

Gratitude

I thank the Lord my God for being with me at every time; thanks to Ricardo Jara, my husband and my daughters Samai and Dejireh for their support and permanent understanding throughout the process of elaborating this thesis.

My thanks also to Magister Adriana Cundar, tutor for the development of this didactic guide, for her dedication at providing her timely advice and guidance. Finally thanks to students of the 4th level of the Language Center for their work and effort to carry out this research work.

My huge gratitude for all of them remains in my heart and I hope someday to return all their support and understanding.

Sincerely,

Blanca Narcisa Fuertes López

Dedictory

I dedicate this research work to José Ricardo, Samaí and Dejireh Jara Fuertes.

With heartfelt love, gratitude for your support and encouragement.

Thankyou Lord.

Blanca Narcisa Fuertes López

GENERAL INDEX

Gratitude	i
Dedicatory	ii

CONTENT

Theme, Presentation, Objectives	1
Theoretical Foundation	2
Content tables	7

ACADEMIC AREA

UNIT 1 MY THINKING SKILLS	10
Learning Outcome	10
Pre task activities	10
Tasks	16
Post-tasks activities	20
Self-Assessment chart	23
UNIT 2 AIMS IN LIFE	24
Learning Outcome	24
Pre task activities	24
Tasks	28
Post -Task Activities	30
Self Assessment chart	32

VOCATIONAL AREA

UNIT 3 MEDICAL MORAL DILEMMAS	33
Learning Outcome	33
Pre-task Activities	34
TASK	39
POST- TASK ACTIVITIES	41
Self Assessment chart	45
UNIT 4: RESEARCH ON MEDICAL ARTICLES	46
Learning Outcome	46
PRES -TASK ACTIVITIES	46
Task	54

Post- task activities	55
Self- Assessment chart	57

RECREATIONAL AREA

UNIT 5: VIDEO CLIP	58
Learning Outcome	58
Pre Task Activities	58
Tasks	64
Post-Task Activities	66
Extra sequence tasks	72
Pre -Tasks	72
Tasks	73
Post tasks	74
Self-Assessment chart	76
Bibliography	77

THEME: “Tasks on HOTS

1. PRESENTATION.

TASKS ON HOTS is a didactic guide built on the interaction of two components: Task based learning and high order thinking skills (HOTS). It intends to help students develop the Spoken language by guiding them to work on meaningful real life tasks that engage a learning outcome. In the same way those tasks have a sequence that develops high thinking skills like, analyzing, inferring, evaluating, making decisions, synthesizing, etc. Hence, to accomplish the different tasks learners need to develop high thinking skills; this process will help them improve their speaking skill.

“Tasks on HOTS” teaching guide consists of three chapters Academic, Vocational and Recreational, which handle five units:

1. My thinking skills
2. Aims in life,
3. Medical moral dilemmas,
4. Research on academic articles and videos and
5. Video clip.

Each unit contains a series of tasks organized in three sequences: 1st sequence, Pre-task activities that include a HOTS game, a high thinking card and a KWIC dictionary (key word in context), a critical thinking reading and a thinking generator chart. 2nd. Sequence “Tasks” includes communicative activities, which comprise application, analysis or evaluating accomplishments. 3rd. Sequence, “Post tasks” activities aim the higher thinking skills to achieve the learning outcome previously stated.

1.2 OBJECTIVES

1.2.1 General Objective

To demonstrate how the elaboration and application of the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, develops the Speaking skill on

students of 4th English level at the Language Center, Health and Sciences Faculty, National University of Chimborazo, period 2015.

1.2.2 Specific Objectives

1. To apply the didactic guide: “Tasks on HOTS” built on Task based learning and High Order Thinking skills, to develop the Spoken language.
2. To assess the use of HOTS High Order Thinking Skills, to ENHANCE the speaking skill.
3. To evaluate the qualitative aspects of the oral production and interaction to determine the improvement of the speaking skill.

2. THEORETICAL FOUNDATION

2.1 Task Based Learning

According to Larsen and Anderson, Task Based Learning (TBL) is an example of the strongest version of the communicative approach. Learners acquire the language they need in order to accomplish the task that has been set before them. (Larsen & Anderson, 2011, p. 150) Thus, using the language in communicative activities is the core aspect of language learning. It also implies that communication is purposeful since it follows an outcome through a process of significant interaction.

Defining TBL implies to understand the following characteristics of a task. A task has a primary focus on meaning rather than form (Nunan); it is an activity where the target language is used by the learner for a communicative purpose in order to achieve an outcome (Willis). There is some relationship to real world activities, (Skehan). These characteristics and authors have been gathered by (Willis & Willis, 2015, p. 12).

When talking about TBL, it is important to analyze the following aspects: the advantages and disadvantages of TBL, organization of tasks sequence, planning of tasks, kinds and difficulty of tasks, and assessment of tasks.

Research shows that real communication involves engaging learners into meaningful tasks. Consequently, engaging learners in task work provides a better context for the activation of learning processes and provides better opportunities for language learning. (Richards &

Rodgers, 2001, p. 223). Task Based Learning (TBL) emphasizes that to get this engagement it is necessary to have both input and output process because this promotes learner's opportunities to use the language resources they already have and make them aware of what they need to learn. This research work is built on the basic principles of TBL, they are as follows:

1. The essential element of syllabus and planning are tasks
2. Tasks emphasize communication and meaning
3. Learners learn language by interacting communicatively while engaged in the activities and tasks.
4. Activities and tasks need to be related to the activities that learners may be involved in the real life.
5. Activities and tasks in a task syllabus need to be organized according to difficulty (Richards & Rodgers, 2001, p. 224)

In view of the above principles, the didactic guide Tasks of HOTS organizes a syllabus taking into account the learners' needs to include activities connected to the real life. These tasks motivate a meaningful learning. Since it is necessary to consider the difficulty of tasks, this guide uses individual work and a series of steps to work in groups considering as well the application for thinking process development.

2.2 High order Thinking skills

"Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas" (King & Goodson, 1998, p. 2). Effective use of high thinking is given when learners give explanations, make decisions, perform a play or a sketch because this fosters language communication and stimulates high thinking.

Another definition given by Alice Thomas and Glenda Throne "Higher Order Thinking, or HOT for short, takes thinking to higher levels than just restating the facts. HOT requires that we do something with the facts." (Thomas & Thorne, 2009) Learners have to explain in their own words the material they have been exposed to, make new associations, create new categories, use them as alternative solutions, in this way learners will be able to formulate new or novel problems and solutions.

Authors like Chun and Austin emphasize that learners need to be involved in critical thinking, analytic reasoning, and problem solving. (Austin, 2016) That is to determine if what they observe is right or wrong, to be able to formulate a judgment or come up with a decision to draw up appropriate conclusions.

Tasks on HOTS research work defines Higher order thinking skills like the experience of thinking to higher levels than merely repeating information. Working with HOTS requires that learners examine the information, make interpretations, connect previous experiences to new ones. Learners need to categorize those elements, compare them, analyze them, put them together in new or innovative ways, so that they can generate new solutions to new problems.

The components of High Order Thinking are: Critical Thinking, successful intelligence and metacognition.

Critical Thinking

Another way to form ideas in higher thinking is to use critical thinking. This involves a person using his own knowledge or point of view to decide what is right or wrong about someone else's ideas. (Thomas & Thorne, 2009) This, helps learners build critical thinking because they use their previous knowledge to judge other ideas and come up with their own assumptions. As well as, critical thinking can also be used to evaluate their own performances and monitor their progress on the target language.

Tasks on HOTS is encouraging critical thinking by challenging learners to express their opinion by using the thinking generator chart and the questions from the thinking skills chart along the different units presented in the research. By using critical thinking learners experience the necessity not only of giving a different opinion but overall to justifying it, defending it and suggesting a new solution for a problem.

Successful Intelligence

Psychologists agree that to be a successful learners it is necessary to use three kinds of intelligence: analytical, creative, and practical. (Sternberg, 1996). Tasks on HOTS, stimulates analytical thinking by means of high thinking tasks. Learners have to make choices for achieving a learning outcome, for example, they have to comment on, rank a slogan or tagline. In other cases regarding medical issues or ethical medical concerns, they have to compare and contrast the causes to solve problems.

Creative intelligence, Creative thinking involves creating, discovering, imagining, supposing, designing, what if-ing, inventing and producing. (Sternberg, 1996). Tasks on HOTS stimulates a lot of creative thinking from the basis of articles, info graphics, videos. Learners are encouraged to connect new ideas, they also have to solve a problem in their own way. After each sequence of

task they have to present a learning outcome for example: Create a 5 minute sketch, to produce of a video clip, present and defend their own slogan of life. As a post-task, students need to evaluate or provide a feedback on each other's tasks.

Practical intelligence is having an appropriate common sense. Practical thinkers can take knowledge and apply it to real life situations. (Sternberg, 1996) Tasks on HOTS give the opportunity to develop practical thinking when students have to tell all the ways that English is useful in their major. When they have to organize a presentation, they need to lay out a weekly timetable based on actual situations. When talking about ethical medical issues students explain how a certain principle can affect the patient's lives, and how their lives might be different if that principle did not exist. Learners give examples of how a specific information can be used for developing their own tasks.

Tasks on HOTS intends to use the interaction or synergy of the three kinds of thinking: analytical, creative and practical thinking to stimulate a whole high thinking process on learners because they are useful in real life situations where students are going to face either as professionals or as human beings.

Metacognition

Metacognition includes two basic components: thinking about thinking and knowing about knowing. Learners need to identify their thinking strengths and weaknesses and be able to recognize if they are better at analyzing or solving problems or creating things, of course there is an implicit process behind each high thinking skill of evaluating or creating new items.

In Tasks on HOTS, at the end of each unit, learners have to register their own self-evaluation about the advancement of their speaking skill, the development of HOTS, the learning outcome achievement and finally a set of questions to write suggestions to improve the activities. For instance, a student who gets to know he is not good at speaking should take extra time designing a series of strategies like planning, or following a layout to guide his speaking. The key point is to get to know their weaknesses and strengths and make decisions to get around them.

2.3 Speaking

One of the specific objectives of Tasks on HOTS intervention is to evaluate the qualitative aspects of the oral interaction and production to determine the improvement of the spoken language. Speaking is one of the most useful macro skills, which is a kind of measure of knowing

a language; much more than the other skills (reading, writing or listening); learners evaluate their progress in terms of their achievements in spoken communication. However, the speaking skill has not been given the important role that deserves in teaching practices. Tasks on HOTS intends to give the practice of speaking the role to make learners able to communicate orally.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Hayriye, 2012). It is a fact that besides the oral language, body language plays an important role at the time of sharing meaning.

The Common European Framework of Reference for Languages (CEFR), sustains that "Speaking includes two categories: oral production and oral interaction activities; in oral production activities, the learner produces an oral text which is received by an audience...In interactive activities the language user acts alternately as a speaker and listener with one or more interlocutors. (Cuncil of Europe, 2014, p. 58). These two modalities are the basis for designing the Instruments to collect information.

The CEFR presents a table of qualitative aspects of spoken language use as follows: range, accuracy, fluency, interaction and coherence. (Council of Europe, 2015, p. 28). After the analysis on the rationale, learner's context "Tasks on HOTS" has adapted the following taxonomy of qualitative aspects of the speaking skill: Oral interaction which includes (communication, fluency and interaction). Oral Production includes accuracy (vocabulary, grammar and pronunciation). The researcher has found this taxonomy as a practical and effective tool for instructional and assessment purposes.

3. CONTENT TABLES

3.1 ACADEMIC AREA: Thinking skills, Aims in life

Topics	Learning outcomes	Thinking skill	Task sequence	Critical Thinking reading	Associated input
1. Thinking skills	To analyze a movie plot by using (HOTS) to stimulate oral communication	Analyzing Evaluating Creating Comprehending Applying Evaluating Creating	Pre tasks: Game: HOTS Game, High thinking card KWIC Key word in context Tasks: Matching definitions, Paraphrasing game. Drawing a mind map Post tasks: Applying a survey, Watching a movie Highlighting HOTS questions	So what is Bloom's Taxonomy. Thinking generator chart	Video: Bloom's digital taxonomy Thinking skill chart Worksheets Recommended movies: Gifted hands A walk to remember
2. Aims in life	To create a 3-5 minute video based on your personal statement to apply for a scholarship	Analyzing Evaluating Creating	Pre tasks: Game: Cool compliments, High thinking card, KWIC Key word in context Task: Analyzing a personal statement, Mind mapping on your qualities, Creating a personal tagline Post tasks Constructing a poster of my dreams Writing my personal statement Roleplaying: admission committee	Medical Personal Statement 1 Medical Personal statement 1	Video: Personal statements: dos & don'ts Worksheets Inspirational quotes Worksheets Fullbright personal statement

3.2 VOCATIONAL AREA: 3. Medical moral dilemmas, 4. Research on Medical articles

Topics	Learning outcomes	Thinking skill	Task sequence	Critical thinking reading	Associated input
3. Medical moral dilemmas	Create a 5 minute sketch on a real life medical moral dilemma to encourage ethical behavior in health care practices.	Analyzing Creating Analyzing Creating Evaluating Analyzing Evaluating Creating	Pre tasks: Game: Story in a box, High thinking card, KWIC Tasks: Watching a videos Making decisions on moral dilemmas Post tasks: Creating a dialogue Evaluating myself	Extracts on Ethical health care Thinking generator chart	Medical moral dilemmas Video: Argument of Euthanasia Video Dr. Oz- Conversation strategies
4. Research on medical articles or videos	To generate a discussion based on medical info graphics, articles or videos to set the basis for future research work.	Analyzing Analyzing Creating Evaluating Evaluating Analyzing reating	Pre tasks Game: Guessing card game High thinking card KWIC Key word in context Tasks Researching medical videos Selecting top video Post task Selecting the top video Creating a conversation Research problem	Clinical case Thinking generator chart Abstract: leisure time activities Info graphic	Suggested links http://www//breakingnewsenglish.com Worksheets Recommended sites: Doaj.org Hospitalenglish.com

Topics	Learning outcomes	Thinking skill	Task sequence	Critical Thinking Reading	Associated input
Video clip	To produce a video clip based on a photo to explain your relationship with the person who has most inspired your life	Analyzing	Pre tasks: Game: Hot seat Activating your thinking ability Doing a survey Creating a story/anecdote.	How to spend time with your family Thinking generator chart	Leisure time activities

3.3 RECREATIONAL AREA: 5. Video clip

Applying

Tasks:

Reflecting: my special person

Taking notes

Talking about the person who has inspired you the most.

Questionnaire

Lyrics of songs

https://youtu.be/551_Hd9w8RY

You tube video: If you love your Mom...

Creating

Post task:

Skimming the lyrics of songs

Analyzing the lyrics of the song

Designing a layout for the video clip

Creating the script of the video



Unit 1: My thinking skills

To apply thinking skills by analyzing the plot of a movie to stimulate oral communication & high thinking in a daily



Source: Tasks on HOTS project.

Pre Task Activities

1. : HOTS words (High order thinking skill)

Procedure: Groups of 4 students. Fill the grid with the following information.

1. First line: Write your short name, every letter in every square.
2. Write a word according to each letter of your name that connects with each thinking skill (Analyze, Evaluate and Create). Articles (an, an, the) and prepositions (for, to, in) can be automatically added. Students should use a dictionary to fasten the activity
3. Who finishes first gets a point. Who has words related to a specific major gets an extra point.

Example:

Apply for a license.	1 point,	Analyze the laboratory	2 points
Evaluate the laceration	2 points	Create a loan	1 point

First turn:

Short name:

Apply

Analyze

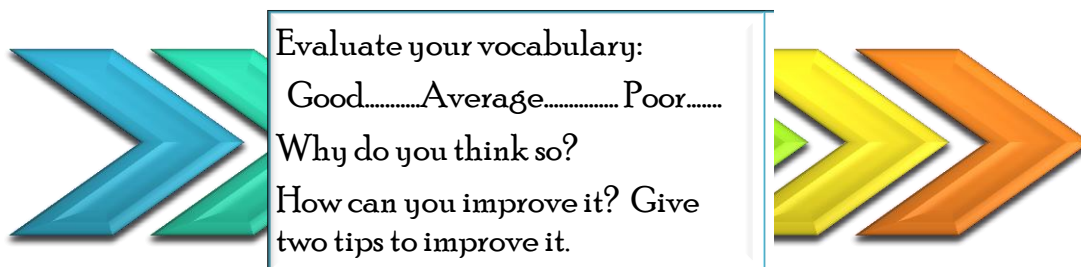


Evaluate
Create

Second turn:

Short name:
Apply
Analyze
Evaluate
Create

2. High thinking card

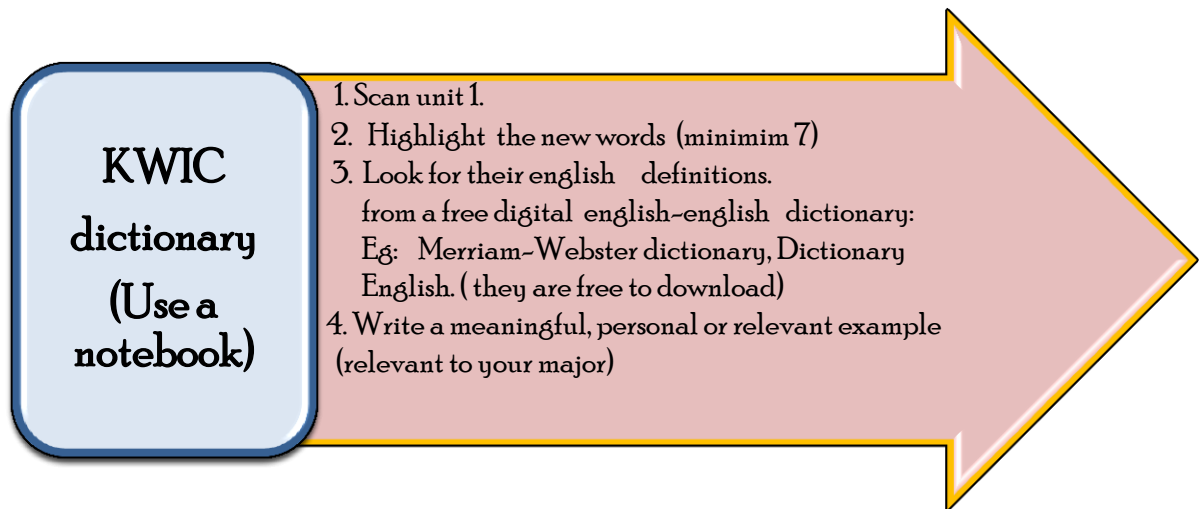


Evaluate your vocabulary:
Good.....Average..... Poor.....
Why do you think so?
How can you improve it? Give two tips to improve it.

Talk to your partners and choose the most practical tips to improve your vocabulary.



3. KWIC (Key Word in Context)



Example:

Skill: The ability to do something that comes from training, experience or practice.

Source: Webster dictionary.

E.g: I have the skill to play video games.

Health professionals need training in different skills.

Taxonomy: A classification, especially a classification in a hierarchical system

Source: English dictionary

E.g. Taxonomy is a totally new word for me, it means classification.

Medical students organize the taxonomy of diseases.



4. Read the text and develop the thinking generator chart.

So what is Blooms' Taxonomy?

Benjamin Bloom developed, in the 1956 while working at the University of Chicago, his theory on Educational Objectives.

Bloom's Taxonomy is a categorization of activities and behaviors that exemplify **Higher Order Thinking Skills (HOTS)** and **Lower Order Thinking Skills (LOTS)**. Bloom's allows us to rank and structure different classroom activities and plan the learning process. In 2001, Lorin Anderson and others revised Bloom's original work to give us

Bloom's Revised Taxonomy. (Churches, 2008).

1. Bloom's and Revised Bloom's give us a learning process.
2. Before you can *understand* a concept or fact you must *remember* it,
3. To *apply* a concept you must *understand* it first,
4. To *evaluate* a process, you must have *analyzed* it etc. Each layer builds on the previous, the **creative** process naturally incorporates these elements.

HOTS is an abbreviation for Higher Order Thinking Skills and LOTS for Lower Order Thinking Skills.

In conclusion, the learners can be engaged into their learning process by interacting with the above thinking skills specially the

HOTS, creating, evaluating, analyzing and applying; which ground on the LOTS, understand and remember. Adapted from (Atherton, 2013)



Thinking generator chart

1. Which two thinking skills are you most interested in?

.....
.....

2. Why do you need the above thinking skills in your profession?

.....
.....

3. How can you get expertise in HOTS?

.....
.....

5. Analyzing & Evaluating: Discriminating relevant information.

5.1 Watch the video Bloom's digital taxonomy.

Use this link: <https://www.youtube.com/watch?v=OLZhid-STbo>. Take notes on important information.

1. What are the levels of cognition?

2. What does HOTS stand for?

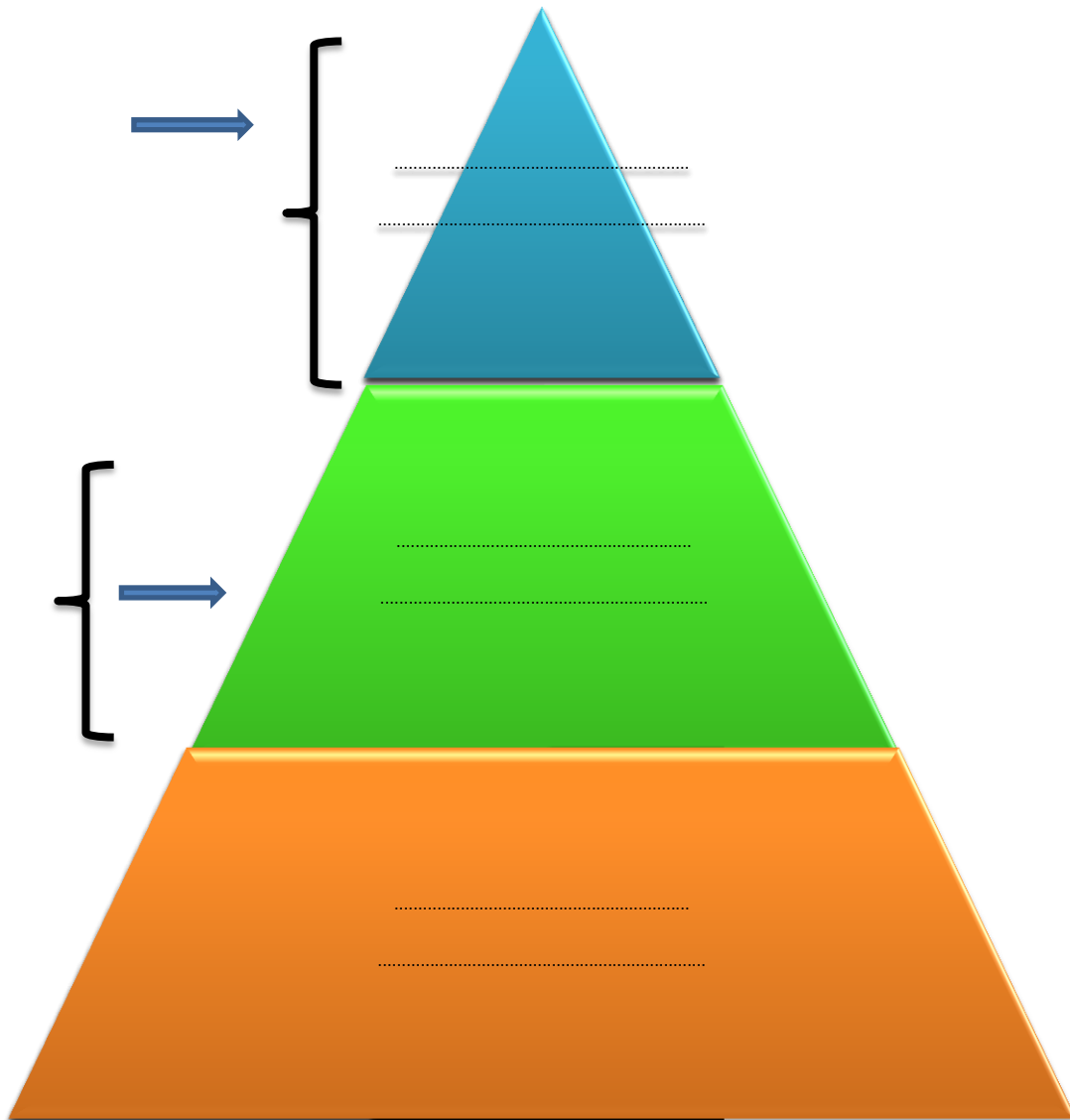
3. What does LOTS stand for?

4. Which action verbs can be used in HOTS?



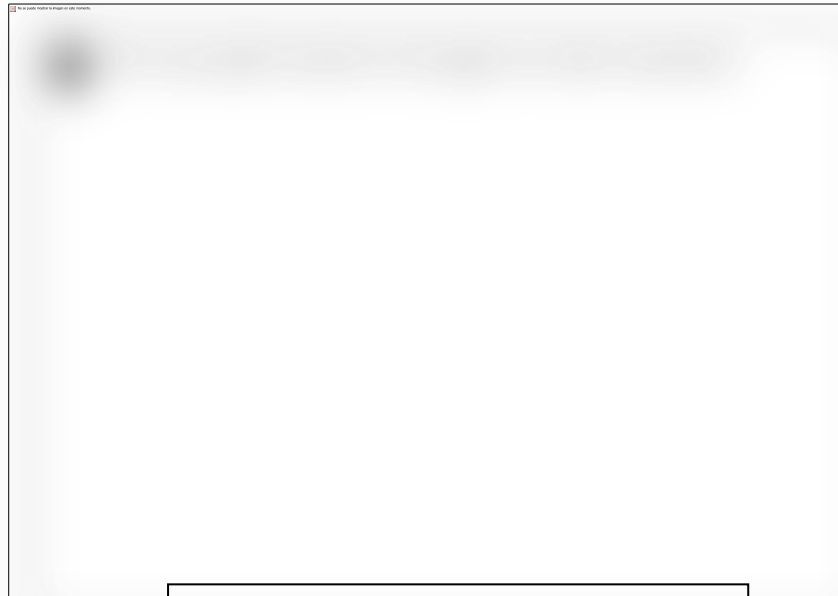
5.2 Specify the following information about the thinking pyramid. Color each level.

1. 6 thinking levels ,
2. What happened in (1950/1990)
3. Which are Low and High order thinking skills
4. Activities you can do at each level (2)





6. Synonyms wheel: Add two more



Source:
<http://morethanenglish.edublogs.org>

synonyms

TASKS

7. Know: Match the definition of the different thinking skills

	THINKING SKILL	DEFINITION
1.	Know	..... a) To separate a whole into component parts, to classify, to differentiate.
2.	Comprehend	..... b) To organize and select facts and ideas. To understand the nature and meaning of.
3.	Apply	..... c) To use facts, rules, and principles. To demonstrate to give an example.
4.	Analyze	..... d) To combine ideas to form a new whole. To generate, to find an unusual way
5.	Evaluate	..... e) To identify and recall of information. To define, fill in the blank, to label, to describe.



“Tasks + High thinking foster your learning”

(High Order Thinking skills.)

6. Create f) To develop opinions, judgments or decisions.

7. Paraphrasing game:

Pair work, play with the dice, cover the chart on literal “C” above and paraphrase (using your own words) the meaning of each thinking skill, you can also provide examples of real life. Score your points: Observe the examples:

Speaker 1: What’s the meaning of analyzing.

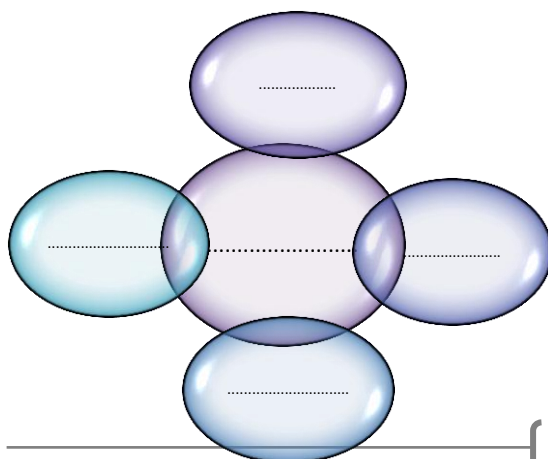
Speaker 2: It is when you study something very carefully for example to study the symptoms of a patient.



SCORER CHART

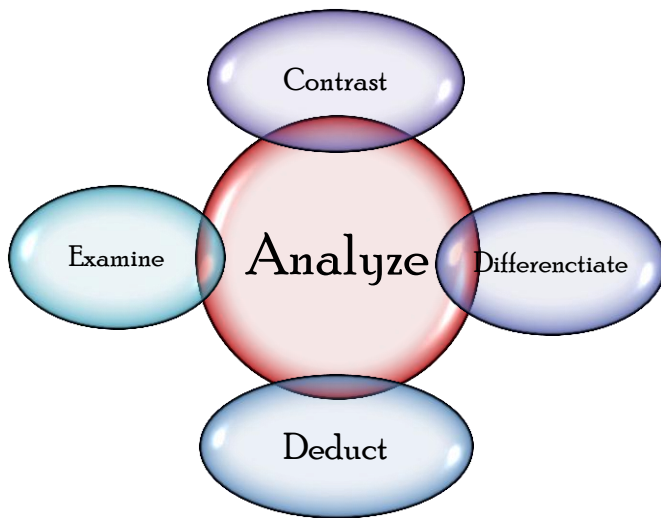
Speakers	Points according to the dice	Total
Speaker A		
Speaker B		

1. Analyzing & Creating: Mind mapping. Work in groups of four students, choose one thinking skill, draw a mind map with four verbs . Generate one real life activity relevant for your major. Use an extra piece of paper.



Real life activities:

- Contrast** the symptoms of diabetes type 1 and type 2
- Examine** the patient safety



Real life activities:

.....
 ...

 ...

 ...

 ...

9. Evaluating: Apply a survey

Tick according to your experience. How often did you use the thinking skills in the last two months?

THINKING SKILL	Almost always 95%	Frequently 80%	Sometimes 50 %	Almost Never 5%
Knowing: list names, memorize				
Understanding: definitions, describe, explain				
Applying: give examples, demonstrate				
Analyzing: classify, compare.				
Evaluating: give opinions, value.				
Creating: construct new things				



2.1 Evaluating : Interviewing

Interview 4 different partners. Ask follow up questions. Tabulate the information and come up with your conclusions. How often did you use the thinking skills in the last 2 months?

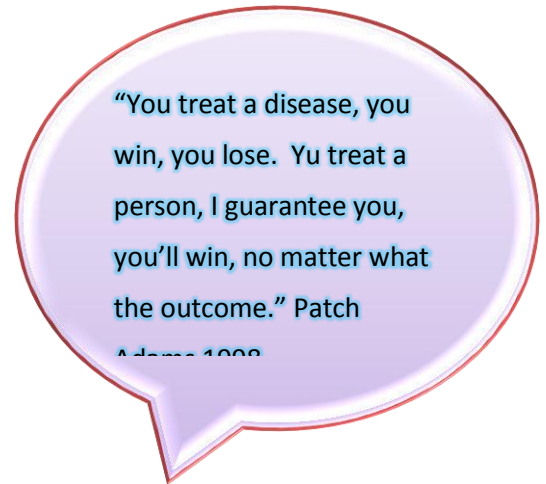
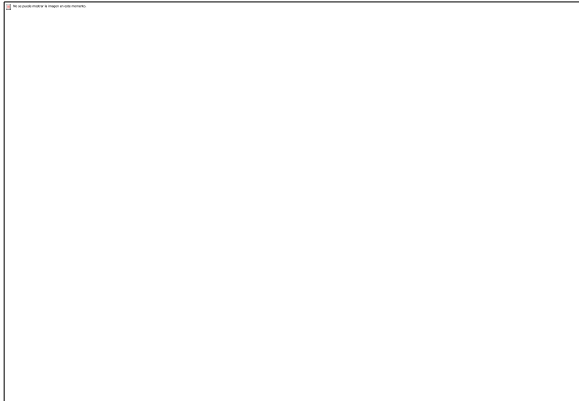
THINKING SKILL How often did you use (knowing, understanding, etc. ?	Almost always 95%	Frequently 80%	Sometimes 50 %	Almost Never 5%	Total
Knowing: list names, memorize					
Understanding: definitions, describe, explain					
Applying: give examples, demonstrate					
Analyzing: classify, compare.					
Evaluating: give opinions, value.					
Creating: construct new things					

9.2 Creating: Interact with your groups to discuss about the use of HOTS regarding your major. Use the speech bubbles to help you. Take some notes.





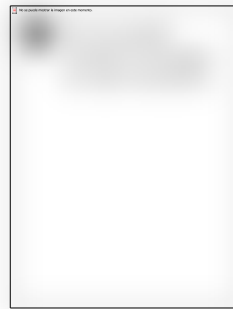
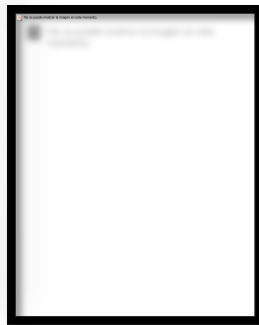
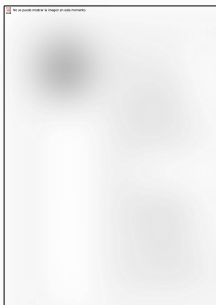
Post-task Activities



Source: <http://blog.cuvitt.com>

10. VIP: Analyzing: Watching inspirational movies.

Find a partner to watch a movie relevant to your major. Use subtitles in English to Pick up 8 inspirational phrases from the video. (students can watch the movie at home.)



My phrases

Source: <https://www.google.com.ec/search?q=inspirational+movies&source>

3. 1 Share your phrases with your partner, choose 2 phrases and explain why you like them.

“Tasks + High thinking foster your learning”



Tasks on HOTS

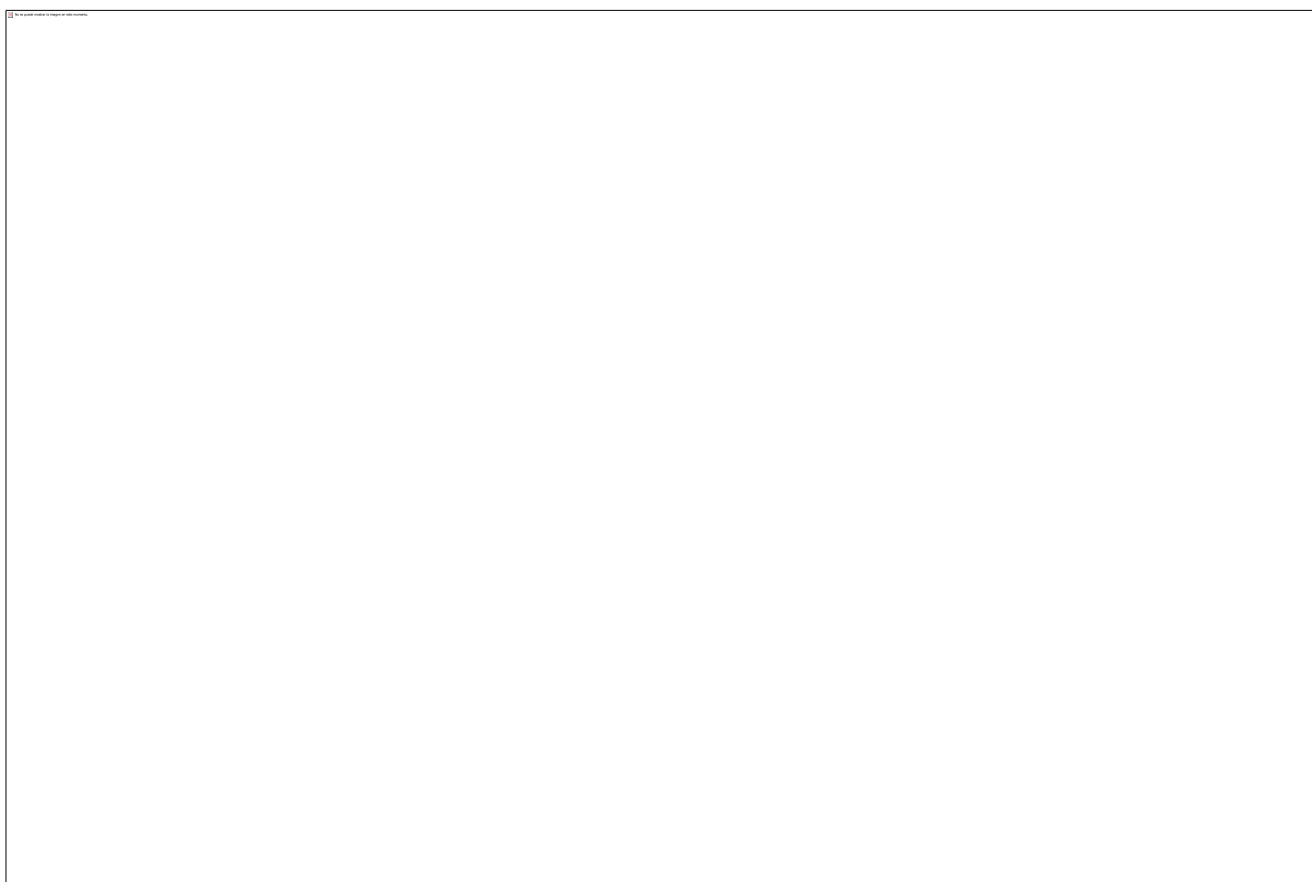
(High Order Thinking skills.)

10.2 Analyzing the Thinking skills chart

Go along the chart Thinking skills, highlight your 7 most interesting questions.



Source: (Ed. Tech team, 2010)





11. Adapt the questions you highlighted above to talk about the video with your partner.

Write your own questions to encourage your partner to use critical thinking. (Analyze, evaluate, create)

Eg. What is an important message from (the movie/book) for your life?

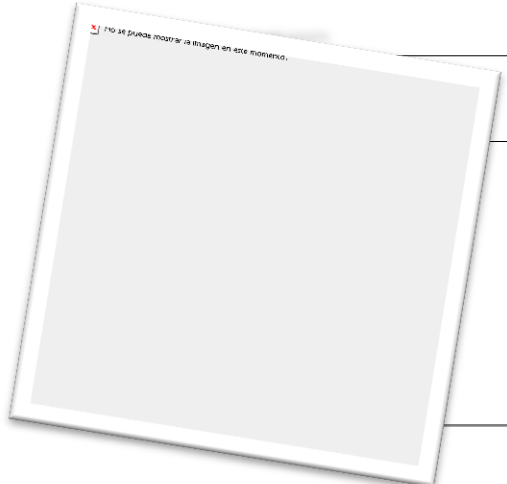
1.

2.

3.

4.

5.



1



SELF ASSESSMENT CHART

Speaking skill

Register your self-assessment

1. As a future health professional analyze with your partner about the plot of a movie, by using questions you highlighted above. & the questions you created
2. Discuss about how powerful the movie has been for you?
3. Be reflective I and, use the interaction strategies on task F2
4. Record your discussion as Speaking journal 1

Category	Indicator	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Aspects to improve
Oral Interaction	Communication	4	3	2	1	
	Interaction	4	3	2	1	
	Fluency	4	3	2	1	
Oral Production	Vocabulary	4	3	2	1	
	Grammar	4	3	2	1	
	Pronunciation	4	3	2	1	
Total /24		Score: /10				

Development High Order Thinking Skills (HOTS) Applying, Analyzing, Evaluating and Creating,

HOTS	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Aspects to improve
Apply: interact, participate, find out , give examples, solve, use.	4	3	2	1	
Analyze: classify, compare, contrast, debate, differentiate, examine, infer.	4	3	2	1	
Evaluate: express opinions, value, compare, choose, conclude, decide, justify, support.	4	3	2	1	
Create: synthesize, combine, construct, generate, plan, reorganize, suggest, talk.	4	3	2	1	
Total /16	Score: /10				

Learning outcome achievement.

Learning outcome (LO)	Total achievement	Good achievement	Partial achievement	Poor achievement
LO :1	4	3	2	1
LO:2	4	3	2	1
Total /8	...../8	Score:...../10		

Comments on your performance:

.....



Suggestions to improve the activities of this block.

1. What aspects did you like?
2. Why?
3. What aspects didn't you like?
4. Why?
5. What suggestions can you add?

Unit 2 :

To create a 3-5 minute video based your aims in life to apply for a scholarship abroad.

Source: Tasks on HOTS project

Pre-Task Activities

1. Cool compliments

Procedure: A placard is going to be pinned to your back. You are not be allowed to see yours. Walk around freely, obeying the instructions on each other's backs.

Tell me something nice about: (Cut cards in advance for Ss.)



“Tasks + High thinking foster your learning”

My personality My qualities My skills Academic activities Something that I am good at

My study habits Say something nice about my Personal interests My family My eyes

My clothes My English My friends My teachers My goals

2. High thinking card

3

Task card with 4 steps: 1. How important is to recognize my own qualities? 2. How important is to recognize my partners' qualities? 3. Take some notes to organize your ideas. 4. Talk to your partner about the above questions. explain your responses.

1. How important is to recognize my own qualities?

Three horizontal lines for writing the answer to question 1.

2. How important is to recognize my partners' qualities?

Three horizontal lines for writing the answer to question 2.

2.1 Getting to know each other better.

2.1.1 Use the following sentence patterns to write true sentences about your skills, interests, likes, and aims. Justify your ideas.

2.1.2 Exchange your ideas with a partner.

Example: I'm good at..... organizING events because I have experience organizing family reunions every holiday.



Writting true sentence patterns

- I'm good at...
- I'm interested in...
- I really like to...
- I'm really into...
- I'd like to...

3. KWIC (Key Word in Context)

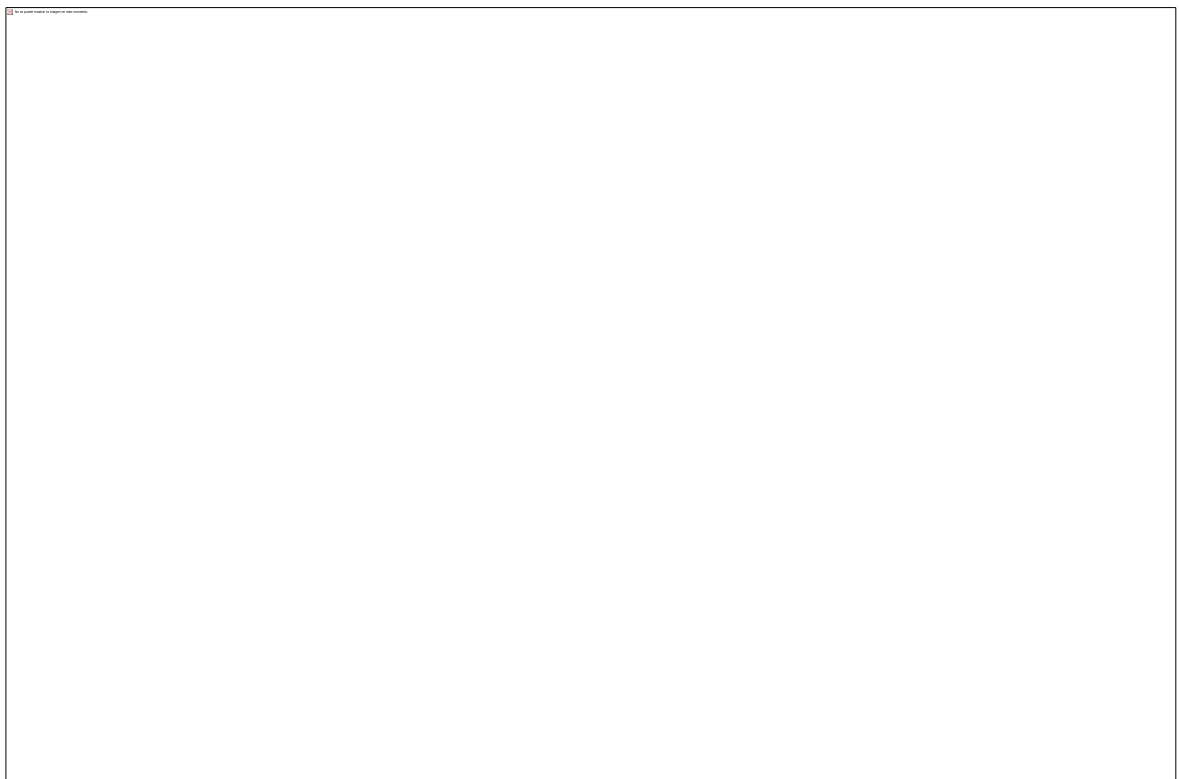
KWIC dictionary (Use a notebook)

1. Scan unit 2.
2. Highlight the new words for you (minimim 7)
3. Look for their english definitions.
4. Write a meaningful personal or relevant example (relevant to your major)
5. Share with your partner.

Sharing with your partner the KWIC dictionary

1. How many KWIC do you have in common?
2. How many different KWIC do you have?
3. Which KWIC are the most difficult?

Which KWIC was easier to understand?



4. Develop the thinking generator chart

Source: (Fulbright U.S. Student Program, s.f.)



Thinking generator chart

1. Read about the personal statement, what is the main idea of it?

2. What is the purpose of a personal statement?

3. What are the components of a personal statement?

TASKS

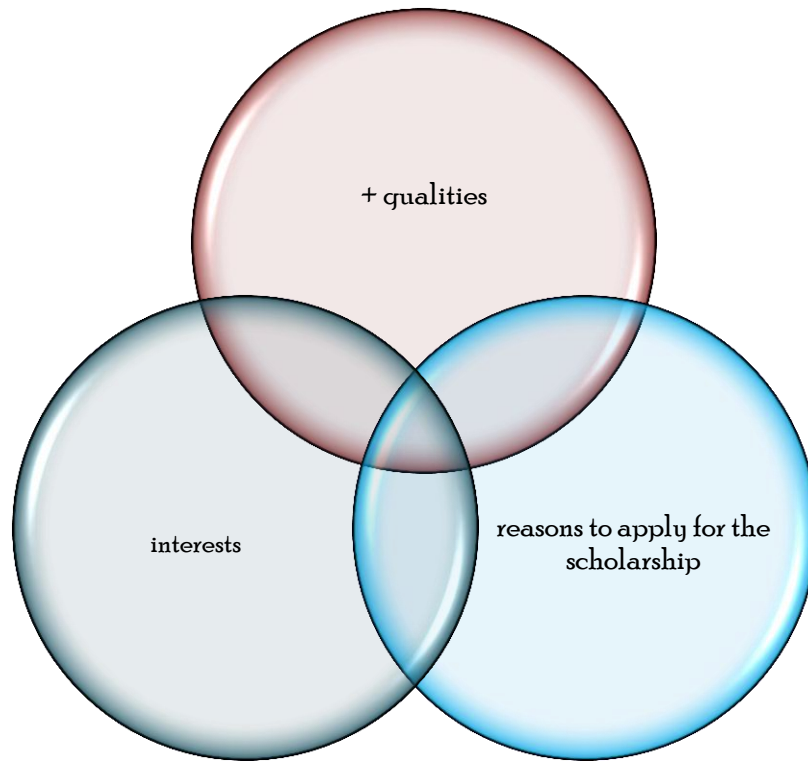
5. Analyzing: Would you like to apply for a scholarship?

Yes/ No; Why?

Give real life evidences on your positive qualities, relevant interests, reasons to apply for a scholarship abroad.

Example of the evidence:

I'm enthusiastic because when I do something I like to do it with all my energy, for example, I organized the inter-school games at my university.



6. Rank the three most interesting quotes, 1 is the most interesting.

Choose one and explain why you liked it.

“Do you have dreams? To dream is essential because you design the goals of your life. When you dream, you plan, you focus on a target because your dreams are seeds of the fruitful trees you will get in the future. Hence, dream, and do consequently.” Fuertes, Narcisa 2015

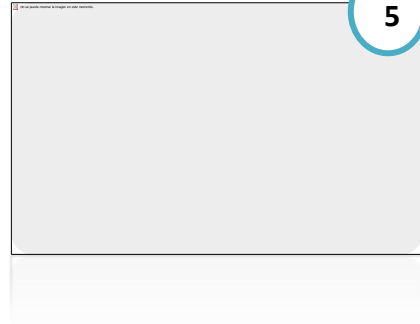
1

2

3



4



Source: <https://www.google.com/search?q=inspirational+quotes+for+dreams>

I like Ner

Because.....
.....
.....

7. Create your own quote or tagline. Print it or draw it on an A3 format. Share it in class and be ready to explain what you mean with it.

A large, rounded rectangular box with a blue border and a light blue background, intended for a student to write or draw their quote or tagline.

6. Construct a poster about your dreams, your aims in life. How do you see yourself in the next 10 years.

Choose 3 areas: travel, job, family, career, possessions, love, education, financial security, etc. Get ready to present it to the class.

Next 10 years



1.....	2.....
--------------------------	--------------------------

7. Role play: You want to apply to get a scholarship at the Fulbright Commission to study abroad a course relevant to your major.

Write a 400 ~ 500 word personal statement. What do you want to study in the future and why? What's your personality like? What are you really into? What are your aspirations? Take into account all the tasks above. Use extra piece of paper.

10. Role-playing:

You are part of the Admission committee in the Fulbright. Listen to 2 applicants (2 partners) Use the conversation strategies bellow. You can use these additional questions : Why do you want to get the scholarship? What skills make you applicable? And where do you want to go in your career? Where do you see yourself in 10 years.

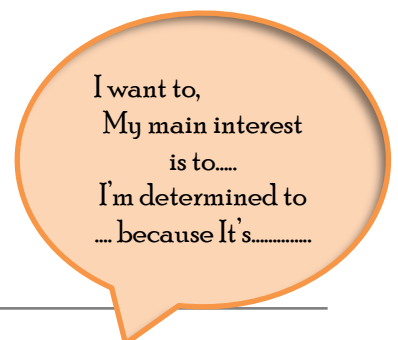
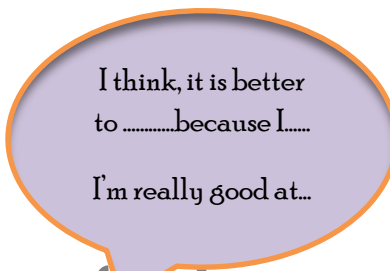
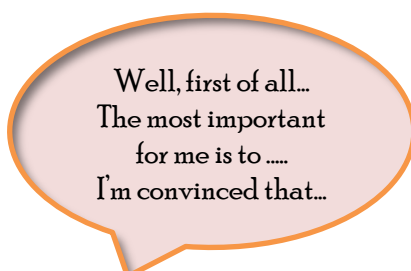
Apply the following rating scale for the applicants' presentations. Write your comments.

Level rating scale	Descriptors	Descriptions	Your comments.
3	Meets expectations	Applicant consistently meets the performance standard	
2	Improvement needed	Applicant meets but often falls short of performance standards	

Conversation strategies:

1. Giving reasons
1. Ask follow up questions to keep the conversation going.
2. React with expressions like: That's great, that's amazing, awesome.
3. Take time to think: using: Well, let's see, let me think...

Interact with your groups, use the speech bubbles to help you.

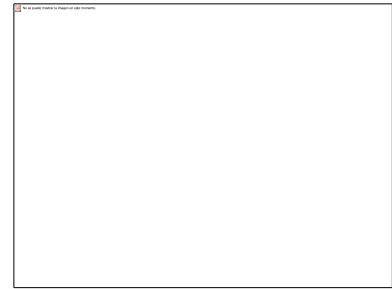
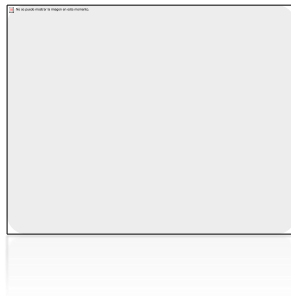


“Tasks + High thinking foster your learning”



2

15. Now, you are ready to record your 3-5 minute video based on all your personal statement to apply for a scholarship abroad.





SELF ASSESSMENT CHART: SPEAKING SKILL

Register your self-assessment

Category	Indicator	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Aspects to improve
Oral Interaction	Communication	4	3	2	1	
	Interaction	4	3	2	1	
	Fluency	4	3	2	1	
Oral Production	Vocabulary	4	3	2	1	
	Grammar	4	3	2	1	
	Pronunciation	4	3	2	1	
Total /24		Score: /10				

Development High Order Thinking Skills (HOTS) Applying, Analyzing, Evaluating and Creating,

HOTS	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Aspects to improve
Apply: interact, participate, find out , give examples, solve, use.	4	3	2	1	
Analyze: classify, compare, contrast, debate, differentiate, examine, infer.	4	3	2	1	
Evaluate: express opinions, value, compare, choose, conclude, decide, justify, support.	4	3	2	1	
Create: synthesize, combine, construct, generate, plan, reorganize, suggest, talk.	4	3	2	1	
Total/16	Score: /10				

Learning outcome achievement.

Learning outcome (LO)	Total achievement	Good achievement	Partial achievement	Poor achievement
LO:1	4	3	2	1
LO:2	4	3	2	1
Total /8	...../8	Score:...../10		

Comments on your performance:

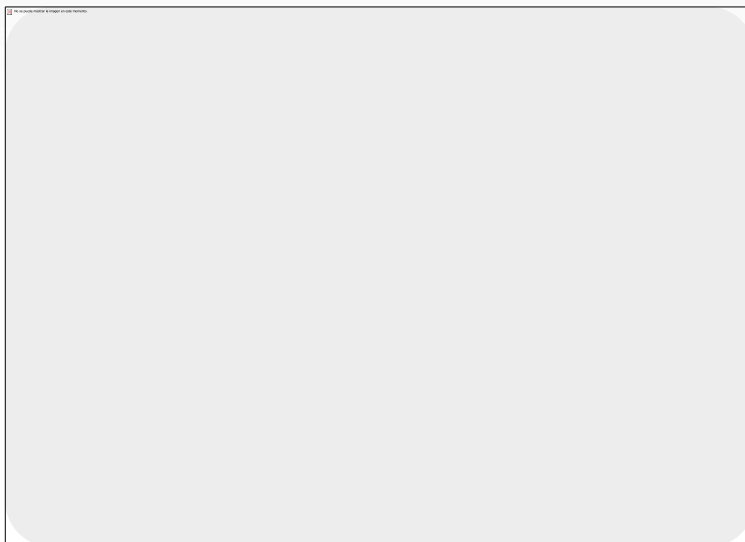
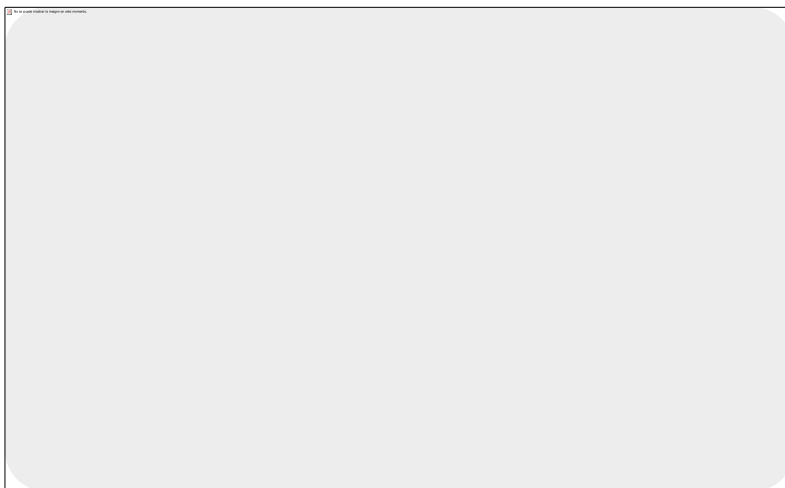
.....

Suggestions to improve the activities of this block.
1.What aspects did you like?.....
2.Why?.....
3.What aspects didn't you like?
4.Why.....
5. What suggestions can you add?.....



Unit 3:

To create a 5 minute sketch on a medical moral dilemma from real life context to encourage Ethical behavior in health care practices.



Students are presenting their sketches

Source: Tasks on HOTS project

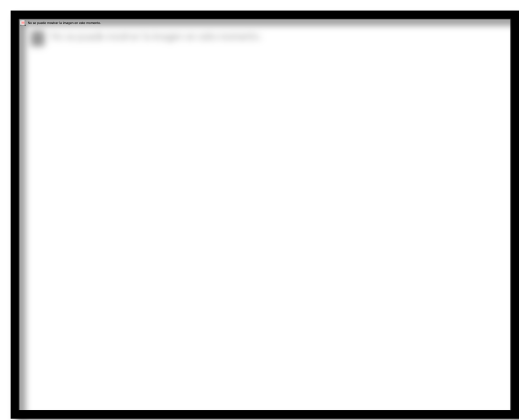
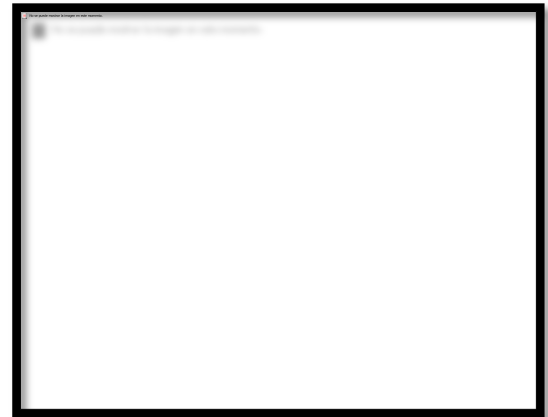
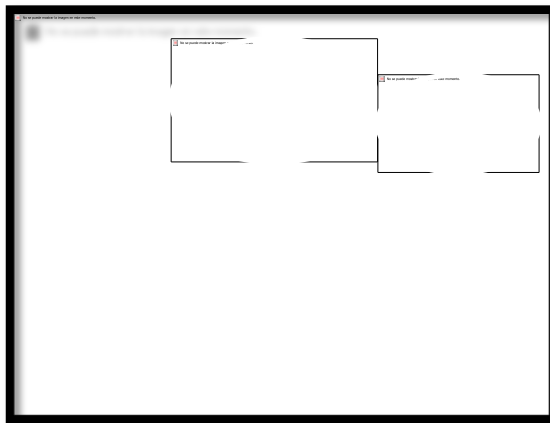


Pre -task Activities

1. Story in a box

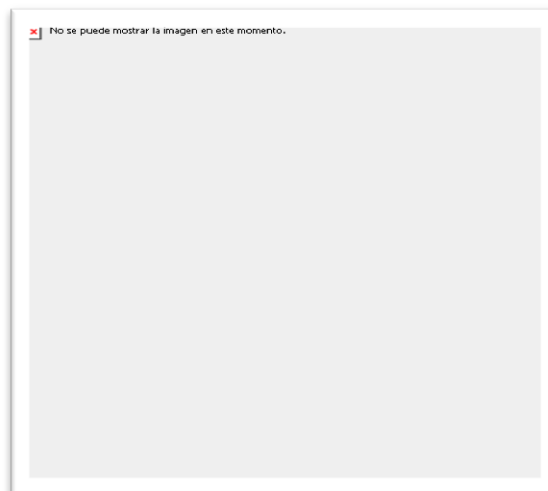
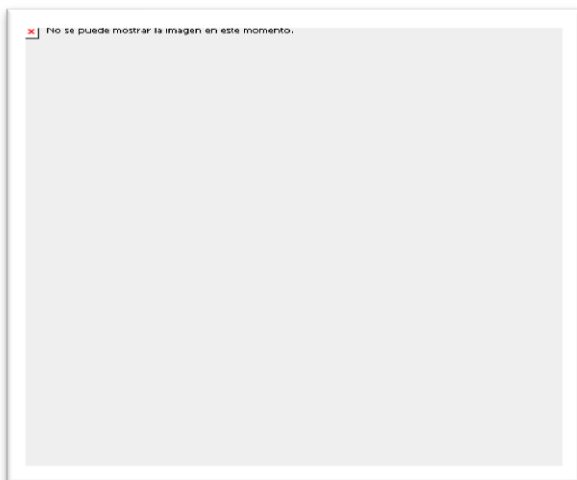
Objective: To stimulate conversation through the inventive use of short, dramatic stories.

Procedure: Each group chooses a set of 5 unrelated articles. Take 5 minutes to invent a story that incorporates all of the items in the box. Then each group tells its story to the class, using dialog, gesture, and pantomime. The presentation should be as dramatic, entertaining and funny as possible, (short play). Bring the items to the class to present the story to the class.





Application of the game



Teacher can ask students to bring real items to give more reality to the story

Students need to be resourceful and use their imagination to create the characters and setting for the story.

Source: Tasks on HOTS project

“Tasks + High thinking foster your learning”



Tasks on HOTS

(High Order Thinking skills.)



Give a time limit for each stage. Though, flexibility, is important if learners are giving their best effort for achieving the goal.

Provide appropriate feedback from you and from other students. Start remarking the positive aspects, though.

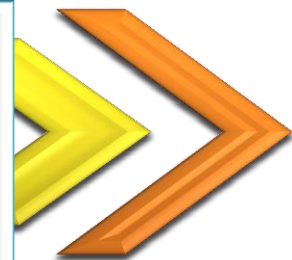
How can a doctor or a physiotherapist communicate efficiently with a patient in difficult situations?

Express your personal opinion.

2. High thinking card



1. What is more important, Verbal communication or body language? Why?
2. How do you prefer to practice new language? Circle one option. Why?
by speaking, by writing, by listening, by reading.



“Tasks + High thinking foster your learning”



Tasks on HOTS

(High Order Thinking skills.)

Ethical words	Phrasal verbs	Adj + noun
<ul style="list-style-type: none">.....	<ul style="list-style-type: none">.....	<ul style="list-style-type: none">.....



4. Read the extracts and develop the thinking generator chart Extracts on Ethical health care



Ethical principles

“Various principles and values stated in numerous oaths and declarations form the basis for ethical practices in health care. The Hippocratic Oath is but one of these many oaths and declarations that have been recited by entering and newly graduated physicians over the centuries. Despite differences, these works often emphasize several common values orientations or ethical principles, including beneficence, nonmaleficence, justice, respect for patient autonomy, and confidentiality”

Source: <http://www.ncbi.nlm.nih.gov/pmc/articles>

Clinical ethics

“Clinical ethicists (often, but not always, doctors) do exist in many hospitals in the United States, but it will be a long time, if ever, before we see the equivalent in Britain. The US ethicists lurk around the hospital armed with a beeper waiting to be called whenever a moral dilemma crops up. Then they may be given as little as 15 minutes to provide the definitive ethical answer on problems such as whether to remove the organs from a brain dead patient or if a 12 year old child has the right to refuse lifesaving surgery. But their role has been criticized as being more a part of the risk management business prevalent in US medicine than a genuine desire to do the right thing”.

(bmj Career Focus Medical Ethics, 2016)

When ethical behavior is the norm and there is an established set of principles to follow, ethical dilemmas become less of a dilemma because the guidelines for action are in place.



Thinking generator chart

1. Identify the two dilemmas presented in the extracts above.

2. If you were asked, would you remove the organs from a brain dead patient?
Give reasons.

3. What would you do if your patient (a 12 year old child) refused a lifesaving surgery.?

4. Which medical controversy needs to be taken as a priority research area in your locality? Justify your response.



TASKS

5. Creating

5.1 Watch the video *Argument of Euthanasia* to find out the following information:

https://www.youtube.com/watch?v=3619_a1McEQ

What is euthanasia?

.....

What is the difference between active and passive euthanasia?

.....

.....

6. Making decisions

As a health professional you are taking a bio ethics survey. After you have to justify and discuss with your colleagues your choices.

Medical moral dilemmas

Student A



6.1 Match this sentence ending to one of the situations below. Explain why.

If you could choose the sex of your baby.....would you

- a)choose a boy,
- b)choose a girl,
- c)leave it up to chance,



Why?

.....

1. What would you decide? Why?

1. If your boss asked you not to tell one important piece of information to the drug regulation authority,.....would you.....

- a) pretend you were ill on the day of the meeting,
- b) tell the truth,
- c) refuse to answer the question,
- d) lie, or
- e) not lie but avoid telling the truth for as long as possible?

Explain your decision.

.....

6.3. If everyone else was using genetic manipulation to make sure their babies were tall, strong, clever and healthy, would you.....

- a)..... do the same?
- b)..... refuse to use genetic manipulation?
- c) leave this decision to your patients?

Why?

6.4 If you had the choice between prescribing a possibly dangerous drug or just letting someone die slowly, would you.....?

- a)..... use the dangerous drug?
- b) let a patient die?
- c) leave the decision to the patient's relatives.



Post-task Activities

7. Creating

7.1 Scan the following conversation strategies. Highlight the most practical when talking about controversial issues to use them in the dialogue for the sketch.

Conversation strategy		Expressions
1. Asking for opinion:	What do you think?	From your point of view ..
	What do you feel?	In your experience...
	In your opinion,	I'd like to know
	Uh....	Just a moment ...
1. Getting time to think:	Well...	Hmm...
	Let me see ...	That's a hard questions to ask...
	Let me think ...	That's a good question...
2. Giving an opinion:	I think ...	I feel . .
	I believe...	It seems to me. . .
	In my opinion...	From my point of view...
		In my experience...
3. Agreeing or disagreeing	I agree	Definitely ...
	I think so ...	You're right...
	That's right ...	UH-huh...
	That's what I think...	
4. Interrupting	Excuse me . . .	Can I say something?
	Can I interrupt...	Can I ask you something?
	Wait a minute...	



8. Group work: Follow this outline to write the story of your moral dilemma.

STORY MAP

Title: _____

Author: _____

Setting:

Characters:

_____	_____
_____	_____
_____	_____

Problem:

Event 1: _____

Event 2: _____

Event 3: _____

Event 4: _____

Event 5: _____

Solution:

Moral or message

“Tasks + High thinking foster your learning”



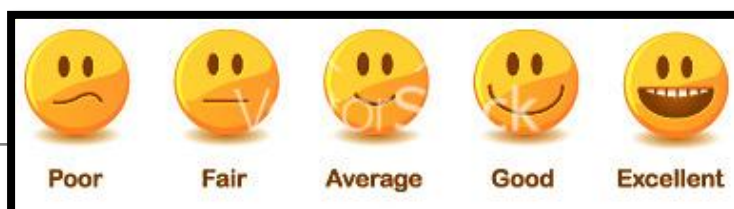
Tasks on HOTS

(High Order Thinking skills.)

Source: (Ficket, 2012)

9. Create the dialogues for each scene. Dramatize the sketch. Use conversation strategies. Use an extra sheet of paper

10. ASSESMENT CHART: Present your sketch to another group of





students. Assess each other's performance. Decorate the appropriate face.

11. Give reasons for your “evaluation”

[Empty rectangular box for student input]

3



Now, you are ready to create a 5 minute sketch on a medical moral dilemma from the real life. Dramatize it according to what happens on real life.

1. Use conversation strategies.
2. Make sure the audio of the video is good to be heard in class.
3. Encourage Ethical health care practices by giving a moral about the case.
4. Justify your ideas.

Positive aspects	Things
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/> <hr/>	

“Tasks + High thinking foster your learning”



Tasks on HOTS

(High Order Thinking skills.)



Self-Assessment chart : Speaking skill

Register your self-assessment

Category	Indicator	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactor y	Aspects to improve
Oral Interaction	Communication	4	3	2	1	
	Interaction	4	3	2	1	
	Fluency	4	3	2	1	
Oral Production	Vocabulary	4	3	2	1	
	Grammar	4	3	2	1	
	Pronunciation	4	3	2	1	

Total/24 Score: /10

Development High Order Thinking Skills (HOTS) Applying, Analyzing, Evaluating and Creating,

HOTS	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactor y	Aspects to improve
Apply: interact, participate, find out , give examples, solve, use.	4	3	2	1	
Analyze: classify, compare, contrast, debate, differentiate, examine, infer.	4	3	2	1	
Evaluate: express opinions, value, compare, choose, conclude, decide, justify, support.	4	3	2	1	
Create: synthesize, combine, construct, generate, plan, reorganize, suggest, talk.	4	3	2	1	
Total/16		Score: /10			

Learning outcome achievement.

Learning outcome (LO)	Total achievement	Good achievement	Partial achievement	Poor achievement
LO :1	4	3	2	1
LO:2	4	3	2	1
Total /8	...../8	Score:...../10		

Comments on your performance:

.....

Suggestions to improve the activities of this block.

- 1.What aspects did you like?.....
- 2.Why?.....
- 3.What aspects didn ´t you like?
- 4.Why.....
5. What suggestions can you add?.....



Unit 4:

Research on medical articles



To generate a discussion based on medical info graphics, articles or videos to set



Source: Tasks on HOTS project

the basis for future research work

Pre-task Activities

1. Guessing card game

Objective: To encourage participants to derive the meaning of new vocabulary items from contextual clues given from flashcards.

Procedure: Task: Make 4 flashcards.

Content: brief descriptions relevant to the health area.

Components or the flash cards: 1. Category (disease or health problem, symptom, treatment, part of the human body) 2. two sentences describing the item. 3. A Picture: relevant to the word.

Step 1: Work in groups of 4 students to take turns for describing the word, so that the other participants can guess the word. The person who guesses more rapid the item, gets 1 point.



“Tasks + High thinking foster your learning”

Step 2: Learn by heart the description of 4 items. Describe them without reading the flash cards. Who can describe more words in 2 minutes?

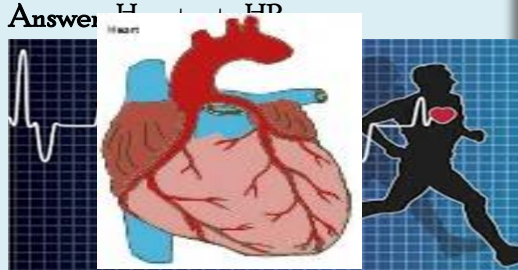
Examples:

Category: Human body
Description:
 It is the organ which pumps blood throughout the body

Answer
 : heart

2. High thinking card

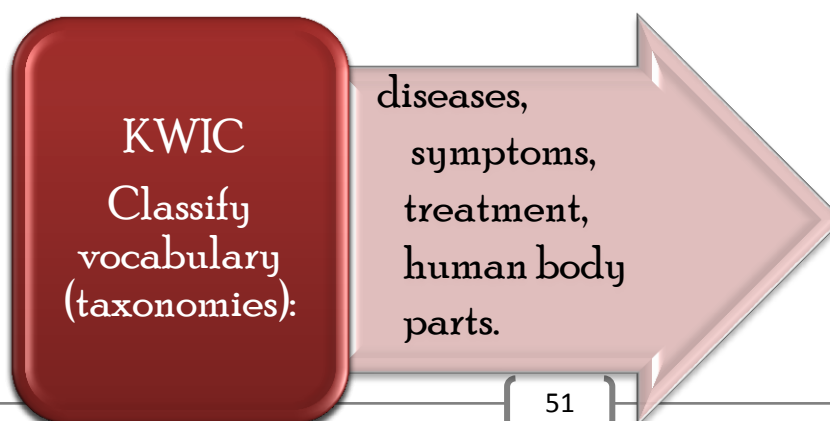
Category: Symptom
Description:
 It is the frequency with which a person's heart beats in a given amount of time. The Vital signs include your breathing rate, temperature, blood pressure, and

Answer: 

What we

How important is it to know technical english for health professionals? Why? How can you get to know them?

3. KWIC Dictionary:





Diseases	Symptoms	Treatment	Affected Human body parts
Diabetes	Fatigue	Exercise	eyes



4. Develop the thinking generator chart below.

Clinical case

Author: A. Rajaminackam, MD, Department of Hospital Medicine at Cleveland Clinic

Reviewer: V. Dimov, MD.

"A 51-year-old female has had fatigue, weakness, and SOB (Short(ness) Of Breath)with exertion during the past 4-5 days. She called her PCP (primary care physician) who recommended she had hemoglobin checked. He called her back with the results, and told her to go to the ER for further treatment of severe anemia. The patient denied



Thinking generator chart

1. What is the most likely diagnosis? why?

2. What are the likely causes of the disease this patient? Why?

Blood loss? _____

Hemolytic anemia? _____

Iron-deficiency? _____

3. How would you prescribe this patient?

4. What additional recommendations would you give?

5. Organizing: Abstract information

5.1 Match the main parts of the abstract article to each paragraph.

1. Background 2. Methods 3. Results 4. Conclusion

Abstract: Leisure-time physical activity in university students from 23 countries: associations with health beliefs, risk awareness, and national economic development.

.....
A cross-sectional survey was carried out with 19,298 university students from 23 countries varying in culture and level of economic development. Data concerning leisure-time physical activity, health beliefs, and health knowledge were collected.”
.....

“The prevalence of inactivity in leisure time varied with cultural and economic developmental



“Tasks + High thinking foster your learning”

“

5.2 Scan the article above to talk about these questions.

1. How many people participated in the research sample? _____
2. What is the highest percentage of inactivity in leisure time?.....

3. Determine the cause and the effect the above article

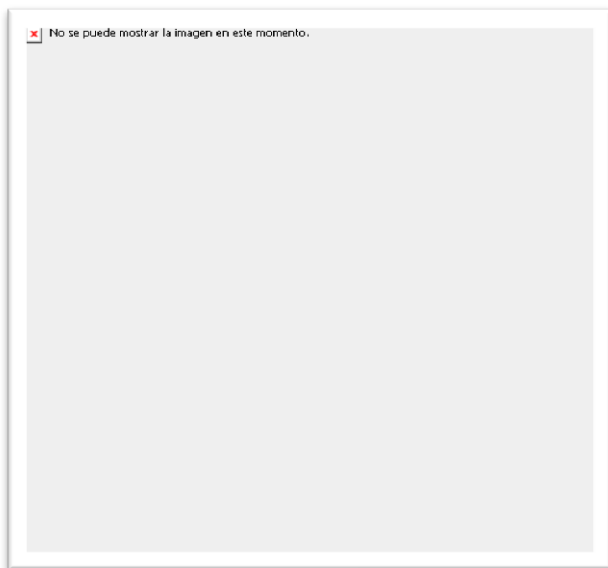
Cause

Effect

4. Is the above problem presented in your locality? If yes, give 2 examples.



5. Analyze this cartoon, what's the message behind it. Write your ideas in the bubble



Source: <http://www.cartoonaday.com>

6. SURVEY : Take the following quiz

What do you know about diabetes?

1. What are the different types of diabetes?_

2. What are some risk factors and complication of diabetes?



3. Which of the following is NOT a cause of diabetes?
1. High alcohol use b) genetic factors
 2. gum disease d) a high level of body fat
3. What is an example of proper diabetes management? Circle your response.
1. Increasing alcohol consumption b) getting more exercise
 - c) increasing BMI (body mass index) d) Amputating a limb
2. What is a basic definition of insulin?
- a) some medication b) a protein pancreatic hormone
 - c) a natural form of sugar created in the body
6. The highest percentage of countries affected by diabetes is located in...
- a) Developmental countries b) Developing countries
 - c) North –Western Europe & USA
7. Scan the following infographic and confirm your responses.

“Tasks + High thinking foster your learning”



Tasks on HOTS
(High Order Thinking skills.)



Source: URL:<http://www.who.int/mediacentre/factsheets>



TASKS

7. Research 3 short videos on topics you would like to research relevant to your major. Find out the following information.

<https://www.nlm.nih.gov/medlineplus>, <http://hospitalenglish.com/OxfordMedicalVideos>, etc.

Topic	Source	Causes, symptoms	Treatment
Anemia in children	http://europepmc.org/abstract	Deficiency of folic acid, iron deficiency Reduced dietary intake	Supplemental iron vitamin B12

8. From the list of videos above, select the most interesting video for you and present it to your group, following this procedure:

1. Introduction (What is the main idea of the video, what are the components of the video)
2. Present the video (no more than 3-5 minutes)
3. Play the video with the sound off. You are the speaker, no reading. Make emphasis on the following items



Communication: ability to comprehend, make yourself understood, volume
Fluency: speed, flow, naturalness, and comfort with words
Pronunciation: Appropriate intonation, clear articulation of words, sentence & word stress.

Post-task Activities

9. Select the top video from the group by using the following chart

Indicators	Excellent	Very good	Good	Remarks (reasons)
------------	-----------	-----------	------	-------------------

Video content.

Volume

Student's ability to speak

10. Create a discussion (conversation) with your colleagues simulating the real life. It is based on the video of your preference. First draft.

(Roles: doctors, patients, nurses, medical students, etc.) Get ready to act out conversation, present it to the class.



11. Formulate a research problem (interrogative form) you would like to investigate in your future research work.

4

14. Third draft
To generate a discussion based on the topic you are interested for future research work. Use the medical info graphics, articles or



SELF ASSESSMENT CHART: SPEAKING SKILL

Register your self-assessment

Category	Indicator	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Aspects to improve
Oral Interaction	Communication	4	3	2	1	
	Interaction	4	3	2	1	
	Fluency	4	3	2	1	
Oral Production	Vocabulary	4	3	2	1	
	Grammar	4	3	2	1	
	Pronunciation	4	3	2	1	
Total /24		Score: /10				

Development High Order Thinking Skills (HOTS) Applying, Analyzing, Evaluating and Creating,

HOTS	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Aspects to improve
Apply: interact, participate, find out , give examples, solve, use.	4	3	2	1	
Analyze: classify, compare, contrast, debate, differentiate, examine, infer.	4	3	2	1	
Evaluate: express opinions, value, compare, choose, conclude, decide, justify, support.	4	3	2	1	
Create: synthesize, combine, construct, generate, plan, reorganize, suggest, talk.	4	3	2	1	
Total/16	Score: /10				

Learning outcome achievement.

Learning outcome (LO)	Total achievement	Good achievement	Partial achievement	Poor achievement
LO :1	4	3	2	1
LO:2	4	3	2	1
Total /8	...../8	Score:...../10		

Comments on your performance:

.....

Suggestions to improve the activities of this block.

1.What aspects did you like?.....

2.Why?.....

3.What aspects didn ´t you like?

4.Why.....

5. What suggestions can you add?.....



Unit 5:



To produce a video clip based on a photo story to explain your relationship with the person who has most inspired your life.



Source: Tasks on HOTS project

Pre-task Activities

1. Hot seat

Procedure: Choose a player who is seated so s/he cannot see the list of 10 leisure time activities. Those in the group have 1 minute going down the list and trying to get the leader to say the English words from the list of **leisure time activities**. In each turn, the teammates can choose 1 of the 3 strategies: either using 1. **verbal communication** (not the exact words of the list) OR 2. they can use **mimics, body language or 3 drawings**. They have to alternate their choices of strategy.



Leisure time activities:

Technology	At home	Play (sports)	To go
1.Surfing the web	8.Set the table	15.football	30.dancing
2.Play computer games	9.Do homework	16.handball	31.go to the gym
3.Watch a movie	10.Feed the dog	17.tennis	32.hiking
4.Check e mails	11. Sweep the floor	18.golf	33.horse riding
5.Chatting on line	12.Make the bed	19.rugby	34.motor racing
6. Spending time on the social networks	13.Mow the lawn	20.soccer	35.skiing
7. Downloading music	14. Take garbage out	21.table tennis	36.fishing
		22.basketball	37.swimming
		23.billiards/pool	38.parachuting
		24.hockey	39.sailing
		25.volleyball	40.camping
		26.chess	
		27.cards	
		28.-board games	
		29.Play (musical instruments)	
Take	To do	To do : athletics	Others
41.a nap	44.painting	48.gymnastics	57.Hanging out with friends
42. a rest	45.photography	49.karate	58.Talk by phone
43.care of	46.crossword puzzles	50.judo	59.Collect things
	47.gardening	51.motor racing	60.Learn a new language
		52.exercise	61.Spend time with family or friends



2. High thinking card

.What is most important?
a) Verbal communication
b) Visual communication
c) Body language

2.Why?

3.How do you prefer to express your love & gratitude? Use the chart bellow.
Choose your 2 favorite ones.

How?

Explanation or reasons

1. By words
2. By giving presents
3. By sharing time
4. By actions

3. KWIC dictionary

2.KWIC
Collocations
(particular combinations of words)

Color your favorite collocations from the leisure time activities (last page).



4. Read the text below to develop the

CRITICAL THINKING READING

thinking generator chart.

How to Spend Time with Your Family

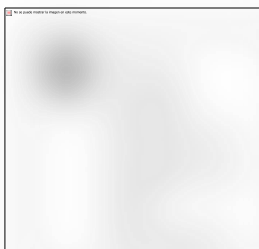
“Spending time with family helps build the bonds of relationships while incorporating family fun. If you and your family don't know what to do, the following steps will help create enjoyable family time”.

“Set aside a specific time for family time. Mark the date and time on the calendar and make this a priority. Decide on what activities you would like to share with your family. Set out games, if that is what you decide to do. Another family activity could be watching movies together”.



“Reading aloud maybe old-fashioned but it is still an enjoyable activity shared by some families.

Plan a sports outing. Plan to attend a football or basketball game for example. Go skating or share other sports related family group activity”.



“Go camping or hiking. Both activities are relatively inexpensive and promote family bonding. Take opportunities when they appear. If your mom asks if you want to go for a walk with her, or your dad asks if you want to go with him to return a movie, say yes. Plan to serve snacks during family night. Talk and tell things to your parents, you would like to share”.

Source: <http://www.wikihow.com/Spend-Time-with-Your-Family>



Thinking generator chart

1. What other ideas can you add to spend worthy time with your family

2. Select what leisure time activities are good for spending time with your family. Explain.

3. Do you agree with the quote: “Time spent with family is worth every second”?
Yes/ no. Explain



5. Evaluating: Do the following survey by ranking the items.

LEISURE TIME SURVEY

1. Please, rank your favorite leisure time activities. 1= the most favorite one
7= the least favorite one.

- 1. Playing sports
- 2. Spending time with the family
- 3. Surfing on the internet
- 4. Relaxing in front of the TV
- 5. Listening to music
- 6. Hanging out with friends
- 7. Traveling
- 8. Other, which one?.....

**9. Rank your favorite kind of music ? 1= the most favorite one
7= the least favorite one.**

- | | | | |
|-------|---------------------|-------|---------------------|
| ..... | Dance music | ..... | electronic music |
| ..... | Inspirational music | ..... | rock music |
| ..... | Latin music | ..... | Pop music (popular) |
| | | other | ..... |

You like to spend your free time with? 1= The most 4 the least.

- | | | | |
|-------|---------------------------|-------|--------------|
| ..... | Your family | ..... | Your friends |
| ..... | Your girlfriend/boyfriend | ..... | other |

10. When you face difficult times who lifts you up? 1= The most 4 the least

- 5..... A family member A friend
5. Synthesizing: Group work:



“Tasks + High thinking foster your learning”

Compare with your classmates the responses of the LEISURE TIME SURVEY. Come up with conclusions about the group preferences and experiences.

1. What are the most common activities in the group? _____
2. What is the most favorite kind of music in the group? _____
3. In the group who do you like to spend most of the time with? _____
4. When you face difficult times who lifts you up? _____

7. Creating: Choose your leisure time activity and talk about (a nice/ embarrassing /funny or scary anecdote) related to that favorite leisure time activity. (dancing, hanging out with friends, hiking, swimming, watching a movie, playing a sport) Get ready to tell the story to your partners.

TASKS

8. Reflecting: Who is the person who has inspired you in your life?

(family member, friend, sweetheart, a famous person, other). _____

Fill in the blanks with his / her name .



Talk to your partner reflecting on the following issues. Take some notes before.

1. How is (“José” your father)..... a person that inspires you?

2. When is.....with you?

3. What is..... is like? (personality)

4. How is an example to follow?

**5.What evidence do you have to demonstrate your love, gratitude or
appraise for _____?**

6.What’s your opinion about your relationship with?

**7. What concrete 2 ideas can you implement in your daily life to demonstrate
your gratitude, love or recognitions for.....?**



Post-task Activities

9. Analyzing: Skimming the lyrics of 2 inspirational songs

look for the one to be dedicated to the person above.

Title of the song	Singer	Main idea	Genre of music
-------------------	--------	-----------	----------------

10. Analyze the lyrics of the selected song by applying 4 questions from the thinking skills chart. (Unit 1 My thinking skills) Write the questions and responses, then exchange your ideas by groups.

5. Eg: Why is this song significant for you?

1.

2.

3.



“Tasks + High thinking foster your learning”

4

5

6. 1 What are the lines of the song that most impacted you? Why?

7. Creating: Design a layout for the video clip on the song to be dedicated to the person who inspires you.

Components of the video clip:

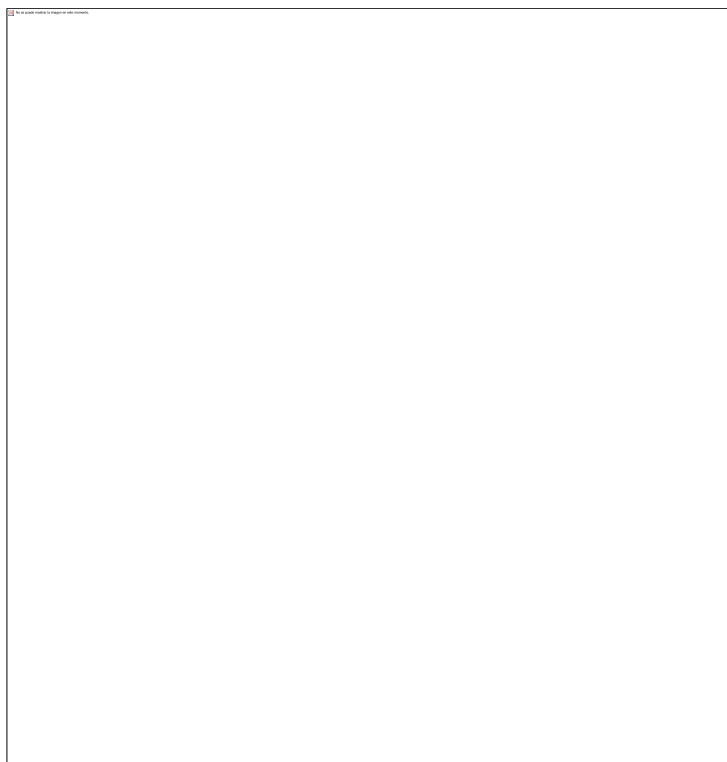
8. Eg. Reasons why are you inspired by the person,
9. 3 photo story to illustrate important events you have faced together
10. Song in groups.

“Tasks + High thinking foster your learning”



Tasks on HOTS

(High Order Thinking skills.)





Introduction

- Present the topic
- Give general information: What you are going to talk about?
-
-

Body

- **Reasons why are you inspired by your special person**
.....
.....
.....
- **3 photo story to illustrate important events**
.....
.....
.....
.....
.....
.....
.....

Conclusion

- A final opinion or decision or resolution you make.

“Tasks + High thinking foster your learning”



Tasks on HOTS

(High Order Thinking skills.)

- 11. Creating: Develop the script for your video here**

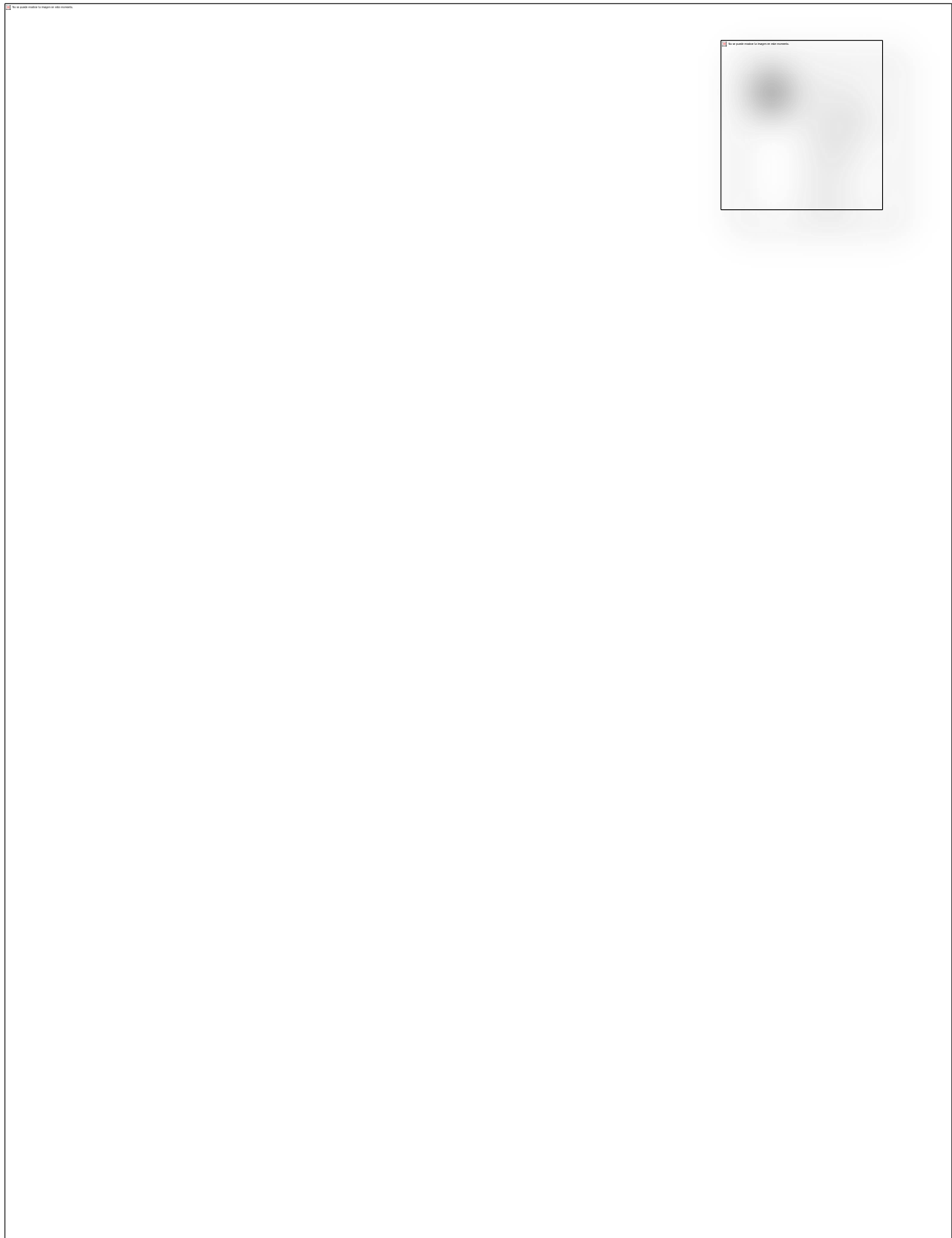
“Tasks + High thinking foster your learning”



Tasks on HOTS

(High Order Thinking skills.)

PHOTO STORY



<http://www.makeuseof.com/tag/8-ms-word-templates-brainstorm-mind-map-ideas>



5



Now, you are ready to produce a video clip (include the components) and. Dedicate it to the person who has inspired or supported your life.



EXTRA SEQUENCE OF TASKS

11. Inspiring songs

It's Who You Are

Name:.....

By AJ Michalka

Date:

Class:.....

Group:.....



Source: <https://www.google.com.ec/search>

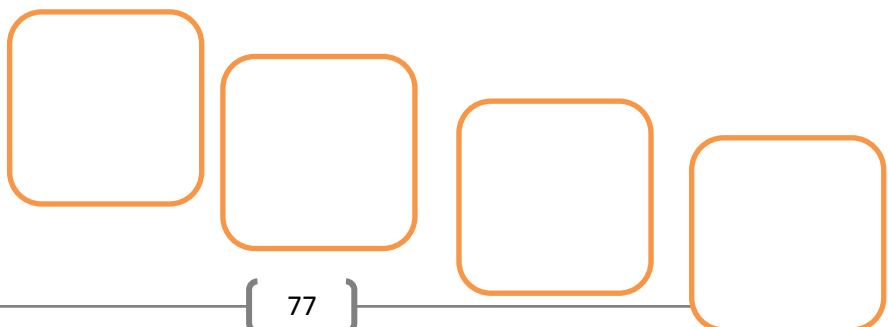
Pre-task Activities

Pre Task A: In the 4 first lines circle the word you listen from the underlined words

1. It's not the rice/ rise/ price/ /prid
2. It's not the aim/ game/ pain/ gate
3. It's not the more/ score/ core/ more
4. It's not the mail/ main/ fame/ game/
5. Whatever road looks way too far
6. It's not what you have
7. It's who you are

Pre Task B: Draw a picture in reference to the expressions in bold .

8. It's not how fast
9. t's not how far
10. It's not of cheers
11. It's who you are





12. In darkest night-----

13. You make your sun-----

14. You choose your race-----

15. And then you run-----

TASKS

Task C: Complete the missing words from this bank list : glory, less, soon, more, moon, fast, far, less

17. It's never the -----

18. It's never the score

19. It's not about seeing about who's ----- and who's -----

20. Cuz when you find out how ----- and how -----

21. You'll know it's not how much you have

22. It's who you are

23. You lose the -----

24. Then be a star

25. It's not too -----

26. Be who you are

27. Whatever road looks way too far

28. It's not what you have

29. It's who you are

Repeat: It's never the glory ...

Task D: Synthetize what is the message of the author in this strophe.

30. When you have found

31. How fast you can run

32. When you have found

33. Your place in the sun,

34. It won't be just you that you'll find

35. Has made the run and the climb

36. It's everyone



Post-task Activities

Post-Task Activity E: Paraphrase the following verses of the song using your own words.

37. Learning to bend and not to break _____

38. Living to give more than you take _____

39. Dying to live. Living to try _____

41. Feet on the ground. Dreams in the sky _____

Post task Activities F: H.O.T.S. questions: (Apply, Analyze, Evaluate, and Synthesize)

1. What’s the meaning of the phrases: “You lose the moon.....Then be a star”

2. “It’s never how much you have”

Post-task Activity G: Answer the following questions relating your answers to your personal life (aims in life).

Justify your responses (Apply HOTS: Analyzing, Evaluation or Synthesizing)

1. How fast can you get?

2. How far can you get?

3. What do you have in your heart? Mention 2 items and justify each one.

4. Finally... Can you write about Who you are?

5. Did you like the song? Justify your response.



Lyrics of the song.

By AJ Michalka

It's not the price
It's not the game
It's not the score
It's not the fame
Whatever road looks way too far
It's not what you have
It's who you are

It's not how fast
It's not how far
It's not of cheers
It's who you are
In darkest night
You make your sun
You choose your race
And then you run
It's never the glory
It's never the score
It's not about seeing about who's less and who's
more
Cuz when you find out how fast and how far
You'll know it's not how much you have
It's who you are
You lose the moon
Then be a star
It's not too soon
Be who you are
Whatever road looks way too far
It's not what you have
It's who you are

It's never the glory
It's never the score
It's not seeing about seeing
Who's less and who's more
Cuz when you find out how fast and how far
You'll know it's not how much you have
It's who you are

When you have found
How fast you can run
When you have found
Your place in the sun,
It won't be just you that you'll find
Has made the run and the climb
It's everyone

It's never the glory
It's never the score
It's not seeing about seeing
Who's less and who's more
Cuz when you find out how fast and how far
you'll know it's not how much you have
It's who you are
It's who you are

Learning to bend and not to break
Living to give more than you take
Dying to live
Living to try
Feet on the ground
Dreams in the sky

It's never how much you have
It's who you are

<http://www.stlyrics.com/lyrics/secretariat/itswhoyouare.htm>



SELF ASSESSMENT CHART: SPEAKING SKILL

Register your self-assessment

Category	Indicator	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Aspects to improve
Oral Interaction	Communication	4	3	2	1	
	Interaction	4	3	2	1	
	Fluency	4	3	2	1	
Oral Production	Vocabulary	4	3	2	1	
	Grammar	4	3	2	1	
	Pronunciation	4	3	2	1	
Total /24		Score: /10				

Development High Order Thinking Skills (HOTS) Applying, Analyzing, Evaluating and Creating,

HOTS	Very satisfactory	Satisfactory progress	Satisfactory in some aspects	Unsatisfactory	Aspects to improve
Apply: interact, participate, find out , give examples, solve, use.	4	3	2	1	
Analyze: classify, compare, contrast, debate, differentiate, examine, infer.	4	3	2	1	
Evaluate: express opinions, value, compare, choose, conclude, decide, justify, support.	4	3	2	1	
Create: synthesize, combine, construct, generate, plan, reorganize, suggest, talk.	4	3	2	1	
Total/16	Score: /10				

Learning outcome achievement.

Learning outcome (LO)	Total achievement	Good achievement	Partial achievement	Poor achievement
LO :1	4	3	2	1
LO:2	4	3	2	1
Total /8	...../8	Score:...../10		

Comments on your performance:

.....

Suggestions to improve the activities of this block.	
1.What aspects did you like?.....	
2.Why?.....	
3.What aspects didn ´t you like?	
4.Why.....	
5. What suggestions can you add?.....	



Bibliografía

- Churches, A. (01 de April de 2008). *A Churches - Tech & Learning, 2008 - technology.pbworks.com*. Obtenido de <http://www.techlearning.com/showArticle.php?articleID=196605124>
- Council of Europe. (18 de Enero de 2015). *Common European Framework of Reference for languages*. Obtenido de Common European Framework of Reference for Languages: http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf
- King, F., & Goodson, K. R. (1998). *Center for Advancement of Learning and Assessment*. Obtenido de www.cala.fsu.edu/.../higher_order_thinking_skills.p..
- King, F., Ludwika, G., & Faranak, R. (s.f.). *Assessment evaluation Educactional Services program*. Obtenido de www.cala.fsu.edu/.../higher_order_thinking_skills.
- Larsen, D., & Anderson, M. (2011). *Techniques & principles in language teaching*. Oxford: Oxford University press .
- McCarthy, M. a. (2010). *Touchstone teacher's edition*. Cambridge: Cambridge University press.
- Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press .
- Spratt, M., Pulverness, A., & Williams, M. (2008). *The Teaching Knowledge Test Course*. New York: cambridge University press.
- Sternberg, R. (1996). *Successful Intelligence*. Simon & Schuster.
- Thomas, A., & Thorne, G. (2009). *Center for Development and Learning*. Obtenido de <http://www.cdl.org/resource-library/articles/HOT.php?type=subject&id=18>
- Willis, D., & Willis, J. (2015). *Doing Task-based Teaching*. Oxford: Oxford University press.