Universidad de Alicante

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TALENTED AND GIFTED STUDENTS

Intervention strategies for the EFL classroom in secondary compulsory education

Máster en Profesorado de Educación Secundaria Obligatoria y Bachillerato. Formación Profesional y Enseñanza de Idiomas.

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1. **PERSONAL DATA**

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Modality chosen: problemática de aula.

2. **JUSTIFICATION OF THE PROJECT'S PROPOSAL**

The diversity observed in nowadays' classrooms is anything else but the consequent reflex from the society's diversity in which we live and we belong to. However, it has been only during the last years of this century when the latest paradigms in education have taken into consideration this diversity, leading all the education community to an undeniable evolution in the field of education. From the traditional educational system based on an instructional model in which the teaching activity and the teacher itself represented the centre of the model, current society has significantly moved to a personal model in which the student and the learning process itself constitute the main focus. So, this evolution is oriented towards the inclusion of all the student body, with particular emphasis in the diversity outreach. And it is because of this endeavour of providing satisfying educational responses to the diversity that all the instruments and items belonging to the educational context have been subordinated to the learning development of each student, included the teacher and the education per se. Likewise, it is in this epitome of individualization and personification of the education where the talented and gifted students, who need a more personal attention, are included.

Accordingly, the *Ley Orgánica de Educación* (LOE) already raised this question, pointing out the right of every student to receive an inclusive education adapted to their needs and to their talent's development. Likewise, among the main functions of the secondary school teachers, are the ones that "endeavour the attention to the intellectual affective, psychomotor, social and moral development of the student" (LOE,2006) as well as the one that emphasises "the investigation, experimentation and continuous improvement of the corresponding teaching proceedings (LOE, 2006). In addition, the law also states that the teachers have the obligation of carrying out the aforementioned functions under the principle of collaboration and collaborative working.

Moreover, the new *Ley para la Mejora de la Calidad Educativa (LOMCE)* highlights the fact that the attention that students should receive is oriented to the "search of their talent development", since "the nature of this talent differs" among the learners and thus, their "recognition" would be crucial in order to offer them the "most appropriate paths to their capacities in a way that they can fulfil their goals.

By these laws, the government is not only admitting that students have different learning rhythms and different needs, but also the importance of providing them with a suitable educational response which should be adapted to the individual features of each student.

Nonetheless, up until today, the majority of the researches and investigations have been focused on the needs of those students who did not achieve what have been named as the *standard intelligent profile*, leaving aside those learners who surpassed it. The motivation of implementing measures specially addressed to those students with learning difficulties is based on the extended myth that the most talented ones are able to complete their perfect development throughout their own resources and capacities. Albeit, in accordance with several studies, almost the 40% of those students do not attain higher education.

The current educational system tries to ensure the diversity outreach from a comprehensive curriculum adaptable to the student's diversity in order to provide the most suitable response to each case. Nevertheless, the aforementioned false but generalised belief regarding the capacities of the gifted students added to the teachers' lack of specific training in this field, as well as the poor motivation of nowadays' curricular systems, have enhanced the scarce relevance granted in the practical terrain to the diversity outreach of the most talented students.

This reality has been properly observable in the centre under study were there are around 3 students in each academic level throughout the four years of the secondary compulsory education, labelled as *gifted and talented students*. However, the English Department seems to provide few response to their learning rhythms and special abilities. Hence, the main reason that supports the realization of this investigation is no other than the aim of designing a functional guide from a wide perspective that encompass the educational guidance as well as to be employed as supporting material for the entire

educational community, and more in particular to the English Department, setting thus the groundwork for the innovative approach of this centre.

Subsequently, from the Guidance's Department of the High School we will be dealing with, the school counsellors have stated their interest and willingness for contributing to this innovative teacher's guidance for further intervention in the EFL classroom with the talented and gifted students currently enrolled in secondary compulsory education.

In a nutshell, those students with special capacities and needs, should have the opportunity of receiving the most suitable educational conditions in order to be able to plenty develop their capacities and so, this work aims to shed some light on the most convenient way of running a class integrated by talented and gifted students, among others. It would be carried out trying to raise awareness of this matter and nuancing the most appropriate intervention in the classroom, specially from the lights of the latest researches in cooperative learning styles and self-regulation such as the flipped classroom method and the gamification one.

3. IDENTIFICATION OF THE PROBLEM

3.1. Fundamental concepts

There are several fundamental concepts that must be clarified in order to ensure a proper understanding of this paper:

3.1.1. Talented and gifted students

For what concerns to the definition of giftedness and so, gifted students, it is fair to say that there are different approaches, nonetheless, all of them share a common basis. Therefore, among the many theoretical conceptions of giftedness are those of Francoys Gagné, Joseph Renzulli, Robert Sternberg's Theory of Successful Intelligence and Gardner's Theory of Multiple Intelligences, as well as the gifted definition of Pfeiffer.

Thus, according to Gagné (1983) we should understand giftedness as:

> […] the possession and use of untrained and spontaneously expressed natural abilities (Called aptitudes or gifts) in at least one ability domain to a degree that places a child among the top 10% of his or her age peers. By contrast, the term talent designates the superior mastery of systematically developed abilities (or skills) and knowledge in at least one field of human activity to a degree that places a child's achievement within the upper 10% of age-peers who are active in that field or fields. His model presents five aptitude domains: intellectual, creative, socio-affective,

sensorimotor, and "others". These natural abilities, which have a clear genetic substratum, can be observed in every task children are confronted with in the course of their schooling. (Gagné, 1985).

On the contrary, when it comes to Renzulli, he understands giftedness as follows:

Gifted behaviour occurs when there is an interaction among three basic clusters of human traits: above-average general and/or specific abilities, high levels of task commitment (motivation), and high levels of creativity. Gifted and talented children are those who possess or are capable of developing this composite of traits and applying them to any potentially valuable area of human performance. As noted in the Schoolwide Enrichment Model, gifted behaviours can be found in certain people (not all people), at certain time (not all the time), and under certain circumstances (not all circumstances). (Renzulli, 1978).

Related to these approaches but from a complete different perspective, we can find the Theory of Multiple Intelligences of Robert Stenberg (1983). It emerged from the interest of Stenberg about the different ways in which people actually use their intelligence. In this framework, it is also relevant to mention the Theory of Multiple Intelligences of Gardner, who suggested that all people have different kinds of intelligence so, people do not have just an intellectual capacity, but have many intelligences, although a person might be particularly strong in a specific area.

Finally, according to Pfeiffer's understanding of giftedness, the most capable students show a higher probability, in comparison with others from the same age, experience and opportunities, of achieving their extraordinary goals in one or more fields culturally valued.

In a nutshell, several models have been proposed with the aim of trying to explain the phenomenon of giftedness however, an agreement or the establishment of a single model, as well as a unified model is far from being achieved, but that is not relevant. On the contrary, what is important to remark is the fact that giftedness is not a static state, in words of Javier Tourón (2016): "giftedness is a condition of possibility but not an attribute […]". In accordance, the successful of education remains precisely in achieving an equalisation between the student's potential and performance.

3.1.2. Inclusion vs Integration

There is a considerable difference between the term *inclusion* and *integration*. When we speak about *integration*, we are conceptually assuming that in a previous period, part of the students was out from the regular educational system. On the contrary, when we make reference to the word *inclusion*, we are talking about the way in which the high school gives response to the diversity. This term emerged on the 90s as a substitute for

the previous one: *integration*, and it encompasses the belief that it is important to modify the scholar system for giving appropriate response to all the students.

3.2. The state of the question

The current society in which we live is characterised by the search of equal opportunities for everyone and, because of that, with this aim always in view, the latest educational practices have focused their attention into the diversity outreach, trying to cater each student's unique and individual needs. This differentiated attention is addressed either to students above or below the "standards" age group profile, in order to maximise their personal development.

However, in accordance with the renowned teacher Yong Zhao, the next step in this educational revolution, is to succeed in the reassessment of the kind of learning resources students have nowadays: "For a long time, teachers were almost the only authoritative source of information and knowledge in the classroom. It is time for educators to shift from dispensing knowledge to helping students navigate the world of knowledge on their own" (Zhao, 2017).

These words have even more sense when it comes to gifted students since they need more autonomous practices and tend to present higher learning pace in comparison with their classmates.

This change in the latest educational paradigm observable in the current Spanish educational system, which grants more importance than ever before to student's diversity, was based on the pioneering researches and investigations about giftedness carried out in the 80s by Genovard. For years, the diversity outreach in our country was a forgotten field both in social and educational terms. Thus, his initiatives allowed us to identified the gifted students. Nonetheless, this new epitome involves a consequent formation for teachers, reason why it could seem logically to presupposed that they would need to have a special profile for being able to properly enhance their gifted students learning process. Because of this concern, researchers as Genovard and his team, from the University of Barcelona, denied this belief but placed the flexibility as one of the most important competences for the gifted student's teachers. In addition, they also highlighted the feature of creativeness as an essential item in the teaching-learning process of those students, with the aim of providing them with a valid and firm incentive for their education.

The new features that characterize the studies about gifted students and that are inevitably among the objectives in the training of professionals in this field are: [...] a special dedication to the topic of creativeness, that includes as subsections the creative imagination, the creative solving problems, the creativity and its expression according to the phases of development, the cultural creativity and the specific creativity of the gifted itself. (Genovard, 1983).

The role played by teachers in the development of giftedness is also included in the research line of Joseph S. Renzulli from the University of Conneticut, who analyses the teachers' formative programmes trying so to provide them with the required training that enables them to create in the centre a creative, intelligent and effectiveness work's methodology.

The objective of the teacher's training programmes is to promote opportunities that serve them to develop theses abilities and knowledges in order to make these visions come true in the future classrooms. Nonetheless, in a lot of classrooms nowadays there is a disconnection between the vision of challenging of the teachers and the satisfaction and daily effort which increases along the race. Maybe, the most ironic about the separation between the ideal and the reality of the current classrooms is that teachers have the abilities and the motivation for carrying out the kind of teaching they once dream with. (Renzulli, 2010).

Likewise, in the same action line, researchers from the University of Malaga, as Fernández-Berrocal, have investigated the significance of training teachers in the learning of emotional and social strategies and techniques.

The influence of the emotions in the teachers has started to been studied from multiple points of view as, for example, their relevance in the professional identity of the teacher, their impact on the emotional tiredness, the health and the well-being of the teachers, the benefits of the EI of the teacher in his professional life and the impact of the teachers about the student's emotions, as well as the analysis of those emotions that emerge in the interactions with other educational members (classmates, parents, academic authorities, etc.). (Fernández Berrocal, Cabello and Gutiérrez Cobo, 2017).

From a complete different perspective, when it comes to list the responsibilities and requirements that the educational system has in order to ensure the education of gifted students, it is Javier Tourón who takes the floor and bubbles to the surface the importance of personalizing the learning process of those students for becoming more competent. And strictly linked to this research line is the one devoted to present some experiences regarding teaching methods for gifted students, as the models included in *El estudio de Rojo*, a research carried out by the *Servicio de Atención a la Diversidad de* la *Consejería de Educación, Formación y Empleo*. This project includes several activities for the acquisition of knowledge and thinking abilities throughout problem-solving, critical and creative thinking and decision making tasks.

In a nutshell, as can be deduced from the aforementioned studies, from some time now, the topic of Gifted Students has a prominent position in the latest global insights and innovations on education. However, despite the attempts of all the educational community for implementing suitable measures that ensure the development of those student's diverse aptitudes and specific needs, the reality in the classrooms is that they only succeed in providing suitable response throughout significant curricular adaptations to those students that are below the standard groups' intelligence profile. On the contrary, due to the unspoken but widespread belief that gifted students have no learning troubles and that are able to adapt their learning pace to the one of their colleagues by themselves, the general trend in educational centres is to ignore their special requirements, partially because for most it could be considered elitist. But in fact, statistics show that almost the 40% of the gifted students end by abandoning their studies, among other reasons because of boredom in regular classes. These results, seem to give their due to the well-known phrase of Javier Tourón: "Because the talent that is not grown, ends by being lost."

In an attempt to break out with the traditional approaches and developing innovative teaching methodologies that stablish the student as the centre of the learning process recognising thus his/her right to work through the curriculum at the pace permitted by his/her ability and level of mastery, emerged the cooperative learning styles. Within this approach, students will work together actively and democratically to develop ideas and solve problems in the performance of cooperative activities that can help the gifted avoid boredom while assisting regular students:

> Gifted children are different from others because they have outstanding abilities and are capable of high performance. Nevertheless, both they and their classmates can benefit from collaborative learning in the regular classroom. When working with others on the basis of equity across ability levels becomes a natural part of regular classroom life, teachers have a constant opportunity to increase the rate of academic success while making learning more stimulating for each student. If gifted and talented students receive both mainstream and differentiated educational possibilities they will make a better contribution to themselves and society. (Adams, 1988).

3.3. Cooperative learning styles: *Flipped classroom* and *gamification*

The concept of cooperative learning refers to an educational approach to teaching and learning method in which learners are grouped with the purpose of achieving a learning goal.

> Cooperative learning is the instructional use of small groups so that students work together to maximize their own an each other's learning. Considerable research demonstrates that cooperative

learning produces higher achievement, more positive relationships among students, and healthier psychological adjustment than do competitive or individualistic experiences. (Johnson, Johnson & Smith, 1991).

Thus, students at various performance levels work together in small groups on a structured activity with clear objectives, towards a common goal. In the process, they need to share strengths and also develop their weaker skills and so, they are supposed to develop their interpersonal skills.

Furthermore, among the main benefits of this educational practice, the predominant one is the active exchange of ideas, which promotes critical thinking and increases the motivation of its participants, since their individualities are respected and appreciated within the group.

Nonetheless, among all the collaborative methods known nowadays, this work is going to be focused on two main learning techniques: *flipped classroom* and *gamification*, stablishing a hybrid combination which aims at proposing an innovative intervention for the EFL classroom.

Flipped classroom should be understood as the reorganization of instruction which provides students with an opportunity to individually watch lecture content while in class they are able to apply their knowledge and understanding. Thus, the students take responsibility of their own learning and the teacher acts as a coach who urges students to investigate on their own and promotes collaborative effort while processing content in class. In addition, for its implementation, this model employs internet technology, which contributes to facilitate the development of students' digital competences.

Likewise, for what concerns to *gamification,* it is an educational practice that involves the using of game design and mechanics to enhance learning in non-game contexts and whose main benefit is the high increase of motivation it provokes in nowadays students. This approach allows students to interact and actively participate in their learning process, which seems to match with students nowadays way of entertainment. Thus, lessons become as engaging, interactive and collaborative as the entertainment our generation' students consumes, and it constitutes the essence of gamification.

The explanation of the aforementioned collaborative learning methodologies enables us to consequently state that the aim of combining these two methodologies lies

in the benefits they both involve, which will enliven the classroom stablishing a communicative and inclusive framework headed by a learner centre approach. At the same time, it will constitute a step forward for students self-regulated learning, who will be able to work through the curriculum adapting their learning to the pace permitted by their ability and level of mastery, reason why gifted students will find thus, response to their special learning requirements.

4. **INFORMATION ANALYSIS**

4.1. Objectives

4.1.1. General objectives
1. To provide an adequate response to the gifted students of the centre subject of enquiry currently enrolled on secondary compulsory education. This response would be developed in accordance with their special learning and social needs.

4.1.2. Specific objectives
1. To study the lack of educational adaptation for gifted students by the English Department of the centre subject of enquiry.
2. To verify the effectiveness of current educational practices throughout a general comparison of methodologies.
3. To offer an innovative proposal of intervention strategies for gifted students in the EFL classroom throughout the development of a didactic intervention with some materials address to second year of compulsory education students.
4. To raise a methodology throughout this intervention that could be extrapolated to similar educational contexts.

4.2. Methodology
The research model established has been a qualitative one based on the process of systematic and direct observation.

It has been carried out throughout the technique of participative observation in which during a whole month the observer has been able to rest in the English lessons given to the students of second year of compulsory education. During this time, the

observer has analysed the teaching procedure regarding the gifted students present in the classroom as well as the gifted students' interaction with the rest of their colleagues and towards their teachers.

This technique intended to identify the adaptation and inclusion level of the gifted students in their classroom, as well as the appropriate response provided to their specific learning styles by the English department of the centre.

4.2.1. *Centre's contextualization*

The centre we are going to be dealing with is an education centre with public ownership. It depends on the *Consellería de Cultura, Educación y Ciencia de la Generalitat Valenciana* and its name comes from the ancient Greek and means Earth.

The High School is placed in the centric street Alcalde Ramón Orts Galán, 2 in a residential area of San Vicente del Raspeig, one of the regions from the province of Alicante. It is a well-equipped centre, concerned about the importance of its sporting facilities, as well as its technological and basic materials since its professionals daily endeavour themselves in order to guarantee the student's learning process and their personal and academic goal's fulfilling.

From an economic point of view, this zone is considered as a medium socioeconomic level one, and it does not exist in the influential perimeter of the High School any social sector that could be considered as a marginal one. Likewise, from a cultural point of view, the majority of the families attending to this centre are working families with a medium level of studies, which extends from the school graduate since the *Bachillerato* or the *FPB*. This encourages a motivational and appealing atmosphere for studying and so, the general expectations for the majority of the students is the one of studying at University.

Furthermore, from the total of 723 students the centre has nowadays, 522 are studying in ESO, both in PIP and PEV; 132 are studying *Bachillerato* in its two modalities, 56 in total with all the groups of the first course and 38 for each group of the second course; 13 are in PCPI and 13 are studying 1º of *FPB*. In addition, from the total of learners, 48 are foreigners, which means a 7% of the total, especially from South American countries, although there are also some of them from European countries. The all come from the three partner schools of the centre: L'Almàssera, La Huerta and the Victoria Kent.

When it comes to the sample of the investigation, it is important to remark that in every academic level, there are around 2/3 students diagnosed as gifted student. Nonetheless, during the training teaching programme carried out in this centre, it could have been noticed that the English Department does not offer an appropriate response to those students, who are forced to follow the curriculum at the same pace of the rest of their colleagues.

Nonetheless, due to extension limits and to the standard of objectivity, the intervention procedure that is going to be proposed on this work will be focused on the particular case of two learners (2 girls) currently enrolled on second year of compulsory education, ranging from 13 to 14 years old, who have been chosen intentionally since both the investigator and the students are already familiarised with each other within the educational context.

4.2.2. *Participants*

This intervention intends to reveal the lack of educational adaptation for gifted students by the English Department of the centre as well as stablishing a comparison in terms of effectiveness between the current methodology implemented and the one proposed.

With these purposes in view, the didactic intervention presented is going to be focused on secondary compulsory education students, and more specifically in two girls currently enrolled on the second year of ESO who are, consequently, ranging from 13 to 14 years old, as it has been previously mentioned. Thus, this intervention has been specifically designed attending to the learning styles of these two students, who present different learning procedures. One of them has a thoughtful- theoretical learning style while the other one presents an active-pragmatic learning procedure.

Nonetheless, apart from these two specific students, there are also their classroom colleagues included in this project since the strategies and activities included in this proposal have an inclusive approach. Likewise, the educational team of the centre and the school leadership's team are also secondary recipients of this didactic intervention.

To sum up, the recipients of this intervention listed in the order of priority are:

- The gifted students enrolled on the second year of compulsory secondary education of the centre at issue.

- All the student enrolled on the second year of compulsory education of the centre under consideration.
- The educational team of the centre.
- The school leadership's team of the centre.

4.2.3. Instruments

The different learning styles of both students have been analysed throughout the learning styles' questionnaire of Honey Alonso (Annex I). This questionnaire is the version adapted by Catalina Alonso in 1992 to the Spanish language and academic framework from the original one designed by Peter Honey and Alan Mumford in 1988 called *Learning Styles Questionnaire*. The reliability of this questionnaire is beyond doubt and it stablishes the existence of four different types of learning styles: Active, Reflexive, Theoretical and Pragmatic.

4.2.4. Proceeding

This intervention has been designed in order to provide an inclusive framework for the gifted students currently enrolled on the second year of compulsory education, and so, it must be remarked that this proposal of intervention will be designed taken into consideration the most common special needs and features of gifted students in ESO according to the *Instituto Valenciano de Altas Capacidades* such as:

1. The demonstration of a huge creativity and imagination.
2. Insatiable curiosity and insightful questions
3. High ability to linked concepts.
4. Courageous approaches of new ways of thinking.
5. Pleasure in the problems' approach and solving.
6. Sensitiveness and perfectionism.
7. Talent for a specific area: music, draw, reading…

Nonetheless, as it has been previously stated, the two gifted students of the group we are going to be dealing with, present also a specific learning style profile. One having a predominant thoughtful- theoretical one while the other presents an active-pragmatic learning profile. Because of that, activities will be mixed, trying to avoid thus the most common blockages of each profile as well as the most suitable activities in order to promote their successful learning. Accordingly, the activities included in this intervention will be a combination between activities that imply an investigation and a questioning of

the topic (suitable for theoretical students) and more practical activities previously illustrated with a model by the teacher and so enabling the student to link the practice and the theory taught (suitable for active-pragmatic students).

4.2.4.1.　TIMING

The content in this didactic intervention will be supported with the compulsory textbook for the course, in which season five deals with trips and foreign countries. Nonetheless, this intervention will constitute an enlargement of the contents of the textbook, focusing it on a broader understanding of an English-speaking country as it is England, learning thus the English language throughout a cultural approach of the country. We will develop this intervention named *Discover England* in the second term of the course.

It will be designed for a total of six lessons of 55 minutes, in which we will develop some material with the purpose of working all the aims, contents and evaluation necessary for the development of the corresponding capacities in our group of 25 pupils.

4.2.5.　Evaluation

The evaluation of this work will be divided in two different sections. The first of them has the aim of analysing the level of satisfaction and acceptance of the didactic intervention proposed. To this end, several rubrics will be designed (Annex 2). One of the rubrics will be address to the educational team of the centre and the second one to the students who would have constituted the active participants and main receptors. Special attention will be paid to the rubrics answered by the two girls diagnosed as gifted students.

The second section will be focused on a self-evaluation with the aim of judging to what extend the initial objectives of the didactic intervention have been accomplished. It will be also carried out throughout the elaboration of a last rubric (Annex 3).

4.2.5.1.　DIDACTIC INTERVENTION'S EVALUATION

This intervention will be evaluated according to the following types and instruments of assessment for students, which also translates into different percentages of grading criteria according to each instrument:

- Formative assessment (60% of the grade).
  - Direct observation of class work (20% of the grade).

- Writing activities: recorded in Moodle in order to provide a direct feedback (10% of the grade).
- Speaking activities: participation, debates and oral presentations (20% of the grade).
- Attendance (10%).
- Summative assessment (40% of the grade):
  - Brief test of the whole didactic intervention (10% of the grade).
  - England tourist guide both written and oral work (30% of the grade).

Finally, taking into consideration the grading criteria, and in consonance with the objectives properly detailed in each session, we will employ the following rubric for the aspects included in "continuous assessment" of the students.

ASPECTS UNDER CONTINUOUS ASSESSMENT				
CRITERIA	Excellent (10-9)	Good (8-7)	Fair (6-5)	Needs improvement (4-0)
Level of engagement and active participation at lessons	Student proactively and regularly contributes to class discussions initiates discussion on issues related to class topic.	Proactively contributes to class discussion, asking questions and responding to direct questions.	Few contributes to class discussions. Hardly ever volunteers but responds to direct questions.	Student never contributes to class discussion: fails to respond direct questions.
Attendance	100%	90%	80%	< 80%
Cooperation	The student demonstrates a strong willingness to cooperate with his/her colleagues.	The student demonstrates willingness to cooperate with his/her colleagues.	The student demonstrates a slightly willingness to cooperate with his/her colleagues.	The student is not willing to cooperate with his/her colleagues when needed.

| The student's notebook (through MOODLE activities) | The student takes care of his/her notebook, in which are included all the exercises and activities done in class, and it is presented in a clear and organized way. | The student takes care of his/her notebook but there are activities and exercises missing. However, his/her notebook still has a good presentation. | In the student's notebook, there are a lot of activities and exercises missing and the presentation is not as clear and organized as desirable but still acceptable. | The student's notebook is mostly incomplete and the student does not show any interest or positive attitude in the correctly presentation of his/her notebook. |

5. PRESENTATION OF THE PROJECT'S RESULTS

5.1. General overview of the sessions

SESSION	ACTIVITY	TIMING	GROUPING	SPACE
1	Introduction to the topic: England. Learning its traditions.	55 min	Individual work Team work Pair work	Classroom
2	First city: London. English sports: rowing.	55 min	Individual work Team work Pair work	Classroom
3	Second city: Bristol. Gastronomy	55 min	Team work Pair work	Classroom
4	Third city: Portsmouth. Writing a letter.	55 min	Pair work Individual work	Informatic classroom
5	Fourth city: Liverpool. Music: The Beatles.	55 min	Individual work Pair work	Informatic classroom

6	Didactic Intervention's test and England tourist guide.	55 min	Individual work Team work	Classroom

5.2. Detailed explanation of the sessions

The students would have been previously informed about the teaching procedure for this didactic intervention regarding the inversed methodology: *Flipped classroom*.

Session 1. England. Learning its traditions.

- Objectives of the session.
  1. To know and understand cultural and artistic manifestations of the English culture, in this case, of British citizens, such as music, sports, history, food and **traditions**.
  2. To correctly employ the Past Simple and the temporal expressions that accompany it, specifically in the context of a descriptive text and informal letters.
  3. To learn and practice the usual vocabulary related to food, sports and music, as well as those related to trips both in oral or written communication.
- Activities:

The students would have previously read a reading at home called *Tea Time*.

Activities		Time
Activity 1: Google Forms Questionnaire	Questionnaire in Google Forms about the reading they are supposed to have read at home. Once they have finished, we will go for a whole class common discussion about the results of the questionnaire and we will try to solve possible doubts. This procedure will be especially helpful for theoretical gifted students since it implies a questioning of the topic.	10'
Activity 2: Guided debate.	In 4 groups of 6, the following questions will be discussed: ¿What's the most popular drink in your country? ¿Is there any similar tradition in your country? After 10 minutes, we will go for a brief common discussion in which the teacher will ask for the different responses of each group. The aim is that learners reflect on their own traditions and costumes.	15'

	Some possible answers (*chocolate con churros, horchata, salmorejo*) will be projected with a picture in the projector after listening all the answers of each group, but again, there is not a closed answered for this activity and other different answers will be also valid. This kind of activities are good for gifted students since they allow a higher level of comprehension and insight into the topic and knowledge development. Nonetheless, at the same time all learners could participate according to their level of mastery since there is not just only one valid question.	
Activity 3: Collaborative writing.	To close this session, in pairs students will have to make a composition among 100-180 words. In addition, they will have to include the 5 words provided to them on the box of the worksheet and answer to the question proposed: From all the different traditions of foreign countries included below, which one would you like to bring to Spain? They will have to submit the composition individually through Moodle at the end of the lesson.	30'
Homework:	Watch the following Voicethread about the boat race between Oxford and Cambridge and note down the words related to rowing vocabulary and sports you are able to identify, especially if you do not understand the meaning of the word at all.	

Session 2. London. English sports: rowing.

- Objectives of the session.
    1. To know and understand cultural and artistic manifestations of the English culture, in this case, British citizens, such as music, **sports**, history, food and traditions.
    2. To correctly employ the Past Simple and the temporal expressions that accompany it, specifically in the context of a descriptive text or letters.
    3. To learn and practice the usual vocabulary related to food, sports and music, as well as those related to trips both in oral or written communication.

- Activities.

Activities		Time
Activity 1: Brainstorming	The teacher will ask for some volunteers who want to share with the rest of the class the words he/she would have noted down while seeing the Voicethread of the teacher. The teacher will be writing the words elicited by the students on the blackboard with the aim of making a considerable list of words. Further doubts or questions about meaning will be solved at this moment.	10'
Activity 2: Let's play! Taboo cards.	With the previous words and with some others related to sports, the teacher will have created some taboo cards. Students will have to form four groups of 6 persons. In 4 different tables will be 4 stacks of cards with 7 cards on each one. Thus, each time will have their own bunch and the game will consist on going in front of the class, picking up the first card and try to describe the word without saying the three forbidden words. In order to check that it is done properly, it would be a student for the other team checking that the person who is describing the word does not say any of the forbidden words. The first team which ends their bunch first and has more points, wins. This kind of activity is suitable for active-pragmatic gifted students since they can link the theory learnt into a more practical terrain throughout the gamification methodology which contributes to raise their motivation and level of engagement.	25'
Activity3: Vocabulary worksheet.	The final activity of this lesson will be done in pairs. I will consist on a vocabulary quizz worksheet: *Sports World Quizz* which will deal with words related to different sports practised all around the world. Students will have 15 minutes for doing it in pairs. In the meanwhile, the teacher will monitor the classroom observing the students and just helping them when they asked for it. After that, during the final 5 minutes, the teacher will project the answers on the blackboard in order they could check their answers.	20'

Homework:	Read the Grammar Power Point titled *A trip to the past* available on Moodle and try to deduce the grammar rule from the examples. Then, submit your conclusions through Moodle for direct feedback.	

Session 3. Bristol. English gastronomy.

- Objectives of the session.

1. To know and understand cultural and artistic manifestations of the English culture, in this case, British citizens, such as music, sports, history, **food** and traditions.

2. Description of physical qualities in people, objects and places they observe. Correctly employing these in the narration of past events, be it in writing or speaking activities, using the English language as a tool to learn and reflect on their own learning.

3. To correctly employ the Past Simple and the temporal expressions that accompany it, specifically in the context of a descriptive text or letters.

- Activities.

Activities		Time
Activity 1: Brainstorming	Kahoot survey and further debate in order to analyse the conclusions the students have retrieved from the power point. Clarify possible doubts and more input with further examples (the examples will be written using the food vocabulary and introducing thus the following activity). This activity aims at analysing the different conclusions students would have reach according to their different mastery or knowledge of the language and so, everyone would be able to participate. Regarding gifted students, this kind of activity will be more motivational for the theoretical student since it is a combination between an activity that implies an investigation and a questioning of the topic.	15'
Activity 2: Collaborative writing	In groups of 6, students will have to write 3 words related to food, 3 different objects, one word related to sport and a country in a piece of paper. Then, the papers will be exchanged and each time will have the words written by another team and will have to write a history using the past simple of about 100-180 words. Then, they will have to submit it individually through Moodle. By this graded activity, we are promoting the collaborative learning in which different levels of the language will be mixed and so, students could	25'

	Activities	Time
	benefit from the abilities of their colleagues, receiving thus, further reinforcement to their own knowledge of the language.	
Activity3: speaking activity	A worksheet with two pictures will be provided to the students. The two of them will represent the same space but one of the pictures will correspond to a previous moment and the second one to a more recent one. Students will have to use the food vocabulary and the past simple to orally describe and compare the two pictures. It will be done in pairs.	15'
Homework	Students will read a short letter about someone's holidays on an island and then they will have to identify the essential parts of an informal letter and highlight them. They will also have to answer to the questions below. Then, they will have to submit it through Moodle for direct feedback.	

Session 4. Portsmouth. Writing a letter.

- Objectives of the session.
  1. To learn and practice the usual vocabulary related to food, sports and music, as well as those related to **trips** both in oral or written communication.
  2. To correctly identify the purpose and context of an oral or written text, as well as its type: informal letters.
  3. To supply the lack of linguistic abilities with other linguistic, paralinguistic or paratextual elements in oral communication. To define and restate a concrete word or expression, to make use of deictics that clarify the meaning, and use the appropriate cultural body language: gestures, facial expressions, visual contact, etc.
- Activities.

	Activities	Time
Activity 1: Structure of a letter. Common discussion	The teacher will ask for some volunteers to share their responses to the rest of the class. By this way, it will be initiated a brief discussion about the answers they provided to the questions related to the text and to the structure of a letter. These kinds of initial debates fortify the students attitude towards the work they have to adopt in order to become effective and active participants in the	15'

	classroom. At the same time, they raise student's motivation since there is not just only one correct answer. After that, the teacher will provide a handout with the specific parts of an informal letter (which were already introduced inductively to the students).	
Activity 2: Personal experience on a disastrous holiday. Role play.	In pairs, students will have to perform a role play following the information that will be given to them in different pieces of papers. Each student will have experienced a different disastrous situation during a past holiday. They will have to tell their story to their partner. They will have 10 minutes for doing it in which the teacher will just monitor the classroom in order to check that they have understood the instructions. After this time, the teacher will ask for some volunteers or some pairs randomly to share their stories with the rest of the class. The aim of practising this kind of exercise in pairs is no other than promote the collaborative learning since it would be normally the partner who will try to correct the student who is performing the activity. That is why it would be a good reason to group students with different levels of mastery in order to endeavour the learning process. In addition, they will feel more self-confident while practising the speaking in pairs than in big groups and, finally, the most important is that students could adapt their speech to their level of mastery, which enables gifted students to entirely develop their capacities.	20'
Activity3: Writing a letter.	The students will have to write a letter individually, about their town (Portsmouth) accordingly to the aspects required in the worksheet. They will have to look for the information on the internet and once they finished, they will have to submit it through Moodle. Because of this final task, this session will be developed on the informatics classroom. This kind of activity is also adaptable to student's different level of mastery since it constitutes another type of graded activity. Students search for the information on the internet according to their interests and so, the final product would be different in each case, depending on their level of engagement and capacity. This activity is appropriate to both the theoretical gifted student since it requires an online investigation and for the pragmatic gifted student of the group since it requires to use the knowledge, grammar rules and vocabulary to a specific task which has a clear objective.	20'

Session 5. Liverpool. English music: The Beatles.

- Objectives of the session.
    1. To know and understand cultural and artistic manifestations of the English culture, in this case, of British citizens, such as music, sports, history, **food** and traditions.
    2. To correctly employ the Past Simple and the temporal expressions that accompany it, specifically in the context of a descriptive text or letters.
    3. To learn and practice the usual vocabulary related to food, sports and music, as well as those related to **trips** both in oral or written communication.
- Activities: WebQuest: The Beatles.

Activities		Time
Activity 1: Listening: "Yesterday"- The Beatles.	Students will have to complete the gaps of the song *Yesterday*, that they will listen twice. Since it is a very famous song, all of them will be familiarised with the topic, what would increase their level of engagement. In addition, it is a meaningful and real material, what can help students and, in particular, gifted students to see the functional side of their learning process.	15'
Activity 2: WebQuest	This activity is based on the WebQuest available on the Internet: https://sites.google.com/site/thebeatleswebquest/tasks It has three activities (the last one: prepare an activity for the class would not be done). The first of them consists on finding out some information about The Beatles, the second one into choosing a song by this band and the last one in translating the chorus of the song. The WebQuest will be done in pairs and they will have to carefully select online information. Through this WebQuest, we will not only assess our student's reading and writing skills but also the management of cooperative work and their analytical abilities. The main goal here is to make students employ English themselves and not only be provided with information and so, our students will be able to work and construct their own knowledge.	40'

Session 6. A Tourist guide of England.

- Objectives of the session.
  1. To know and correctly employ the structure of descriptive texts, as well as informal letters, employing headers and informal register.
  2. To correctly employ the Past Simple and the temporal expressions that accompany it, specifically in the context of a descriptive text.
  3. To learn and practice the usual vocabulary related to food, sports and music, as well as those related to **trips** both in oral or written communication.
- Activities.

Activities		Time
Activity 1: Brief general test of the whole intervention	Students will have to answer a short test with general questions regarding the contents already studied throughout the whole didactic intervention.	15'
Activity 2: England tourist guide	In groups of six, students will have to create a tourist guide of England. Each group will be in charge of speaking about one of the aspects we have been dealing with throughout the whole intervention, describing: its music, sport, food, and traditions. This activity aims at making students work directly with the information provided to them throughout the whole didactic intervention, and that is why it will be performed at the end of the sessions. In addition, it constitutes a graded activity and so, each group could adapt their performance to their level of mastery.	35'
Activity3: Oral presentation	Students will present their work orally to the rest of the class.	10'

5.3. Results from the didactic intervention

After the didactic intervention carried out during the six sessions, a series of results could be described. First of all, the level of participation and involvement has been progressively increasing throughout the lessons. Thus, in the first session, the majority of the classroom read the text but they did not pay attention at all since they answered the questions of the Google Forms in an inexactly or incorrect way. Therefore, the next day they realised by themselves that it was very important to pay attention and make an effort while reading the text and seeing the videos at home, in order to be able to perform the tasks of the following lesson and participate in the classroom debates.

Likewise, the 63% of the students that in previous courses and during that one hadn't been constant while doing their homework at home, little by little were getting used to the realization of the tasks at home. At the end of the didactic intervention, everybody was very motivated and involved in their learning process and home activities. Moreover, the students with learning difficulties as well as those diagnosed as gifted students were able to participate very actively in class debates, as well as during team work activities of each lesson. As the sessions passed, the participations were richer and they all contribute to enhance the learning of their colleagues, creating thus an atmosphere of help and learning that it was not easy to achieve previously.

Furthermore, the quantity of notes and evaluation instruments have been greater in a 58% than the ones of previous units, as well as the academic results.

It is also important to mention that students really appreciated my feedback to their responses submitted through Moodle. I consider that the bond stablished between teacher and students by this tool is very positive since it extends further than just the classrooms.

Nonetheless, not everything has been easy, since at the beginning students were not used to this methodology and the laziness was strong. It has been a little bit difficult to get them used to this dynamic of classroom participation.

To conclude, as the results have significantly reach the objectives and initial expectations, in a near future it seems important to extend this classroom methodology to the rest of the subjects included in the curriculum, providing thus a more adequate response to the individualities of each students, allowing them to develop their abilities according to their level of mastery.

6. CONCLUSIONS

The main aim of this document was no other than provide an inclusive educational framework to those students diagnosed as gifted students, since, as a rule of thumb, they tend to receive scarce attention in the practical terrain.

Accordingly, this work was initiated for nuancing the most appropriate intervention strategies in the EFL classroom, following the latest researches in cooperative learning styles and self-regulation and employing thus, the flipped classroom methodology and the gamification.

With this purpose in view, a didactic intervention was designed with enough materials and a planning for a total of six different lessons. This intervention was addressed to students of secondary compulsory education and specially to a certain group of second year of compulsory secondary education since the activities included have been created taken into consideration the special needs and learning styles of two gifted girls of this classroom.

In the light of the results obtained from the intervention, it is possible to affirm that all the initial objectives planned for this proposal have been properly accomplished, as well as the educational implications, since gifted students have been able to participate more actively in the course of the lesson, enhancing so a higher level of knowledge of the contents included. Likewise, the rest of the students and those with learning difficulties have been able to fulfil with the expectative of their learning process according to their level of mastery. This achievement has undeniably been the perfect symbiosis of a collaborative learning process in which the participation of all the students enriches the knowledge of their colleagues and vice-versa.

Nonetheless, this proposal and action line of intervention have got some important limitations as the lessons time and duration and so, it admits further enlargement, such as the incorporation of additional and helpful tools as the ED puzzle tool in order to provide more direct feedback to students. Furthermore, it would be similarly convenient to coordinate proceedings by the educational team with the purpose of implementing this methodology in all the subjects. Likewise, it would be also interesting to incorporate extra contents that would not be contemplate in the subject's curriculum for being able to analyse the specific interests of each student or the creation of online enhancement and mentoring courses as a complementary educational pillar for satisfying the learners' deep interest in some specific areas and topics that could not be satisfied within the centre and that would be totally complementary to the ordinary curriculum. Furthermore, special

attention should be grant to the promotion of the meta-cognition of students. It is something that the flipped learning methodology facilitates but it requires time to make students used to this dynamic.

Albeit, to this aim a secondary action line would be necessary within the centre, being the predominant measure the need of raising awareness, inform and train the educational community of the centre about the main features of gifted students and the most appropriate intervention strategies to follow.

Parallelly, training teaching programmes about gifted students should be equally added to the teachers' training programmes of the centre.

> To promote the talent and abilities of the most talented students is fundamental to start by having a good knowledge of their features, identification proceedings and psychological intervention as well as of the educational measures of adaptation to their particular needs. In addition, it is compulsory that all the educational community, specially the education professionals, are able to modify their beliefs and attitudes about the need to offer a differentiate educational attention to those students and free their minds from prejudices when working with them and their families. (Pérez & López, 2007).

Finally, in my opinion, even if current educational system and the government are trying to ensure the diversity outreach throughout a comprehensive curriculum adaptable to each student needs in order to provide the most suitable response in each case, the general trend is still to focus on those students who did not achieve the *standard intelligent profile,* leaving thus aside the most talented ones.

I consider that nowadays this situation is not a matter of lack of instruments or resources but a general willingness among the educational community due to their lack of training in this field.

Despite the improvements made, my personal feeling on this matter is that there is still a long path ahead before achieving real inclusive learning classrooms, but it is important to continue in this action line since every student has the right to receive an appropriate and personalised educational response for being able to develop their capacities. In this context and with this purpose, the present work could constitute a support for settling the basis for further researches and a deep development of intervention strategies for gifted students in the EFL classroom.

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8. ANNEXES

8.1. Honey Alonso learning styles' questionnaire.

Instrucciones:

- Este cuestionario ha sido diseñado para identificar su Estilo preferido de Aprendizaje. No es un test de inteligencia , ni de personalidad
- No hay límite de tiempo para contestar al Cuestionario. No le ocupará más de 15 minutos.
- No hay respuestas correctas o erróneas. Será útil en la medida que sea sincero/a en sus respuestas.
- Si está más de acuerdo que en desacuerdo con el ítem seleccione 'Mas (+)'. Si, por el contrario, está más en desacuerdo que de acuerdo, seleccione 'Menos (-)'.
- Por favor conteste a todos los ítems.
- El Cuestionario es anónimo.

Muchas gracias.

Más(+)	Menos(-)	Ítem
○+	○-	1. Tengo fama de decir lo que pienso claramente y sin rodeos.
○+	○-	2. Estoy seguro lo que es bueno y lo que es malo, lo que está bien y lo que está mal.
○+	○-	3. Muchas veces actúo sin mirar las consecuencias.
○+	○-	4. Normalmente trato de resolver los problemas metódicamente y paso a paso.
○+	○-	5. Creo que los formalismos coartan y limitan la actuación libre de las personas.
○+	○-	6. Me interesa saber cuáles son los sistemas de valores de los demás y con qué criterios actúan.
○+	○-	7. Pienso que el actuar intuitivamente puede ser siempre tan válido como actuar reflexivamente.
○+	○-	8. Creo que lo más importante es que las cosas funcionen.
○+	○-	9. Procuro estar al tanto de lo que ocurre aquí y ahora.
○+	○-	10. Disfruto cuando tengo tiempo para preparar mi trabajo y realizarlo a conciencia.
○+	○-	11. Estoy a gusto siguiendo un orden, en las comidas, en el estudio, haciendo ejercicio regularmente.

|		
○+	○-	14. Admito y me ajusto a las normas sólo si me sirven para lograr mis objetivos.
○+	○-	15. Normalmente encajo bien con personas reflexivas, analíticas y me cuesta sintonizar con personas demasiado espontáneas, imprevisibles.
○+	○-	16. Escucho con más frecuencia que hablo.
○+	○-	17. Prefiero las cosas estructuradas a las desordenadas.
○+	○-	18. Cuando poseo cualquier información, trato de interpretarla bien antes de manifestar alguna conclusión.
○+	○-	19. Antes de tomar una decisión estudio con cuidado sus ventajas e inconvenientes.
○+	○-	20. Me crezco con el reto de hacer algo nuevo y diferente.
○+	○-	21. Casi siempre procuro ser coherente con mis criterios y sistemas de valores. Tengo principios y los sigo.
○+	○-	22. Cuando hay una discusión no me gusta ir con rodeos.
○+	○-	23. Me disgusta implicarme afectivamente en mi ambiente de trabajo. Prefiero mantener relaciones distantes.
○+	○-	24. Me gustan más las personas realistas y concretas que las teóricas.
○+	○-	25. Me cuesta ser creativo/a, romper estructuras.
○+	○-	26. Me siento a gusto con personas espontáneas y divertidas.
○+	○-	27. La mayoría de las veces expreso abiertamente cómo me siento.
○+	○-	28. Me gusta analizar y dar vueltas a las cosas.
○+	○-	29. Me molesta que la gente no se tome en serio las cosas.
○+	○-	30. Me atrae experimentar y practicar las últimas técnicas y novedades.
○+	○-	31. Soy cauteloso/a a la hora de sacar conclusiones.
○+	○-	32. Prefiero contar con el mayor número de fuentes de información. Cuantos más datos reúna para reflexionar, mejor.
○+	○-	33. Tiendo a ser perfeccionista.
○+	○-	34. Prefiero oír las opiniones de los demás antes de exponer la mía.
○+	○-	35. Me gusta afrontar la vida espontáneamente y no tener que planificar todo previamente.
○+	○-	36. En las discusiones me gusta observar cómo actúan los demás participantes.
○+	○-	37. Me siento incómodo con las personas calladas y demasiado analíticas.

PERFIL DE APRENDIZAJE

1. Rodee con una línea cada uno de los números que ha señalado con un signo mas (+).

2. Sume el número de círculos que hay en cada columna.

3. Coloque estos totales en la gráfica. Así comprobará cual es su Estilo o Estilos de Aprendizaje preferentes.

I ACTIVO	II REFLEXIVO	III TEÓRICO	IV PRAGMÁTICO
3	10	2	1
5	16	4	8
7	18	6	12
9	19	11	14
13	28	15	22
20	31	17	24
26	32	21	30
27	34	23	38
35	36	25	40
37	39	29	47
41	42	33	52
43	44	45	53
46	49	50	56
48	55	54	57
51	58	60	59
61	63	64	62
67	65	66	68
74	69	71	72
75	70	78	73
77	79	80	76

Totales:

GRÁFICA: ESTILOS DE APRENDIZAJE
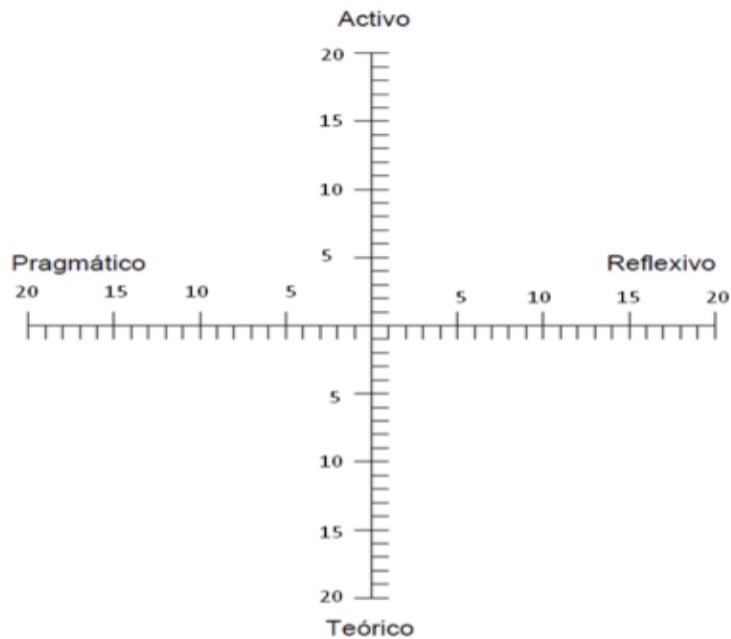
8.2. Educational team's evaluation rubric

ACCEPTANCE LEVEL OF THE DIDACTIC INTERVENTION AMONG THE EDUCATIONAL TEAM				
CRITERIA	**Excellent (10-9)**	**Good (8-7)**	**Fair (6-5)**	**Needs improvement (4-0)**
Planning and preparation for learning				.
Classroom management				
Monitoring, assessment and follow up				
Group structure and functioning				
Innovation				
Classroom inclusive environment				
Creative contents & materials				
Fair evaluation system				
Student's personalised learning				

8.3. Students' evaluation rubric

DIDACTIC INTERVENTION'S LEVEL OF SATISFACTION AMONG THE STUDENT BODY				
CRITERIA	Excellent (10-9)	Good (8-7)	Fair (6-5)	Needs improvement (4-0)
Level of interest on the topic				
Activities and lessons are creatively developed				
Level of satisfaction with group activities		.		
Classroom environment allows active participation	.			
Activities are fairly graded				
Level of knowledge acquisition throughout these lessons				
Materials and activities are meaningful and make subject matter				
Time is well managed and properly exploited				
Assignments are oriented throughout problem solving and critical thinking				
Lessons are dynamic and interesting				
Direct feedback provided is helpful and accurate				

8.4. Self-evaluation rubric

SELF EVALUATION RUBRIC OF THE DIDACTIC INTERVENTION				
CRITERIA	**Excellent** (10-9)	**Good** (8-7)	**Fair** (6-5)	**Needs improvement** (4-0)
Promotion of ICTs				
Time management				
Students' motivation towards class materials				
Students' level of engagement and active participation				
Inclusion of gifted students in the classroom environment				
Level of satisfaction with students grouping activities				
Effectiveness of gamification in the classroom				
Students' resilience to flipped learning methodology				
Level of objectives' compliance				
Gifted students' abilities: degree of development				

8.5. Some class materials of the sessions

8.5.1. Session 1

Tea time
by : EleanorC

A cup of tea is almost a symbol of British culture. As a nation, we are well known for our obsession with this particular hot drink, especially if it it is accompanied by some cake or biscuits. Here are some facts about tea drinking habits in the UK:

1) There is no real tea time
All around the world, everyone thinks that British people drink tea every day at 5 o'clock in the afternoon. In reality, we drink tea at every hour of the day, from the minute we get up to last thing before going to bed. Of course it's quite likely that a British person will drink tea around the middle of the afternoon, but it's also common to drink it with breakfast.

2) The perfect partner: scones
Scones are a simple kind of cake, slightly sweet and usually served with jam and cream. They are excellent with tea. In fact, if you order a 'cream tea' in the UK, you'll get a teapot accompanied by a plateful of these little treats. Delicious!

3) Milk in tea
British people nearly always put milk in their tea. This seems strange to people from other European countries, who would rather drink their tea without adding anything to it. In Britain, people add a certain quantity of milk depending on taste and the tea ends up being opaque and brown instead of clear.

People are always shocked when I say that I prefer coffee to tea. Tea really is part of our cultural identity, whether we like it or not!

1. From all the different traditions of foreign countries included below, which one would you like to bring to Spain? Investigate about them and then, in pairs, write a composition about 100-180 words justifying your choice and including some of the words included on the second box.

Traditions: thanksgiving- boxing day- Holi- Oktoberfest

Words: colours-beer-present-Turkey-religion-costume

_____
_____
_____
_____
_____
_____

8.5.2. Session 2

The Sports World: Vocabulary Quiz!!

The piece of wood used for hitting the ball in baseball or cricket:
a. racket
b. bat
c. log

The official who controls the game in some sports, e.g. football is called:
a. arbitrator
b. referee
c. judge

When a game is finished without either team winning, e.g. 1-1, the game ends in a:
a. draw
b. drawer
c. pair

A type of hard hat that protects the head of the players in some sports is:
a. an armour
b. a helmet
c. a bowler hat

The long metal stick used for hitting the ball in golf:
a. golf club
b. golf bat
c. golf iron

Who trains a person or team in sport is the:
a. trainee
b. coach
c. couch

The leader of a sports team is the:
a. boss
b. captain
c. commander

The pair of glasses that fit closely to the face to protect your eyes from water in swimming:
a. googles
b. goggles
c. goblins

The number 0, especially as the score in some games is called:
a. nil
b. void
c. null

A small metal or plastic tube that you blow to make a sound to attract the players' attention:
a. whisper
b. whistle
c. whisker

The sticks used to push yourself forward while skiing:
a. ski bats
b. ski posts
c. ski poles

The object that players hit backwards and forwards in the game of badminton:
a. shuttle-cock
b. shutter-cock
c. shuffle-cock

An area of land covered by snow where you can practise skiing:
a. a slope
b. a sledge
c. a slide

A game played on ice, in which players slide heavy flat stones towards a mark:
a. curling
b. cordoning
c. pushing

A weapon with a long metal blade and a handle used in fencing:
a. a swan
b. a sword
c. a switch

A player whose job is to stop the ball from going into his/her team's goal is the:
a. goalkeeper
b. doorkeeper
c. gatekeeper

A place where games such as tennis are played:
a. court
b. course
c. counter

The people who behave in an extremely violent way, especially at football matches:
a. vandals
b. villains
c. hooligans

How long is one lap of an athletics track?	What's the name of the object, shaped like a bottle, which players try to knock down in bowling?	How many holes are there on a golf course?
What's the generic name we use which includes sports like judo, karate, Tai Chi, etc.?	How long is a marathon?	What's the adjective that means "healthy and strong, especially because you do regular physical exercise"?
When and where were the first Olympic Games celebrated?	What's the verb which means "risking money on a sports event by trying to predict the result"?	What's the name of the game for 2 people played with 16 balls on a table?

ANSWERS

1. The piece of wood used for hitting the ball in baseball or cricket: BAT
2. The official who controls the game in some sports, e.g. football is called: REFEREE
3. When a game is finished without either team winning, e.g. 1-1, the game ends in a: DRAW
4. A type of hard hat that protects the head of the players in some sports is: A HELMET
5. The long metal stick used for hitting the ball in golf: GOLF CLUB
6. Who trains a person or team in sport is the: COACH
7. The leader of a sports team is the: CAPTAIN
8. The pair of glasses that fit closely to the face to protect your eyes from water in swimming: GOGGLES
9. The number 0, especially as the score in some games is called: NIL
10. A small metal or plastic tube that you blow to make a sound to attract the players' attention: WHISTLE
11. The sticks used to push yourself forward while skiing: SKI POLES
12. The object that players hit backwards and forwards in the game of badminton: SHUTTLE-COCK
13. An area of land covered by snow where you can practice skiing: A SLOPE
14. A game played on ice, in which players slide heavy flat stones towards a mark: CURLING
15. A weapon with a long metal blade and a handle used in fencing: A SWORD
16. A player whose job is to stop the ball from going into his/her team's goal is the: GOALKEEPER
17. A place where games such as tennis are played: COURT
18. The people who behave in an extremely violent way, especially at football matches: HOOLIGANS
19. How long is one lap of an athletics track? 400 meters.
20. What's the name of the object, shaped like a bottle, which players try to knock down in bowling: BOWLING PIN
21. How many holes are there on a golf course? 18
22. What's the generic name we use which includes sports like judo, karate, Tai Chi, etc.? MARTIAL ARTS
23. How long is a marathon? 42,193 km
24. What's the adjective that means "healthy and strong, especially because you do regular physical exercise? FIT
25. When and where were the first Olympic Games celebrated? 776 BC in Olympia, Greece.
26. What's the verb which means "risking money on a sports event by trying to predict the result? BET
27. What's the name of the game for 2 people played with 16 balls on a table? POOL

8.5.3. Session 4

WRITING

You have just received a letter from an English-speaking friend accepting your invitation to visit your hometown. Now you are writing a letter to tell this friend about the best time to come, what to see, the food and the nightlife. Write a P.S. giving them advice about the kind of clothes to bring for the holiday.

_____

_____

_____

Dear_____,

Thanks very much for your letter. _____

I'm very pleased that you want to visit me_____

Have you been to _____ before? _____

Have you ever tried _____ food? _____

The nightlife here is_____

Write to me soon to tell me_____

I'm really looking forward to _____

Best _____,

P. S. If you come in the summer…

8.5.4. Session 5

Yesterday – "The Beatles"

Listen to this song and complete the lyrics with the past simple of the verbs in the box.

| USE- COME- SEEMS- BE- HAVE- SAY |

THE BEATLES

Yesterday,
all my troubles _____ so far away.
Now it looks as though they're here to stay.
Oh, I believe in yesterday.

Suddenly,
I'm not half the man I _____ to be,
There's a shadow hanging over me,
Oh, yesterday _____ suddenly.

Why she _____ to go,
I don't know she wouldn't say.
I _____ something wrong,
now I long for yesterday.

Yesterday,
love _____ such an easy game to play.
Now I need a place to hide away.
Oh, I believe in yesterday.

Why she _____ to go
I don't know, she wouldn't say.
I _____ something wrong,
now I long for yesterday.

Yesterday,
love _____ such an easy game to play,
now I need a place to hide away.
Oh, I believe in yesterday.
Mm mm mm mm mm mm mm.