

EVALUATION

Regarding evaluation, as it is stated on order 7 nov 2007, there will be a continuous, global and differentiated evaluation.

There will have been an initial evaluation to gather information about students' knowledge and concerns. This evaluation takes place at the beginning of the unit to find out what the learning styles of the students are, how much they know about a given topic or how can they perform certain skills. This initial assessment should be based on the key competences.

CONCLUSION

As they are teenagers they will have difficulties in communicating their ideas, so that, we will have special importance to the development of Linguistic Competence through the achievement of learning objectives stated before. This competence is linked with the Digital Competence as they are citizens of the 21st century which is stated by **LOMCE** in its article 24. 6 . They need those skills and attitudes to develop these two competences which are close related in this planning to the Social and Civic competence. They will be aware of being respectful and tolerant towards other culture and customs, not having prejudices about different genre, sex or religion.

Working cooperatively is a way of attending diversity. We will foster inclusion by working in small groups.

As it can be seen , the teacher role is of a great importance but being a guide of the of teaching-learning process.

This planning is designed not only from the English language perspective, but from other subjects' points of view, as it is a task-based approach (TBL) .

Finally, taking into account the fact of having students from different countries, we will foster inclusion as well as those values regarding respect for multicultural manifestations stated on the PE.