

1- Match the following items of the Cover Page with their definitions:

- Context
  - Topic
  - Background knowledge
  - Curriculum connections
  - Final Task
  - Outcomes
  - Propósitos generales y específicos
  - Objetivos del año
  - Índices de avance
- What the students already know about a topic, as well as cultural, linguistic and world-knowledge, which they can make use of in understanding a text or discourse.
  - The ultimate outcome of a unit of work. An activity that involves individuals in using language for a communicative and linguistic purpose in a particular situation.
  - Clear statements which establish the purpose and objectives for each curricular area.
  - A guidance for teacher that enable them to measure students' development and performance along the process of learning and reflect upon how students learn.
  - What it is talked about or written about. Content, tasks and contexts are centered around them.
  - The linguistic and situational circumstances that form the setting in which a word, utterance or text occurs. It provides a framework for language use.
  - Clear statements which describe what learners are expected to know or be able to do as a result of a Unit of work.
  - Statements which offer teachers an orientation about how to logically graduate specific content for each year.
  - The integration of english teaching with content derived from other areas and disciplines from the DC.

2- Identify to which items of the Cover Page these examples correspond:

- There is + a/an + noun
- *reflexionar con los alumnos/as sobre el impacto de la cultura del inglés como lenguaje para una mejor comunicación entre los hablantes de diferentes lenguas*
- comedy show - exhibition - cinema - concert - festival - theatre
- Modern lives
- *narren en forma oral y escrita, textos relacionados con la actualidad defendiendo sus puntos de vista y opiniones sobre los mismos*
- *Prácticas del lenguaje: Realizar interpretaciones personales teniendo en cuenta los indicios que dan el texto y el paratexto.*
- Giving advice
- Students will participate in a blog where people ask for advice by writing a piece of advice for one of the situations presented. Then, each student will "like" the pieces of advice he/she most agrees with.
- Descriptive
- Opinion essay

- a-** Propósitos generales y específicos
- b-** Function
- c-** Lexis
- d-** Genre
- e-** Curriculum connections
- f-** Linguistic exponent
- g-** Final Task
- h-** Objetivos del año
- i-** Topic
- j-** Text format

3- Derive the possible content from the final task provided in the previous exercise.

<b>Topic:</b>
<b>Function:</b>
<b>Linguistic exponent:</b>
<b>Lexis:</b>
<b>Genre:</b>
<b>Text type:</b>

4- Discuss over the items chosen for this grid for checking the most important aspects of your Cover Page. You can add any other aspect you consider relevant:


	Yes	No	Yes	No
content is in accordance to the DC				
content is meaningful for the students				
the cover page is coherent				
the cover page is contextualized				
aims and objectives are clear				
content is appropriate for the student's level of proficiency				
the final task is communicative				
the final task is collaborative				

# what is it? **Cover Page**

the first page of a plan

**Includes**

relevant information about the course and students

diagnosis 

the info gathered enable us to plan our lessons considering particular situations

level of proficiency  
background knowledge  
prior knowledge

an outline of the development of our lessons

description of the plan

what is going to be taught and how and how students will be assessed

Diseño Curricular  
prescriptive document

**final task**

communicative and linguistic purpose 

 aims/Propósitos  
objectives/Objetivos del año  
outcomes  
curriculum connections  
assessment  
"indices de avance"

topic  
context  
content

function  
linguistic exponents  
lexis

genre  
text type