1. INTRODUCTION: IMPORTANCE OF ENGLISH AND OF BASIC LEVEL 1

This syllabus is designed for teaching English to Basic Level 1 students that attend classes in an Official Language School - Escuela Oficial de Idiomas (EOI) - in Andalusia during the academic year ___________.

Below, I submit the reasons which I consider fundamental to learn English and, thus, to teach it, as well as the reasons that have led me to choose Basic Level 1.

I firmly believe that learning English has an extremely high relevance in our society nowadays because:

1. Spain is part of Europe and, without doubt, the knowledge of English is the key instrument to be able to communicate with other European cultures. This applies to everyone living in Spain, including of course, immigrants.

2. Europe is part of the world as well. A world where approximately 375 million people speak English as their mother tongue, and another 375 million people use it as their second language.

3. Communication skills in English provide students with a wider range of possibilities, including the following areas: leisure, business and employment, social life, culture, technology, and science.

The reasons why I have chosen Basic Level 1 are because:

1. It is the first contact students have with the Official Language Schools' teaching system and methodology.

2. It sets the foundations upon which to build (...) 

8. METHODOLOGY

❖ The methodology I follow in this syllabus is, first of all, based on a communicative approach in the teaching process which will allow students to achieve some useful, basic communication in both oral and written English from the earliest stages of the course. This will obviously result in an increase of their already high original motivation. The use of languages for communicative purposes is one of the main points of the Common European Framework of Reference. The spirit of this document encourages the development of the ability to do things in a foreign language, and not just to “know about” that language. However, we cannot forget the need to know about a language in order to be able to use it for successful communication. As the CEFR says, “... a language learner has to acquire both form and meaning”.

The communicative approach is linked with the concept of a meaningful learning, which is the one that occurs when that which is being learnt is related, in one way or another, to the world, life and personality of the student, making the learning process more significant to the pupil, and turning the achievements into tools which he or she may consider practical for communication purposes in real life situations.

In order to help communication occur we will provide our students with (...) 

❖ (...) 

❖ The methodology of this syllabus also enhances the current relevance of Information Computer Technology (ICT) in the learning process. Our society has become more and more influenced by the use of computers and mobile phones. Technology is now essential to run almost any sort of business, and it has gained positions in the area of social relationships, and even personal relationships. We cannot ignore these facts. Instead we ought to embrace the unique advantages that they offer in the teaching process. If we know how to integrate them into our methodology,
technology will become a great ally. (…)
❖ (…)

9. ATTENTION TO DIVERSITY

There is no group of homogeneous students and there are as many types of students as individuals enrolled in a course. However, since it is not possible to specify the characteristics of each one of them and to provide specific materials and resources in an individual way, I will distinguish, according to various criteria, between different types of students and mention some of the measures to be taken in order to cater for their needs:

Multiple intelligences: This theory, developed in 1983 by Dr. Howard Gardner, lists up to eight different types of intelligences, which result in eight potential pathways to learn. These pathways are combined in different proportions in the mind of each individual. This does not mean that each activity ought to be designed catering for each of type of intelligence but that we may analyse the situation and decide which tool may be the most suitable in each case or for each person.

The intelligences that Dr. Gardner listed are: verbal-linguistic, mathematical-logical, musical, naturalist, interpersonal, intrapersonal, kinaesthetic, and spatial-visual.

I will have some reinforcement non-compulsory activities, which will be on the educational platform, for those students who may be having difficulties in learning a specific concept so that they can find their own way to learn it more easily.

In addition, students will be invited to use more oral and written texts in order to improve some of their skills. I will provide them with the material I consider most appropriate, and invite them to find out whether they learn better using one of the systems (graphics, pictures, underlining, songs, etc.) over another. This will help them not only cope with the difficulties of the moment, but also in their long life learning of a foreign language process, will allow them to become more autonomous.

Another option I will use to provide attention to diversity will be the application of Bloom’s Revised Taxonomy. Bloom’s Taxonomy set out to distinguish 6 levels of cognitive skills, which were later revised and graded from remembering, through understanding, applying, analysing, and evaluating up to creating. Depending on the cognitive skills of our students we shall be able to expect them to fulfil the various levels of the taxonomy.

(…)

MUESTRA SESGADA
**UNIT 8: WOMEN ROCK**

**INTRODUCTION**

*Justification:* According to the Agreement of the 16th of February 2016 that approves the Second Strategic Plan for Equality between men and women in Andalusia, we should foster an equal treatment to men and women in the classroom. Doing so is not only a matter of the language that we use, but furthermore, it is an issue related to the topics that are to be dealt with and the way we approach them. This topic seeks to catch the attention of students and focus it on the study of some women of yesterday, and some of today who have succeeded in their professions, highlighting that men and women can be equally successful as long as they are given equal opportunities. The unit also has a highly motivating element for students, as they will receive the visit of a woman who not only was nominated in best make up by the Academy, but also won the Oscar in this category the second year it was given.

*Timing:* This unit is designed for the sessions of the last two weeks in February and the first two ones in March, including thus the celebration of March 8th, International Women’s Day.

**OBJECTIVES**

| LISTENING | To understand changes of subjects in oral texts.  
To understand short, simple texts related to common situations at an airport.  
To understand short, simple texts giving advice and personal opinion. |
| SPEAKING: EXPRESSION AND INTERACTION | To communicate at an airport in common situations.  
To give and ask for advice and to give personal opinion. |
| READING COMPREHENSION | (…) |
| WRITING: EXPRESSION AND INTERACTION | (…) |
| “I’M GOING TO LEARN” | - To communicate at the airport. - To give advice (…) |

**CONTENTS**

| DISCOURSEIVE | -Cooperative principle.  
-Negotiation of meaning.  
-Coherence and cohesion: register, interaction patterns at the airport; opening/closing oral discourse, using punctuation signs. |
| FUNCTIONAL | -Expressing an opinion.  
-Giving advice.  
-Addressing themselves to someone. |
| COMMUNICATION PATTERNs & CONVENTIONAL EXCHANGES | -At the airport. |

| (%) | (%) |
**ACTIVITIES PER SESSION**

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mind map: Historical women.</td>
<td>1. 21st century women!</td>
</tr>
<tr>
<td>2. Show: ‘I’m going to learn’ card.</td>
<td>2. Look for verbs around the classroom.</td>
</tr>
<tr>
<td>3. Changing subjects.</td>
<td>3. Listen and put the verbs in order writing their phonetic transcription.</td>
</tr>
<tr>
<td>4. You can change subjects too!</td>
<td>4. Spot the irregular verbs in these texts about 3 women pilots. (Bloom’s taxonomy).</td>
</tr>
<tr>
<td>5. A typical topic: the weather.</td>
<td>5. Join the parts of the text with other groups. (Bloom’s taxonomy).</td>
</tr>
<tr>
<td>6. ‘It’s raining men.’</td>
<td>6. Use the verbs in the past to sing: ‘Bang, bang (My baby shot me down)’ from the soundtrack of Kill Bill. (Bloom’s taxonomy).</td>
</tr>
<tr>
<td>7. Punctuation signs.</td>
<td>(...)</td>
</tr>
<tr>
<td>8. What do you think about…?</td>
<td><strong>ATTENTION TO DIVERSITY AND RESOURCES</strong></td>
</tr>
</tbody>
</table>

**Attention to diversity:** Some of the elements used in this unit to support diversity are Bloom’s Taxonomy, collaborative tasks, and the use of different sources (film clips, songs and a visit to the airport) to reach different types of learners, as well as (…)

**Specific resources:** Since the class will be visiting Malaga airport, we shall use the didactic guide written by Alarcón Pérez, M.J., Carretero Ramos, A., Gordo García, C., Lagos Méndez, M., Lumbreras Krauel, M., Ruiz Lastra, C., and Sáenz Francés, J.M. (2000) Skygate, Editorial Arguval. Other resources will be: clips from Steven Spielberg’s ‘The Terminal’, Garry Marshall’s ‘Pretty Woman’, and Tarantino’s ‘Kill Bill’; the songs ‘It’s raining men’, by The Weather Girls, and ‘Bang, bang (My baby shot me down)’ from the soundtrack of the abovementioned Tarantino’s film, etc. We will also use weather forecast apps, such as Accuweather. Students will be shown images from the following website [http://www.songsforteaching.com/grammarspelling.htm](http://www.songsforteaching.com/grammarspelling.htm). Furthermore, through the platform that they visit some more websites and have access to some other resources will be suggested.

**EVALUATION**

**Criteria:** as referred in the syllabus these match with the didactic objectives of the unit.

**Instruments:** Previous knowledge of students will be checked when starting a new topic, for instance, in activities 1.5 or 2.3. There is a rubric to be used as an assessment tool for one of the activities that is evaluation oriented, and there are other evaluation oriented tasks that include all the skills. We also (…)

**NOW, I CAN...**
- Communicate at the airport.
- Give advice.

(...)  
Very well □  So, so □  I need to improve □

MUESTRA SESGADA
UNIT 8: WOMEN ROCK

INTRODUCTION

The explanation of this unit makes it necessary to refer to the Agreement of the 16th of February 2016 that approves the Second Strategic Plan for Equality between men and women in Andalusia, according to which we should foster an equal treatment to men and women in the classroom. In order to do so, we ought to be very precise with the use we make of language, and very selective with the choice of topics we bring to the classroom.

The title of this unit, Women Rock, intends to catch the attention of our students and focus it on the study of some women of yesterday and some of today who have been successful in their professions. The message that we want to put across with this is that women can be just as successful as men as long as they are provided equal opportunities.

On the other hand, the unit also has a very motivating element for students, which is the fact that there will be a native English speaker visiting the class in one of the sessions. The visitor is a woman who was nominated in best make up by the Academy, and won the Oscar in this category the second year that it was given. Her name is Sarah Monzani, and I met her at a party given by an English friend of mine. Obviously, students will feel very encouraged to speak in English when they are given the opportunity to communicate with this person.

This unit is designed for the sessions of the last two weeks in February and the first two ones in March, not being a coincidence the fact that this period includes the celebration of March 8th, International Women’s Day.

OBJECTIVES

The objectives of the unit obviously relate to the four sets of objectives mentioned in the first part of the presentation. They are the following:

In the LISTENING area:
To understand changes of subjects in oral texts.
To understand short, simple texts related to common situations at an airport.
To understand short, simple texts giving advice and personal opinion.

In the SPEAKING: EXPRESSION AND INTERACTION:
To communicate at an airport in common situations.
To give and ask for advice and to give personal opinion.

In the READING COMPREHENSION:
(…)

And in the WRITING: EXPRESSION AND INTERACTION, we have:
(…)

The adaptation of these objectives to the understanding of the students in the “I’M GOING TO LEARN” card includes:
- To communicate at the airport.
- To give advice
(…).
CONTENTS
The developing of these objectives is done by means of the following contents:

| DISCOURSE CONTENTS: cooperative principle; negotiation of meaning; and coherence and cohesion (register, interaction patterns at the airport; opening and closing oral discourse, and using punctuation signs). |
| FUNCTIONAL CONTENTS: expressing an opinion; giving advice; and addressing themselves to someone. |
| COMMUNICATION PATTERNS AND CONVENTIONAL EXCHANGES CONTENTS: At the airport. |

(...)

ACTIVITIES PER SESSION

Due to the time given for the presentation it is not possible to detail each of the activities that have been designed for this unit. Therefore I have selected the ones that I consider are the most representative of the methodology I have explained.

From the first session we are going to highlight 4 activities:
Number 1 is a warm-up activity that will be carried out by the whole class while looking at a graphic organiser. They will need to brainstorm names of historical women, and group them according to the different fields in which they became famous (medicine, literature, ...).
The second activity in this session is the presentation of the objectives of the unit to the students in an understandable way for them. This will be done by showing them the ‘I’m going to learn’ card of this unit.
We are also going to talk about activity 5 of this session: A typical topic: the weather. As students shall learn about the weather in this unit, we need to find out the previous knowledge that, especially false beginners, may have of it. This is why this is an initial evaluation activity in which students will listen to various speakers as they talk about the weather in their countries. Students will have a list of nationalities and a set of cards with the name and a representative image of different weather conditions, such as: rain, snow, wind, sun, etc. They will need to match the images and the nationalities as they listen to the speakers.

In the following activity, number 6, students will watch the clip of the song ‘It’s raining men’. This will allow them to see how useful it is to know about weather conditions, not only to ‘talk about the weather’ which is so common in English, but also to be able to understand songs, etc.

From the second session we are going to highlight the activities that develop Bloom’s Taxonomy, which are the following:
Activity number 4: in this activity, students are given parts of a text about Amelia Earheart, Amy Johnson and Jean Batten. These texts tell the stories of these three women pilots who made history. As the stories are in past, students are asked to spot the irregular verbs that are found in the texts. This way, they are accomplishing the first level in Bloom’s Revised Taxonomy, which is ‘remember’.
Activity number 5 is ‘Join the parts of the text with other groups’. This time, students...
will make groups of three. The three members of the group must have worked on the
different parts of the text in the previous activity. This way, they will have to put all the
parts together and in order. This activity makes students fulfil the second stage in
Bloom’s Revised Taxonomy, which is ‘understand’.
The third stage in Bloom’s Revised Taxonomy, ‘apply’, will be developed in activity
number 6, in which students will be given the lyrics of the song ‘Bang, bang,(My baby
shot me down)’ from the soundtrack of Kill Bill. Some of the verbs in past of the lyrics
(the irregular ones) will have been changed for their infinitives and put in brackets.
Students will have to give their past forms, and then we will all sing the song in class
while watching the clip.

(…)

**ATTENTION TO DIVERSITY AND RESOURCES**

Attention to diversity: Some of the elements used in this unit to support diversity are
Bloom’s Taxonomy, as seen in session 2; collaborative tasks (…)

Specific resources: Since the class will be visiting Malaga airport, we shall use the
didactic guide written by Alarcón Pérez, M.J., Carretero Ramos, A., Gordo García, C.,
Lagos Méndez, M., Lumbreras Krauel, M., Ruiz Lastra, C., and Sáenz Francés, J.M.
Skygate, published in 2000 by Editorial Arguval. Other resources will be: clips from
Steven Spielberg’s ‘The Terminal’, Garry Marshall’s ‘Pretty Woman’, and Tarantino’s
‘Kill Bill’; the songs ‘It's raining men’, by The Weather Girls, and ‘Bang, bang (My
baby shot me down)’ from the soundtrack of the abovementioned Tarantino’s film. We
will also use weather forecast apps, such as Accuweather.
Besides, students will be shown images from [www.songsforteaching.com](http://www.songsforteaching.com) and
www.linleemanager. Furthermore, through the platform that they work on, some more
websites and other resources will be suggested.

**EVALUATION**

Criteria: as referred in the syllabus these match with the didactic objectives of the unit,
so they will be exactly the same as the objectives of the unit.
Instruments: Previous knowledge of students will be checked when starting a new topic,
for instance, in activities 1.5 or 2.3. There is also a rubric to be used as an assessment
tool for one of the activities that is evaluation oriented, and there are other evaluation
oriented tasks that include all the skills. We also (…)

As part of the evaluation we need to mention the last activity of the unit, which is the
**NOW, I CAN…** card that students will need to answer at the end of the unit, and
which matches exactly the adapted objectives that were presented to them in the ‘I’m
going to learn’ card. They will need to respond to whether they can do the following
and to which extent, by ticking one of the three options: very well; so, so; or I need to
improve.
- Communicate at the airport.
- Give advice.
(…)

**Very well □  So, so □  I need to improve □**

**MUESTRA SESGADA**