames.

Extension

Anexo 9

Add an evaluation plan with indicators and a post-project revision based on hypothetical stakeholder feedback.

ANNEX 1

Challenge Launch

Learning situation 10 · Make a Difference

STUDENTS

In May the school holds its Social Action Week, and this year you are the speakers. Four challenges are on the table: less food in the bin, a school that welcomes every language, a safer walk to school and digital help for older neighbours. Good intentions are not enough: you need reliable sources, a realistic plan and respect for everyone involved. You will research, listen to stakeholders, adapt information for different audiences, face tough questions and present in English. Ready to make a difference?

> *How can we use English to research, collaborate and communicate a responsible proposal for change?*

Your challenge

Research, plan and present a responsible social-action project for our school or neighbourhood, with reliable sources, respect for the people involved and a clear proposal in English.

Audience: The head teacher, the canteen manager, the parents' association and 1.º ESO students.

What you will create

Final social-action project

Roadmap · 7 sessions

1. We choose a challenge from four briefs.
2. We check sources, take notes and cite them.
3. We analyse stakeholders and adapt information.
4. We draft the proposal in a language clinic.
5. We explain the school's conditions and review proposals.
6. We rehearse and answer tough questions.
7. We present and reflect on our impact.

Success criteria

- ✓ I can choose a realistic project and explain why.
- ✓ I can check a source and cite it without plagiarism.
- ✓ I can adapt information for different audiences.
- ✓ I can write a proposal with a measurable goal and honest limits.
- ✓ I can answer questions and admit what I don't know.

Working together

- We never blame people or share private data of minors.
- Every fact has a source.
- We promise only what we can do.

ANNEX 2

Input Pack

Learning situation 10 · Make a Difference

STUDENTS

Everything you need for your project: four curated briefs, a canteen audit with a chart, facts and figures with sources, five source records to check, stakeholder cards, a technical summary to adapt, a project canvas, a sample proposal, a note from the school in Spanish and a reflection framework.

F1 Four project briefs

DATA

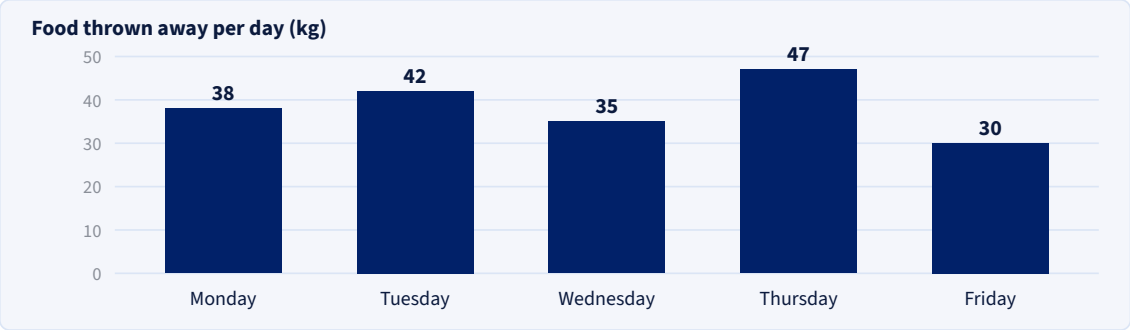
Brief	The problem	Who is affected	Realistic actions	Limits
A · Less food in the bin	Food is thrown away every day in the school canteen.	Students, canteen staff, the environment.	Measure waste for a week; ask for a half-portion pilot; a positive awareness campaign; repeat the measurement.	You cannot change the menu or the canteen contract, or give away leftovers (food safety rules).
B · A school for every language	New students and families who speak other languages find school information hard to understand.	Newcomers, families, tutors, teachers.	A picture-based welcome leaflet; a glossary of school words; a 'buddy' guide; a captioned video.	You cannot translate official documents or share anyone's private data.
C · Walk or cycle to school	Many short journeys are made by car and the traffic at the school gate is busy and unsafe.	Students, neighbours, families, drivers.	An anonymous travel survey; a map of safe routes; a 'walking bus' proposal; a request for bike parking.	You cannot change traffic rules; adults must supervise and safety comes first.
D · Digital help for seniors	Many older neighbours find it hard to use online services (appointments, video calls, forms).	Older people, the senior centre, their families.	Help sessions at the senior centre; large-print guides; a question-and-answer booklet.	Never ask for passwords or bank details; an adult from the centre is always present.

Source: Briefs written for this notebook. The school, the people and the school data are fictional; real data appear only in F3 and are credited there.

Which brief interests you most? Which one needs the most careful ethical thinking? Why?

F2 Canteen audit (fictional data): food thrown away per day

DIAGRAM



By type of food: bread 31%, fruit 24%, vegetables 20%, main dish 17%, other 8%. **Total:** 192 kg in five days, about 400 diners a day.

Source: Data created for this notebook to practise; the school and the audit are fictional. A team weighed the food left on trays and in the kitchen bins for five days (18-22 May 2026).

What does the chart show? What does it not show (for example: why food is thrown away)?

F3 Facts and figures you can use (real data and sources)

DATA

Fact	Source (organisation, year, title)	Use for
About 1.05 billion tonnes of food were wasted in 2022, around 19% of the food available to consumers. Households generated the largest share (about 60%).	UNEP (2024). *Food Waste Index Report 2024.*	Brief A
Each person wastes about 79 kg of food a year.	UNEP (2024). *Food Waste Index Report 2024.*	Brief A
Sustainable Development Goal target 12.3 aims to halve per capita global food waste at retail and consumer level by 2030.	United Nations (2015). *Sustainable Development Goal 12*.	Brief A
Spain approved a law on preventing food loss and waste (Ley 1/2025, 1 April 2025). Read the *BOE* for its exact obligations before you mention them.	Spanish Parliament (2025). *Ley 1/2025 de prevención de las pérdidas y el desperdicio alimentario*.	Brief A
Children and adolescents aged 5-17 should do at least 60 minutes of moderate to vigorous physical activity every day.	World Health Organization (2020). *Guidelines on physical activity and sedentary behaviour*.	Brief C
No real data are given for briefs B and D: collect your own anonymous data (with your teacher's permission) or interview a coordinator.	Your team, 2027.	Briefs B, D

Source: Facts summarised for this notebook from the sources named in the table, checked in 2026; check the original source before you use a number in your project.

Which facts are global and which are local? Which data would you need to collect yourself?

F4 Five source records: can you trust them?

DATA

Source	Author or organisation	Date	Evidence given?	Claim
S1 · Report: *Food Waste Index Report 2024*	UNEP (United Nations Environment Programme)	2024	Data, method and references	"About 19% of food available to consumers is wasted."
S2 · Blog post: *10 SHOCKING food facts they hide from you!!*	No author	No date	None	"Supermarkets throw away half of all food."
S3 · School newsletter: *Canteen audit*	Ms Pardo, canteen coordinator (fictional)	June 2026	Weighed waste for five days; numbers are shown	"About 38 kg of food is thrown away every day."
S4 · Social media post	@eco_max (anonymous user)	Yesterday	None	"No one in this school cares about food waste."
S5 · Council web page: *Recycling and waste guide*	Riverside Town Council (fictional)	Updated January 2026	Lists services and gives contact details	"Food waste goes in the brown bin."

Source: Records written for this notebook. S1 is a real report (check it online); S2, S3, S4 and S5 are fictional examples made for practice.

Which questions help you check a source: who, when, evidence, purpose? Which source would you use in a proposal?

F5 Stakeholder cards: Brief A (worked example)

DATA

Stakeholder	What matters to them	Possible concern
Mr Ortiz, canteen manager	Students eat well and the kitchen runs on time.	Changes may mean more work or higher costs.
Inés, 4.º ESO student	Good food and less waste.	Posters that make students feel guilty.
Ms Pardo, head of studies	Projects that are safe, educational and respect the rules.	Permissions, budget and the school's image.
Mrs Yusuf, parents' association	Healthy and affordable meals for all families.	Smaller portions: some children may still be hungry.
Mr Díaz, food bank volunteer	Less waste and food reaching people who need it.	Food safety rules limit donations.
Ms Mensah, kitchen assistant	Knows what is thrown away every day.	Being blamed for the waste.

Source: Cards written for this notebook. All the people are fictional; their views are examples, not facts about real people.

Who has more influence in the project? Who has more interest? Whose voice might be missing?

F6 Technical summary to adapt (mediation)

TEXT

Executive summary · Canteen waste audit, 18-22 May 2026

Between 18 and 22 May 2026, a team of six students weighed the food left on trays and in the kitchen bins at lunch. The audit covered an average of 400 diners per day. A total of 192 kg of food was discarded over five days (an average of 38 kg per day, around 95 g per diner). Bread (31%) and fruit (24%) accounted for more than half of the waste.

The data suggest that portion size and the lack of an option for smaller servings may be contributing factors, although the audit did not measure individual preferences. We therefore recommend a pilot of a 'half-portion' option for bread and fruit, accompanied by a positive awareness campaign and a follow-up audit in November 2026.

The results should be interpreted with caution: the audit lasted only one week and it did not include days with special menus.

Source: Executive summary written for this notebook (fictional audit and school). It is written for experts: you will adapt it for two other audiences.

What is the main finding? What is only a suggestion? What are the limits? Keep these three ideas for both audiences.

F7 Project canvas

DIAGRAM

1 Problem What is wrong? Where and for whom?	**2 Evidence and sources** Which reliable facts? Who says so? When?	**3 Goal (SMART)** What will change? How much and by when?
4 Stakeholders Who is affected? What do they need?	**5 Actions** What will we do? If we…, then…	**6 Timeline** Dates and steps within the school year
7 Resources and budget What do we need? How much? (limit €150)	**8 Risks and ethics** What could go wrong? Who could be hurt?	**9 Impact indicators** How will we know it has worked?

Source: Canvas created for this notebook. Use it to plan your project and check that nothing important is missing.

Which box is the most difficult to fill in? Which boxes are easy to forget?

F8 Sample proposal: 'Last Bite'

CASE

Project: Last Bite · **Team:** 4.º A (fictional)

Problem. About 38 kg of food is thrown away every day in our canteen (school audit, May 2026). Bread and fruit make up more than half of it.

Evidence. According to UNEP (2024), about 19% of the food available to consumers is wasted worldwide. If our school wasted less, we would contribute to SDG 12.3.

Goal. To reduce bread and fruit waste by 20% by June 2027, measured with a second audit.

Actions. (1) Ask the canteen manager to pilot a 'half-portion' option. (2) Design three posters that explain the data without blaming anyone. (3) Run a two-week 'Taste first' challenge in class. (4) Repeat the audit.

Stakeholders. The canteen manager and staff (partners), students (main audience), the parents' association (information) and the head teacher (permission).

Resources and limits. Budget: €60 for printing (the limit is €150). We will not take photos of students and we will not change the menu.

Risks and ethics. Posters could make some students feel guilty, so we will use positive messages. If a family cannot afford extra food, no message will tell them what to eat.

Impact indicators. Kilos of bread and fruit thrown away per day; number of students who choose half portions; results of a short anonymous survey.

Source: Sample written for this notebook (fictional team, school and data). Real data are credited as in F3.

Which parts of the canvas (F7) can you find? Which hedges, conditionals and passives can you spot?

F9 Mediation · conditions for the projects (in Spanish)

TEXT

IES VALLE ALTO · EQUIPO DIRECTIVO
Semana de Acción Social (17-21 de mayo de 2027): condiciones para los proyectos

Estimado alumnado de 4.º:

Vuestros proyectos podrán presentarse en la Semana de Acción Social si cumplen estas condiciones:

1. El **presupuesto** máximo por proyecto es de **150 €**. Los gastos superiores deben pedirse antes a la dirección.
2. Toda actividad con alumnado de otros cursos, familias o personas ajenas al centro necesita **permiso previo** de la dirección y la presencia de un profesor o profesora.
3. **No se pueden recoger datos personales de menores** (nombres, fotos o vídeos) sin autorización escrita de las familias. Las encuestas deben ser **anónimas**.
4. Los proyectos **no pueden cambiar normas del centro ni contratos** (como el del comedor), ni pedir dinero a las familias.
5. La presentación dura un máximo de **6 minutos** más **4 de preguntas** y se hace **en inglés**.
6. Todas las fuentes e imágenes deben **citarse**; solo se pueden usar imágenes propias o con licencia que lo permita.

Un saludo,
La dirección

Source: Note written for this notebook (fictional school). Your team members do not read Spanish well: you will explain the conditions to them in English.

Explain each condition in English and say what it means for your project. Don't translate word by word.

F10 Reflection framework and impact words

TEXT

Reflection framework (Worksheet 7)

1. **What I did:** my role and what the team achieved.
2. **What changed (impact):** what is a realistic result? *It may / could / is likely to…*
3. **What I learnt in English:** one strategy that worked (e.g. checking a source, asking for clarification).
4. **Ethical check:** one risk we thought about (blame, private data, stereotypes) and what we did.
5. **Next step:** what I would change or do next.

Impact words

- **output** = what we produce (a poster, a survey).
- **outcome** = what changes because of it (less waste, more cycling).
- **impact** = the longer-term effect on people or the environment.
- **indicator** = a number or sign that shows change (kg per day).
- **baseline** = the starting point before the project.
- **pilot** = a small test before a big change.
- **limitation** = something the project cannot do or measure.

Source: Framework and glossary written for this notebook.

Which words can you use to be honest about the limits of your project?

ANNEX 3

Student Worksheets

Learning situation 10 · Make a Difference

STUDENTS

WORKSHEET 1 Choosing our challenge

Session 1

Name: Class: Date:

Start with the quiz on your own. Then read the four briefs (F1) and decide with your team.

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

If we ___ smaller portions, less food would be wasted.
☐ offered ☐ offer ☐ will offer

Every day, about 38 kg of food ___ in the canteen.
☐ is thrown away ☐ throws away ☐ is throwing away

The manager said that he ___ the pilot next month.
☐ would start ☐ starts ☐ is starting

The survey, ___ was done last week, shows a clear result.
☐ which ☐ who ☐ what

2 **Read F1. True (T) or false (F)?**

	T	F
All four briefs ask students to change school rules.	☐	☐
Brief A can use data from the canteen audit (F2).	☐	☐
Brief D asks students to look at older people's passwords.	☐	☐
In brief C, safety comes first and adults must supervise.	☐	☐
In brief B, students may translate the school's official documents.	☐	☐
The WHO recommendation in F3 is useful for brief C.	☐	☐

3 **Compare the four briefs. Write ✓ (yes), ? (not sure) or ✕ (no).**

Criteria	A	B	C	D
Can we finish it in six weeks?				
Is it safe and ethical for everyone?				
Do we have reliable data or can we collect it?				
Does it help people outside our group?				
Do we really care about it?				

4 **Decide. Write 3-4 sentences: *We choose brief … because … We reject brief … because …* Include one limit of your project (what you cannot do).**

WORKSHEET 2

Research workshop

Session 2

Check sources (F4), take notes from F3 and learn to cite them.

1 **Evaluate the five source records in F4. Is each one reliable?**

Source	Who wrote it? When?	Does it give evidence?	Reliable? (yes / partly / no) and why
S1 UNEP report			
S2 blog post			
S3 school newsletter			
S4 social media post			
S5 council web page			

2 **Take notes from F3 for your brief. Use your own words.**

Key fact in my own words	Source (organisation, year)	Quote or paraphrase?

3 **Paraphrase without copying: «UNEP reports that about 1.05 billion tonnes of food were wasted in 2022, and that households generated the largest share.»**

_____

_____

_____

4 **Complete the in-text mention and the reference for S1.**

According to _____ (_____), about _____ % of the food available to consumers is wasted.

Reference: _____ (_____). _____ .

WORKSHEET 3 Who is affected? Adapting information

Session 3

Mediation. First analyse the stakeholders (F5). Then adapt the technical summary (F6) for two different audiences.

1 Analyse the stakeholders of brief A.

Stakeholder	Influence (high / low)	Interest (high / low)	How will we involve them?
Mr Ortiz			
Inés			
Ms Pardo			
Mrs Yusuf			
Mr Díaz			
Ms Mensah			

2 Now analyse the stakeholders of your own project. Think about whose voice might be missing.

Stakeholder	What matters to them	Possible concern	Our plan

3 Mediation. Adapt F6 for two audiences: a poster for 1.º ESO students (level A2) and an email to the canteen manager (polite and formal). Record your decisions.

Information in F6	Poster for 1.º ESO	Email to Mr Ortiz	Kept / simplified / changed / left out (why?)
Main finding (192 kg in five days)			
Why it happens (portion size)			
What we propose (pilot)			
Limits of the audit			

4 **Write the text of the poster (30-40 words, very simple).**

5 **Write the email to Mr Ortiz (60-80 words, polite, with a request).**

WORKSHEET 4 Language clinic and first draft

Session 4

Choose the clinics you need: conditionals and passive (Clinic A) and careful language (Clinic B). Then draft your proposal.

1 **Clinic A. Tick the best option.**

If the canteen ___ half portions, students would waste less bread.
☐ offered ☐ offers ☐ will offer

The posters ___ in the corridors next week.
☐ will be put up ☐ will put up ☐ are putting up

We ___ ask the head teacher for permission before the survey.
☐ have to ☐ can ☐ might

The audit said that the waste ___ highest on Thursdays.
☐ was ☐ is being ☐ has

2 **Clinic B. Make the sentences more careful (use *may*, *could*, *suggest*, *seem to*).**

Too strong	More careful
Big portions cause food waste.	
Students don't care about the environment.	
This campaign will solve the problem.	

3 Write a measurable goal and two actions. Use at least one conditional: ***If we …, … will / would …***

4 Draft the problem and the evidence for your project (60-80 words). Cite at least one source from F3.

WORKSHEET 5 Conditions and peer consultancy

Session 5

Mediation first: explain the school's conditions (F9) to your team. Then review another team's proposal with the rubric (Annex 6).

1 Explain each condition of F9 in English for your team and say what it means for your project.

Condition in the note (Spanish)	In English for my team	What it means for our project
1. Presupuesto máximo		
2. Permisos y actividades con otras personas		
3. Datos personales y encuestas		
4. Normas del centro y contratos		
5. Presentación (tiempo y lengua)		

2 **Peer consultancy. Tick what the other team's proposal does well.**

- ☐ The problem is clear and supported by a reliable source.
- ☐ The goal is specific and measurable.
- ☐ The actions fit the school's conditions (F9).
- ☐ The stakeholders and their concerns are considered.
- ☐ Ethical risks are addressed, without blame or stereotypes.
- ☐ The language is clear, careful and cohesive.

3 **Give feedback to the other team.**

One strength	One question	One suggestion (*could / should / what about…?*)

4 **Write three changes you will make to your own proposal after the consultancy.**

WORKSHEET 6 Rehearsal and tough questions

Session 6

Listening 1: your teacher reads a question-and-answer session after a presentation. Listen twice. Then plan and rehearse your own.

1 **First listening. Tick the best answer.**

Which question does the team admit they cannot answer with certainty?

☐ Whether the portions are the real reason ☐ How much the posters cost ☐ When the audit took place

How does Marta react when Daniel says that nobody cares?

☐ She ignores him. ☐ She understands his view and gives evidence politely. ☐ She says he is wrong.

2 **Second listening. Complete the table.**

Question from the audience	How does the team answer?	Strategy
How do you know portions are the problem?		
Is it realistic with the budget?		
The kitchen staff have no time to weigh waste.		
Isn't this a waste of time?		

3 Plan the presentation (6 minutes).

Part	Key message (one sentence)	Who speaks
1 The problem		
2 The evidence		
3 Our plan		
4 Impact and limits		
5 Call to action		

4 Prepare answers to tough questions. Use clarification, evidence and honest limits.

Question	Our answer
Is it really realistic?	
How do you know that?	
What if people don't want to take part?	

5 Rehearsal feedback. Tick what you observed in another team.

- [ ] They share the speaking time.
- [ ] They keep to the six minutes.
- [ ] They answer honestly and admit what they don't know.
- [ ] They ask for clarification when needed.
- [ ] They use polite and neutral language.

WORKSHEET 7

Individual reflection on learning and impact

Session 7

Work on your own after the presentations. Use the reflection framework in F10.

1 **Write your learning and impact reflection (110-130 words). Include: your role and the team's result; one realistic impact (use *may* or *could*); one strategy that helped you in English; one ethical issue you considered; and one thing you would change.**

2 **A classmate asks: «Is your project really going to change anything?» Write a polite answer (3-4 sentences) with evidence and honest limits.**

3 **Find and correct the error in each sentence.**

Sentence with an error	Correct sentence
If we will reduce the portions, we save food.	
The head teacher said us that we can start.	
The data shows that the problem is more big in winter.	
We are agree with the proposal because is realistic.	

ANNEX 4

Final Product Template

Learning situation 10 · Make a Difference

STUDENTS

Name: Class: Date:

Our social-action project. Write in English; credit every source and respect the school's conditions (F9).

Project title, team and roles

Title, names (first names only) and who does what.

Problem and evidence

What is wrong? Two or three sourced facts (organisation, year).

Goal (SMART)

What will change, how much and by when?

Audience and stakeholders

Who is affected? What do they need?

Actions and timeline

If we…, then… Steps and dates in the school year.

Resources and budget

What do we need? The limit is €150.

Risks and ethics check

Who could be hurt? Private data? Stereotypes?

Impact indicators

How will we know that it has worked? Baseline and target.

Two audiences: key message

One sentence for 1.º ESO and one for the adults.

Sources and credits

Organisation, year, title. Images: author or licence.

ANNEX 5

Useful Language & Final Check

Learning situation 10 · Make a Difference

STUDENTS

Name: Class: Date:

Functions and model sentences

Researching and summarising	According to UNEP (2024), about 19% of food is wasted.
Arguing and recommending	If we offered half portions, we would waste less.
Negotiating	What about … ? / We could start with a pilot.
Mediating	In other words, … / The main point is … / This means that …
Presenting	Firstly, … In addition, … As a result, …
Answering questions	That's a good point. We don't know yet, but …

Grammar in context

Conditionals	If we reduce portions, we will save food. · If we offered …, we would …
Modals	should · could · must · have to · may
Passive voice	Food is thrown away. · The audit was carried out in May.
Reported speech	The manager said that he would start the pilot next month.
Hedging	may · could · seems to · suggests that · is likely to
Cohesive devices	firstly · in addition · however · therefore · as a result

Vocabulary bank

Project: goal, action, timeline, budget, risk, pilot, indicator, baseline

People: stakeholder, partner, audience, volunteer, supervisor

Evidence: source, data, survey, report, reliable, bias, paraphrase, cite

Impact: output, outcome, impact, limitation, sustainable

Pronunciation tips

- Pause after key ideas and slow down for numbers and dates.
- In Q&A, keep a polite intonation: That's a good question ↘ … Could you repeat it? ↗
- If you make a mistake, self-correct calmly: Sorry, I mean …

When I get stuck (clarify & repair)

- Sorry, do you mean …?
- Could you repeat the question, please?
- That's a good point; we don't know yet.
- Let me rephrase that.
- What I mean is …
- Could we come back to that later?
- I see your point, but …

Final check before you hand in: Final social-action project

- [ ] The problem is supported by at least two reliable sources, credited.
- [ ] The goal is specific and measurable, with a deadline.
- [ ] The plan fits the school's conditions (budget, permissions, data).
- [ ] We considered stakeholders and ethical risks, without blame or stereotypes.
- [ ] We used conditionals, passives and hedging correctly.
- [ ] We adapted the message for two audiences and recorded what we changed.
- [ ] The presentation lasts six minutes and everybody speaks.

ANNEX 6

Printable Rubric

Learning situation 10 · Make a Difference

STUDENTS · TEACHER

Name: Class: Date:

Rubric for **Final social-action project**. 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 project is clear, realistic and persuasive: the problem is backed by reliable sources, the goal can be measured, and the plan fits the school's conditions and the needs of the people involved.	The project is clear and realistic, with a measurable goal and some reliable evidence.	The project is partly clear; the goal, the evidence or the limits are vague or unrealistic.	The project is unclear or ignores the audience, the evidence or the school's conditions.	
Organisation & language	The proposal is well organised and cohesive; conditionals, passives, hedging and linkers are accurate and varied; sources are paraphrased and cited correctly; errors rarely affect meaning.	The proposal is organised; some conditionals, passives and hedges are used correctly; minor errors; sources are credited.	Some parts are mixed up; limited range; sources are copied or missing credits; errors sometimes affect understanding.	Hard to follow; copied text or errors often stop understanding.	
Interaction / delivery	In the presentation and Q&A I speak clearly with good pace, answer questions honestly, clarify, admit limits and redirect politely; the team shares speaking time.	I present clearly and answer most questions with some clarification strategies.	I need prompts to present or to answer; clarification is limited.	I rarely speak or I only read; I cannot answer questions.	
Mediation & audience	The two adaptations (poster and email) and the explanation of the school's conditions keep the key information, change the register and language for each audience, and the record shows what was kept, simplified, changed or left out.	The adaptations are clear and suit the audiences; the record is mostly complete.	The adaptations are similar for both audiences or lose some key information; the record is incomplete.	The adaptations copy the source or change the meaning.	
Intercultural / ethical use	The project is inclusive and does not blame people; private data are protected; all sources are credited; the scope is honest about what the project can and cannot change.	Respectful and honest about limits; sources are credited; data are protected.	Some generalisations, blame or overclaiming appear; some credits are missing.	Stereotypes, blame, private data or uncredited material appear despite support.	

Teacher's comments

My next language target

ANNEX 7

Self & Peer Assessment

Learning situation 10 · Make a Difference

STUDENTS

Name: Class: Date:

Part 1 · Can-do checklist

I can...	Not yet	With help	Well	Very well
I can research, check and cite sources and use them in my own words.	○	○	○	○
I can plan a realistic project, adapt information for different audiences and answer questions politely.	○	○	○	○
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 · Make a Difference

STUDENTS

Name: Class: Date:

Extra help: a project planner, a source set, presentation frames and mini clinics by need.

Project planner and frames

- **Problem:** *In our school, … is a problem because …*
- **Goal:** *We want to reduce / increase … by …% by …*
- **Action:** *If we …, we will …*
- **Limit:** *We cannot … because …*
- **Indicator:** *We will measure … every …*

Clinics by need

- **If clause:** *If + present, will + verb* (real) · *If + past, would + verb* (unreal).
- **Passive:** *be + past participle*: *is thrown away, was measured, will be made.*
- **Careful language:** *may, could, seems to, suggests that.*
- **Linkers:** *firstly, in addition, however, therefore.*

1 **Complete the planner for brief A with the frames.**

In our school, _____ is a problem because _____ .

We want to reduce _____ by _____ % by _____ .

If we _____ , we will _____ .

We cannot _____ because _____ .

We will measure _____ every _____ .

2 **Put the verb in the correct form.**

If we _____ (offer) half portions, students _____ (waste) less.

The audit _____ (carry out) in May.

Posters _____ (put up) next week.

The data _____ (suggest) that portion size is a factor.

3 **Write one polite answer to this question: «Isn't this a waste of time?» Use *I understand… but…***

ANNEX 9

Extension

Learning situation 10 · Make a Difference

STUDENTS

Name: Class: Date:

Evaluation plan and revision after feedback

Real projects need to show whether they worked. Add an **evaluation plan** with indicators to your project and **revise** your proposal after hypothetical feedback from stakeholders (X1).

X1 Hypothetical feedback from stakeholders

TEXT

- **Canteen manager:** "My staff can't weigh the waste every day."
- **Student:** "Posters can feel like blame. Many of us don't choose the food."
- **Parent:** "Not every family can bring extra food or choose different portions."

Source: Comments written for this notebook (fictional people), to practise revising a proposal.

Steps

1. Write 2-3 indicators with a baseline, a target and a method (how and when you will measure).
2. Read the feedback in X1. Choose two comments and explain what you will change in your project.
3. Write a short revised version of your goal and actions (80-100 words), with a justification for each change.
4. Add one limitation of your evaluation plan (for example, a short time or a small sample).

What to hand in

Your evaluation plan (table), the revised goal and actions, and the explanation of the changes.

ANNEX 10

Teacher's Guide & Answer Key

Learning situation 10 · Make a Difference

TEACHER

Worksheet 1

1. Quiz: offered; is thrown away; would start; which.
2. F (the limits say you cannot change rules); T; F (never ask for passwords); T; F; T.
3. Open answers. Check that each cell is justified by F1 (e.g. brief B or D need no real data, so 'Do we have reliable data?' is ? or × unless the team can collect it; brief C needs the safety condition).
4. Model: «We choose brief A because we have data from the canteen audit and it is a realistic project in six weeks. We reject brief C because we cannot change traffic rules and it needs more supervision. A limit of our project is that we cannot change the menu.»

Worksheet 2

1. S1: UNEP, 2024; yes, data, method and references → reliable. S2: no author or date, no evidence → not reliable. S3: school coordinator, June 2026; weighed waste for five days → reliable for the school (local, specific), partly for general claims. S4: anonymous, no evidence → not reliable (an opinion). S5: official council, January 2026; services listed → reliable for local information.
2. Open answers. Model: «About one fifth of food available to consumers is wasted» · UNEP, 2024 · paraphrase. Check that the notes are not copied.
3. Model: «According to UNEP (2024), the world wasted about 1.05 billion tonnes of food in 2022, and most of it came from homes.» Accept other correct paraphrases with the source named.
4. UNEP; 2024; 19; UNEP; 2024; Food Waste Index Report 2024.

Worksheet 3

1. Model: Mr Ortiz – high influence, high interest → involve as a partner. Inés – low influence, high interest → consult and give a role. Ms Pardo – high, medium/high → ask for permission and keep informed. Mrs Yusuf – medium, high → inform and ask for views. Mr Díaz – low, high → ask for advice on food safety. Ms Mensah – low, high → listen and avoid blame. Accept reasoned classifications.
2. Open answers; check that each project has stakeholders with concerns and a plan, and that a missing voice is considered.
3. Model decisions: Main finding – poster: 192 kg of food is thrown away in a week; email: the audit found 192 kg over five days; kept the number, simplified the grammar. Why – poster: 'Maybe the portions are too big'; email: 'portion size may be a factor'; changed register and kept the hedge. Proposal – poster: 'Let's try small portions!'; email: 'We would like to propose a pilot of half portions'. Limits – poster: left out; email: 'The audit lasted one week'; left out for the poster because it is not essential for A2 readers.
4. Poster model (about 35 words): «Food in the bin! Every week, our canteen throws away 192 kilos of food. Maybe the portions are too big. Let's try small portions and eat all our food. Less waste, better for everybody!»
5. Email model (about 70 words): «Subject: A proposal about food waste. Dear Mr Ortiz, We are students of 4.º A. Last May a team weighed the food that was thrown away in the canteen: it was 192 kg in five days, mostly bread and fruit. We understand that this may not mean that anyone is doing something wrong. Would it be possible to try a half-portion option for a month? We would be happy to help. Thank you for your time. Kind regards, (names).»

Worksheet 4

1. Clinic A: offered; will be put up; have to; was.
2. Model: Big portions may cause food waste (or: Big portions could be one cause of food waste). Some students may not care about the environment / Many students seem to care… This campaign could help to reduce the problem.
3. Model: «Our goal is to reduce bread waste by 20% by June 2027. If we ask for a half-portion pilot, students will have a choice. If we repeat the audit in May, we will see whether the waste has changed.» Check that the goal has a number and a date, and a correct conditional.
4. Model (about 70 words): «Every day about 38 kg of food is thrown away in our school canteen, according to a school audit in May 2026. Bread and fruit make up more than half of it. UNEP (2024) reports that about 19% of the food available to consumers worldwide is wasted, so the problem is not only local. We think that portion size may be one factor, but we need more data.» Assess citation and hedging.

Worksheet 5

1. Model: 1. Budget: the maximum is €150; ask the head teacher before spending more → our printing costs €60, so we are fine. 2. Permission: any activity with other classes, families or outsiders needs the head teacher's permission and a teacher present → we must ask permission before the 'Taste first' challenge. 3. Personal data: no names, photos or videos of minors without written consent; surveys must be anonymous → no photos; an anonymous survey. 4. Rules and contracts: we cannot change school rules or the canteen contract, or ask families for money → we propose a pilot, not a new menu. 5. Presentation: six minutes plus four of questions, in English; all sources and images must be credited → we rehearse with a timer.
2. Peer consultancy: open; feedback must refer to concrete parts of the proposal and to the rubric.
3. Model: Strength – 'Your goal has a number and a date.' Question – 'How will you measure the waste?' Suggestion – 'You could add a second source.'
4. Open answers; check that the changes are concrete (e.g. «We will add an indicator», «We should cite the council page», «We could remove the photo»).

Worksheet 6

1. First listening: Whether the portions are the real reason; She understands his view and gives evidence politely.
2. Q1 (portions): Omar admits that they don't know for sure; the audit shows that bread and fruit are thrown away most; they want a pilot → admit limits and give evidence. Q2 (budget): Marta clarifies («do you mean the whole project?») and says the budget is €60 for printing; the rest is volunteer work → clarify, then answer with numbers. Q3 (kitchen staff): Omar thanks him; the team will weigh waste one day a week with a teacher → accept a good point and offer a solution. Q4 (waste of time): Marta says she understands; gives survey evidence (7 out of 10 say they sometimes throw away food they could eat) and says no one is blamed → acknowledge the view, give evidence.
3. Model plan: 1 Problem – 38 kg of food is thrown away every day; 2 Evidence – UNEP and our audit; 3 Plan – a half-portion pilot and a positive campaign; 4 Impact and limits – a 20% target; we cannot change the menu; 5 Call to action – join the 'Taste first' challenge. Speakers: accept any fair division.
4. Model: «Is it realistic?» – 'Yes, we think so. Our budget is €60 and we have permission for a pilot.' «How do you know?» – 'According to our audit and UNEP (2024), …' «What if people don't want to take part?» – 'That may happen, so we will ask for their ideas and we will not blame anybody.'
5. Open observation; use the list for feedback.

Worksheet 7

1. Model (about 120 words): «In our team I was the researcher: I checked the sources and wrote the problem and evidence. Together we designed a project to reduce bread and fruit waste in the canteen. A realistic impact is that students may become more aware of food waste, and the pilot could reduce the waste a little; we cannot change the canteen contract. In English, the most useful strategy was to paraphrase and cite my sources. The main ethical issue was blame, so we used positive messages and no photos of students. Next time, I would collect more data and ask the kitchen staff earlier.» Assess with the rubric: role, realistic impact with hedging, a strategy, an ethical issue and a change.
2. Model: «I understand why you ask. Our project may reduce food waste a little, but we can't be sure yet. Our first audit shows that 38 kg of food is thrown away daily, and we will repeat it in May to see the difference.»
3. If we reduce the portions, we will save food. · The head teacher told us that we could start. · The data show (shows) that the problem is bigger in winter. · We agree with the proposal because it is realistic.

Support (Annex 8)

1. Open personal answers following the frames. Model: In our school, food waste is a problem because a lot of bread is thrown away. We want to reduce bread waste by 20% by June. If we ask for half portions, we will waste less. We cannot change the menu because it is the canteen's decision. We will measure the kilos of bread every week.
2. offer; will waste; was carried out; will be put up; suggests.
3. Model: «I understand that you think so, but we want to give students more options and we will measure the result.»

Extension (Annex 9)

1. Open answer. Check: 2-3 indicators with baseline, target and method; two comments from X1 are addressed with a concrete change (e.g. weighing once a week; a positive message and a voluntary option); a revised goal and actions that are consistent; a limitation of the evaluation.

Listening script · Worksheet 6 · Question and answer session (Listening 1)

Read it twice at a natural speed, with a different voice for each speaker. A team (Marta and Omar, 4.º A) has just presented a food-waste project.

Chair (Ms Pardo): Thank you, Marta and Omar. We now have a few minutes for questions. Yes, please, at the back.

Lucas: Thanks. How do you know that portion size is the problem?

Omar: Good question. Honestly, we don't know for sure. The audit shows that bread and fruit are thrown away the most, so portion size may be one reason. That is why we want to start with a small pilot.

Aisha: Is it realistic? The school budget is 150 euros.

Marta: Sorry, do you mean the cost of the whole project?

Aisha: Yes, the whole project.

Marta: Our budget is only 60 euros, for printing the posters. The rest is volunteer work, so we think it is realistic.

Mr Ortiz (canteen manager): My staff don't have time to weigh the waste every day.

Omar: That's an important point, thank you. We can do the weighing ourselves, one day a week, with a teacher. Would that work for you?

Mr Ortiz: Yes, that would be fine.

Daniel: Isn't this just a waste of time? Nobody cares about food waste.

Marta: I understand why you say that. But in our survey, seven out of ten students said that they sometimes throw away food they could have eaten. We are not saying that anyone is guilty. We want to give people more options.

Chair: Thank you. We have time for one more question.

Timing, differentiation and mediation notes

- Timing: worksheets 1-6 take about 40 minutes each. Session 7: presentations of six minutes plus four of questions per team (about 10 minutes each); use two rooms or two sessions if the class is large, and keep 15 minutes for the individual reflection.
- Mediation (Worksheets 3 and 5): value adapting the register and the language for each audience and recording the decisions (kept, simplified, changed, left out). In Worksheet 5, the task is to explain the school's conditions in English to the team and to apply them, not to translate the note word by word.
- Data and sources: F2, F4 (S2-S5), F5, F6 and F8 are fictional. The real data (F3) come from UNEP (2024), the United Nations (SDG 12.3), the Spanish law 1/2025 and the WHO guidelines (2020); check the figures and the BOE text before use, and ask students to credit any source they add. Remind students that a real project involving other people needs the school's permission.
- Ethics and realistic scope: insist that the project must not blame people, collect private data of minors, or promise results it cannot achieve. Check that every team states at least one limitation.
- Differentiation: give the support worksheet (Annex 8) and the clinics to students who need them; ask fast finishers to complete the evaluation plan and revision (Annex 9).

⚠ Likely errors

- Conditionals: «If we will offer half portions…» instead of «If we offer…»; «If we would offer…» instead of «If we offered…».
- Reported speech: «The head teacher said us…» instead of «told us»; no backshift («said that we can start» instead of «could start»).
- Passive: «Food throws away» instead of «Food is thrown away»; omitting the agent when it is needed.
- Data and agreement: «The data shows» (accepted in informal use, but «show» is preferred), «more big» instead of «bigger», «we are agree».
- Overclaiming: «This will solve food waste» instead of «This may help to reduce food waste».
- Plagiarism and mixed registers: copying sentences from reports without quotation marks or citation; using slang («lol», «a lot of stuff») in a formal email.

⚖ Accepting alternative answers

- Accept any answer that communicates the meaning clearly, even with minor errors that do not affect understanding.
- In mediation tasks, accept different wordings if the key information is kept, the register suits the audience and the decisions are recorded; do not accept literal translation.
- Accept other projects (including teams' own ideas) if the teacher has checked that they are safe, realistic, respectful of data protection and compatible with the school's conditions.
- In sources and citations, accept any consistent format (organisation, year, title) as long as the source can be found and the text is paraphrased.

Créditos, fuentes y condiciones de uso

Edición revisada: octubre de 2026

Situaciones de aprendizaje · Inglés · Lengua Extranjera · 4.º ESO. Material elaborado y editado por **recursoseso.com**.

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.

Textos y audios

Los textos, diálogos, correos, anuncios, entrevistas y *scripts* de audio del cuaderno son **originales**, creados para el aula; las personas, centros, empresas y casos que aparecen en ellos son ficticios salvo indicación expresa. Los textos literarios reproducidos, si los hay, son de dominio público. No se reproducen letras de canciones ni fragmentos de obras protegidas.

Fuentes de referencia

Consejo de Europa (MCER y Volumen complementario), Cambridge English, British Council y Oxford Learner's Dictionaries como referencia de uso y nivel; datos factuales (geografía, población, festividades, organismos internacionales) contrastados con fuentes oficiales y citados en cada *Input Pack*.

Diseño

Planos, mapas, esquemas, infografías y plantillas de elaboración propia. Iconografía: Lucide (licencia ISC).

Condiciones de uso

© 2026 recursoseso.com. Todos los derechos reservados. Se autoriza la reproducción de las páginas de este cuaderno para su uso en el aula por parte del docente o del centro educativo que lo ha adquirido u obtenido legítimamente. No está permitida su redistribución, venta, publicación en otras webs o plataformas ni su modificación para uso comercial sin autorización expresa de recursoseso.com.

Si detectas algún error o quieres proponer una mejora, puedes comunicarlo a través de **recursoseso.com**. Este material se revisa y actualiza periódicamente.