

A) COURSE PLAN

“English: 2nd Year of Secondary Education”

68515 DISEÑO CURRICULAR DE LENGUAS EXTRANJERAS: INGLÉS

YEAR PLAN: “English”

2nd year of Secondary Education

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INTRODUCTION

In a society in which knowledge is constantly changing and improving, the best legacy we can give to our students is the transmission of the different mechanisms necessary to integrate them in the society effectively and constructively, in order to finally, allow them participate in their development in an autonomous and personal way through this change.

The current curriculums continue emphasizing the conceptual aspect of the contents highlighting the general objectives of the stage, the area objectives and the criteria evaluation, the importance of the acquisition of different tools of work such as: analysis, schemes, search and find out meaningful and important information, among others. All of this can help students to structure and organize several strategies of autonomous learning. This gives expression to one of the dimensions of the education linked to the development of the tutorial and guidance function, through the teaching: teaching to think and work, teaching to undertake, show initiatives and make decisions.

During the secondary education period, the area is the basic form of structuring contents. This form present in the organization of curriculum facilitates and improves a rigorous treatment at the same time that it contributes to the development of students' capacity of analyzing. However, the fragmentation of the knowledge into different areas can hamper their comprehension and practical application. Therefore, is not convenient to show all the contents related from a perspective and a **global way** according to the *Global Education Guidelines*. This can be done through the common content-cross, building new common concepts and highlighting the aim of some working techniques which give solutions to certain problems of knowledge.

Several investigations about students' learning, underline the social-natural, cultural and educational development as an important instrument. In this process, the teacher's work is presented as a mediator between the contents and the student's activity as an essential part. The interaction between students and teachers will decisively influence in the socialization process, the relative points of views, the increase of aspirations and the academic achievement.

The stage objectives, the area objectives and the evaluation criteria insist on this aspect. It will be necessary to design teaching-learning experiences oriented to create and maintain a climate of mutual acceptance and cooperation, promoting the organization of student teams and the distribution of tasks and responsibilities among them.

I. CONTEXTUALIZATION

1.1. Official documents: National and Aragonese Curriculum

This Year Plan is extracted from the following current laws: LOE (Orden 4288/2006), Orden of 9 May 2007 (Currículo de la Educación Secundaria Obligatoria de la Comunidad Autónoma de Aragón), Real Decreto 1513/2006 of December 7 (Enseñanzas Mínimas) and the Common European Framework of Reference for Languages.

1.2. School setting

• 1.2.1. Characteristics of the school

The “*Pilar Lorengar*” Centre is a Secondary Education Centre dependent on the DGA. The centre opened its doors for the very first time in September 20, 1985, being a High School according to the current law at that time. During the school year 1990-1991, the centre applied for the French bilingual legislation, which was accepted and because of this the centre became a bilingual centre during the first courses of Secondary Education. In the current course (2013-2014) multilingualism (English-French-Spanish) has been implanted in the first courses of the centre.

The High School collaborates with different autonomous, provincial, and municipal institutions near its neighborhood in order to realize different projects and activities. The Center will help students who need fast immersion in the Spanish language. Through coeducation, it will try to eliminate any gender discriminatory expression and promote coexistence and critical awareness on gender attitudes. The Center wants to promote an education based on the respect for differences. Its role will be to promote coexistence among students with different nationalities, different physical characteristics, and different social level. As teachers, we propose a moral, ethic, and civic education that boosts and defends human rights. Our educational work will be focused on achieving the student’s promotion in the maturity process through dialogue, reflection, and collaboration in a climate of order and discipline.

According to this idea, our educative year plan will focus on:

- Admitting the different evolutionary rhythms and the various intellectual abilities that the students have.

- Taking into account the students' psychological development and the different educational levels in our planning.
- Promoting a responsible and free environment along with a mutual respect among all members of the educational community.
- Stimulating in our students a positive attitude about meaningful learning and curricular activities.
- Avoiding criteria and intransigence in the learning process.
- Developing exercises of reflection and analysis.
- Improving the technique of debate by means of considering it a real knowledge and a means to make responsible decisions.

• 1.2.2. Socio-cultural context

Zaragoza is a medium sized city located in the northeast region of Aragon, which is a part of Spain with relatively plenty economic resources. Nowadays around seven hundred fifty thousand people live there. One of the most important economic resources is the General Motors factory. Thanks to this company some engine industries have been developed in the city. Other important companies situated in the city are BSH which is an appliance manufacturer, CAF, which is a railway equipment manufacturer, the paper-recycling group SAICA, and Lacasa which makes chocolates. This type of industries provides employment for people with secondary and higher education in Zaragoza.

"Pilar Lorengar" High School was built after the 60s Spanish War due to the industrial development in the sixties. Near to the center there are some industrial parks such as Cogullada, Molino del Pilar, El Pilar, Malpica, etc., and some residential places where the rural population once lived. The school is located in the "La Jota" neighborhood, which is situated in the Northwest of the city, between the Ebro and Gállego rivers.

During the last years a lot of new buildings, flats, residential places and pedestrian areas have been built to encourage young people, who may live in other parts of the city, to come to the "La Jota" neighborhood. These young families are formed by couples and, in some cases, couples with one or two children. In general, these families belong to the growing middle class.

The approximate percentage of parents who are unemployed is thirty percent. This data were collected in November 2012 and the variation nowadays has been almost zero, so they are current.

Last year the number of immigrant population at the school has declined considerably. This school year only a twenty percent of the enrolled students are immigrants. That is due to the difficulties to find a job in Spain, and to the reduction of the government-sponsored social security in the last two years.

Due to the reductions in the education budget, most public educational financing is limited. Families are able to apply for a book grant, or for the public transport grant. At the moment, the school only offers an integration program for new immigrants students. This program focuses on the Spanish language and culture. In our opinion, during the last five years, the social facilities have disappeared, affecting the social integration.

- **1.2.3. The students: characteristics and needs.**

The class is formed by 25 students with different origins such as East Europe, India and South America. All of them are able to speak, understand and write Spanish very well. We also have to highlight a pupil with high capacities, who requires supplementary material to develop her comprehension capacity in some lessons.

The distribution of the classroom throughout this year will be done in small groups, trying to adapt the space we have to get the best from our students.

In the classroom we have an interactive digital blackboard, a projector and a personal laptop. Every pupil has his/her own notebook and they can use it whenever they want, with teacher's permission.

In the classroom, we also have different corkboards, which are used for informative notes, cupboards where students' material is kept and a conventional blackboard.

II. SYLLABUS DESIGN AND DEVELOPMENT

2. 1. Introduction

• 2.1.1. Organising principles

Our Year Plan's proposal for the English subject will be developed in the 2nd course of Secondary Education. Through 9 Unit Plans, students will have to achieve the objectives determined in this Year Plan and in the current Educational Legislation for the year. In the sense given, it should be said that the Year Plan will be carried out according to the indications and principles stated by the Aragonese Curriculum (*Orden de 9 de mayo de 2007, del Departamento de Educación, Cultura por la que se aprueba el currículo de la Educación secundaria obligatoria en los centros docentes de la Comunidad autónoma de Aragón*).

The Syllabus Design of our Year Plan will focus on the **competences model** which is a type of curriculum design that begins with a specification of learning outcomes and which uses desired learning outcomes as the basis for developing instructional processes (activities) and input (content). According to Richards (2013), it is also called *backward design* and in the last years it has re-emerged as an upcoming curriculum development approach in language teaching.

Bailey (2001) suggests that a **reflective teacher** must reflect on what happens in lessons and think about alternative means to achieve goals. In order to get this aim, our syllabus will be **flexible** and will take experiences of the students into account. Kelly (1989) defines the curriculum like “the intentions of the planners, the procedures adopted for the implementation of those intentions, the actual experiences of the pupils resulting from the teachers’ direct attempts to carry out their or the planner’s intentions, and the ‘hidden learning’ that occurs as a by-product of the organization of the curriculum, and, indeed, of the school” and it what a proper syllabus design should contain.

Regarding the **values across the curriculum** which are supposed to be achieved during the course, the most remarkable one is the **education in moral values** because it is very important that students learn to respect people who surround them as well as accept their own differences and others’. By learning ethic values, learners will be able

to understand the social reality in which they live and they will become supportive and responsible citizens.

• 2.1.2. Epistemological Framework

One of the most important additions to the educational system in recent years is the **competence-based model** of teaching & learning, as previously said. This model cannot be understood without having a look at an essential theory in educational terms: the **Constructivism**.

According to Hein (1991), “constructivism is applied both to learning theory and to epistemology”, it means both to how people learn, and to the nature of knowledge. The term “constructivism” is related to the idea that students construct learning and knowledge for themselves, involved in a process of interaction and active learning.

Undoubtedly, the role of teachers in this **cognitivist-constructivist learning** is essential. Teachers must focus not only in the subject but also in thinking about learning in a wider sense. This way, students will be able to acquire competences, develop significant learning (regarding their previous knowledge and experiences) and learn to learn for themselves.

Along these lines, **instruction** should be **centered on learners**. Teachers will become the models and students will interact with teacher and one another. The main idea of this way of instruction is that students talk without constant monitoring and teachers become the guides who will provide feedback and correct questions when necessary. So both components are equally involved in the process of teaching-learning.

Knowledge should never be independent of experience and real context so learning process should be a personal construction of meaning based on previous input as well as in new experiences.

• 2.1.3. Contribution to the key competences

The English subject must contribute to the acquisition of the **key competences** set by the Aragonese Curriculum and the current Educational Legislation. The learning of foreign languages promotes six of the eight key competences. Regarding our Year Plan, through the process of teaching English in the 2nd year of E.S.O. it is planned to get the following competences:

- **Competence in linguistic communication:** the contribution of English to develop this competence is essential for spoken discourses. The learning of a foreign language improves this competence because learners develop their abilities to express themselves, orally and in writing, by using the required language depending on the occasion.
- **Learning to learn:** the subject increases students' linguistic capacity by providing them different resources for comprehension and expression. Learners must reflect on their own learning and identify the proper strategies to learn in a better way till they reach the point of controlling their own knowledge.
- **Personal initiative and autonomy:** This subject encourages the cooperative work in the classroom as well as the use of personal resources and social abilities of collaboration and negotiation, which allows students to make decisions and organize their own work.
- **Digital competence:** the ICTs offers people the chance of getting information and communicating with other people around the world immediately. Moreover, this competence makes easy to create real contexts for students to communicate (by e-mail, for instance) with other students around the world. Students will be able to enjoy electronic materials in the lessons like DVDs, CDROMs, videos, etc. The Moodle Platform and the digital blackboards will also be an essential tool for the work in the classroom.
- **Interpersonal and civic competence:** languages are not only vehicles for social communication but also transmit culture and make people more respectful and tolerant with other cultures. In the subject of English, it is very important to work both in pairs and in bigger groups. Through these interactions, students will learn to express their own ideas and listen to the others' ones. So this competence helps learners to construct dialogues, negotiate their meaning and make decisions by taking their classmates' opinions into account.
- **Cultural and artistic competence:** English subject allows an approach to cultural manifestations of English-speaking countries so it highly contributes to the acquirement of cultural and artistic competence. In the same way, the subject contributes to the achievement of this competence by making easy to express personal opinions and emotions and design creative products. So it

allows students to know, understand and appreciate other cultures and ways of art.

Competences are cross-curricular and must not only be taught through English subject but also through all the other subjects set by the curriculum. As they are not natural consequences of learning a foreign language, they will have to be reinforced by teachers to get their students to develop these competences.

On the other hand, the Council of Europe, in the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), states some guidelines both for the learning of languages and for the assessment of how competent learners are when speaking a foreign language. Besides, it also states that students must acquire the **communicative competence** (according to their personal capacities) to be able to communicate in English with others efficiently. This competence is proper of language learning.

The communicative competence includes the following competences: **linguistic** competence (semantic, morphosyntactic, and phonological elements) **pragmatic** competence (speaking, communicative situations, spoken interaction), **sociolinguistic** competence (communicative intention, social conventions) and **strategic** competence which must all be achieved in the subject during the academic course.

The Aragonese Curriculum adds another competence to the list: the **procedural** competence which focuses on learning to learn, development of learners' autonomy, self-awareness of the students and interaction between them.

2. 2. Objectives

Regarding the Aragonese Curriculum, it is necessary to elaborate a list of **general objectives** planned to be achieved in the subject of English in the 2nd year of Secondary Education. Between brackets and near each of our objectives, there will be an indication of the concrete **stage objectives** of the Aragonese Curriculum that they help to achieve:

- 1) To understand oral texts, by listening to and identifying both general and more specific information (*Objective 1, A.C.*)
- 2) To use the language and the structures learnt in the Units in the real context of a daily conversation (*Objectives 2, 5; A.C.*)

- 3) To make communicative exchanges about different topics by using acquired learning strategies (*Objectives 2, 7; A.C.*)
- 4) To be able to identify and interpret general and specific information of written texts (*Objective 3, A.C.*)
- 5) To be able to write a brief text (for instance, an e-mail, an essay, a description) by using expressions and structures previously worked in the Units (*Objective 4, A.C.*)
- 6) To be able to recognize and use new vocabulary (*Objectives 2, 4; A.C.*)
- 7) To be able to learn and use the verbal tenses in present and past properly (*Objectives 2, 5; A.C.*)
- 8) To understand and apply grammatical aspects learnt in past Units (*Objective 5, A.C.*)
- 9) To practice pronunciation and phonetics (*Objectives 2, 5; A.C.*)
- 10) To use English structures and expressions previously worked through the Units (*Objectives 2, 5; A.C.*)
- 11) To become autonomous in the process of learning (*Objective 6, A.C.*)
- 12) To use the digital blackboard and some other resources like the ICTs (PC, tablet, e-reader) in the process of teaching-learning to acquire new vocabulary (*Objective 6, A.C.*)
- 13) To use the computers room in order to carry out easy information searches in English about topics related to the Units (*Objective 8, A.C.*)
- 14) To learn songs in English by using them as a way to communicate and as an approach to the English culture (*Objective 9, A.C.*)
- 15) To get to know other cultural models and compare them with the own culture (*Objective 9, A.C.*)
- 16) To show a positive and receptive attitude towards learning and using the foreign language (*Objective 10, A.C.*)

2. 3. Contents

The Aragonese Curriculum (*Orden de 9 de mayo de 2007, del Departamento de Educación, Cultura por la que se aprueba el currículo de la Educación secundaria obligatoria en los centros docentes de la Comunidad autónoma de Aragón*) specifies clearly which are the **General Contents** of learning for the 2nd year of Secondary Education.

These contents are compiled in the page 212 of the Aragonese Curriculum and structured into four different groups:

- Bloque 1: Listening, speaking and conversation
- Bloque 2: Reading and writing
- Bloque 3: Language Awareness and reflection on learning
- Bloque 4: Socio-cultural aspects and intercultural awareness

The **concrete contents** that have been elaborated for our Year Plan are based on the previous **General Contents** of the Curriculum. They are the following ones:

- **BLOQUE 1: Listening, Speaking and Conversation**
 - Oral comprehension and presentation of messages related to usual activities.
 - Use of colloquial expressions in daily life conversations.
 - Descriptions of people, places and things.
 - Production of oral statements about concrete topics.
 - Oral interviews by formulating appropriate questions.
- **BLOQUE 2: Reading and Writing**
 - Comprehension of the information of some written texts of different length.
 - Use of diverse reading comprehension strategies: inference of the meaning of words due to the context, use of previous knowledge about the topic, etc.
 - Initiative to read different texts autonomously.
 - Composition of diverse texts by following some concrete models: descriptions, essays, etc.

- Personal communication through e-mails and other Internet resources.

- **BLOQUE 3: Language Awareness and Reflection On Learning**
 - Use of expressions and specific lexical for each Unit.
 - Use of the most common structures and functions (conditionals, comparatives, etc.).
 - Identification of morphological elements in the use of the language through TV series, songs, etc.
 - Active participation in work group activities.
 - Development of self-learning by using different resources: Internet, newspapers, books, etc.

- **BLOQUE 4: Socio-Cultural Aspects and Intercultural Awareness**
 - Knowledge and respect towards different cultures: historical, geographical, literary aspects.
 - Identification of different customs and social norms.
 - Valuation of personal enrichment due to the connection among cultures.
 - Use of appropriate politeness formulas in social exchanges.

On the other hand, the **specific contents** of each one of the **Units** of the Year Plan are related to these **concrete contents**.

2.4. Methodology

Teaching ESO students is an interesting task, as well as a challenging one, since students' motivation and capacity of cooperation change from one day to another. That is why teachers must have prepared an arsenal of diverse activities and a huge mental flexibility to cope with daily diverse situations in the classroom.

Teachers need to select the contents and organize the activities according to the learners' individual needs. The election of the contents is essential when teaching.

Teachers should also create a positive learning atmosphere, which mostly depends on the connection between teachers and students, and also among the students.

- **2.4.1. Methodological aspects**

Each Unit starts with a **Vocabulary** section. This presents 8–12 words or expressions related to the Unit’s theme. Practice activities, including listening and repeating, help these to become part of students’ active vocabulary. Further personalized practice is contained in the **Portfolio**.

The **Reading** part starts with a **warmer** to activate students’ knowledge of the topic and generate interest. Students then read a text, with the option of listening on the Class CD. The texts reflect a variety of text types that students could meet outside the classroom and exemplify some of the new vocabulary. Activities then teach students how to read by practicing strategies such as predicting contents from titles and visual clues. Carefully-staged exercises teach students to read for general meaning and then for more specific information.

The **Grammar** section presents the grammar that students have been exposed to in the reading text. Graded exercises check students’ understanding and provide practice. This practice is personalized and meaningful, while at the same time developing students’ accuracy. A full explanation of each grammar point is included in the **Grammar Reference** at the back of the book, and at the beginning of each unit in the Workbook.

The **Pronunciation** exercises are presented by two voice coaches, Victor and Veronica. Here students practice recognizing and producing important sounds in English and develop an awareness of stress, rhythm and intonation.

Writing is broken down into clear steps. After an oral **warmer**, students read a model text, which **recycles grammar and vocabulary from the Unit**. They then focus on an area of the writing which helps to make it effective, such as using connectors or ordering information. Specific exercises give practice in this area. Students then make notes and organize their ideas into paragraphs before writing their own composition. Finally, they’re encouraged to review their work for errors.

- **2.4.2. Resources**

- ➔ **For the students** → Student's Book and Workbook “*English in motion*”, Student's Multi-ROM (songs, dictionary, etc.), Speaking dictionary and the European Language Portfolio (ELP).
- ➔ **For the teachers** → Teacher's Book, Class CDs, Teacher's All-in-one Book, Posters (maps, phonetic charts, etc.) and a Website (www.webenglishinmotion.net).

The **Workbook** allows students to practise the Student's Book syllabus and study independently. It can also be used in class.

Students can use the **Multi-ROM** in class or at home. Teachers can also use it in class with an **interactive whiteboard** (IWB) to work with the course contents in an entertaining and stimulating way.

CLIL activities: here students practise reading and listening skills while learning about topics of special interest, related to those on the **Culture** pages of the Student's Book. These activities are also provided in the **CLIL worksheets** in the Teacher's **All-in-one Book**.

By means of the **Speaking dictionary** students can listen to the **pronunciation** of the words and phrases presented in the Student's Book.

Teacher's **All-in-One Book** is a photocopiable resource that contains: **Mixed-ability Worksheets** (vocabulary and grammar reinforcement and extension exercises), **CLIL worksheets** (reading, listening and writing exercises based on cross-curricular texts), **Speaking activities** (communicative activities that give students further practice of the functional language presented in the main units), **DVD worksheets** and **teaching notes**, and **DVD transcripts**.

- **2.4.3. Groupings**

Grouping system will be flexible and suitable for the kind of activity or skills that are going to be developed, including individual work, big and small groups, and work in pairs.

- **2.4.4. Space**

➔ Classroom, English laboratory, library, audio-visual classroom, computer laboratory.

- **2.4.5. Timing**

- Number of hours of the subject in the Curriculum for the 2nd year of Secondary Education: 4 hours per week
- 9 Units → 3 units per term:
 - First Term: Units 1, 2 and 3
 - Second Term: Units 4, 5 and 6
 - Third Term: Units 7, 8 and 9

2.5. Evaluation

- **2.5.1. Approaches and instruments of evaluation**

Evaluation procedures and instruments

➤ Procedures:

- Observation of student's involvement and integration in class.
- Oral exchanges: questions and answers in class, dialogues, debates, etc.
- Specific exercises related to each Unit sections.
- Workbook activities related to each Unit seen in class.
- Summative evaluation.
- Self-assessment evaluation.

➤ Instruments:

- Record sheets of each student where it is specified his/her results, involvement, work done, etc.
- Oral and writing tests.
- Assessment Record.

- **2.5.2. Grading criteria**

The grading criteria are actually considered to be a **precision of each stage's aims**. They are the trigger because they **will determine the teaching-learning-evaluation-mark process** proposed to the students.

The grading criteria are the suitable answers to the questions and evaluation activities directly related to the acquisition of the aims of each Unit, taking in account the following evaluation criteria:

- Recognize, understand and produce oral and written messages related to the functions to each Unit.
- Write, read, recognize and produce words and expressions used in the different Units (Vocabulary section).
- Recognize and put into practice grammar structures and linguistic contents seen in the different Units (Grammar section).
- Recognize and pronounce properly the sounds seen in the different Units, as well as rhythm, stress, intonation aspects.
- Be interested in learning English language.
- Consider linguistic diversity an enriching aspect.
- Value English language as a communication instrument with others and also as a learning tool.
- Respect and value other languages' usage.

The **final mark for each quarter** will be based on the following criteria:

- Written exams in order to evaluate language aspects (Grammar, Vocabulary, Listening, Writing and Speaking) and oral exams in pairs in order to evaluate the spoken interaction → **70%**. This percentage evaluates the communicative competence.
- Daily class work (Workbook, Portfolio, etc.) → **20%**. This percentage evaluates the learning to learn competence, the cultural competence, the digital competence, etc.
- Behavior, class attendance, group work, interest in the subject, etc. → **10%**. This percentage evaluates the social competence.

The **final mark in June** will be based on the following criteria:

- Evaluation of the global student's work, since the **evaluation is continuous**. The global average will result from **20%** of the **first quarter**, **30%** of the **second quarter** and **50%** of the **third** one.

- **2.5.3. Evaluation of the teaching and learning process**

It is necessary to perform several types of evaluation: diagnostic, training, summative, self-assessment evaluation and peer assessment rubrics.

A **diagnostic evaluation** will take place at the beginning of the school year and it diagnoses students' previous level, what they have learnt, their previous methodology, etc. It can be done by means of the European Language Portfolio (ELP), but also students can be asked to work in groups and evaluate themselves among the group.

Through the **training evaluation** students will be evaluated their progress during each Unit. The evaluation tools might be the involvement in class, the behavior, the notebook, the work in pairs or groups, etc.

The **summative evaluation** helps teachers know what level have students reached during the teaching-learning process. The evaluation tools might be projects, writings, class works, etc.

Through the **self-assessment evaluation** teachers help students to elaborate a Portfolio (**English Language Portfolio**) with their class work including references to their learning style, improvement aims, etc. This Portfolio's aim is to encourage students to learn more languages during their entire life, to ease mobility across Europe and to assist understanding and tolerance among European cities.

Evaluation of a complex knowledge requires a tool that allows for complexity: **rubrics** (a key component of a performance based program). Rubrics contain specific performance characteristics so they provide: graded assessment and consistent, objective criteria. Through the **peer assessment** rubrics it is defined what work meets today's standards, allowing teachers (and students) to distinguish between different levels of performance.

	SUPERIOR	HIGH	BASIC	LOW
SPEAKING	The student is able to use English perfectly in order to talk to teachers and classmates in the school context.	The student is able to use English in order to talk to teachers and classmates in the school context.	The student is able to use English in order to talk to teachers and classmates in the school context, only if the teacher proposes to do it.	The student needs constant invitations to use English to communicate to other classmates and teachers in the school context. He/she can express short sentences.
LISTENING	The student is able to select the main ideas, information and details in	The student is able to recognize some main ideas and information in audio	The student is able to associate data with key words from his/her	The student is able to recognize some clues about the required

	audio conversations, and he/she is able to make representations about them.	conversations, and is able to make valid inferences about it.	vocabulary about the information contained in audio conversations, giving some explanations about it.	information in audio conversations only with teacher's help.
WRITING	The student is able to take notes carefully of those unknown terms, by taking into account the right spelling. The student is able to write paragraphs in which he/she relates the new contents.	The student is able to take notes of those unknown terms and reinforces his/her understanding by using the words learnt during the lesson. The student is able to write sentences in which he/she relates the new contents.	The student constantly uses the dictionary when he/she has to write words related to the lesson. The student constantly uses the dictionary while elaborating writings related to the new contents.	The student constantly requires help when he/she has to write words related to the lesson. The student, with the teachers' help, writes short sentences in which he/she relates the new contents.
READING	The student is able to read fluently and clearly, has a correct pronunciation and includes new vocabulary. He/she identifies the most important information in the reading and also the new contents. The student tries to solve his/her doubts autonomously without teacher's help.	The student is able to read fluently and clearly, has an acceptable pronunciation, and includes new vocabulary. He/she identifies the relevant information in the reading. The student tries to solve his/her doubts autonomously but in some occasion he/she needs teacher's help or to use the dictionary.	The student fumbles while reading. His/her pronunciation usually is not clear. He/she identifies limited relevant information in the reading. The student needs teacher's help and to use the dictionary to solve his/her doubts.	The student fumbles while reading. His/her pronunciation is incomprehensible. He/she seldom identifies limited relevant information in the reading. The student needs teacher's help constantly and to use the dictionary to solve his/her doubts.

- 2.5.4. Evaluation of the year plan**

In order to **evaluate the Year Plan**, various instruments are used to collect data: questionnaires, surveys, interviews, observations, and testing. The methodology used to gather the data should be a specified **step-by-step procedure**. It should be carefully designed and executed to ensure the data is accurate and valid.

Questionnaires are the least expensive procedure for external evaluations and can be used to collect large samples of graduate information. The questionnaires should

be tested before using to ensure the recipients understand their operation the way the designer intended.

There will **be three levels of tests** to cater for **mixed-ability** classes: tests at the same level as the Student's Book (**Consolidation**), tests below that level (**Reinforcement**), and tests above that level (**Extension**). There are tests for each unit, the end of each term, and two end-of-year tests (to cater for re-sits). Tests cover reading, vocabulary, grammar, listening, speaking and writing.

2.6. Differentiation

Differentiation is a way of understanding the relationship among the Year Plan's components (aims, evaluation criteria, contents, key competences and methodology), and, in brief, **the teaching-learning-evaluation process** teachers develop with students. The principal aims of the differentiation section are to know, to know-how-to-do and know-how-to-be.

Since there is in class **a student with high capacities**, she will require supplementary material to develop her comprehension capacity during lessons. The teacher will provide her photocopiable resources for stronger students, such as **mixed-ability worksheets** from the "*English in motion*" All-in-One Book section, so she can **reinforce and extend** her knowledge.

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III. UNIT PLANS

UNIT 1: "Friends"

TIMING: First Term (3 weeks)

LEARNING OBJECTIVES

- To know personality adjectives and hobbies, and use them in a real context. (*General Objective 6*)
- To be able to describe daily-life activities and hobbies. (*G. O. 8*)
- To introduce new people through common expressions. (*G. O. 3, 6*)
- To develop speaking skills related to friendship. (*G. O. 2, 3*)
- To be able to write a description about a friend. (*G. O. 5*)
- To be able to read and understand a magazine article related to social norms in different countries. (*G. O. 4, 6*)
- To be able to understand film context conversations and spot mistakes related to those conversations. (*G. O. 6, 7*)
- To get used to some basic aspects about rhythm and intonation. (*G. O. 7*)

CONTENTS

Bloque 1: Listening, speaking and conversation	-Oral comprehension and presentation of friendship conversations and description of leisure activities. - Use of the adverbs of frequency in daily situations.
Bloque 2: Reading & writing	-Simple e-mails production and descriptions of people using the Unit vocabulary. -Comprehension of simple texts related to the Unit topics: friendship and social relationships.
Bloque 3: Language awareness and reflections on learning	-Use of friendship and daily life expressions. - Use of proper common expressions and lexical in a specific context. -Use of politeness structures in usual contexts.
Bloque 4: Socio-cultural aspects and intercultural awareness	-Identification of different customs related to social norms in other countries. -Use of politeness formulas in daily life. -Knowledge of other cultures as well as its importance for personal enrichment.

KEY and specific COMPETENCES

This Unit specially develops:

- Digital competence**, through the use of ICTs, Internet and the media available.
- Interpersonal and civic competence**, through strategies of work group to promote interaction among students.
- Personal initiative and autonomy**, through the development of autonomous work (search for information, reading activities, etc.)

ASSESSMENT CRITERIA

- To describe a friend's personality and likes. (*Criteria 4*)
- To talk about hobbies and personality in daily-life. (*Criteria 5*)
- To be able to understand leisure context and friendship conversations. (*Criteria 1 & 2*)
- To show interest in other cultures. (*Criteria 8*)

VALUES ACROSS THE CURRICULUM

This Unit tries to promote the respect among people without taking into account physical differences and different cultures.

RESOURCES AND MATERIALES

Text book *English in motion 2*, ELP Portfolio, Multi-ROM, Worksheets, Whiteboard and *ESLgold* Website.

ACTIVITIES

- Vocabulary-Personality adjectives: Exercise 1, page 7 from *English in Motion 2*.
- Listening-Hobbies: Exercises 2, 3 & 4, page 10 from *English in Motion 2*.
- Reading-Greet the world: Exercises 1, 2 & 3, page 12 from *English in Motion 2*.
- Writing: composition (e-mail) about a friend.
- Speaking-Are you a good friend quiz: oral exercises (exercises 1 & 2, page 8 from *English in Motion 2*). / Speaking activity from [ESLgold.com](http://www.eslgold.com/speaking/topic_sports.html) in order to talk about hobbies, for instance, Sports → http://www.eslgold.com/speaking/topic_sports.html
- Use of English: Exercises 1, 2, 3 & 4, page 13 from *English in Motion 2*.

UNIT 2: "About town"**TIMING:** First Term (3 weeks)**LEARNING OBJECTIVES**

- To know different kinds of shops and music genres, and use them in a real context. (*General Objective 2, 6*)
- To be able to describe shops in different areas through common words and expressions. (*G. O. 8*)
- To develop speaking skills related to shops and music likes. (*G. O. 2, 3*)
- To be able to make questions and write a description with the answers about one's free time. (*G. O. 2, 5*)
- To be able to read and understand a magazine article with comic strips as an aid for comprehension. (*G. O. 4, 6*)
- To be able to discuss daily activities of people in one's life. (*G. O. 1, 6*)
- To be able to understand an interview related to music genres and spot mistakes. (*G. O. 1*)
- To be able to distinguish similar sounds. (*G. O. 7*)

CONTENTS

Bloque 1: Listening, speaking and conversation	<ul style="list-style-type: none">-Oral comprehension and presentation of free time activities.-Use of time expressions in daily situations.
Bloque 2: Reading & writing	<ul style="list-style-type: none">-Simple descriptions of people likes and leisure activities using the Unit vocabulary.-Comprehension of simple texts related to the Unit topics: shops and music genres.
Bloque 3: Language awareness and reflections on learning	<ul style="list-style-type: none">-Use of daily life and likes expressions.-Use of proper common expressions and lexical in a specific context.
Bloque 4: Socio-cultural aspects and intercultural awareness	<ul style="list-style-type: none">-Identification of different polite formulas to make requests.-Use of politeness formulas in daily life.-Valuation of personal enrichment due to the connection among cultures regarding literature, arts, sports, etc.

KEY and specific COMPETENCES

This Unit specially develops:

- Digital competence**, through the use of ICTs, Internet and the media available.
- Interpersonal and civic competence**, through strategies of work group to promote interaction among students.
- Personal initiative and autonomy**, through the development of autonomous work (search for information, reading activities, etc.)

ASSESSMENT CRITERIA

- To describe shops. (*Criteria 4*)
- To talk about hobbies and likes in daily-life. (*Criteria 5*)
- To be able to make polite requests. (*Criteria 2*)
- To be able to understand leisure contexts. (*Criteria 1 & 2*)
- To show interest in other cultures and their famous people. (*Criteria 8*)

VALUES ACROSS THE CURRICULUM

This Unit tries to promote the use of language that can be transferred to real-life situations, and the use of strategies for students in order to evaluate their own work.

RESOURCES AND MATERIALES

Text book *English in motion 2*, ELP Portfolio, Multi-ROM, Worksheets, Whiteboard and *ESLgold* Website.

ACTIVITIES

- Vocabulary-Shops: Exercises 1 & 2, page 15 from *English in Motion 2*.
- Reading-Look who's here: Exercises 2 & 4, page 16 from *English in Motion 2*.
- Listening-Music survey: Exercises 3, 5 & 6, page 18 from *English in Motion 2*.
- Writing: composition (e-mail) about free-time activities.
- Speaking: oral exercises (exercise 5, page 17; exercise 5, page 19 from *English in Motion 2*). /Speaking activity from *ESLgold.com* in order to use the Present Simple to talk about daily activities (simple phrases and expressions, and vocabulary for these situations) → http://www.eslgold.com/speaking/ss_simple_sentences.html
- Use of English: Exercises 2, 3, 4 & 5, page 19 from *English in Motion 2*.

UNIT 3: "Let's go"**TIMING:** First Term (3 weeks)**LEARNING OBJECTIVES**

- To know types of transport and adjectives related to them, and use them in a real context. (*General Objective 6*)
- To be able to defend and justify personal preferences through common expressions. (*G. O. 8*)
- To develop speaking skills related to advantages and disadvantages of transport, and asking for travel information. (*G. O. 2, 3*)
- To be able to write a description about the place where one lives. (*G. O. 5*)
- To be able to read and understand descriptions about different cities or countries. (*G. O. 4, 6*)
- To be able to compare people and things. (*G. O. 6, 8*)
- To get used to some basic aspects about rhythm and intonation. (*G. O. 7*)

CONTENTS

Bloque 1: Listening, speaking and conversation	<ul style="list-style-type: none">-Oral comprehension and presentation of places in the city.-Discussion on the advantages and disadvantages of different types of transport.
Bloque 2: Reading & writing	<ul style="list-style-type: none">-Descriptions of places in the city using the Unit vocabulary.-Comprehension of simple texts related to the Unit topics: travel and places in the city.
Bloque 3: Language awareness and reflections on learning	<ul style="list-style-type: none">-Use of comparatives and superlatives in different situations.-Use of proper common expressions and lexical in a specific context.
Bloque 4: Socio-cultural aspects and intercultural awareness	<ul style="list-style-type: none">-Identification and description of famous buildings and places around the world.-Use of politeness formulas in daily life.-Valuation of personal enrichment due to the connection among cultures.

KEY and specific COMPETENCES

This Unit specially develops:

- **Competence in linguistic communication:** Through some of the activities of this Unit, students learn to express themselves orally and in writing.
- **Digital competence**, through the use of ICTs, Internet and the media available.
- **Interpersonal and civic competence**, through strategies of work group to promote interaction among students.

ASSESSMENT CRITERIA

- To describe buildings and places. (*Criteria 4*)
- To talk about personal preferences in different situations. (*Criteria 5*)
- To be able to understand travel context. (*Criteria 1 & 2*)
- To show interest in other cultures and places around the world. (*Criteria 8*)

VALUES ACROSS THE CURRICULUM

This Unit tries to promote the respect for other cities, countries and cultures.

RESOURCES AND MATERIALES

Text book *English in motion 2*, ELP Portfolio, Multi-ROM, Worksheets, Whiteboard and *AgendaWeb* Website.

ACTIVITIES

- Vocabulary-Transport: Exercises 1, 2 & 3, page 23 from *English in Motion 2*.
- Listening-Travel information: Exercises 1, 2, 4 & 5, page 29 from *English in Motion 2*. / Listening activity from *Agenda Web.org* where students can practice listening comprehension related to a topic, for instance, "Best city in your country" → <http://www.ello.org/PagesMixer/44-MX-BestCity.htm>
- Reading-Under London: Exercises 4, 5 & 6, page 28 from *English in Motion 2*.
- Writing: composition about one's city (Exercise 5, page 30 from *English in Motion 2*).
- Speaking-Travel information and preferences (exercise 3, page 23; exercise 8, page 25 from *English in Motion 2*).
- Use of English: Exercises 6, 7 & 8, page 25 from *English in Motion 2*.

UNIT 4: "Prodigies"

TIMING: Second Term (3 weeks)

LEARNING OBJECTIVES

- To know different body parts, and use them in a real context. (*General Objective 2, 6, 14*)
- To be able to describe abilities in the past. (*G. O. 5, 6, 8, 14*)
- To describe other people physically. (*G. O. 2, 6, 8, 14*)
- To develop speaking skills related to historical figures. (*G. O. 2,3,6,7,13,14*)
- To be able to write a family story. (*G. O. 5, 14*)
- To be able to read and understand a magazine article related to child prodigies. (*G. O. 4, 6, 9, 11, 13, 14*)
- To be able to understand a conversation about past cultures and famous people. (*G. O. 1, 2, 6, 13, 14*)
- To get used to some basic aspects about rhythm and intonation. (*G. O. 7*)

CONTENTS

Bloque 1: Listening, speaking and conversation	<ul style="list-style-type: none">- Description of historical figures.- Oral comprehension and presentation of hobbies related to childhood.- Description of physical characteristics.
Bloque 2: Reading & writing	<ul style="list-style-type: none">- Comprehension of readings related to the Unit topic: prodigies.- Description of familiar stories.
Bloque 3: Language awareness and reflections on learning	<ul style="list-style-type: none">- Use of physical characteristics and old hobbies.- Use of proper common expressions and lexical in a cultural context.
Bloque 4: Socio-cultural aspects and intercultural awareness	<ul style="list-style-type: none">- Identification and description of the most famous historical figures around the world.- Valuation of personal enrichment due to the connection among cultures.

KEY and specific COMPETENCES

This Unit specially develops:

- **Competence in linguistic communication:** Through some of the activities of this Unit, students learn to express themselves orally and in writing.
- **Digital competence**, through the use of ICTs, Internet and the media available.
- **Interpersonal and civic competence**, through strategies of work group to promote interaction among students.
- **Learning to learn** because in this Unit students reflect about their own learning and identify some strategies to learn efficiently.
- **Personal initiative and autonomy**, through the development of autonomous work (search for information, reading activities, etc.)

ASSESSMENT CRITERIA

- To describe people taking into account their physical characteristics. (*Criteria 4 & 5*)
- To talk about stories related to one's family. (*Criteria 2 & 4*)
- To talk about hobbies related to childhood. (*Criteria 2*)
- To be able to understand information about historical figures. (*Criteria 1, 3 & 6*)
- To show interest in learning historical aspect from other cultures. (*Criteria 7 & 8*)

VALUES ACROSS THE CURRICULUM

This Unit tries to promote the respect for other cultures and for the historical characters around the world.

RESOURCES AND MATERIALES

Text book *English in motion 2*, ELP Portfolio, Multi-ROM, Worksheets and Whiteboard.

ACTIVITIES

-Vocabulary-Body parts:

Exercise 3, page 35 from *English in Motion2*.

<http://www.juntadeandalucia.es/averroes/interlex/topics.htm>

<http://www.learnenglish.de/basics/appearances.html>

-Listening:

http://www.ivoox.com/descriptions-2-basic-listening-audios-mp3_rf_1065025_1.html

-Reading and Speaking:

<http://science.discovery.com/life-earth-science/10-child-prodigies.htm>

-Writing:

"Family history project": page 42 from *English in Motion2*.

- Use of English:

"Culture Einstein's Brain": page 40 from *English in Motion2*.

UNIT 5: "Telling Tales"**TIMING:** Second Term (3 weeks)**LEARNING OBJECTIVES**

- To know different kind of technology, science fiction and films, and use them in a real context. (G. O.2, 6)
- To be able to describe different fiction stories. (G. O. 1, 3, 14)
- To be able to answer questions related to different readings or interviews. (G. O. 1)
- To be able to write stories following some indications. (G. O. 5, 6, 8, 9)
- To be able to read and understand articles related to science fiction around the world. (G. O. 10, 11)
- To be able to understand a recording about science fiction. (G. O.1, 6)

CONTENTS

Bloque 1: Listening, speaking and conversation	<ul style="list-style-type: none">- Description of different science fiction films.- Use of cinematographic and science fiction expressions in real context.- Description of the advantages and disadvantages of science fiction films and books.
Bloque 2: Reading & writing	<ul style="list-style-type: none">- Description of science fiction or cinematographic stories.- Elaboration of science fiction stories.
Bloque 3: Language awareness and reflections on learning	<ul style="list-style-type: none">- Use of present actions and movement expressions.- Use of proper cinematographic and science fiction expressions and lexical in different contexts.
Bloque 4: Socio-cultural aspects and intercultural awareness	<ul style="list-style-type: none">- Knowledge of different expressions related to cinema and literature.- Use of typical expressions related to new technologies, science fiction and films.- Personal valuation of advantages of learning a second language in an intercultural context.

KEY and specific COMPETENCES

This Unit specially develops:

- Digital competence**, through the use of ICTs, Internet and the media available.
- Interpersonal and civic competence**, through strategies of work group to promote interaction among students.
- Learning to learn** because in this Unit students reflect about their own learning and identify some strategies to learn efficiently.
- Personal initiative and autonomy**, through the development of autonomous work (search for information, reading activities, etc.)

ASSESSMENT CRITERIA

- To use common expressions about science fiction and films properly. (*Criteria 2 & 4*)
- To talk about cinematographic or literary preferences. (*Criteria 2, 5 & 6*)
- To understand short writings about science fiction. (*Criteria 1 & 3*)
- To make a description of an imaginary science fiction character. (*Criteria 4, 6*)
- To use the new technologies to search information related to the Unit topics and write a composition about it. (*Criteria 7*)

VALUES ACROSS THE CURRICULUM

This Unit tries to promote the respect for different opinions or preferences by means of proper and politeness expressions, and it also develops the idea of cooperative working through learning strategies.

RESOURCES AND MATERIALESText book *English in motion 2*, ELP Portfolio, Multi-ROM, Laptop, Internet, Worksheets and Whiteboard.**ACTIVITIES**

- Vocabulary-Science Fiction and Cinema:

<http://quizlet.com/13764546/science-fiction-vocabulary-flash-cards/>

<http://quizlet.com/8159440/cinema-vocabulary-spanish-a-level-flash-cards/>

http://www.espanol-ingles.com.mx/phrase_book/spanish/cinema.html

- Listening: Close Encounters Exercises 2, 3 & 4, page 46 from *English in Motion2*.

http://www.listenaminute.com/s/science_fiction.html

- Reading: "Culture Unsolved Mysteries", page 48 from *English in Motion2*.

<http://www.mansioningles.com/Lectura09.htm>

- Writing, Speaking and Use of English: WebQuest: <http://zunal.com/process.php?w=68090>

UNIT 6: "Electric!"**TIMING:** Second Term (3 weeks)**LEARNING OBJECTIVES**

- To be able to use words and expressions related to TV programs and Electrical appliances and use them in a real context. (*General Objective 2, 3, 5 & 6*)
- To be able to use common expressions related to TV habits. (*G.O. 2 & 8*)
- To be able to distinguish between countable and uncountable objects. (*G.O. 6, 8 & 9*)
- To learn how one can help to improve the benefits of energy saving. (*G.O. 4*)
- To talk about one's favorite TV programs. (*G.O. 3*)
- To be able to search the most famous English-speaking television series. (*G.O. 9, 10, 11, 13*)
- To get used to some basic aspects about rhythm and intonation. (*G.O. 7*)

CONTENTS

Bloque 1: Listening, speaking and conversation	<ul style="list-style-type: none">- Use of expressions about TV program likes and Electrical appliances.- Oral comprehension about the benefits of energy saving.- Description of one's favourite TV programs.- Oral explanations about how one can improve habits related to energy.
Bloque 2: Reading & writing	<ul style="list-style-type: none">- Comprehension of simple texts about TV programs and Energetic resources.- Comprehensive reading of texts about how to save energy and the future of the planet.
Bloque 3: Language awareness and reflections on learning	<ul style="list-style-type: none">- Use of proper common expressions and lexical in a specific context based on Energetic resources.- Distinction between countable and uncountable nouns.- Development of self-learning by searching for information about television series.
Bloque 4: Socio-cultural aspects and intercultural awareness	<ul style="list-style-type: none">- Knowledge about English-speaking famous television programs.- Identification of similarities and differences between the TV programs in different cultures.

KEY and specific COMPETENCES

This Unit specially develops:

- **Competence in linguistic communication:** Through some of the activities of this Unit, students learn to express themselves orally and in writing.
- **Digital competence**, through the use of ICTs, Internet and the media available.
- **Interpersonal and civic competence**, through strategies of work group to promote interaction among students.
- **Learning to learn** because in this Unit students reflect about their own learning and identify some strategies to learn efficiently.
- **Personal initiative and autonomy**, through the development of autonomous work (search for information, reading activities, etc.).

ASSESSMENT CRITERIA

- To use common expressions about hobbies and preferences. (*Criteria 2 & 4*)
- To talk about different TV programs and electrical appliances. (*Criteria 1 & 5*)
- To understand written compositions about energetic resources. (*Criteria 1, 3*)
- To write a brief composition about someone's favorite TV program. (*Criteria 4*)
- To search for information related to the Unit on the different media. (*Criteria 1, 5, 7 & 8*)

VALUES ACROSS THE CURRICULUM

This Unit tries to make people aware of the importance of changing some human habits in order to save energy and make Earth a better place to live on.

RESOURCES AND MATERIALES

Text book *English in motion 2*, ELP Portfolio, Multi-ROM, Laptop, Internet, Worksheets and Whiteboard.

ACTIVITIES

- Vocabulary-TV Program and Electrical appliances and :

TV Program page 51 from *English in Motion2*.

Electrical appliances page 54 from *English in Motion2*.

<http://www.youtube.com/watch?v=6tPtCZcbbQI>

- Listening:

A Grenner World: <http://www.esl-lab.com/world/worldrd1.htm>

TV Programs: <http://www.esl-lab.com/tvguide/tvguiderd1.htm>

-Reading: TV Habits, page 52 from *English in Motion2*.

Pollution: http://www.myenglishpages.com/site_php_files/reading-pollution-environment-issues.php#.UsVR9PTuJZQ

- Writing:

My favorite TV Program/film page 58 from *English in Motion2*.

-Speaking:

My favorite TV Program/film page 125 from *English in Motion2 Teachers' Book*.

Pollution from: www.eslDiscussions.com

-Use of English:

Countable and uncountable Electrical appliances page 53 from *English in Motion2*.

UNIT 7: "Health"

TIMING: Third Term (3 weeks)

LEARNING OBJECTIVES

- To know vocabulary about healthy habits and use them in a real context. (*General Objective 6*)
- To be able to use common expressions about health. (*G.O. 2, 10*)
- To be able to differentiate a recommendation (should) and an obligation (must). (*G.O. 8*)
- To recognize what must and must not be done in order to have good health. (*G.O. 8*)
- To develop speaking skills related to healthy and unhealthy habits. (*G.O. 2*)
- To learn about the benefits of yoga and other sports through oral and written comprehension activities. (*G.O. 1*)
- To learn to use media available to know the origins and culture of yoga. (*G.O. 10, 11, 13*)
- To be able to research autonomously the benefits of sports for the health. (*G.O. 9*)
- To be able to write a composition about top tips to get a healthy lifestyle. (*G.O. 5*)

CONTENTS

Bloque 1: Listening, speaking and conversation	<ul style="list-style-type: none">-Use of expressions about health in daily life conversations.-Oral comprehension about the benefits of practicing yoga.-Production of brief oral statements about matters related to the health.
Bloque 2: Reading & writing	<ul style="list-style-type: none">-Production of a written list of tips to get a healthy lifestyle.-Comprehension of simple texts about sports.
Bloque 3: Language awareness and reflections on learning	<ul style="list-style-type: none">-Use of proper common expressions and lexical in a specific context related to healthy habits.-Identification of the different structures to express either recommendation or obligation.-Development of self-learning by searching for information related to the Unit autonomously.
Bloque 4: Socio-cultural aspects and intercultural awareness	<ul style="list-style-type: none">-Knowledge about geographical, historical and cultural aspects of India.-Approach to cultural and sports events by searching for information on the Internet.

KEY and specific COMPETENCES

This Unit especially develops:

- **Digital competence**, through the use of ICTs, Internet and the media available.
- **Interpersonal and civic competence**, through strategies of work group to promote interaction among students.
- **Personal initiative and autonomy**, through the development of autonomous work (search for information, reading activities, etc.)
- **Cultural and artistic competence**, through and approach of English-speaking countries and some other countries around the world.

ASSESSMENT CRITERIA

- To use common expressions about health properly. (*Criteria 2 & 4*)
- To talk about healthy and unhealthy habits. (*Criteria 2*)
- To understand written texts about the benefits of practicing sports. (*Criteria 3*)
- To write a brief composition about healthy lifestyles. (*Criteria 4*)
- To search for information about the Unit on the different media available. (*Criteria 6*)

VALUES ACROSS THE CURRICULUM

This Unit expects students to acquire healthy lifestyles as well as to learn the benefits of practicing sports for their health. In addition, it promotes the respect for other cultures.

RESOURCES AND MATERIALES

Text book *English in motion* 2, ELP Portfolio, Multi-ROM, Worksheets and Whiteboard.

Text book *English Alive! Students Book* 2, Oxford.

Video: <http://www.youtube.com/watch?v=vx0ZTy2SWfk>

ACTIVITIES

-Vocabulary-Healthy Habits: Exercise 1, page 63 from *English in Motion* 2.

-Listening:

* Yoga-Exercises 3, 4 & 5, page 66 from *English in Motion* 2.

* Opinions about Sports- exercises 1, 2, 3 & 5, page 69 from *English in Motion* 2.

* Health problems- exercise 1 from *English Alive! Students Book* 2.

* Video: "Health Top Tips for Teenagers" (<http://www.youtube.com/watch?v=vx0ZTy2SWfk>)

-Reading:

* "My Story": page 68 from *English in Motion* 2.

* "Top Tips for a Healthy Lifestyle": exercise 1, page 87 from *English Alive! Students Book* 2.

* "Sport throughout the world": exercises 2, 3 & 4, page 86 from *English Alive! Students Book* 2.

-Writing:

* Composition: top tips to get a healthy lifestyle.

* Research for information about India and write a brief composition.

-Speaking:

* Work group: Elaboration of a Healthy Habits Decalogue and exposition in front of the class.

* Interview to a local athlete.

-Should / Would: Page 67 from *English in Motion* 2.

UNIT 8: "Bright Future"

TIMING: Third Term (3 weeks)

LEARNING OBJECTIVES

- To learn to express measurements depending on the countries. (*General Objectives 6 & 8*)
- To be able to recognize the effects of time on the body through written texts. (*G.O. 4*)
- To get used to the changes within the human body through oral comprehension activities. (*G.O. 1*)
- To get used to future time expressions. (*G.O. 2, 6 & 8*)
- To be able to describe what is going to happen in the future. (*G.O. 2, 3 & 5*)
- To identify future structures in some songs. (*G.O. 12*)
- To learn cultural aspects about Britain through a science fiction TV programme. (*G.O. 13*)
- To know how to do life plans by using "going to" and "will". (*G.O. 8*)
- To get used to some basic aspects about rhythm and intonation. (*G.O. 7*)

CONTENTS

Bloque 1: Listening, speaking and conversation	-Use of measurement expressions of different countries. -Oral comprehension about the changes within the human body. -Production of sentences by using future tenses.
Bloque 2: Reading & writing	-Production of a written e-mail about plans by using future tenses. -Comprehension of written texts about the effects of time on humans' bodies.
Bloque 3: Language awareness and reflections on learning	-Use of future expressions in daily life conversations. -Identification of future tenses in some well-known songs. -Work group about life plans in the future.
Bloque 4: Socio-cultural aspects and intercultural awareness	-Cultural approach to a British TV series: "Doctor Who" -Approach to new cultures through television programs.

KEY and specific COMPETENCES

This Unit specially develops:

- **Competence in linguistic communication:** Through some of the activities of this Unit, students learn to express themselves orally and in writing.
- **Digital competence**, through the use of ICTs, Internet and the media available.
- **Interpersonal and civic competence**, through strategies of work group to promote interaction among students.
- **Learning to learn** because in this Unit students reflect about their own learning and identify some strategies to learn efficiently.
- **Personal initiative and autonomy**, through the development of autonomous work (search for information, reading activities, etc.)

ASSESSMENT CRITERIA

- To use common expressions about health properly. (*Criteria 2 & 4*)
- To talk about healthy and unhealthy habits. (*Criteria 2*)
- To understand written texts about the benefits of practicing sports. (*Criteria 3*)
- To write a brief composition about healthy lifestyles. (*Criteria 4*)
- To search for information about the Unit on the different media available. (*Criteria 6*)

VALUES ACROSS THE CURRICULUM

This Unit gives importance to make plans for the future. It also promotes the respect for other cultures.

RESOURCES AND MATERIALES

Text book *English in motion* 2, ELP Portfolio, Multi-ROM, Worksheets and Whiteboard.

Text book *English Alive! Students Book* 2, Oxford.

Songs:

http://www.youtube.com/watch?v=W-TE_Ys4iwM (“Story of my life” – One Direction)

<http://www.youtube.com/watch?v=fg9pkAYvrSM> (Intro TV series: “Friends”)

ACTIVITIES

-Vocabulary:

*Measurements: Exercises 1, 2, 3 & 4, page 71 from *English in Motion* 2.

*TV programmes: Exercise 1, page 18 from *English Alive! Students Book* 2.

-Listening:

*The Science Museum for kids: Exercises 2 & 3, page 72 from *English in Motion* 2.

*Song: “Story of my life” (One Direction)

*Song: “I’ll be there for you” (main theme “Friends – The Rembrandts”)

-Reading:

*Doctor Who: text (page 76) from *English in Motion* 2.

*Television.com: Exercise 5, page 19 from *English Alive! Students Book* 2.

-Writing: written e-mail about future plans.

-Speaking: “Go4it!”, page 73 from *English in Motion* 2.

UNIT 9: “Take action”

TIMING: Third Term (3 weeks)

LEARNING OBJECTIVES

- To be able to talk about superstitions through common expressions. (G. O. 8)
- To develop speaking skills related to consequences and special days. (G. O. 2, 3)
- To be able to write a story based on consequences. (G. O. 5)
- To be able to read and understand articles related to superstitions around the world and charities. (G. O. 4, 6)
- To be able to make decisions. (G. O. 6, 8)
- To get used to some basic aspects about rhythm and intonation. (G. O. 7)

CONTENTS

Bloque 1: Listening, speaking and conversation	-Oral comprehension and presentation of superstitions around the world. -Interviews about personal superstitions.
Bloque 2: Reading & writing	-Descriptions of stories based on consequences. -Comprehension of simple texts related to the Unit topics: superstitions and charities.

Bloque 3: Language awareness and reflections on learning	-Use of conditionals in different contexts and situations. -Use of proper common expressions and lexical in a specific context.
Bloque 4: Socio-cultural aspects and intercultural awareness	-Identification and description of famous days around the world. -Look at the work of different charities around the world. -Valuation of personal enrichment due to the connection among cultures.
KEY and specific COMPETENCES	
This Unit specially develops:	
<ul style="list-style-type: none"> - Competence in linguistic communication: Through some of the activities of this Unit, students learn to express themselves orally and in writing. - Digital competence, through the use of ICTs, Internet and the media available. - Interpersonal and civic competence, through strategies of work group to promote interaction among students. - Personal initiative and autonomy, through the development of autonomous work (search for information, reading activities, etc.) 	
ASSESSMENT CRITERIA	
<ul style="list-style-type: none"> -To make decisions in different contexts and situations. (<i>Criteria 4</i>) -To talk about personal superstitions. (<i>Criteria 5</i>) -To be able to understand special days context. (<i>Criteria 1 & 2</i>) -To show interest in charities around the world. (<i>Criteria 8</i>) 	
VALUES ACROSS THE CURRICULUM	
This Unit tries to promote the respect for special days around the world and the importance of charities.	
RESOURCES AND MATERIALES	
Text book <i>English in motion 2</i> , ELP Portfolio, Multi-ROM, Worksheets and Whiteboard.	
ACTIVITIES	
<ul style="list-style-type: none"> -Listening-Special days: Exercises 4, 5 & 6, page 82 from <i>English in Motion 2</i>. -Vocabulary-Causes: Exercises 1 & 2, page 82 from <i>English in Motion 2</i>. -Reading-Charities: Exercises 1, 2 & 3, page 84 from <i>English in Motion 2</i>. -Writing: composition about a story based on consequences (Exercise 4, page 81 from <i>English in Motion 2</i>). -Speaking-Good and bad luck (Exercise 1, 2 & 4, page 80 from <i>English in Motion 2</i>). -Use of English: Exercises 2 & 3 page 81 from <i>English in Motion 2</i>. 	

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V. RESOURCES

RESOURCES: UNIT 1

1

FRIENDS

Vocabulary

- Personality adjectives
- Hobbies

Grammar

- Present simple
- Adverbs of frequency
- Present simple: questions
- Like + -ing form

Speaking

- Describe people
- Do an interview
- Get to know people

Pronunciation

- Third person -s

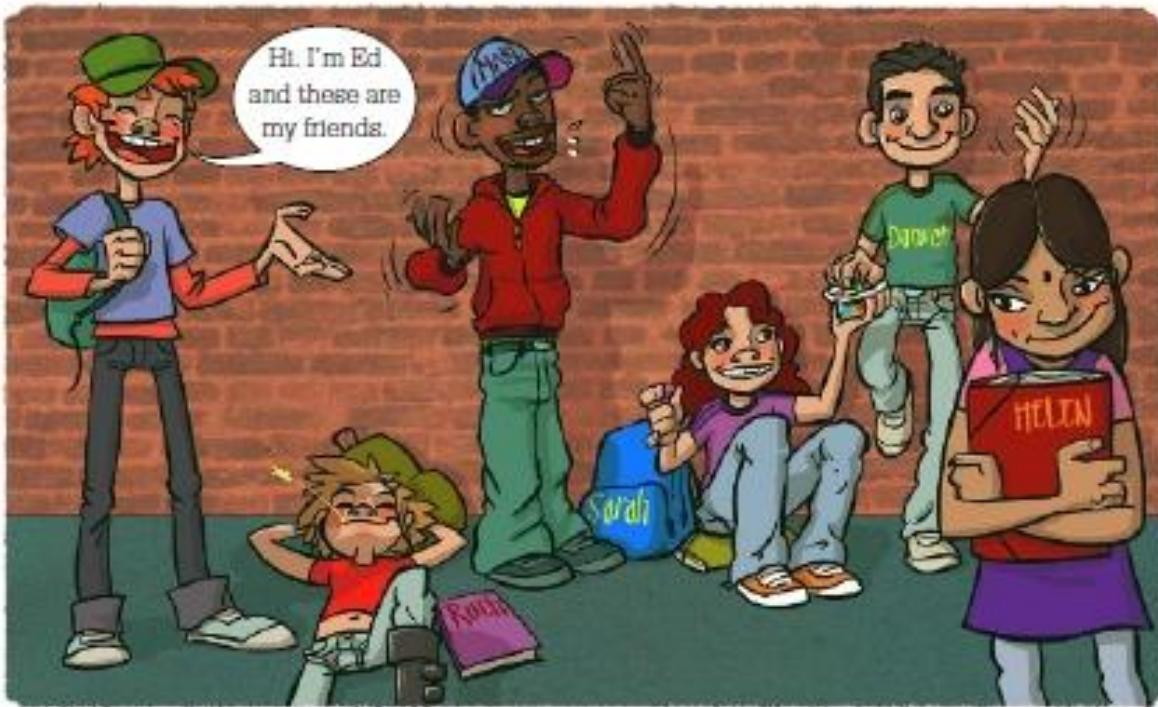
Writing

- My friends and I
- too and also

VOCABULARY

Personality adjectives

1 Write the names. Then listen and check.



- 1 Ed's cheerful. He's always smiling.
- 2 ...'s generous. She gives things to her friends.
- 3 ...'s talkative. He talks a lot!
- 4 ...'s shy. She doesn't like talking to new people.
- 5 ...'s lazy. She doesn't like working.
- 6 ...'s kind. He helps other people.

2 Write the opposites of the adjectives from exercise 1. Listen and check. Then listen and repeat.

1 – *cheerful – grumpy*

active | confident | **grumpy**
quiet | selfish | unkind

3 Describe a friend. Use three adjectives.

Jack's cheerful and talkative, but he's sometimes lazy.

END A GOOD FRIEND

READING

1 Answer the questions.

- 1 Who are your best friends?
- 2 How often do you see them?
- 3 Where do you usually see them?

2  Read and do the friends test.

ARE YOU A GOOD FRIEND?



3 Calculate your points and read the results.
Are you a good friend?

- 1 a 3 b 2 c 1
- 2 a 1 b 2 c 3
- 3 a 1 b 2 c 3
- 4 a 3 b 2 c 1
- 5 a 1 b 2 c 3

1 You find your friend's personal diary.

You...
a don't read it.
b read it and then tell your friend.
c read it, but don't tell your friend.

2 Your friend wants to borrow some money again. He/She never pays you back. You ... a say no.

b lend your friend the money, but say it's the last time.
c lend your friend the money.

3 Your friend wants you to lie for him/her.

You...
a say no.
b say yes this time, but never again.
c say yes.

4 Your friend has some new friends.

You don't like them. You ...
a see your friend with his/her new friends.
b see your friend when he/she isn't with them.
c don't see your friend again.

5 A girl and a boy can never be friends.

Do you agree?
a I agree – it's impossible.
b It depends – it's difficult but not impossible.
c Boys and girls can be good friends.

RESULTS

5–8 points

You're not an ideal friend. You're sometimes a little selfish. Perhaps you're shy, but your friends probably say that you're grumpy.

9–12 points

You're a good friend. You're kind and you know that people aren't perfect. You're probably a cheerful person.

13–15 points

You're an ideal friend. You're confident and generous, and you always have time for your friends.



GREET THE WORLD

1 Match the pictures with the body parts.

hand finger tongue nose cheek **back**1 – **back**

2 Read the article. Then copy and complete the table.

Picture	Greeting	Where?
1	bow	Japan
2		
3		



How we greet people is very important. In some countries there are rules. In other countries you can greet people in a lot of different ways.

In a lot of countries, including the UK, people usually **shake hands** when they meet in formal situations. In informal situations people often **kiss on the cheek**. In the UK people usually kiss once, but in Spain they kiss twice. In the Netherlands they kiss three times!

But there are a lot of different ways to greet people. In the north of Mozambique, in Africa, people **clap hands** three times before they say hello, and in Benin, in West Africa, young men often **snap fingers** when they shake hands. In New Zealand, the traditional Maori greeting is called *hongi*. When people greet each other they **press noses together**. The Japanese **bow** and there are different types of bow for different people. Some people in Tibet **stick out their tongue** when they greet another person. How do you greet people?

3 Answer the questions.

- When do people shake hands in the UK?
In formal situations
- How many times do British people usually kiss?
Once
- Where do people kiss twice?
Spain
- How many times do Mozambicans clap?
Three times
- What do young men in Benin do when they shake hands?
They snap fingers
- What is *hongi*?

4 In pairs, answer the questions.

In your country, when do people usually...

1 clap hands?	4 kiss?
2 shake hands?	5 bow?
3 snap fingers?	6 stick out their tongue?

Quest

- When is World Hello Day? What do people do?

FILM FRIENDS

VOCABULARY

Hobbies

1 Match the photos with six hobbies. Translate the other hobbies. Then listen and repeat all the hobbies.

1 – *painting*

acting | cooking | dancing | doing martial arts | camping | *painting* | playing board games
playing cards | playing the guitar | reading | singing | surfing the Internet



LISTENING

2 Which film are these three actors in? Guess their hobbies.

3 Copy the table. Then listen and complete it.

4 Listen again. Write the correct option.

- 1 One of Tobey's friends is *Matt Damon* / *Leonardo DiCaprio*. *Leonardo DiCaprio*
- 2 Tobey Maguire *is* / *isn't* a vegetarian.
- 3 Kirsten Dunst's father is *English* / *German*.
- 4 Kirsten's nickname is *Kiki* / *Caroline*.
- 5 Kirsten doesn't like *cleaning* / *thinks cleaning is OK*.
- 6 James Franco's friends call him *Jim* / *Teddy*.

Actor	Likes	Doesn't like
 Tobey Maguire	playing (1) <i>basketball</i> doing (2) ... playing (3) ... cooking	meat
 Kirsten Dunst	playing the piano (4) ... (5) ...	spiders
 James Franco	(6) ... (7) ...	(8) ...

RESOURCES: UNIT 2

VOCABULARY

Shops

1 Match the pictures with the shop names. Listen and check. Then listen and repeat.

1 – jeweller's

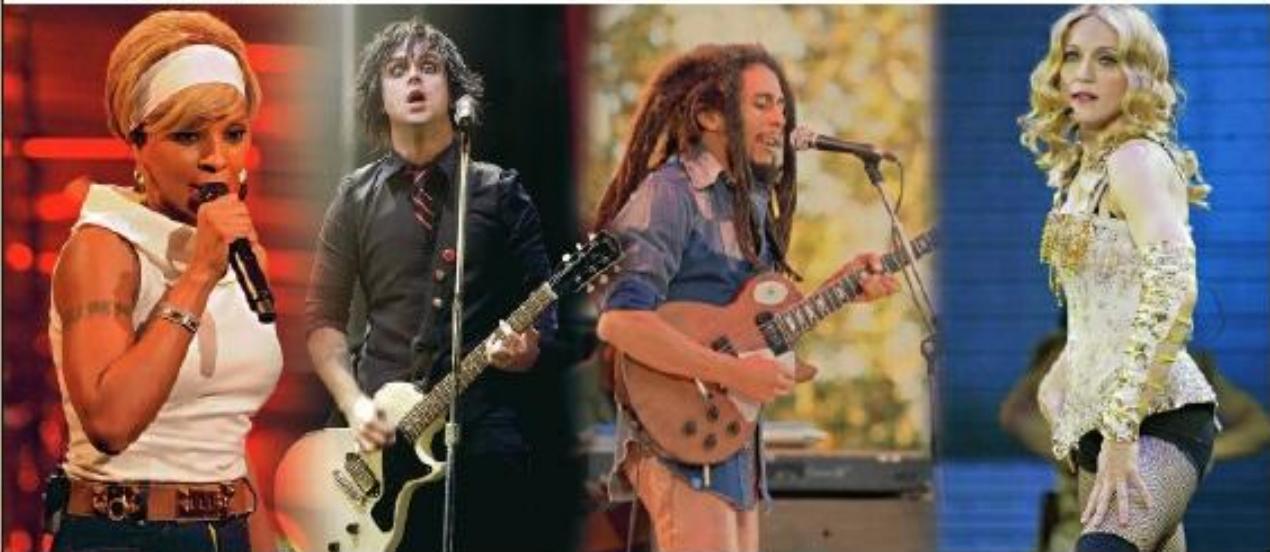
baker's | bookshop | chemist's | jeweller's | florist's | mobile phone shop
music shop | newsagent's | pet shop | post office | shoe shop | sweet shop



2 What shops are near your house?

VOCABULARY

Music genres



1 Listen. Match the music with the genre.

1 – hip-hop

classical | jazz | reggae | electronic
Latin | rock | hip-hop | pop | country

2 Listen and check. Then listen and repeat the genres.

3 Answer the questions.

- 1 When do you listen to music? *I usually listen to music in the evening.*
- 2 Can you study and listen to music at the same time?
- 3 What types of music do you usually listen to?
- 4 Who are your favourite singers/bands?
- 5 How often do you buy music CDs?
- 6 Do you download music from the Internet?

LISTENING

4 Listen to the radio show. Answer the questions.

- 1 Where is the reporter?
a in the studio
b in a train station
- 2 How many people does he speak to?
a two
b three
- 3 What does he want to know?
a what they are listening to
b where they are going

5 Listen again. What do they listen to?

Sue *classical music, ...*

Jeff

Oriol

6 True or false? Listen and check.

- 1 Sue likes all kinds of music. *True*
- 2 Sue thinks classical music is exciting.
- 3 Jeff's favourite band is Kaiser Chiefs.
- 4 Jeff likes the Arctic Monkeys' music.
- 5 Oriol always listens to music at work.
- 6 Oriol's listening to *London Live*.

READING

1 Look at the pictures. Who are the people? Where are they?

2 Read the text and check your answers.



Hi Max. I'm at the shopping centre. The celebrity, Chelsea Ritz, is here. Yes! She's wearing big sunglasses and a hat, but it's definitely her. I'm taking some great photos for the magazine.



She's going into a florist's. Very interesting. Who's she buying those flowers for? She's waiting to pay. Two girls are asking her for an autograph. They're really excited. Other people are looking. She's signing an autograph for them, but asking them to be quiet.



She's talking on her mobile. Who's she talking to? Now she's going into a department store. We're walking through the clothes department, but she isn't stopping to look at things. She's walking to the escalator. Where are we going?



She's meeting someone in the café! This is a big story, Max! She's sitting down. Who's that at the table? I can't see, but she's giving him or her the flowers. Is it a man? It's ... a woman. It's her mother! Uh oh! They're looking at me. They know I'm taking photos! Chelsea's coming this way with a glass of water in her hand. Time to go ...

2 Write questions. Use the present simple or present continuous. Then ask a partner.

- 1 What / you / usually / do / on Saturdays ?
What do you usually do on Saturdays?
- 2 your classmates / speak / in English now ?
- 3 What / you / wear / at the moment ?
- 4 What music / your best friend / usually / listen to ?
- 5 your teacher / sit / at the front of the class / right now ?
- 6 you / play / sports / at the weekend ?

3  Complete the dialogue. Use the present simple or present continuous. Then listen and check.

Sam Hi. You're live on *London Live*. What book (1) *are you reading* (you / read) at the moment?

Jo Oh, hello. I (2) ... (read) *City of the Beasts* by Isabel Allende.

Sam (3) ... (you / always / read) adventure books?

Jo No, not always. My favourite writer is Philip Pullman.

Sam What type of books (4) ... (he / write)?

Jo Fantasy books, mostly. He also (5) ... (draw) the pictures for his books.

Sam I see. And what about music? Are you a music fan?

Jo Yes, I am. I like all types of music. At the moment I (6) ... (listen) to country music.

GO 4 IT!

4 Prepare questions to ask about music, books and TV programmes.

5 Interview other students.

A *What types of music do you usually listen to?*

B *Hip-hop and dance music.*

A *What are you listening to these days?*

30 4 IT!

5 In pairs, talk about what these people are doing now.

your teacher mother father brother
sister cousins grandparents friends / pet

A *What's your mother doing at the moment?*
B *She's working. What's your mother doing?*

RESOURCES: UNIT 3

- Places in a city

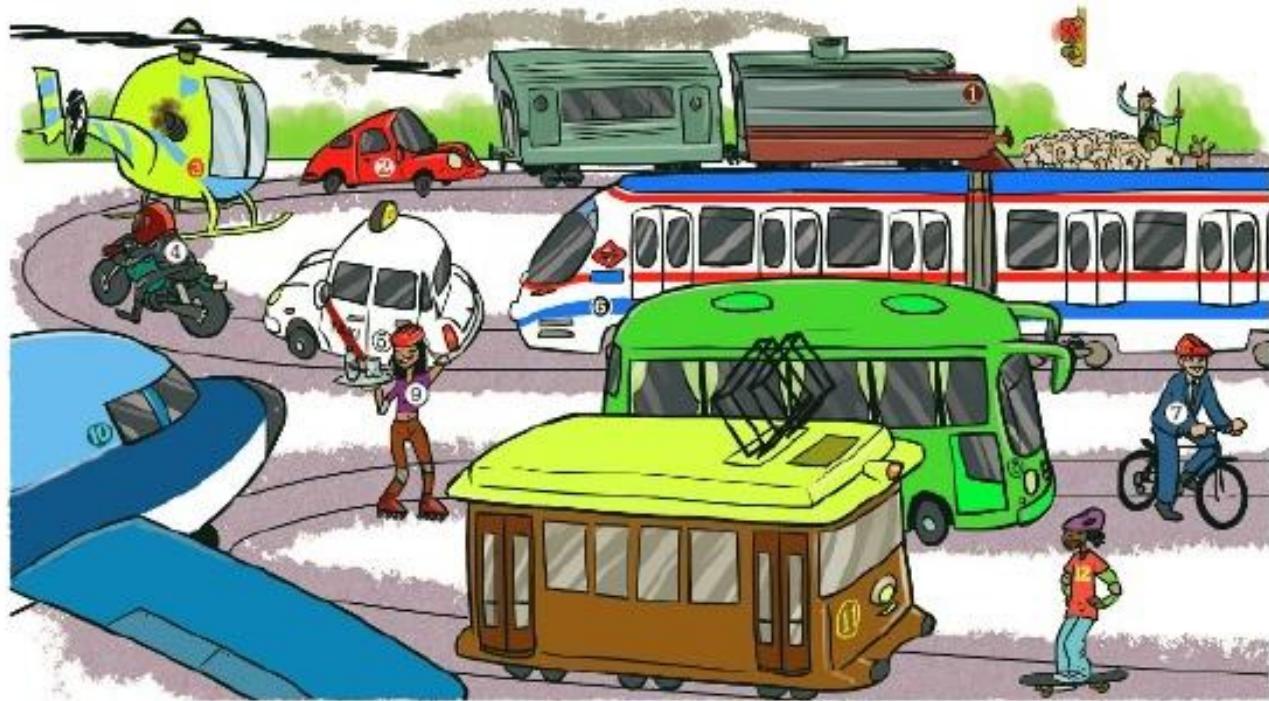
- Superlatives

- Compare people and things
- Make a quiz
- Ask for travel information

- My City
- Punctuation

VOCABULARY

Transport



1 Order the words using the picture.
Listen and check. Then listen and repeat.

bicycle | bus | car | helicopter | motorbike
plane | rollerblades | skateboard
taxi | train | tram | underground

1 – train, ...

2 Describe three types of transport from exercise 1. Use these adjectives.

Bicycles are cheap but they're slow.

cheap expensive uncomfortable
dangerous fast slow comfortable safe

3 Which is your favourite type of transport?
Why?

In the city, I like travelling by ... because ...

To go from one city to another, I like travelling by ... because ...

To go on holiday, I like travelling by ... because ...

(a)



(b)



1 Listen. Match the photos with the dialogues.

2 Listen. Complete the information.

Dialogue 1 The nearest underground station is called Baker (1) *Street*. It's on the (2)... Line.

Dialogue 2 The next train is at (3) A single is £ (4) ..., and a (5) ... is £11.00.

3 Order the words. Then listen and check.

- 1 station / nearest / the / where's / underground ?
Where's the nearest underground station?
- 2 next / what time / is / the / train / to Wimbledon ?
- 3 have / ticket / please / a / can ?
- 4 you / or a return / like / would / a single ?
- 5 single / a / much / is / how ?
- 6 please / a / like / return / I'd ..

4 Complete the dialogue with the phrases. Then listen and check.

I'd like Would you like What time's
Can I have How much is

Assistant Can I help you?

Sally Yes. (1) *Can I have* a return to London Victoria, please?

Assistant Are you coming back today?

Sally Yes.

Assistant (2) ... a day return?

Sally (3) ... a day return?

Assistant It's £17.50, but you can't travel before 9.15.

Sally (4) ... the first train after 9.15?

Assistant It's at 9.25.

Sally OK. (5) ... a day return, please.

Assistant That's £17.50, please.

5 Work with a partner.

A Choose a destination from the table. Ask for travel information.

B Answer student A's questions. Use information from the table.

A *What time's the next train to ...?*
B *It's at ...*

Destination	Next train	Single	Return
Epsom	11.30	£9.50	£13.00
Richmond	10.15	£8.00	£8.50
Wembley	12.00	£12.00	£17.50
West Ham	10.30	£10.50	£14.00

UNDER LONDON



1 Is there an underground in your country? If so, where?

Yes, there is. There are two. One in ...

2 Where's the underground in the pictures?

3 This underground has some world records. What do you think they are?

a the longest b the fastest c the busiest
d the oldest e the cleanest

4 Read and check your answers.



The Tube, as Londoners call it, opened in 1863, and is the oldest underground railway in the world. It's also the world's longest; on the Central Line you can travel 54 kilometres without changing trains! However, Beijing's underground will be longer when it's finished in 2020.

The Tube isn't only long – it's also very busy. Every day, people make about 3 million journeys. All those passengers generate a lot of rubbish, so at night an army of workers, called fluffers, clean the stations and the tunnels.

Because they work in the tunnels at night, fluffers see the Tube's ghost stations. These old stations are now closed. And near a ghost station called Aldwych, some fluffers say they see the ghost of an actress. This is perhaps because Aldwych is on the site of an old theatre. Fortunately, she's not there in the morning when passengers return!



London Underground is more than just a railway. Its logo and map are two of London's most famous symbols, and it's one of the first things that people associate with the city.

5 Read again. Answer the questions.

- When did the London Underground open?
It opened in 1863.
- What's the maximum distance you can travel on one train?
- Where will the longest underground be in 2020?
- When do people clean the stations and tunnels?
- What do some cleaners see near Aldwych Station?
- Where is Aldwych Station?

6 Match the words with the definitions.

1–c

1 Londoner

a a person that travels on transport

2 Tube

b when you travel from one place to another

3 journey

c a person from London

4 passenger

d a station that people don't use now

5 fluffer

e the Underground

6 ghost station

f a person that cleans the Tube

6 Write sentences about these people.

- 1 Eminem / Justin Timberlake (old) *I think Eminem is older than Justin Timberlake.*
- 2 Jennifer Lopez / Shakira (popular)
- 3 Fernando Alonso / Lewis Hamilton (good)
- 4 Tom Cruise / Bill Gates (rich)
- 5 Johnny Depp / Brad Pitt (attractive)
- 6 Angelina Jolie / Madonna (famous)

GO 4 IT!

7 Write sentences comparing people and things. Use the ideas below.

two school subjects two famous people
two types of food two types of music
two types of transport two places

*Maths is more difficult than Geography.
Vegetables are healthier than hamburgers.*

8 Tell a partner. Do they agree?

A *I think Maths is more difficult than Geography.*

B *I don't agree. I think Maths is easier.*

5 Write about where you live.

Paragraph 1: Location, population, languages

Paragraph 2: Places to visit, shopping areas, parks, food, festivals

Paragraph 3: Transport, weather

6 Now read your work again. Can you find any errors?

RESOURCES: UNIT 4

www.juntadeandalucia.es/averroes/interlex/hotpot/matching/body_1.htm

Back Index

Parts of the Body

An exercise by the Group INTERLEX for students of Secondary Education.

Match each part of the body on the right with a part on the left as in the example

[Check Answers](#)

arm	foot	eyebrow
leg		nail
hand		hand
neck		nose
head		hair
foot		finger
mouth		head
eyes		toe
finger		lips
face		

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LISTS

Top 10 Child Prodigies

No. 1 - Pascal

Blaise Pascal only lived to be 39 years old... but the 17th-century Frenchman really packed it into those four decades, getting an early start when he began doing complex geometric proofs at age 12. By 16, he had his own theorem and was hanging out with prominent French mathematicians. He even invented an early mechanical calculator, called the Pascaline, at the age of 19. By the time of his death, Pascal had moved beyond mathematics to become a philosopher, theologian and writer. Today, he's known as much for being an expert in those fields as he is for being a mathematician. Among his more famous philosophical notions was Pascal's Wager, his argument that you might as well believe in God, because believing carries no risk and potentially plenty of reward.

Very pragmatic.

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PLAY NOW

WHO WANTS TO LIVE A MILLION YEARS?

ARTS & CULTURE




COMMENTS

arm | body | eyes | feet | leg | hair | hand | head | mouth | nose



3 In pairs, match the parts of the body with the people.

Batman Pablo Picasso Rafa Nadal Wolfgang Mozart Frankenstein David Beckham
 Jennifer Aniston Lisa Simpson Albert Einstein Arnold Schwarzenegger

A I think it's Frankenstein's head.
 B Yes, and they're Rafa Nadal's feet.

WRITING**My family history****1** Complete the sentences.

- 1 Hong Kong is a city in ...
- 2 For most of the 20th century, Hong Kong was a ... colony.
- 3 Hong Kong became part of China in ...

2 Read and check your answers.

Family history project

My great-grandfather, Ming, was born in Shanghai in 1913, but moved to Hong Kong at the age of ten. When he arrived, Hong Kong was British.

After leaving school, he worked for a tea company. He met my great-grandmother in 1942, but they didn't get married until 1946. During World War II, the Japanese occupied Hong Kong and Ming lost his job. After the war, he worked in a factory and later, he opened a shop. He died in 1998, a year after Hong Kong became part of China.

In his free time, Ming loved singing. My parents say that I have his eyes, but I don't have his voice!

Chan Yuk-Lin

3 Match the parts of the sentences.

- 1 Ming was born in *e*.
- 2 He went to live in Hong Kong at the age of ...
- 3 Hong Kong was British when ...
- 4 The Japanese occupied Hong Kong during ...
- 5 Ming didn't get married until ...
- 6 He worked in a factory and later, ...

a he opened a shop. **d** ten.

b the Second World War. **e** 1913.

c Ming arrived there. **f** 1946.

● before / after + -ing form

After leaving school, he worked for a tea company.

4 Complete the sentences with *before* or *after*.

- 1 Ming lived in Shanghai *before* moving to Hong Kong.
- 2 ... moving there, he spoke English every day.
- 3 His great-grandparents waited for the war to finish ... getting married.
- 4 ... losing his job, life was hard for Ming.
- 5 ... opening a shop, he worked in a factory.
- 6 He sang to us every evening ... coming home from work.

5 Make notes. Then write about a person in your family.

Paragraph 1: Early life

Paragraph 2: Life after school

Paragraph 3: Your similarities

6 Now read your work again. Can you find any errors?

My Portfolio

Page 19



My Webpage

1 True or false?

- 1 Albert Einstein was a physicist.
- 2 He never won a Nobel Prize.
- 3 His brain was bigger than normal.

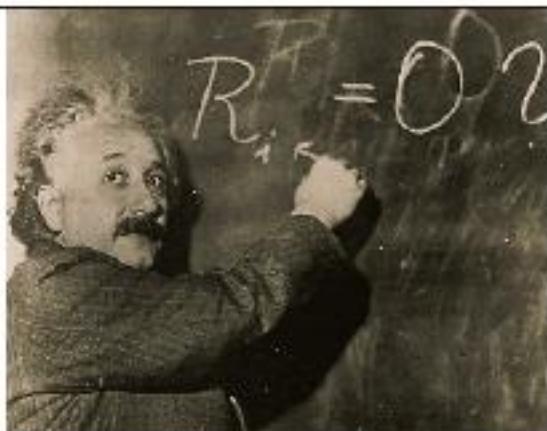
2  Read and check your answers.

Who is the most famous scientist of all time? Who is the greatest genius? For many people, the answer is the physicist, Albert Einstein.

Einstein wasn't a child prodigy. When he was a baby, he was slow to talk. When he was nine years old, he couldn't speak well. Einstein left school when he was only fifteen. He didn't like the classes. He preferred to study at home with books about mathematics, physics and philosophy.

When he was seventeen, Einstein wanted to study at the Institute of Technology in Zurich, Switzerland, but he didn't pass the entrance examination. Einstein wasn't a good student, but his ideas changed the way we look at the world. In 1921 he won the Nobel Prize.

When he died, a doctor removed his brain to investigate the secrets of his intelligence. Albert Einstein's brain was smaller than normal because



he was a small person. In 1999, scientists in Canada discovered that the part of Einstein's brain responsible for mathematical calculations was 15% bigger than normal. In the same year *Time* magazine named him 'person of the century'.

3 Answer the questions.

- 1 What was Einstein's first name?
His first name was Albert.
- 2 When did he leave school?
- 3 Where did he want to study?
- 4 Why was his brain smaller than normal?
- 5 What did scientists in Canada discover?
- 6 Which magazine named him 'person of the century'?

Quest

- Find three more facts about the life of Albert Einstein.

4 Choose the correct definition for the underlined words.

- 1 Who is the greatest genius? *b*
 - a scientist
 - b person with exceptional abilities
- 2 Einstein left school when he was only 15.
 - a finished
 - b started
- 3 He preferred to study at home ...
 - a liked ... more
 - b didn't want to
- 4 ... he didn't pass the entrance examination.
 - a his result was good
 - b his result wasn't good
- 5 'person of the century' ...
 - a a period of 10 years
 - b a period of 100 years

RESOURCES: UNIT 5

zunal.com/process.php?w=68090

Science Fiction Character Design



Process

Welcome
Introduction
Task
Process
Evaluation
Conclusion
Teacher Page

Process

About Author(s)
Evaluate WebQuest
Reviews
Statistics
Export WebQuest
Share This WebQuest

The process activities

Before entering into the major character design project, these are a few activities to help you start to develop your ideas, thinking and interest in Science Fiction and Surrealism art.

← → 🎯 quizlet.com/8159440/cinema-vocabulary-spanish-a-level-flash-cards/

Quizlet

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Original  Alphabetical  Grid  List 

25 terms

El alumbrado	lighting	
El argumento	the plot, story	
la banda sonora	soundtrack	
la cámara	camera	
los efectos sonoros	sound effects	
el encuadre	the setting, background, frame	
en el fondo	in the background	

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40 terms · Introducing quizlet to students

Sycophant

a person who tries to please someone in order to gain a personal advantage

Careen

to swerve or lurch from side to side while in motion

Docile

easy to teach or manage

Banal

Common, ordinary, lacking freshness, hackneyed

Ruse

(n.) an action designed to confuse or mislead, a trick

Prone

lying face downward

Taut

pulled or drawn tight

Reclining

lying down

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Useful phrases

The following are useful for talking about a film and going to the cinema:

ivamos al cine!

¿qué hay en el cine?

¿qué exhiben en el cine? (more formal)

en qué cine es la película?

¿cuánto tiempo dura?

¿qué tipo de película es?

¿tiene subtítulos?

¿a qué hora comienza?

¿de qué país es?

es...

...una película de terror

...una película de Almodóvar

comprar boletos

es en la sala 2

yo te invito

¿qué te pareció la película?

estuvo...

...aburrida

...bien montada

...divertida

...muy ligera

...muy negra

me gustó...

no me gustó...

- let's go to the cinema /movies!

- what's on at the cinema?

- what's being shown at the cinema?

- what cinema is the film being shown at?

- how long is it?

- what type of film is it?

- is it subtitled?

- what time does it start?

- what country is it from?

- it's...

- ...a horror film/horror movie

- ...a film/movie by Almodóvar

- to buy tickets

- it's screen 2, it's in theatre 2

- it's my treat!, it's on me!

- what did you think of the film?

- it was...

- ...boring

- ...well edited

- ...funny

- ...shallow, light entertainment

- ...very dark

- I liked...

- I didn't like...

LISTENING

2 Listen and write the events in order.

1 - *d*

- a A clock's ticking.
- b An alien's speaking.
- c A phone's ringing.
- d** A boy and girl are talking.
- e A TV programme's starting.

3 Listen and complete the form.



4 Listen to the next part of the interview. Write the correct answer.

- 1 Doctor Who is *a TV programme*.
a a comic. b a TV programme.
- 2 Their parents were ...
a sleeping. b having dinner with friends.
- 3 Penny and Jack were watching TV when ...
a the phone rang. b they saw a spaceship.
- 4 Jenny answered the phone and heard ...
a a strange voice. b her mother.
- 5 Jack was sleeping when ...
a he heard a noise. b he saw the spaceship.
- 6 When Jack saw Penny, she was ...
a walking into the spaceship. b talking with the aliens.

1 Names of twins: <i>Jack and ...</i>
2 Age: _____
3 Place: _____
4 Day and time: _____

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THE TAPESCRIPT

Science fiction is one of my favourite genres of books and movies. I like the kind of science fiction that shows what the future might look like on Earth. Science fiction movies like Star Wars are OK but they are full of strange creatures and things we'll never see. I much prefer movies that are on Earth that show all of the inventions of the future. Robot movies are good. I can see how that will come true. I think people like science fiction because it is like a glimpse into the future. Many of the things that were in science movies from many years ago are true today. Even simple things like

El Inglés con Películas

[abaenglish.com/Cursos-Ingles-...](#)

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UNSOLVED MYSTERIES

1 Match the photos with the names.

- 1 The Loch Ness Monster
- 2 Crop circles
- 3 Fairies
- 4 A Yeti

2 Which of the things do the sentences describe?

- 1 It lives in parts of Asia.
- 2 They appeared in photos in the early 20th century.
- 3 It's possibly a prehistoric reptile.
- 4 People first saw them in England in the 1980s.

3 Read and check your answers.

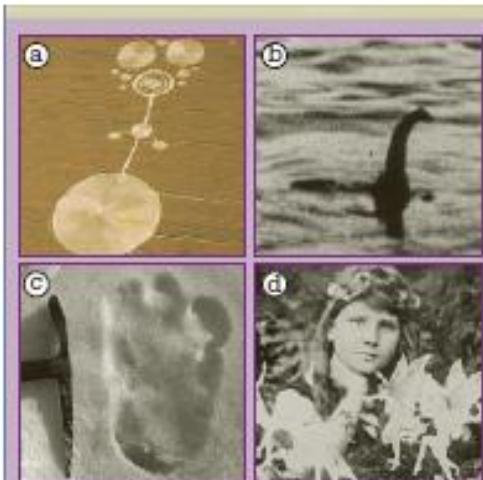
4 True or false? Read again and correct the false sentences.

- 1 The Loch Ness Monster is definitely a plesiosaur.
False – Some people believe that it's a plesiosaur.
- 2 A lot of people go to Loch Ness to see the monster.
- 3 Two men in England say they made all the crop circles.
- 4 At first experts believed that the fairies in the photos were real.
- 5 The two girls later said that only one photo was real.
- 6 DNA tests on hair from the Himalayas showed that it was from a bear.

5 In pairs, discuss the questions.

- 1 Do you think the Loch Ness Monster is real?
- 2 Do you think aliens created some crop circles?
- 3 Do you think the girls really played with fairies?
- 4 Do you think the Yeti exists?

A *Do you think the Loch Ness Monster is real.*
B *No, I don't. I think people invented it. What do you think?*



• Nessie is probably the most famous monster in the world. It lives in a lake in Scotland. Some people believe that the monster is a plesiosaur, a reptile from the time of the dinosaurs. A lot of tourists visit Loch Ness every year, hoping to see the monster.

• The first crop circles started to appear in England in the 1980s. Some people believed that aliens created them. Finally, two men, Doug Bower and Dave Chorley, admitted they were responsible for some circles. But they say that they didn't make all of them.

• In 1917, two cousins from Cottingley in England took photos of fairies. Experts said the photos were authentic. Later, the girls confessed that they made the fairies out of paper. But one of the girls always said that one of the photos was real.

• The Yeti lives in the Himalayan Mountains. Some people think that the monster is a bear. But experts did DNA tests on hair they found in the mountains and concluded that it didn't come from any animal that we know.

Quest

- Find a picture of Bigfoot. What is it? Where does it live?

www.mansioningles.com/Lectura09.htm



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Truth About Scientology

scientology.org

Think For Yourself and Find Out For Yourself.

Lee el texto

Just as I had come to this conclusion I heard a heavy step approaching behind the great door, and saw through the chinks the gleam of a coming light. Then there was the sound of rattling chains and the clanking of massive bolts drawn back. A key was turned with the loud grating noise of long disuse, and the great door swung back.

Within, stood a tall old man, clean shaven save for a long white moustache, and clad in black from head to foot, without a single speck of colour about him anywhere. He held in his hand an antique silver lamp, in which the flame burned without a chimney or globe of any kind, throwing long quivering shadows as it flickered in the draught of the open door.

The old man motioned me in with his right hand with a courtly gesture, saying in excellent English, but with a strange intonation.

"Welcome to my house! Enter freely and of your own free will!"

He made no motion of stepping to meet me, but stood like a statue, as though his gesture of welcome had fixed him into stone.

The instant, however, that I had stepped over the threshold, he moved impulsively forward, and holding out his hand grasped mine with a strength which made me wince, an effect which was not lessened by the fact that it seemed cold as ice, more like the hand of a dead than a living man.

Again he said.

"Welcome to my house! Enter freely. Go safely, and leave something of the happiness you bring!" The strength of the handshake was so much akin to that which I had noticed in the driver, whose face I had not seen, that for a moment I doubted if it were not the same person to whom I was speaking.

So to make sure, I said interrogatively, "Count Dracula?" He bowed in a courtly way as he replied, "I am Dracula, and I bid you welcome, Mr. Harker, to my house. Come in, the night air is chill, and you must need to eat and rest." As he was speaking, he put the lamp on a bracket on the wall, and stepping out, took my luggage. He had carried it in before I could forestall him. I protested, but he insisted. "Nay, sir, you are my guest. It is late, and my people are not available.



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RESOURCES: UNIT 6

VOCABULARY

TV programmes

1 Write the names of the TV programmes. a – *Ugly Betty*

Malcolm
Big
The
Planet
Who Wants
CSI

Hits
Miami
Simpsons
Brother
Betty
Earth
to Be a Millionaire?
in the Middle



2 Write the types of programme in exercise 1. Then listen and check.

a – *Ugly Betty* is a soap opera.

cartoon | chat show | documentary
music programme | quiz show
reality show | drama series | sitcom
soap opera | sports programme
the news | the weather forecast

3 Listen and repeat the types of programme.

4 Complete the sentences.

- 1 I really like *music programmes*.
- 2 I sometimes watch ...
- 3 I don't really like ...
- 4 I hardly ever watch ...
- 5 I hate ...



SWITCH ON!

SWITCH ON!

VOCABULARY

- Electrical appliances

1  Match the pictures with the words. Listen and check. Then listen and repeat.

1 – *dishwasher*

electric toothbrush | microwave | washing machine | **dishwasher**
electric razor | remote control | fridge freezer | cooker



①



⑤



②



③



④



⑥



⑦



⑧

2 Make a list of other electrical appliances.

computer, games console ...

3 Which appliances do you use the most?

www.youtube.com/watch?v=6tPtCZcbbQI

YouTube ES

Guía

Can opener

0:33 / 2:57

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Niña Pastori - Cuando te beso

www.esl-lab.com/world/worddr1.htm

2. Listening Exercises [Top]

Listen to the conversation by pressing the "Play" button of the audio type you want to hear, and answer the questions. Press the "Final Score" button to check your quiz.

More of Randall's Favorite Learning Resources ►

Other Links:

- Daily ESL
- English Voices
- EZSlang

00:06 03:57

1. What would be the best title for this lecture?
 A. Important Keys to Recycling Paper
 B. Technological Advances Improve Recycling
 C. Steps to Improving Recycling

2. According to the article, paper materials that are difficult to recycle include:
 A. copy paper
 B. document shred
 C. food wrappers

3. In some cases, recycling could be hazardous to the environment if special precautions are not taken because.
 A. industrial emissions are sometimes created in the process.
 B. chemical waste is sometimes produced as a result.
 C. a great deal of energy is expended to create new products.

4. According to the lecture, the demand for recyclable materials in the manufacturing of new products is sometimes sluggish because
 A. some governments are unwilling to support expensive recycling methods.
 B. there is a lack of advanced technology to process the materials.
 C. businesses do not invest enough money into research.

5. Which is NOT one of the main keys to recycling as mentioned in the lecture?
 A. government regulation of waste
 B. better technology



TV HABITS

READING

1 Answer the questions. Then ask a partner.

1 Which free-time activity do you prefer?	2 How much time do you spend watching TV every day?	3 How many televisions are there in your home?	4 Why do you watch TV?
a watching TV	a 0-2 hours	a none	a To relax.
b listening to music	b 2-4 hours	b 1-2	b To talk about programmes with my friends.
c meeting friends	c more than 4 hours	c 3+	c To learn about the world.

2  Read the article and compare it with your answers.



TV Rules!

In a recent survey, eighteen thousand teens from sixteen countries answered questions about their favourite free-time activities. The results showed that the most popular activity is watching TV.

How much time do teens spend in front of the box? In Spain, it's an average of 3 hours 38 minutes a day. The world average is similar, but in Japan and the United States it's almost an hour more. Most kids start watching TV when they're two, and a lot of homes now

have two or more televisions. It's hard to believe, but we can spend a total of nine years of our life watching TV.

TV is probably popular because it's relaxing. When we watch TV, the left side of our brain – the side for critical thinking – is inactive. Some experts

think that this is a problem because we don't analyze the difference between life on TV and reality.

And TV is everywhere! It's on PCs, mobile phones and MP4 players. Teens will probably watch more TV in the future, not less.

3 Answer the questions.

- 1 How many countries took part in the survey? *Sixteen countries took part in the survey.*
- 2 In which country do teens watch the most TV?
- 3 At what age do kids start watching TV?
- 4 How many years can people spend watching TV?
- 5 Why is TV relaxing?
- 6 Why can this be a problem?

www.myenglishpages.com/site_php_files/reading-pollution-environment-issues.php#UsVR9PTuZQ

Reading Comprehension - Pollution and its Negative Effects

Develop your reading skills. Read the following text on pollution and its effect on the environment. Then answer the comprehension questions

Pollution is the degradation of natural environment by external substances introduced directly or indirectly. Human health, ecosystem quality and aquatic and terrestrial biodiversity may be affected and altered permanently by pollution.

Pollution occurs when ecosystems can not get rid of substances introduced into the environment. The critical threshold of its ability to naturally eliminate substances is compromised and the balance of the ecosystem is broken.

The sources of pollution are numerous. The identification of these different pollutants and their effects on ecosystems is complex. They can come from natural disasters or the result of human activity, such as oil spills, chemical spills, nuclear accidents ... These can have terrible consequences on people and the planet where they live: destruction of the biodiversity, increased mortality of the human and animal species, destruction of natural habitat, damage caused to the quality of soil, water and air ...

Preventing pollution and protecting the environment necessitate the application of the principles of sustainable development. we have to consider to satisfy the needs of today without compromising the ability of future generations to meet their needs. This means that we should remedy existing pollution, but also anticipate and prevent future pollution sources in order to protect the environment and public health. Any environmental damage must be punishable by law, and polluters should pay compensation for the damage caused to the environment.

Comprehension

1. The damage caused by pollution might be irreversible:
 - True
 - False
2. The ecosystem

My favourite TV programme/film

Warmer

- Make a list of programmes that students should know, and tell them it is your ideal evening's viewing. In pairs, they must try to write the type of TV programme for each one.
- Find out if any pairs were able to write the type of programme for each name you mentioned. Use their answers to make a list on the board.
- Ask students if they can think of any TV shows that have also appeared at the cinema, for example, Star Trek.

1

- In pairs, students discuss their favourite TV programme or film using the questions.

Answers Students' own answers

WRITING**My favourite TV programme/film**

- 1 In pairs, discuss your favourite TV programme or film.
 - 1 What type of programme/film is it?
 - 2 What's it about?
 - 3 Who are some of the characters?
- 2 Read about Yuk-Lin's favourite TV programme. Answer the questions in exercise 1.

Her favourite programme is ...



I don't watch much TV on school days because interesting programmes often start late. There are a lot of reality shows and sports programmes, but I prefer drama series.

My favourite TV night is Tuesday because 'Heroes' is on. It's a series about people from different countries with special powers.

My favourite character is Hiro. He's a computer programmer from Japan. He can travel in time, and stop time too. His best friend, Ando, thinks he's mad, but I think he's funny.

I like 'Heroes' because there are a lot of different characters and stories, so it's never boring. The special effects are good too.

because and so

because + reason

My favourite TV night is Tuesday because Heroes is on.

so + consequence

There are a lot of different characters and stories, so it's never boring.

3 Join the sentences with because or so.

- 1 I usually watch TV at nine o'clock **because** I like watching the news.
- 2 I don't like watching advertisements ... I change channels when they're on.
- 3 I like quiz shows ... I like answering the questions.
- 4 My favourite programme is on late ... I watch it in bed.
- 5 I don't like drama series ... I don't watch Heroes.
- 6 I like watching cartoons ... they're really funny.

4 Make notes. Then write about your favourite TV programme or film.

Paragraph 1: When do you watch TV/films?
What type of programmes/films do you prefer?

Paragraph 2: What's your favourite programme or film?
What's it about?

Paragraph 3: Who's your favourite character? Why?

Paragraph 4: Why do you like the programme/film?

5 Now read your work again. Can you find any errors?**My Portfolio**

Page 23

**My Webpage**

HABITS TV HABIT

GRAMMAR

Countable and uncountable nouns

I've got a **TV** in my bedroom.
There are two **TVs** in most homes.

1 Make two lists.

book computer game homework
money TV programme music
email time information phone call

Countable nouns: **book**, ...

Uncountable nouns:

How much? How many?

How many TVs are there in your home?
How much time do you spend watching TV?

How many + plural nouns

How many **TVs** are there?
How many **sitcoms** do you watch?

How much + uncountable nouns

How much **time** do you spend ...?
How much **pocket money** do you get?

a lot of, some, not any

There's **a lot of** music on TV.
There are **some** good sitcoms.
There aren't **any** good quiz shows.

Plural nouns

There are	a lot of some	good sitcoms.
There aren't	any	

Uncountable nouns

There's	a lot of some	music on TV.
There isn't	any	

2 Write the correct option.

- 1 There isn't **some** / **any** interesting information on TV. **any**
- 2 There are **some** / **any** good reality shows.
- 3 There aren't **some** / **any** good chat shows.
- 4 There isn't **a lot of** / **some** sport on TV.
- 5 There's **some** / **any** good music on TV.
- 6 There are **a lot of** / **any** good cartoons.

3 Make the sentences in exercise 2 true for you.

I think there's **a lot of** interesting information on TV.



GO 4 IT!

5 Write four questions with **How much?** and **How many?** Use these ideas.

phone calls free time exercise
pocket money computer games
text messages homework TV programmes

6 Ask two students in the class.

A *How many phone calls do you make every day?*
B *I make about six calls every day.*

7 Write your results.

*Maria makes a lot of phone calls.
Marc doesn't make any phone calls.*

POLLUTION DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

- 1) What comes to mind when you hear the word 'pollution'?
- 2) What different forms of pollution do you know of?
- 3) How bad is pollution in your town?
- 4) What do you do every day that adds to pollution?
- 5) What do you do every day that helps to reduce pollution?
- 6) Is there a lot of pollution in your country?
- 7) What do you think of people who buy big, gas-guzzling 4WDs when they don't really need them?
- 8) How does pollution affect our health?
- 9) Do you think pollution will be a bigger issue in fifty years than it is now?
- 10) The former US president Ronald Reagan once said: "Cars don't cause pollution, trees do." Do you think US presidents understand a little more about pollution now?

Hundreds more free handouts at www.eslDiscussions.com

POLLUTION DISCUSSION

STUDENT B's QUESTIONS (Do not show these to student A)

- 1) What is pollution?
- 2) What harm does pollution do to the environment?
- 3) What do you get most angry about when you think about pollution?
- 4) Do you think the Kyoto Protocol and international meetings help reduce pollution?
- 5) Which bothers you more, noise pollution from traffic or environmental pollution from traffic?
- 6) What do you know about air, marine and river pollution?
- 7) What are the worst pollutants and who are the worst polluters?
- 8) What simple, everyday thing could help reduce pollution most?
- 9) What do you think about noise pollution?
- 10) The famous marine biologist Jacques Cousteau said: "Water and air...have become global garbage cans." What do you think of his words?

RESOURCES: UNIT 7

Vocabulary Health problems

7  What health problems have the people got? Write sentences, then listen and repeat.
7. Jack has got a broken leg.

a headache a sprained ankle sunburn
a bruise a cold a cut stomach ache
a headache a cough a sore throat



8 Read the Check this! box. Translate sentences 1 and 2.

Check this!

have got / have had

We use have got in the present simple.
We use have had in the present perfect.

1 I've got a cold today.
2 I've had a broken arm.

Activate your English

9 Write sentences about you and your family. Use the present perfect and words from exercise 7.

I haven't had a broken leg.

My sister has had a sprained ankle.

Word Bank → Workbook page 128

Top tips for a healthy lifestyle!

A Diet

You should eat five portions of fruit and vegetables every day. Try to eat food with different colours: red, orange, yellow, green and purple. Fruit and vegetables have got the vitamins, minerals and fibre that we need for a healthy diet.

! You shouldn't eat chips more than three times a week!



B Smoking

Smoking is bad for you. It can cause cancer, asthma and heart disease.

! Passive smoking is dangerous too. There are more than 4,000 chemicals in cigarette smoke!

C Exercise

Experts recommend that you do exercise for thirty minutes at least three times a week.

! Don't forget to drink a lot of water especially when you do exercise. You should drink 1.5 litres every day!

2  Read and listen to the text. Check your answers to exercise 1.



Sport throughout the world



Football has always been the most popular sport in the world. More than 240 million people play amateur football every week. Football is the number one sport in England and the first football league in the world started in England in 1888. The first World Cup was in 1930. England have only won the World Cup once, but Brazil have won it five times.

Another popular sport in England is cricket. It is also a favourite sport in a lot of other countries especially India, Pakistan, Australia and the Caribbean. If you're a cricket fan, you'll need to be patient because matches are sometimes five days long.

In the USA, American football is the most popular spectator sport, but baseball is the true national sport. The New York Yankees are the most successful baseball team. They've won more championships than any other team. Baseball has also become really popular in Japan and the Saitama stadium in Tokyo is bigger than the Yankee Stadium in New York.

In Australia and New Zealand, they're mad about rugby. Rugby is also the national sport of Wales and it's popular in a lot of other countries. Australia have won the Rugby World Cup twice and England won the Cup for the first time in 2003. The captain of the English team became a national hero.



VOCABULARY

Healthy habits

1  Match the pictures with the phrases. Listen and check. Then listen and repeat.

1 – *stay up late*

eat a balanced diet | drink plenty of water | get stressed
stay inside all the time | **stay up late** | take time to relax

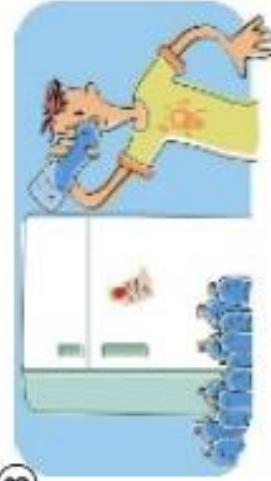
①



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③



④



⑤



⑥



LISTENING

2 Read about yoga and answer the questions.

- 1 Where did yoga originate? *India*
- 2 How can yoga help students?
- 3 Name three yoga exercises.

Yoga originated in India thousands of years ago. Today some teachers in Britain are doing yoga exercises in class to help students relax and concentrate more. Simple yoga exercises, for example breathing, visualizations and chanting can improve students' schoolwork.

3 Listen to the instructions for the yoga exercises. Order the pictures.

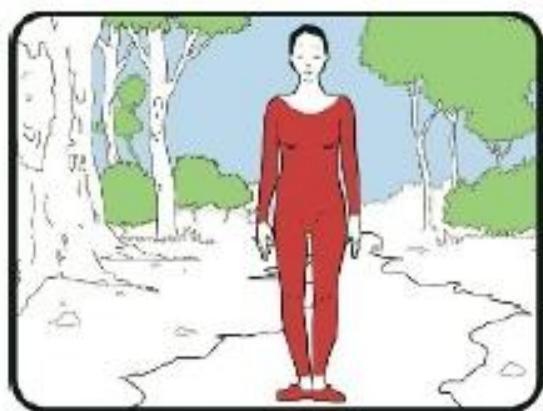
4 Match the sentences with the pictures. Then listen and check.

- 1 Put your arms at your sides. *Picture b*
- 2 Sit down and relax.
- 3 Chant as you exhale.
- 4 Lie on the floor on your backs.
- 5 Feel the sounds in your body.
- 6 Imagine that you are outside.

5 When does the teacher ask students to do this? Listen and check.

- 1 Imagine they are in another place. *Picture a*
- 2 Breathe in and out three times.
- 3 Focus on sounds inside their bodies.
- 4 Focus on colours and images.
- 5 Check the position of their hands.
- 6 Repeat after the teacher.

(a)



(b)



(c)



MY STORY

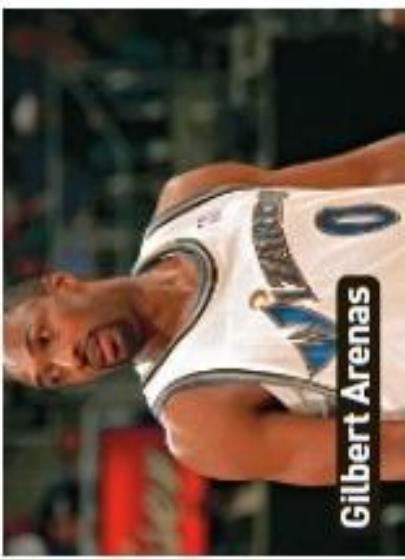
In a recent advertising campaign by Adidas®, some well-known sportspeople talk about a problem that they had when they were younger. The campaign's slogan is 'Impossible is Nothing'® and its message is that problems are also challenges. They motivate you to do things better.



When Leo was eleven, doctors discovered that he had a hormone problem and this made him shorter than other boys. But he was quick, and learned to play football under the other players. 'Sometimes bad things can turn into good things,' he says.



Peng plays tennis for her country now, but when she was twelve, doctors told her she needed to have a serious heart operation or stop playing tennis. She decided to have the operation. 'Your biggest challenges will make you stronger,' is Peng's message.



Gilbert is an NBA All Star player, but he played 'zero' minutes in his first 40 games. His coach thought he had 'zero' talent. But he just practised and practised. Today, he wears the number 0 because 'it lets me know that I need to go out there and fight every day.'



must v. should

*When you go to India you **must** take your passport.*

(= it's necessary)

*When you go to India you **should** visit the Taj Mahal.*

(= it's a good idea)

3 Write the correct option.

- 1 When you fly you *must* / *should* drink water.
should
- 2 You *mustn't* / *shouldn't* use your phone on the plane.
- 3 You *must* / *should* put on your seatbelt when the plane takes off.
- 4 You *must* / *should* wear your seatbelt all the time.
- 5 You *mustn't* / *shouldn't* use electronic equipment when the plane takes off.
- 6 If you don't like flying, you *must* / *should* breathe deeply to relax.



1 Listen to the dialogue. True or false?

- 1 Andy and Fiona are talking about football and tennis. *False – They're talking about football and basketball.*
- 2 They have different opinions.
- 3 They don't give reasons for their opinions.
- 4 They both respect the other person's opinion.

2 Listen again. Who says these things? What sport are they talking about?

- 1 It's boring. Nothing happens.
Fiona – football
- 2 It's exciting. The teams are always trying to score a goal.
- 3 You see a lot of points.
- 4 It's always the same.
- 5 It's more popular.
- 6 Millions of people watch it too.

3 Complete the sentences. Then listen and check.

but opinion really think true yes

Fiona Football's boring.

Andy Do you (1) think so? I think it's exciting.

Fiona But nothing happens.

Andy I don't think that's (2) The teams are always trying to score a goal.

Fiona OK, (3) ... sometimes they don't score any goals. In my (4) ..., basketball's much more exciting. You see lots of points.

Andy (5) ..., but it's always the same. Football's more popular.

Fiona (6) ...? Millions of people watch basketball too.

4 Match the phrases with a similar meaning.

1 I think <i>b</i>	a OK, but ...
2 Yes, but ...	b In my opinion ...
3 I don't think that's true.	c Really?
4 Do you think so?	d I don't really agree.

5 Listen and repeat the sentences.

6 Write your reaction to these opinions.

- 1 I think Formula One is more interesting than cycling.
- 2 In my opinion, vegetarian food is better than ordinary food.
- 3 I think dogs are better pets than cats.
- 4 For me, there are too many adverts on TV.

7 In pairs, prepare and practise a dialogue about one of the opinions from exercise 6. Conclude with:

A *Let's agree to disagree!*

B *Good idea!*

RESOURCES: UNIT 8

YouTube ES

story of my life

Guía

vevo

DESCÚBRELO YA Solo en XBOX ONE FORZA MOTORSPORT. 5

Mix de YouTube: One Direction - Story of My Life

#REWIND2012 YouTube Rewind: What Does 2013 Say? de YouTube Spotlight 76.594.654 DESTACADOS

One Direction - Best Song Ever de OneDirectionVEVO 186.417.460 reproducciones 6:13

One Direction - Little Things de OneDirectionVEVO 141.376.333 reproducciones 3:38

One Direction - One Thing de OneDirectionVEVO 290.939.812 reproducciones 3:18

One Direction - One Way Or Another (Teenage Kicks) de OneDirectionVEVO 172.375.924 reproducciones 3:23

Demi Lovato - Let It Go (from "Frozen") [Official] de DemiLovatoVEVO 33.659.491 reproducciones 3:51

One Direction - Story of My Life

OneDirectionVEVO - 83 videos 105.720.319

1.556.457 49.915

Sugerencia de VEVO Miley Cyrus - Adore You 4:38

Me gusta Suscribirse 11.041.279

Información Compartir Añadir a

Publicado el 3/11/2013 The new album *Midnight Memories* featuring *Story of My Life* is out now! Amazon: <http://smarturl.it/MidnightMemoriesAmazon>

Comprar "Story of My Life" en Google Play

YouTube ES

i'll be there for you

I'll be there for you
When the rain starts to fall
I'll be there for you
Like I've been there before
I'll be there for you
Cos you're there for me too

0:33 / 3:08

I'll Be There For You w Lyrics

My Channel · 1 video 3.368.067

Suscribirse 603 12.827 193

Me gusta Información Compartir Añadir a

VOCABULARY

Measurements

1  Match the pictures with the words. Listen and check. Then listen and repeat.

1 – speed

distance | height | length | speed
temperature | time | volume | weight



2 Copy and complete the table with the words from exercise 1.

1	seconds, minutes, hours, days	time
2	degrees Celsius (°C)	
3	kilometres per hour (kph)	
4	litres	
5	grams, kilos	
6	centimetres, metres, kilometres	

3 Complete the conversion chart with UK and US measurements.

	degree	Fahrenheit (°F)	foot	inch
	mile	pint	pound	

1	a <i>mile</i>	=	1.6	kilometres
2	an ...	=	2.54	centimetres
3	one ...	=	17	degrees Celsius (°C)
4	a ...	=	2.2	kilos
5	a ...	=	0.57	litres
6	a ...	=	0.3	metres

4 Write the correct option.

- The time the earth takes to go round the sun is one *month* / *year*. *year*
- The typical height of a basketball player is *1.98* / *2.20 metres*.
- The speed of light is *300 thousand* / *million* metres per second.
- Water changes into ice when the temperature is *0°C* / *10°C*.
- The distance from London to Sydney is *17,000 metres* / *kilometres*.
- The length of an Olympic swimming pool is *25* / *50 metres*.



My Portfolio

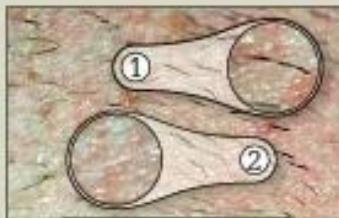
Page 26



2  Read about body changes and answer the questions.

- 1 How many cells does your body lose every hour?
- 2 Did you have more cells in your body an hour ago?
- 3 Will your body be the same or different in ten years' time? Why?

The science museum 4 kidz



All change!

Look in the mirror. Will you see the same person the next time you look?

The fact is, you won't be exactly the same. Your hair grows. Your skin changes. Every hour your body loses one billion cells but

immediately creates new cells to replace them. It will replace nearly all its cells in the next ten years. So the person you see in the mirror in ten years' time won't be the same person you see today!

3  Read and do the activities. Then listen and check your answers.

Activity A – 1 – blink 415 million times

Curious facts

Statistics say that you'll live to 77 if you're a boy, and 81 if you're a girl. What will you do in your life?

Activity A

Can you put the numbers in the correct order?

1 blink	2	million times
2 walk	28	kilometres
3 grow	415	metres of fingernails
4 grow	950	kilometres of hair on your head
5 grow	22,000	metres of hair in your nose

Activity B

How long will you spend doing these things?

1 eating	2 weeks
2 kissing	2.5 years
3 talking on the phone	3.5 years
4 talking	8 years
5 working	12 years

Activity C

How many times will you fall in love?

1 Match the pictures with the films and TV series. What do they have in common?

Doctor Who Men in Black Transformers ET



2 Read about 'The Doctor' and answer the questions.

- 1 Who or what is *Doctor Who*?
- 2 What's special about the police box?
- 3 When is *Doctor Who* on TV in Britain?

THE • DOCTOR



Doctor Who is one of Britain's most famous TV series. It started in 1963 and is in the Guinness Book of Records as the longest-running science fiction TV series in the world.

The series is about a mysterious time-traveller called 'The Doctor'. He explores time and space, solving problems and fighting monsters. He travels in a time machine called the TARDIS. This stands for Time And Relative Dimensions In Space.

The TARDIS looks like an old blue police box from the 1950s but inside it's an enormous spaceship. No-one

knows its exact dimensions, but there is space inside for libraries, gardens, a swimming pool and an art gallery.

The Doctor can 'regenerate' his body and different actors play the part. The fourth Doctor, played by Tom Baker, was the most popular. He was six feet three inches tall, had curly hair and wore a very long scarf. He had a metal robot dog called K9.

Today millions of people watch *Doctor Who* on BBC TV on Saturday nights. It's also popular in other countries including Canada and Australia.

3 Write question words. Then answer the questions.

- 1 When did *Doctor Who* first appear on TV?
It first appeared in 1963.
- 2 ... is the series in the *Guinness Book of Records*?
- 3 ... big is the TARDIS?
- 4 ... played the fourth Doctor Who?
- 5 ... was the name of his dog?
- 6 ... is *Doctor Who* also popular?

4 Match the adjective with what it describes.

1 curly	d	a the TARDIS
2 enormous	b	the TV series
3 long-running	c	the Doctor
4 long	d	the Doctor's hair
5 metallic	e	the Doctor's scarf
6 mysterious	f	K9

Quest

- Find some information about a famous *Doctor Who* monster.

2 What's on?

Vocabulary	TV programmes Adjectives of opinion
Grammar	Present continuous Present simple and past continuous
Writing	Present continuous with future meaning A description of a TV programme
Speaking	Describing TV programmes

Vocabulary TV programmes

1 Match photos 1-9 with nine of the TV programmes in the box. Then listen and check.

1 *chat show* →



2 Listen to the extracts from the TV programmes. What types of TV programmes are they?

3 Complete the sentences with the names of TV programmes.

El Comisario is a police drama.

1 ... is a music programme. 4 ... is a soap opera.
2 ... is a comedy programme. 5 ... is a chat show.
3 ... is a sports programme. 6 ... is a cartoon.

comedy programme cartoon quiz show
documentary music programme the news
police drama reality show soap opera
sports programme chat show

Activate your English

4 Ask and answer questions about TV programmes. Use the words in the box.

like love don't mind don't like hate

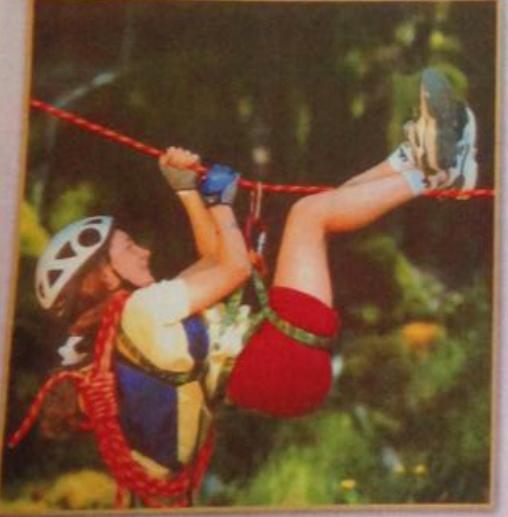
A Do you like watching documentaries?
B Yes, I do. I love watching documentaries.

Word Bank → Workbook page 114

Reading

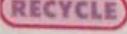
5  Read and listen to the TV guide. What programme do you want to watch?

television.com  **Tuesday 1st November**  **Your guide to tonight's TV**

5.00 p.m. Channel 1 Survive It's week three of this fantastic reality show. The game is simple: <u>there</u> are ten boys and ten girls on an island without televisions, mobile phones or electricity. The boys and girls form teams and play a lot of difficult games. Every two weeks, one team must leave the island. In this scene from tonight's show, the teams are playing a game called 'Treasure Hunt'. Verdict *** 	6.30 p.m. Discovery Channel Going Tribal Bruce Parry is spending four weeks with the Kombai tribe. He wants to live, eat and sleep like the Kombai. So, he's living in a tree house and he's learning to hunt and cook. Don't miss this documentary series. Bruce is a great presenter and the show is <u>interesting</u> and sometimes <u>funny</u> . Verdict *** 
9.00 p.m. Channel 4 Lost It's episode four of this great drama. A plane crashes on an island. 48 people survive but the island has got some dangerous secrets. In these scenes from tonight's show, the survivors are looking for food and water in the forest. But someone, or something, is distracting them. On the beach, Shannon and Sayid are not sunbathing. They are talking and making plans. Verdict *****  	

6 Read the TV guide again. Answer the questions.

- 1 What type of TV programme is *Survive*? *It's a reality show*
- 2 How many children are there on the island? *20 children*
- 3 What are the teams playing in the photo? *Treasure Hunt*
- 4 What time is *Going Tribal* on TV? *AT 6.30 p.m*
- 5 Who is the presenter? *Bruce Parry*
- 6 Is he living in a hotel? *No, he isn't*
- 7 In *Lost* how many people are there on the island? *48*
- 8 What are the people doing in the forest? *They are looking for water*

7  **RECYCLE** What do you remember? (8 points)

- 1 *Survive*: Find four examples of the present simple affirmative. (4 points)
- 2 *Going Tribal*: Find two adjectives to describe this show. (2 points)
- 3 *Lost*: How do you say *something* and *someone* in your language? (2 points)

RESOURCES: UNIT 9

READING

1 What can you see in the pictures?

- 1 A boy's wearing his jumper inside out.
- 2 A girl's washing her hair.
- 3 A boy's putting on a jacket.
- 4 A girl's yawning.



2 Read the questionnaire. Answer the questions.

ARE YOU LUCKY?

Answer the questions and discover how lucky you are.

- 1 In China the colour red is very lucky. Are you wearing any red clothes?
- 2 In Italy it's lucky to put your right arm into a shirt or jacket first. When you get dressed, do you put your right arm into your clothes first?
- 3 In Korea, if you wash your hair before an important test, you'll clean your memory and won't remember any answers. Did you wash your hair this morning?
- 4 In Spain it's bad luck to put on a jumper inside out. Are you wearing clothes that are inside out?
- 5 In Greece, if you cover your mouth with your hand when you yawn, you'll stop ghosts getting inside. Do you cover your mouth when you yawn?
- 6 In the UK, if you are born on a Friday or on the 13th, you'll be very lucky. Were you born on a Friday or on the 13th?

Key

Questions 1, 2, 5, 6 yes = lucky, no = unlucky

Questions 3, 4 yes = unlucky, no = lucky

4 Order the questions. Then ask a partner.

- 1 *superstitious / you / are ?
Are you superstitious?*
- 2 *number / what's / lucky / your ?
What's your lucky number?*
- 3 *any / you / have / lucky / got / objects ?
Have you got any lucky objects?*
- 4 *sign / your / zodiac / what's ?
What's your zodiac sign?*
- 5 *read / your / you / horoscope / do ?
Do you read your horoscope?*
- 6 *do / generally / feel / lucky / you ?
How generally lucky do you feel?*

A *Are you superstitious?*

B *No, I'm not. What about you?*

GO 4 IT!

4 In pairs, continue the story. Use first conditional sentences and questions.



- A If John goes out on Saturday, he'll go to the shopping centre.
- B What will happen if he goes to the shopping centre?
- A If he goes to the shopping centre, he'll meet Sal and Henry.
- B What will happen if he meets Sal and Henry?

SPECIAL DAYS

VOCABULARY

Causes

1 Write the missing days in the calendar.

1 – *Martin Luther King*

Earth Food Languages Martin Luther King
Talk Like a Pirate Teachers'

2 Match the objectives with the days.

- 1 To **celebrate** the beginning of spring.
May Day
- 2 To **remember** an important person's date of birth.
- 3 To **support** people in a particular job.
- 4 To **promote** language learning.
- 5 To **donate** something other people need.
- 6 To **take action** to save the environment.
- 7 To **do** something silly.
- 8 To **fight against** hunger in the world.

3 What's the objective of these days?

- 1 Buy Nothing Day
To fight against consumerism.
- 2 World Book Day
- 3 Darwin Day
- 4 International Nurses' Day



15 January

(1) ... Day



22 April

(2) ... Day



1 May

May Day



14 June

Blood Donor Day



19 September

(3) ... Day



26 September

European Day of (4) ...



5 October

World (5) ... Day



16 October

World (6) ... Day



1 Match the charities with what they do. What's their logo?

1 – UNICEF helps children – c



1 UNICEF ...
2 The Red Cross ...
3 WWF ...
4 Doctors without Borders ...
5 Amnesty International ...

conserves the environment.
helps children.
provides health care.
protects human rights.
helps victims of disasters and conflicts.

2 Think of five ideas to make money for charity. Read the leaflet. Are your ideas included?

Sell your old books, ...

You *can* make a difference!

Make money for your favourite charity and have fun.

1 An art contest

Invite your friends to draw or paint pictures. Exhibit the work and ask for donations. You can sell the pictures to your family and friends too.

2 A lip-synch concert

It's OK if you can't sing. Play CDs of your favourite artists and dance and pretend to sing the songs. Sell tickets to your friends and family.

3 Busking

Sing and play your musical instrument in the street and collect money from the public. Be careful though, because busking isn't permitted everywhere.

4 Car washing

Spend a weekend washing cars for your neighbours. Ask for money for every car you wash. Make posters to advertise and say what the money is for.

5 A sponsored dance or walk

Ask your family, friends and neighbours to give you money for every hour you dance or for every kilometre you walk.

6 A jumble sale

Find old clothes, books and games at home and sell them to your friends. Tidy your room and make money at the same time!

3 What should these people do to make money for charity?

1 Jade listens to music in her free time.
a lip-synch concert

2 Cole likes walking in the countryside at weekends.

3 Luke has free time at weekends. His neighbours have got a car.

4 Aiden plays the guitar and sings in a band.

5 Zoe's room is very messy. She has a lot of clothes and comics.

6 Mia loves painting and going to exhibitions.

Quest

Find out more about charities in your area.

1 First conditional: questions

Will you stay at home if it rains this weekend?

What will you do if it rains this weekend?

3 Complete the questions. Then answer them.

- 1 you / make a snowman / if it snow / later ?
Will you make a snowman if it snows later?
- 2 you / be happy / if you pass / your English exam ?
- 3 you / cook dinner / if you have / time tonight ?
- 4 What / you / do / if it be / sunny on Sunday ?
- 5 What / your teacher / do / if you arrive / late to class tomorrow ?
- 6 What / you / eat / if you be / hungry this afternoon ?

2 Write the verbs in the correct form. Then listen and check.

Becky It's Jack's birthday on Sunday.

Ayesha He (1) *won't be* (not be) happy if we (2) ... (not buy) him a present.

Becky That's true. How about giving him some chocolates?

Ayesha He's allergic to chocolate. If we (3) ... (give) him chocolates, he (4) ... (be) ill.

Becky I know. Let's have a party. He (5) ... (love) it if we (6) ... (organize) a surprise party.

Ayesha Good idea!

B) LEARNING UNIT

“Landing in Scotland”

68564 DISEÑO, ORGANIZACIÓN Y DESARROLLO DE ACTIVIDADES
PARA EL APRENDIZAJE DE INGLÉS

LEARNING UNIT

“Landing in Scotland”

(1st Advanced Course EOI)

Clara Alcalde de la Fuente
José Luis Lou Bosque

TEACHERS OF THE SUBJECT:

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*MÁSTER UNIVERSITARIO EN FORMACIÓN DEL PROFESORADO EN LENGUAS EXTRANJERAS PARA
E.S.O., BACHILLERATO Y ENSEÑANZAS DE IDIOMAS*

2013 - 2014

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1. INTRODUCTION

Justification

The title of our Learning Unit is ***Landing in Scotland***. This unit is thought and created as a recycling of all the learning units seen during the whole course by our students. In this unit students are going to acquire the necessary tools to deal with the following proposals. The title of the Learning Unit embodies the potential experience of students who are attending class. They are Spanish students who chose to travel to Scotland to learn English as a second language. It is not only a traditional topic on Scotland, it is more than that.

Our aim is to show students and also make them aware how to organize themselves once they have arrived to that country. We have taken as an example the possible experience of Spanish students who organize themselves a trip to follow their studies in a foreign country in which English is the mother tongue.

In this Learning Unit students will find **four main topics** related to the experience of visiting Scotland. The four topics are intentionally designed in order to present our students authentic situations that they probably face if they decide to begin this adventure that we propose.

Contextualization

This Learning Unit is designed for students attending the Official School of Languages Nº 1 in Zaragoza in 1st Advanced Course (**Former Fifth Year**). Students who attend this course are preparing to get the B2 certification. Our students group is composed by 15 students and there are different interests and needs in the classroom. The group is heterogeneous because all students belong to different age ranges, from 16 to 55 years old, and some of them come from different countries such as Morocco, Colombia, etc.

The schedule of the lectures will be as follows: on Mondays and Wednesdays, from 16:30 to 18:45 h. The lectures will normally take place in the same classroom although sometimes we can change the location and go to the language laboratory in order to

carry out some other types of activities. In the classroom we have Wi-Fi connection to use all the possible Internet resources to help our students with the topics chosen.

There is also a language assistant coming from Ireland who teaches some lessons to this group according to the schedule programmed by the Centre.

Organization of Learning Unit

This Learning Unit is formed by 4 different sessions. Each of the sessions will last 2 hours and a quarter each. This is the reason why we have chosen four determined topics as the axis of our Learning Unit. The selected topics are: **Travelling to Scotland, British Education, Jobs in Scotland and Living in Scotland**. They will be taught in the order we have presented them. This order obeys to a thoughtful progression in the selection of the topics. We do believe that in order to understand "Living in Scotland", it is required to approach to topics as Travelling to Scotland, British Education and Jobs in Scotland first.

We try to offer our students a logical process as if they were about to live the same adventure that we propose in this Learning Unit. The whole Learning Unit will consist of the following four topics:

The first topic will be **TRAVELLING TO SCOTLAND**. This topic is the first one that students are going to see in classroom. In this section, Students will be asked to plan their **trip** to Scotland. They will be engaged in activities such as booking plane tickets or packing the luggage for their trip. By means of this kind of activities, we expect students to get involved in the situation of planning a trip that they could have to face in a real-life situation.

The second topic will be **BRITISH EDUCATION**. Once students have seen the topic of travelling to Scotland they can go a step further on our learning unit.

In this session, students will have to focus on applying for their **English Course** in Scotland by means of filling an Application Form for the University. In addition, through a Role-Play Activity they will perform a situation where a student has to go to the Office and talk to the responsible person there to get information about the course.

Debate and discussion will also come up when learners have to face situations like reaching an agreement on the best Scottish University to study the course.

The third topic will be **JOBS IN SCOTLAND**. After students have seen the before mentioned topics now is the turn of Jobs and occupations. We have organised this session around situations like deciding which job could be chosen between two provided in a real newspaper or attending to a Job Interview in Scotland (speaking activity) to get a job. By means of these activities, students will have to face real-world situations which we consider essential for their future needs and interests when applying for jobs in their daily lives.

This topic also shows the other side of the coin: the problem of cuts and budget reductions in Scotland which is something that is happening in real life and it is also what we want our students to be aware of.

The fourth topic will be **LIVING IN SCOTLAND**. The last session of our Unit focuses on the discovery of Scottish main traditions and **cultural** aspects. As our students will be travelling to a new place they should have some information about their new country of residence. Through activities like one related to Scottish Stereotypes, we will make our students reflect on preconceived ideas of the country where they will be supposedly living. Besides, emotions when embarking on a trip to live abroad for a period of time are also taken into account in this Section because students will be asked to write an Entry on their Trip Diaries about their first night in Scotland.

2. CONTRIBUTION TO THE KEY COMPETENCES

Learning a second language contributes to the development of the eight **key competences** (linguistic communication, mathematical, knowledge of an interaction with the physical world, digital, interpersonal and civil, cultural and artistic and finally, learning to learn and autonomy and personal initiative) found in the Aragonese Curriculum.

Although these competences before mentioned do not appear specifically in the Official Document on Advanced Level of School of Languages in Aragón, we have

taken them into account because we do consider that they are necessary in every kind of Educational process. These competences are **cross-curricular** and they appear throughout the whole Learning Unit.

We have to take into account that English language is going to be used in both forms, **oral and written** ways by our students in order to get a real **communicative real-context** environment. We do believe that presenting our students a real context with real situations and authentic materials is going to be very useful for them.

One of the main aims of learning a foreign language is to be able to communicate within a varied arrange of situations in real life, because of that the **Linguistic Communication Competence** is really important and it is highlighted in the activity based on the job interview (Jobs in Scotland) in which students have to perform how to get a job.

On the other hand, the use of the new technologies when teaching English, such as Internet, phone calls, e-mails, etc helps quite a lot to our students if they use English language in order to get involved with the topic. This **Digital Key Competence** is found in the activity of booking a flight ticket (Travelling to Scotland) using the Internet.

Other aspect to take into account is **Learning how to learn Competence**. It contributes students to be more independent and live autonomously in life. Our students have to be aware that they are never to stop studying or searching for information in their whole lives so that they can improve their knowledge on the English language. This key competence is present throughout the Learning Unit because we assume that our students are going to be engaged by the fact of knowing more things about the topic introduced but it can be highlighted in the activity about the stereotypes found in the lesson of Living in Scotland. We offer our students three short readings about certain stereotypes and we do believe that students are going to search for more information about them. In order to acquire some knowledge of an interaction with the physical world we have designed an activity which fulfills this key competence perfectly. This activity is to draw a map of Great Britain and Ireland which contributes to have a close idea about the physical world our students are going to be immersed.

The **Interpersonal and Civil Key Competence** is also fundamental in the process of acquiring a foreign language. We have designed an activity of role-play in the lesson about British Education in which students have to interact with other students trying to perform a role given in order to simulate a real-life situation.

Concerning to the **Cultural and Artistic key competence**, we have provided our students different activities which give them an approach to the Scottish cultural manifestations as we can find in the activity of the two songs provided which are Scottish traditional and modern music. These activities are found in the lesson number four *Living in Scotland*. In fact all the activities in this lesson are clearly connected with this key competence.

Some of these key competences, when teaching English in determined environments, are really difficult to work with, such as the **Mathematical Competence**, but we have designed part of one activity concerning about coins and notes and how to use them in order to work with that key competence (Living in Scotland session). Finally the last contribution to the key competences is the **Autonomy and Personal initiative**. This competence is highlighted in the activity in which students have to debate on the topic about cuts and reductions found in the lesson on Jobs in Scotland.

We have to state that there are no activities in this learning unit designed to fulfill with a determined key competence because some of them are integrated in the activities before mentioned. That is why we do understand the process of acquiring the key competences as a global process in which sometimes there is involved more than one competence at the same time. Precisely because of that, in each of the sessions there will be more than one contribution to a key competence per session and obviously, in order to cover all the key competences we will need more than one single topic.

However, in some lessons, a determined and concrete Key Competence is highlighted from the rest. Thus, key competences ought to function as elements that integrate the learning process and students should know where, when and how to put them into practice, bearing in mind the real-context offered by teachers.

All the activities designed in this Learning Unit are concerned on the **four skills** and obviously on the before mentioned **Key Competences** and also in the **fifth skill** added by the Aragonese Curriculum which is ***spoken interaction***. The topics chosen for this Learning Unit are well thought and based on our students' future needs if they have the necessity of going to a foreign country to study English or whatever. We try to show our students the different steps that they have to take into account when organizing such an adventure like the one proposed in the Learning Unit.

Before starting the design of our Learning Unit we have taken into account the three **official documents** which cover the teaching of a second language, in our case English Language.

These official documents are the ***Aragonese Curriculum***, at a regional level. This document offers the contents for the subject and also the way to introduce and teach the subject. Another document important to take into account is **ORDEN de 7 de julio de 2008, de la Consejera de Educación, Cultura y Deporte**, in which is established the **teaching of foreign languages for Advanced levels in the region of Aragón** and this Orden is regulated by the ***Ley Orgánica 2/2006, de 3 de mayo, de Educación***. We have also taken into account the **CEFR**, the Common European Framework of Reference for languages. This other official document covers the European level and is about the achievements of students of a foreign language of whole Europe.

Finally, the Communicative Competence clearly appears in the Official Document for the Advanced Courses in School of Languages with its three components: **linguistic**, **sociolinguistic** and **pragmatic** competences. These three communicative abilities are also present in our Learning Unit.

3. OBJECTIVES

All the objectives in this Learning Unit are based on the Curriculum for 1st Advanced Course in Escuelas Oficiales de Idiomas (*ORDEN DE 7 DE julio de 2008, por la que se establece el currículo del nivel avanzado de las enseñanzas de idiomas de régimen especial reguladas por la Ley Orgánica 2/2006, de 3 de mayo, de Educación, que se imparten en la Comunidad Autónoma de Aragón*).

Students will **be able to**:

- Comprehend extensive well organized and linguistically complex written texts about different aspects of Scotland (i.e. University System, Jobs Conditions, Travelling to the country, etc.)
- Understand the main ideas about real pieces of videos on different topics related to Scotland (i.e. Airports in Scotland, International Students living in the country, Description of Scottish cities, etc.)
- Reflect on pros and cons about different topic throughout the Unit (i.e. Educational Systems in Spain and Scotland, necessary things to go on a trip, etc.)
- Tell their preferences out loud about a determined topic defending it to the rest of the class (i.e. the best job ever, Scottish Stereotypes, etc.)
- Perform real-life situations such as a Job Interview explaining one's own aptitudes for the job or Asking for information to apply for a Course.
- Communicate detailed information, summarizing the main ideas from different sources (i.e. extract the gist of texts about Scottish Stereotypes).
- Understand different authentic written sources (i.e. brochure, application form)
- Write clear and detailed texts about personal opinions and preferences (i.e. e-mail to a friend about the choice of a determined flight company).
- Write formal written texts (i.e. e-mail to the Head Manager of a Bank).
- Write about feelings and personal reflections (i.e. entry of a trip diary).
- Reflect and self-evaluate the work done during the unit.
- Assess other students' work critically.
- Face real-life situations when embarking on a trip.

4. CONTENTS

All the contents in this Learning Unit are based on the Curriculum for 1st Advanced Course in Escuelas Oficiales de Idiomas (*ORDEN DE 7 DE julio de 2008, por la que se establece el currículo del nivel avanzado de las enseñanzas de idiomas de régimen especial reguladas por la Ley Orgánica 2/2006, de 3 de mayo, de Educación, que se imparten en la Comunidad Autónoma de Aragón*).

The contents of our Learning Unit are the following ones:

- Oral comprehension of messages concerning to other's opinion (video on Universities options).
- Descriptions of themselves, places and things. (i.e. descriptions of personal attitudes in a Job interview)
- Production of oral statements about concrete topics (i.e. debate on which things are necessary for a trip)
- Oral interviews by formulating appropriate questions (i.e. Role-Play Job interview)
- Comprehension of the information of some written texts of different length (i.e. Scottish vs. Spanish Universities)
- Use of the reported speech (i.e. Activity on the best job ever)
- Identification of Colligational Patterns.
- Composition of diverse texts by following some concrete models: descriptions, emails, reports, short stories, etc.
- Use of expressions and specific lexical for each session.
- Use of the most common structures and functions according to the level (conditionals, I'd rather, I'd better, etc.)
- Use of the Passive Voice.
- Development of self-learning by using different resources: Internet, newspapers, books, etc.
- Expression of preferences and likes (i.e. to choose a University from a list)
- Identification of words containing determined phonemes and classification of them according to their phonetic symbol.
- Use of the different speech acts depending on the situation.

- Use of the coherence and cohesion in different forms of written texts
- Knowledge and respect towards different cultures: historical, geographical aspects (i.e. William Wallace, drawing a map)

5. METHODOLOGY

The methodology used is **learner-centered** following a **Communicative approach**. Consequently, we provide students with activities that resemble to real situations in life: learning to argument one's opinions, job interviews, asking for information abroad, and in one word: to bail one out and be critical enough with the context offered to the student. Therefore, the emphasis is made on the oral use of the Second Language, encouraging the development of the cognitive aspect. We do believe that offering our students' **real life situations** and using authentic materials relating to the topic may be very useful for them. We recreate situations that they can easily live in future time when trying to travel somewhere or even more, whether they go to a foreign country to find a better job

In addition, all our exercises are designed like tools to find **evidences** of our learners' abilities within the fifth **English skills**: listening, reading, writing, speaking and spoken interaction.

However, the methodology used will be **flexible**; that is, it has to accept students' diverse range of needs in the learning process, adapting ourselves to the different contexts that the group may have. Therefore, methodology should be moldable and elastic and most importantly, it should help students to develop their own autonomy, to express their thoughts and feelings and to contribute with their decisions to create a better and more efficient learning-teaching process.

We do understand **student's opinions and interests** the center and the starting point of teachers' work. Thus, negotiation between students and teachers will be part of the plan in order to be successful in the process.

We also believe that teachers should not be the center of the classroom. We do understand that students are the **center** of the process of learning English. Teachers have to be a kind of facilitators of knowledge trying to encourage students to look further information about the topic shown in the different lessons throughout the whole Unit.

All the materials used in the Learning Unit are either **own elaborated** or **authentic** materials extracted from real resources: newspapers, brochures, videos and so on, trying to simulate real-life situations.

6. LESSON PLANS

The following four Lesson Plans are the ones corresponding to the design of our Learning Unit.

SESSION 1: Travelling to Scotland

TIME AND DATE: 31st March (16:30 – 18:45 h.) **GRADE:** 1st Advanced (first year of B2)

UNIT OF WORK: “Landing in Scotland”

NUMBER OF STUDENTS: 15

EXPECTED LEARNING OUTCOMES:

At the end of the lesson students will be able...

- To identify the exact location of Scotland in the world.
- To understand concrete oral information about the airport from a video and the city of Edinburgh where students will spend the whole year.
- To describe the pros and cons of different flight companies taking into account prices, timetables, luggage conditions and comfort.
- To write an e-mail to a friend about the best flight company to travel with giving reasons about the choice.
- To enumerate orally the vocabulary concerning to things/objects which are necessary to start this trip.
- To express one's ideas out loud about what is really necessary for the trip to the rest of the classmates.
- To be able to identify Colligational Patterns and produce the right form of them (activity of the suitcase)

Students are asked about what they should do when organizing a trip. The following activity has to do with that.

ACTIVITY:	TIME:	PROCEDURE:	MATERIALS:
<p>1. WHERE IS SCOTLAND?</p> <p>a) Warm-up activity: A kind of introductory activity on the topic of the Learning Unit. Students in groups of three are asked to draw a map of Great Britain and Ireland with the different border lines, most important cities.</p>	5'	S-S interaction	A blank sheet of paper.
<p>b) Checking out: The map will be checked out with one shown on the board using different pictures. One from space and the other a political map of those two islands.</p>	5'	T-S interaction	-A picture taken from space. -A political map of the two islands

Now our students are ready to watch two videos about Edinburgh Airport and its facilities and the different possibilities of means of transport to get to the city centre. The second video is about the city itself and what offers for the newcomers.

ACTIVITY:	TIME:	PROCEDURE:	MATERIALS:
2. ARRIVING AT THE AIRPORT			
a) <u>Listening Activity</u> : Students will watch a short video twice about the arrival at the Edinburgh airport.	10'	Individual work	A short video on the topic. https://www.youtube.com/watch?v=8rS9RxJiBwk
b) Individually, students will have to answer some written comprehension questions. The questions will be checked according to the video.	10'	Individual work	An activity sheet with questions relating to the video
	5'	T-S interaction	
3. GETTING TO EDINBURGH			
a) <u>Listening Activity</u> : Students will watch a short video twice about the city of Edinburgh.	10'	Individual work	A short video on the topic. https://www.youtube.com/watch?v=Wk7KCZDNmhM
b) Individually, students will have to answer some written comprehension questions. The questions will be checked according to the video.	10'	Individual work	An activity sheet with questions relating to the video
	5'	T-S interaction	

Students are planning their trip to Scotland so they have to check several flight companies before choosing one.

ACTIVITY	TIME:	PROCEDURE:	MATERIALS:
4. BOOKING PLANE TICKETS!			
a) <u>Presenting the activity</u> : The teacher will present Students three options of three different flight companies in order to travel to Edinburgh on the same date. These companies offer different services.	5'	T-S interaction	
b) <u>Reading</u> : In pairs, students will have to discuss which company seems			

<p>to be the best one, by taking into account aspects like the price, the timetable of arrival and departure, how prestigious the company is, the city where the flight will land, the services which are provided by each one of the companies (travel insurance, free lunch, check-in service...), etc.</p> <p>c) Writing an informal e-mail: After discussing which company they will be travelling with, students will write an e-mail to a friend on which their personal choice is and why.</p>	10'	- S-S interaction -T monitors to see if somebody needs help	Activity sheet (flight companies)
	15'	Students individual work	Activity sheet

Now that the flight has been finally booked, Students will be asked to discuss on the things and objects that they will take with them on the trip.

ACTIVITY	TIME:	PROCEDURE:	MATERIALS:
5. PACKING THE LUGAGGE			
<p>a) Brainstorming: The teacher will show Students the picture of an open suitcase. Students will do a brainstorming on the necessary things that they could put inside in order to travel to Scotland for the year.</p>	5'	-S-S interaction -Teacher will monitor the brainstorming process	Activity sheet (flight companies)
<p>b) Debate (Speaking Activity): Students will be divided into two groups: one group will be in favour of taking a lot of things to the trip (Just-in-case Group) and the other one will stand only for the extremely necessary things (Practical Group). They will try to reach an agreement on which option is the best one.</p>	10'	-S-S interaction -T monitors the debate	Activity sheet
<p>c) Identifying Coligational Patterns: After the debate, Students will work in trios. They will approach to Coligational Patterns by classifying a group of sentences in Right ones or Wrong ones. Students will match the right sentences with the open suitcase (they will</p>	10'	Students work group	Activity sheet

<p>include them inside to “take” them to the trip) and correct the wrong ones.</p>			
<p>The teacher will correct the exercise in the class.</p>	5'		

EVALUATION OF THE LEARNING AND TEACHING PROCESS:

The working of this session was good and accorded to the activities designed in the Learning Unit. Instructions to the students were clear and concise in order to make them feel comfortable and confident. Perhaps the first activity was a little bit shocking for them because they never thought of drawing a picture in an English class but suddenly they were really interested in that activity. Timing was something not easy to manage because the length of the session is two hours and it is difficult to follow the prefixed timing for all the activities. The activity in which they have to speak out loud (activity of the suitcase) was attractive for them because our students want to speak in English whenever the opportunity comes.

ASSESSMENT AND FEEDBACK:

In this session students will be evaluated according to the Evaluation criteria established for this Learning Unit. Regarding to **Writing** and **speaking** activities, teacher will use the rubrics designed for this purpose. Concerning to the **listening** and **reading** activities teacher will use the data collected about the different activities performed in class always according to the criteria established.

Students will get **feedback** about all the activities picked up and corrected by the teacher. This kind of feedback will consist of focusing more on positive aspects of the student workings. Negative aspects will be presented to the rest of the class without pointing the person who has made the mistake so that students can learn more from all the students' mistakes.

HOMEWORK: none

SESSION 2: British Education

TIME AND DATE: 2nd April (16:30 – 18:30 h.) → 2 hours of length **GRADE:** 1st Advanced (first year of B2)

UNIT OF WORK: “Landing in Scotland”

NUMBER OF STUDENTS: 15

EXPECTED LEARNING OUTCOMES:

At the end of the lesson students will be able...

- To show preferences about a concrete University to study and discriminate the information that is not useful.
- To come up with the pros and cons of studying whether at one University or another.
- To describe the pros of the University chosen to the rest of the class.
- To fill in an application for the English Course in the University chosen.
- To simulate a role-play and be able to act when applying for the English Course.
- To be able to comprehend other students' ideas and thoughts on the issue of studying in Scotland for international students.
- To be able to get the gist of the information given in a text of “University Studies: Spain Vs. Scotland”
- To express the main ideas from the text they have read on a brief report by using determined grammatical structures such as *I'd rather...*, *I'd better...*, *Passive Aspect*.

ACTIVITY:	TIME:	PROCEDURE:	MATERIALS:
<p>1. KNOWING THE UNIVERSITIES</p> <p>a) Come up with ideas: To show Students a Power Point Presentation on the whiteboard about three different Universities in Scotland where they could go to study: <u>Aberdeen</u>, <u>Glasgow</u> and <u>Edinburgh</u>. Students are asked about their favourite place.</p> <p>b) Listening Activity: Show Students some videos about the three Universities.</p> <p>c) Speaking Activity: Questions and debate about which one seems to be the most appropriate one to study.</p> <p>d) Reading Activity: Give Students an Activity Sheet about three Universities in Scotland. They will work in <u>trios</u>. Each one of them will have to read about one University (Univ. 1, 2 or 3).</p>	10' 10' 5'	T-S interaction T-S interaction S-S interaction -S-S interaction -Teacher monitors to see if somebody needs help.	PPT https://www.youtube.com/watch?v=hweJ7MEMlUY https://www.youtube.com/watch?v=3dU6Ctaq6PM http://www.gla.ac.uk/about/ Activity sheet with 3 different texts

<p>e) Speaking & Writing Activity: Students with Univ. 1 will gather students who have read the text of Univ. 1 too and the same with students of Universities 2 & 3. In these groups, students will have to write the Pros & Cons of their University.</p> <p>f) Speaking Activity:</p> <ul style="list-style-type: none"> - Teacher asks students to come back to the first <u>trios</u> to tell the other members in the group about their Pros & Cons' list. - A speaker of each group will give a brief <u>speech</u> about their group decision. - They have to reach an agreement about the best University. - To choose the most voted University as a class group. 	<p>5'</p> <p>5'</p> <p>5'</p> <p>3'</p>	<p>Group work</p> <p>Students speak out loud.</p> <p>Big group agreement</p>	<p>Charts</p> <p>Activity Sheet Chart of Pros & Cons</p> <p>Notes</p>
<p>2. APPLYING FOR THE UNIVERSITY</p> <p>a) Reading and Writing Activities:</p> <ul style="list-style-type: none"> - Students are given an <u>application form</u> for the Course in Scotland. - Students fill it <u>in pairs</u> as if they were going to apply for that Course. <p>b) Role-Play (Speaking and Listening Activity): In pairs, Students will adopt two roles: - Student applying for the Course - Administrative Stuff</p>	<p>5'</p> <p>8'</p> <p>15'</p>	<p>T-S interaction</p> <p>S-S interaction</p> <p>S-S interaction</p>	<p>Real document</p> <p>Application Form</p> <p>Role-Play Cards</p>
<p>3. INTERNATIONAL STUDENTS IN SCOTLAND</p> <p>a) Listening Activity:</p> <ul style="list-style-type: none"> - Students will have to listen to two videos of two international students studying in Scotland. (Each transcript can be repeated twice if needed) - Then they will have to answer some comprehension questions about the two videos. 	<p>12'</p> <p>12'</p>	<p>S individual work</p> <p>-S individual work -T monitors to see if somebody needs help</p>	<p>https://www.youtube.com/watch?v=L4Aicqarr1M</p> <p>https://www.youtube.com/watch?v=KiiJLeINYbU#t=17</p> <p>Activity Sheet</p>

<p>4. SPAIN Vs. SCOTLAND</p> <ul style="list-style-type: none"> • Reading: Students read a text about differences between Spanish and Scottish University Educational System • Writing: Teacher asks students to write a brief report on the University Educational System that they prefer, including <i>I'd rather... / I'd better...</i> and unless two verbs in the Passive Voice. 	<p>20'</p>	<p>S individual work</p> <p>-S individual work</p> <p>-T monitors to see if somebody needs help</p>	<p>Reading comprehension text</p> <p>Activity sheet</p>
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EVALUATION OF THE LEARNING AND TEACHING PROCESS:

The implementation of this lesson was really interesting because there were students who had already been to Scotland and they knew some Universities of that country. The rest of the students were interested in the topic and showed enthusiasm to know how Scottish Universities work. The most successful activity was the first one ("Knowing the Universities") because it was a complete activity which gave them the opportunity to practise all the English skills.

Timing was perfectly followed throughout the session. Perhaps the activity concerning to the application form could be a bit demanding for them because it was the first time they faced to an authentic document like that and with a clear outcome. Students sometimes were a little bit reluctant to this kind of documents because they are used to working with adapted documents which sometimes are a bit easier.

The activity based on the role-play in which students had to speak with other students was very well performed. They wanted to speak out as much as they could.

ASSESSMENT AND FEEDBACK:

Teacher will evaluate students following the criteria designed for this purpose. In this learning unit will be evaluate specifically how learners react to an authentic material such as an application form to apply for a University. The aim of this proposal is to get involved students in real situations and evaluate their reactions and outcomes. **Speaking** and **writing** productions made by students will be checked using the rubrics designed for that purpose. **Listening** and **reading** activities will be checked by means of collecting data in order to get as much information as possible to evaluate students.

Feedback to students will be given in two ways. One way is concerning to the materials that have been picked up by the teacher and given back to students with positive and negative feedback. Another kind of feedback will consist of presenting the whole class the common mistakes found in the process of different activities.

HOMEWORK: none

SESSION 3: JOBS IN SCOTLAND

TIME AND DATE: 7th April (16:30 – 18:45 h.)

GRADE: 1st Advanced (first year of B2)

UNIT OF WORK: “Landing in Scotland”

NUMBER OF STUDENTS: 15

EXPECTED LEARNING OUTCOMES:

At the end of the lesson students will be able...

- To use reported speech to talk to other students about the best job ever to themselves.
- To understand orally concrete information about two Jobs Description (kitchen manager and Spanish teacher).
- To acquire new vocabulary about Jobs and Occupations. (See activity “A Street in Edinburgh”)
- To classify some Phonetic Symbols, different to the L1’s ones, related to the previous vocabulary seen about Jobs.
- To write a short story with the scenery of a commercial street in Edinburgh using vocabulary about Jobs.
- To describe themselves and their skills orally through a Job Interview.
- To extract the gist from a video about the real situation of Jobs in Scotland.

ACTIVITY:	TIME:	PROCEDURE:	MATERIALS:
<p>1. INTRODUCTORY ACTIVITY: “BEST JOB EVER”</p> <p>a) Warm-up activity: A kind of introductory activity on the topic of the Learning Unit.</p> <p>-Students will move around the classroom while the music is playing.</p> <p>-When the music stops, each Student will choose the student who is closer to him/her.</p> <p>-They will talk about their jobs preferences and their peers’ preferences.</p> <p>Reported Speech: The second time that the music is stopped, each Student has to choose another different student and he/she has to</p>	15'	S-S interaction Teacher monitoring	The William Pharell video of the song Happy. http://www.youtube.com/watch?v=y6Sxv-sUYtM&feature=kp

report what the other student told him/her about his/her best job ever.			
2. JOB DESCRIPTIONS			
b) <u>Reading and Speaking Activities:</u>			
<p>-Students will be given two readings about two real Job descriptions in Edinburgh.</p> <p>Students will work in pairs and every one will be handed a different Job description. They will have to practice reading comprehension with this activity.</p> <p>-Once students have understood the text perfectly they will have to <i>convince</i> the student seated close to them that her/his job description is the best one to earn extra money in Scotland.</p>	10' 10'	<p>Individual work Teacher monitoring</p> <p>S-S interaction Teacher monitoring</p>	<p>Two different readings. Authentic material got from a Job Center in Edinburgh.</p> <p>The same two readings given.</p>

Now our students will see a picture of a commercial street in Edinburgh with different shops and occupations. It is going to be the perfect occasion to acquire new vocabulary about Jobs.

ACTIVITY:	TIME:	PROCEDURE:	MATERIALS:
3. A STREET IN EDINBURGH			
a) Students will be given an activity to work with the name of different kinds of jobs. Students will work in pairs in order to share information and answers will be checked in classroom with the help of the teacher.	10'	S-S interaction T-S interaction	An activity sheet
b) The following part of this activity is based on some phonetics practice. Students will be given the symbols of different sounds and they will have to link those sounds with the name of the jobs. Answers will be checked in classroom with the help of the teacher.	10'	Individual work Teacher monitoring	Activity sheet
c) -Students will be asked to write a short composition taking into account the names of the different jobs they have learnt. They will have to invent a short story according to one picture given at the beginning of the activity. -Teacher will pick this activity up to correct it.	10'	T-S interaction Individual work	Activity sheet provided

Now, in pair groups students will do a role play of the interviewer and the interviewee in a Job Interview situation.

ACTIVITY	TIME:	PROCEDURE:	MATERIALS:
<p>4. CHOOSING THE BEST JOB EVER</p> <p>a) Students will be given two cards with the same questions in each of them.</p> <p>b) Every student has to choose her/his best job ever and write it down on the back part of the card.</p> <p>This will be the job her/his interviewee is trying to get.</p>	2' 8'	<p>Teacher monitoring</p> <p>S-S Teacher monitoring</p>	A card with some questions that can appear in a job interview in real life.

As Scotland and Edinburgh are suffering from drastic cuts and reductions on school budgets and education in general, our proposal is to show a video about the topic.

Students are not going to know what the video is about. They have to guess the main topic of the story.

ACTIVITY	TIME:	PROCEDURE:	MATERIALS:
<p>4. CUTS AND REDUCTIONS IN SCOTLAND</p> <p>a) Students will be asked to take a blank sheet of paper to take notes about what they are going to see in a short video.</p> <p>b) - Students will watch the video for the first time.</p> <p>- Teacher will give 5 key words written on the board and students will watch the video again taking more notes.</p> <p>c) Teacher will ask them for the main topic in the video and will give them the most relevant ideas said in the video. The aim of this activity is to start a short <u>debate</u> on the issue. <i>Does it ring a bell to you?</i></p>	10' 10' 5' 10'	<p>-Individual work -Teacher monitoring</p> <p>Individual work</p> <p>-Teacher monitoring</p> <p>-T-S interaction</p>	<p>A short video about a teacher in Edinburgh talking about cuts on school budget.</p> <p>https://www.youtube.com/watch?v=x17Ynkw-q48</p> <p>A sheet of paper with the most relevant utterances said in the video.</p>

EVALUATION OF THE LEARNING AND TEACHING PROCESS:

This lesson was useful for all the members of the class.

Taking into account the range of age of the class, we could access to different experiences about the topic of jobs. There were some mature students who were already working and they could offer a particular point of view on the topic.

The first activity proposed (“Happy – Pharrell Williams”) was funny and our students could speak with others while listening to some music what made them feel relaxed and comfortable enough to follow the class. The last activity on cuts and reductions on the school budget was a great opportunity to begin a debate on the issue which allowed our students to give their personal point of view on the topic.

ASSESSMENT AND FEEDBACK:

Teacher will evaluate students according to the kind of activities that they have worked with throughout the session. The use of **rubrics** will be effective for the productive skills such as **Speaking** and **Writing**. Observation and collecting data will be enough for the non productive skills such as **Listening** and **Reading** skills. The carefully observation of the teacher contributes to the general benefit of the classroom.

Feedback will always be given to the students. Teacher will give back the activities picked up with observations and comments on the most relevant aspects relating to the students' working. This kind of feedback is necessary to avoid important mistakes commonly made by students.

HOMEWORK: none

SESSION 4: LIVING IN SCOTLAND

TIME AND DATE: 9th March (16:30 – 18:45 h.) **GRADE:** 1st Advanced (first year of B2)

UNIT OF WORK: “Landing in Scotland”

NUMBER OF STUDENTS: 15

EXPECTED LEARNING OUTCOMES:

At the end of the lesson students will be able...

- To write a formal e-mail to the Head Manager of a Scottish bank enquiring about how to open a bank account there.
- To know some concrete vocabulary and words about Scottish stereotypes and traditions.
- To understand the main ideas of three written texts on Scottish stereotypes.
- To build coherent and cohesive texts using both Conditional and Future tenses and Modal Verbs.
- To write a short entry in a Diary about feelings and thoughts regarding their first night abroad.
- To correct their peers' mistakes according to the Trip Diary task.
- To identify words and colloquial expressions in a current Scottish real song by means of listening to it.

In this session, we want that Students get to know the most relevant aspects about daily life in Scotland in order to make students' stay in the country easier.

The first step is to know the coin and the schedules of the banks in the country.

ACTIVITY:	TIME:	PROCEDURE:	MATERIALS:
<p>1) COINS AND NOTES</p> <p>a) The teacher asks Students to talk about how to manage in Scotland with money: coin, exchange rate, banks, etc.</p> <p>b) - The teacher will give Students a <u>brochure</u> with some clues about the Scottish Monetary System.</p> <p>- <u>Writing:</u> Students will have to write a formal e-mail to the Head Manager of a bank to open a bank account there.</p>	<p>10'</p> <p>20'</p>	<p>T-S interaction</p> <p>-S individual work</p> <p>-T monitors to see if somebody needs help</p>	<p>-Brochure</p> <p>-Activity Sheet</p>

Students are interested in how people from Scotland normally are and whether common Scottish stereotypes are real or not. By means of the following activities, Students will know these aspects in depth.

ACTIVITY:	TIME:	PROCEDURE:	MATERIALS:
2) SCOTTISH STEREOTYPES			
a) The teacher will show a Power Point Presentation about the Scottish stereotypes.	10'	T-S interaction	PPT
b) Reading Activity: There are three different texts about Scottish Stereotypes which are given to Students. The teacher will give one reading to each student.	10'	S individual work	Reading comprehension sheets: Haggis, Kilts and William Wallace.
c) Speaking Activity: - Students will be asked to work in trios . Each one of them will explain to their colleagues in their group what their text is about. - Then the teacher will comment the three texts and the difficult words out loud.	10'	S-S interaction	Notes
	10'	T-S interaction	Blackboard to project the texts

Food, famous Scottish pubs and restaurants are aspects of daily life which can be interesting for students who want to know Scottish traditions.

ACTIVITY	TIME:	PROCEDURE:	MATERIALS:
3) FIRST ENTRY OF OUR TRIP DIARIES			
a) The teacher will show a Power Point Presentation with the activity described. Afterwards, Students will be given the activity sheets.	5'	T-S interaction	PPT
b) Writing Activity: Students will have to write a Trip Diary Entry by following some requirements (taking the flight, meeting the landlord, applying for the Course in the University, etc.) and some words to be included. All the entries must begin with the statement: <i>I had never felt so nervous before in my life!</i>	15'	Individual work	Activity sheet

<p>c) Peer Assessment:</p> <ul style="list-style-type: none"> - Now, students will exchange their writings with their <u>shoulder partners</u>. - By means of a <u>Rubric</u> with different items, they will have to correct their colleagues' mistakes. - Finally, the teacher will pick up the compositions to correct them too by means of the Rubric. 	10'	<ul style="list-style-type: none"> -S-S interaction -Teacher monitors to help Students 	<p>Rubric for Writing Skill Activity sheets</p>
--	-----	--	---

Finally, it is also useful for Students to know how Scottish Music is (both traditional and current music). By means of the activities which will be carried out in this Session, Students will have some information about culture, traditions and how daily life is in Scotland.

ACTIVITY	TIME:	PROCEDURE:	MATERIALS:
<p>4) LISTENING TO SOME MUSIC</p> <p>a) The teacher plays two Scottish songs:</p> <ul style="list-style-type: none"> -One Scottish traditional piece of music (with pipes, accordions, clarsach and violins playing) - One current Scottish song "Chasing cars" from <i>Snow Patrols</i>. (Listening) <p>b) Teacher asks students to talk aloud about the music played according to their own interests. (Speaking)</p>	10'	<ul style="list-style-type: none"> Students listen to both songs 	<ul style="list-style-type: none"> • Two songs • Whiteboard • Computer

EVALUATION OF THE LEARNING AND TEACHING PROCESS:

This lesson was designed to combine visual activities (Power Point Presentation) with other kind of activities which require more attention to determined features such as writing short compositions.

We have come to the conclusion that Power Point Presentations must be short and very visual. If not, students do not pay attention to what is pretended to teach in them.

Timing in this lesson was not the one thought before the implementation because there were some technical problems with the projector and it made to go a bit quicker with the rest of the lesson. The reading on William Wallace liked a lot and this is because of the film rolled years ago. Students were really eager to know things about this historical character. We did an extra activity not included in the lesson consisting of giving

them some links relating to that character.

ASSESSMENT AND FEEDBACK:

The evaluation of this session is taken into account from a more integrated perspective.

This lesson involves some cultural aspects which our students may not be aware of. Skills such as **Speaking** and **Writing** will be checked in this session by students themselves. They have to work in groups and it is a very good opportunity to evaluate these skills and also the interaction of the students when being in a group. **Listening** activities and **Reading** activities will be checked in classroom in order to share the outcomes with the rest of the students.

Feedback will be in this case more direct and quick because it will consist of a response about the things made in classroom.

HOMEWORK: none

7. EVALUATION CRITERIA

In order to evaluate that our students have fulfilled the **objectives** that we have planned for the Learning Unit, our students should:

- Comprehend extensive well organized and linguistically complex written texts about different aspects of Scotland.
- Understand the main ideas about real pieces of videos on different topics related to Scotland.
- Reflect on pros and cons about different topic throughout the Unit.
- Tell their preferences out loud about a determined topic defending it to the rest of the class.
- Perform real-life situations.
- Communicate detailed information, summarizing the main ideas from different sources.
- Understand different authentic written sources.
- Write clear and detailed texts about personal opinions and preferences.
- Write formal texts.
- Write about feelings and personal reflections.
- Reflect and self-evaluate the work done during the unit.
- Assess other students' work critically.
- Face real-life situations when embarking on a trip.

In this Learning Unit we propose an innovative way of assessing. As the four skills of English Learning must be assessed, we have designed **two Rubrics** covering the productive skills, it means, **writing** and **speaking**, and also the **spoken interaction** skill. On one hand, the [Rubric for Writing](#) can be used for every sort of written activity throughout the Learning Unit. This Rubric will be used by both teacher and students (**Peer Assessment**) in order to get all the data to assess students in full detail.

The designed **Rubric** for Writing is divided into four different **sections**: the first one is related to a Global Assessment of work, the second one assesses the Language Variety, the third one the Linguistic Correction and the last one is a Final Reflection.

1. GLOBAL ASSESSMENT

The first section corresponds to the global assessment of the work done, it means, what it is assessed is that the written text adjusts itself to the task; that the text has a wide variety of rich **contents**; that the text is adequately organized and it is comprehensible at first sight. The maximum score that students can obtain in this concrete section of the Rubric is **10 points**. The chart elaborated for this section of our Rubric design is the following one:

ASSESSMENT CRITERIA			
	VERY GOOD	AVERAGE	POOR
- The written text has the form and the structure of a text given.			
- Appropriate use of language according to the type of writing.			
- The indications given in the activity sheet have been followed.			
- Clearness of your classmate's way of writing.			
- Organization of ideas in paragraphs.			
- Clear connection between			

different ideas.			
- Changes in the topics are indicated by using connectors, writing new paragraphs, etc.			
- The text can be understood easily.			
- It is not necessary to read the same sentence twice.			
- The text is coherent.			

Students will have to write a **score** in the cell which corresponds to each statement by taking into account the value of the emoticons provided:



= from 0 to 0'5



= 0'5



= from 0'5 to 1

2. LANGUAGE VARIETY

The second section is designed with the aim of checking if students use appropriate structures to the level as well as if they use a wide variety of vocabulary and whether the words are used adequately and accurately or not by them. The maximum score that students can obtain in this concrete section of the Rubric is **10 points**.

The chart of own elaboration designed for this section of the Rubric is the following one:

ASSESSMENT CRITERIA	Which are the evidences...?			
		VERY GOOD	AVERAGE	POOR
- The text presents Time Clauses.				
- There are both Past and Present Verb Tenses.				
- The use of adjectives is rich and varied.				
- There are some phrasal verbs in the text.				
- Conditional sentences and Subjunctive tenses are used.				
- Key words provided appear in the text.				
- There is vocabulary which has been learnt in the class during the Unit.				
- Feelings and emotions are expressed.				
- Absence of monotonous sentence patterns.				
- Beginnings of sentences are varied.				

A new cell ("Which are the evidences...?") has been added in this second section of the Rubric in order to give students the opportunity to write some notes which make his/her classmate's evaluation easier.

In the same way than in the previous section, students will have to write a **score** in the cell corresponding to each statement by taking into account the value of the emoticons provided:



= from 0 to 0'5



= 0'5



= from 0'5 to 1

3. LINGUISTIC CORRECTION

The third section's main objective is that students observe the appropriate use of Language of their classmates. Learners will have to focus on syntax, morphology and orthography's correctness for B2-1 English Level. In the following chart, there has also been added a new cell ("Which are the evidences...?") in order to make students' assessment of their equals easier.

ASSESSMENT CRITERIA	Which are the evidences...?	VERY GOOD	AVERAGE	POOR
- Use of the right preposition for each different verb.				
- Agreement between adjectives and nouns.				
- Right use of reflexive pronouns.				
- Orthography is appropriate and correct.				
- Use of some conjunctions.				
- Correct order of the elements of the sentences (subject, verb, object...)				

- Right use of articles when needed.				
- There are not serious grammatical mistakes.				
- Differentiation between Past Simple and Present Perfect Simple.				
- Right use of punctuation.				



= from 0 to 0'5



= 0'5



= from 0'5 to 1

4. REFLECTION

This fourth section's main aim is to analyze the result of the **Peer Assessment**. In order to get this, the last step is that the students will reflect briefly on the experience of assessing another student as well as they will proceed to score the final mark that they think their classmates deserve. Moreover, near the cell where students will write their peers' final score, there is another cell for the teacher to write the mark that he/she considers the right one for the student after reading the writing activity.

FINAL REFLECTION

What do you think about the Peer Assessment that you have carried out?

What is your final score for your classmate? Why?

⊕ My mark: _____ / 10

⊕ Teacher's mark: _____ / 10

On the other hand, the Rubric for Speaking will be used by the teacher in all the spoken students' interventions. This Rubric is to get, analyse and classify all the data obtained by the students' performance in the classroom. Speaking activities in our Unit are **performance tests** which have a clear purpose: to make students simulate a situation that they will have to face in their lives for sure. This way, learners' skills will be assessed in an act of communication which will make the validity of the text higher.

By means of the following Rubric, the teachers will check students' speaking skills.

Accuracy and Interaction Competence	MONOLOGUE				PRACTICE INTERACTION			
	N.I.	S.A.	N.A.	O.A.	N.I.	S.A.	N.A.	O.A.
Required Length								
Richness and informative precision								
Respect to the conventions that the situation requires								
Appropriate reaction to the questions proposed by the interlocutor								
Respect to everyone's turn to speak								

	Use of expressions to reorientate and keep the conversation							
Coherence, cohesion and fluency	Explicit and no ambiguous information							
	Well organised information. Progression of the topic							
	Appropriate use of <i>Intonation Patterns, accentuation, pauses and discursive connectors</i>							
	Continuous and clear discourse							
	Rhythmic speech and sufficiently clear							
Linguistic Richness	Complexity in linguistic resources							
	Varied and complex syntactic structures according to the level							
	Appropriate use of Verb Tenses							

	Varied Lexical: vocabulary related to the topic, synonyms, connectors, expressions and other stylistic resources							
Linguistic Correction	Respect to morphological and syntactical structures							
	Correct and natural pronunciation (accent, articulation...)							
	High use of grammatical structures							
Observations								

N.I.: Needs Improvement

S.A.: Sufficiently Achieved

N.A.: Notably Achieved

O.A.: Outstandingly Achieved

About **listening** and **reading**, we will check the development of the Students in these two skills throughout our designed class activities. In the same way, participation, collaboration in classroom and interest for the subject will also be taken into account.

In our Learning Unit, *Listening* activities are normally designed with open questions which will be evaluated by collecting and correcting them. *Reading* activities are extracted and adapted from authentic materials. In some occasions, students will have to use skimming and scanning techniques. Reading activities will be picked up by teachers and they will be taken into account in students' progression in the Unit.

8. CONCLUSION

This was a very good opportunity to get closer to the process of learning and teaching English. When designing the Learning Unit teachers can check out how difficult to cover all the interests and needs of students is. This is something we consider is fundamental in the process of teaching a foreign language.

We had the opportunity to implement all the Learning Unit during our period in the practicum II. Generally speaking, the outcome of the activities presented to the students worked very well. They were really interested in the topic offered and they often wanted to share the things they already knew about it.

It was also an opportunity to know the complexity of the process indeed. Although many people can think that teaching English is just following a text book we have understood that doing that is not enough. Students need a sort of teacher guidance in order to fulfil satisfactory the process.

Teachers have to be aware that sometimes the implementation of the activities is the best way to know whether they work or not. Reflection in action is required many times because the same activity does not work in the same way in different groups of students and teachers have to display all the necessary tools to engage students all the time.

Perhaps the most problematic issue was timing management. Although timing is always well thought and defined in all the activities in the Learning Unit, many times different questions, doubts and problems happen in classroom and then timing is affected by that. Teachers have to control this new situation in order to adapt to the new situation in terms of timing.

Another issue important to comment on is the use of the mother tongue in classroom. Researchers state that the exposure of students to the foreign language is the key to acquire that L2, but in some moments is useful and necessary the use of the mother tongue in order to facilitate things and to save time in class. It is better to provide the translation of a determined word in Spanish than spending much time trying to make your students aware of the meaning in English of that word.

To sum up, it was a great experience both designing the Learning Unit and implementing it during our practicum. It is also better some practice instead of the theoretical frame which is also important but it lacks of real context and real situations.

9. WORK REFERENCES

CONSEJERÍA DE EDUCACIÓN, CULTURA Y DEPORTE (2008): *ORDEN DE 7 DE julio de 2008, por la que se establece el currículo del nivel avanzado de las enseñanzas de idiomas de régimen especial reguladas por la Ley Orgánica 2/2006, de 3 de mayo, de Educación, que se imparten en la Comunidad Autónoma de Aragón*

COUNCIL OF EUROPE (2001). *Common European Framework of Reference for Languages*. Strasbourg: Language Policy Unit.

DEPARTAMENTO DE EDUCACIÓN, CULTURA Y DEPORTE (2007): *Orden de 9 de mayo de 2007, por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón*.

10. APPENDIXES

SESSION 1:

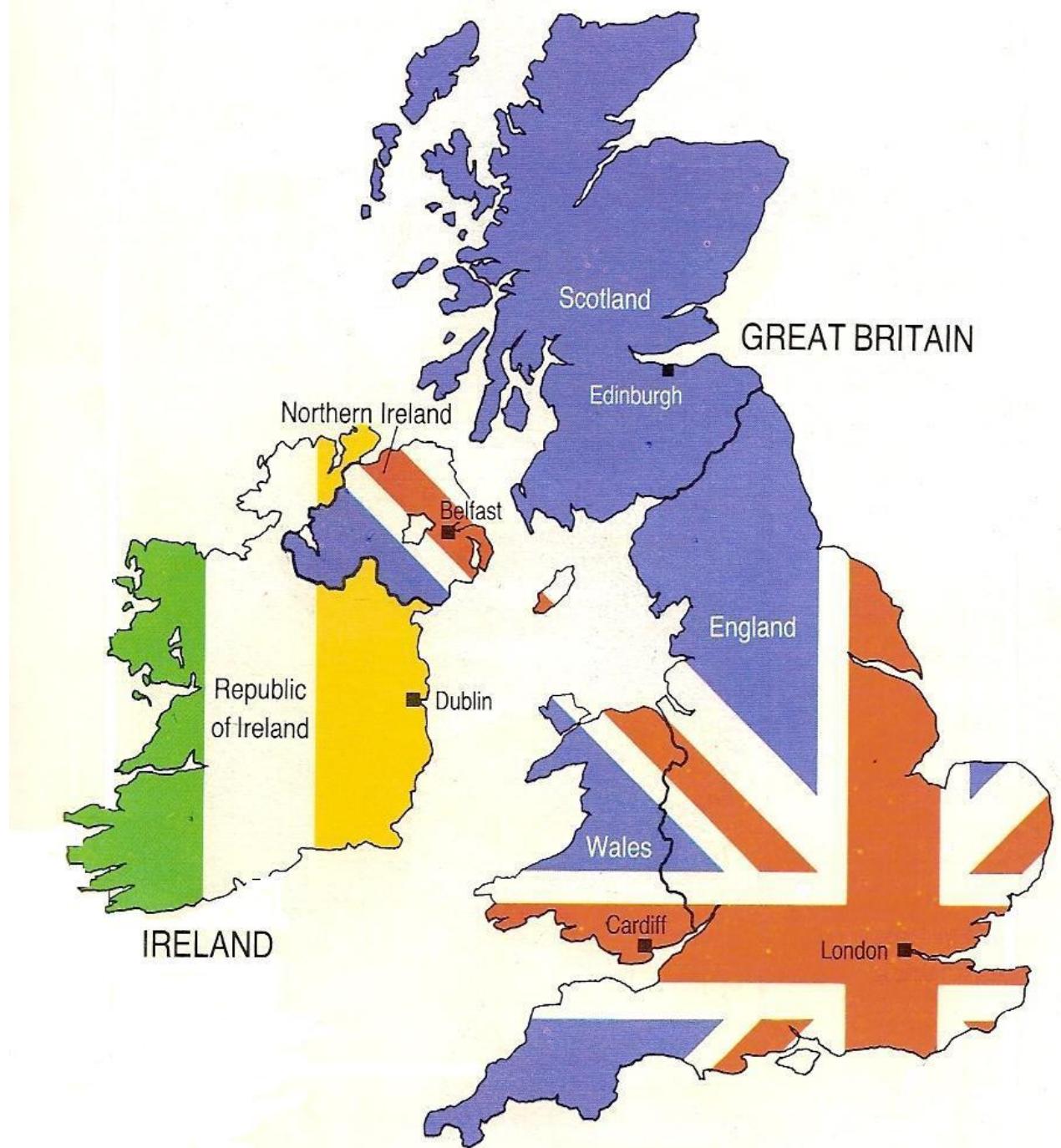
“Travelling to Scotland”

APPENDIX 1



APPENDIX 2

The British Isles: political



APPENDIX 3

The image shows a YouTube video player. The video content is a slide titled 'EDINBURGH AIRPORT' with a subtitle 'TRAVEL & TRANSPORT'. The slide displays a table of flight departures and a bulleted list of facts about the airport.

Flight	Destination	Flight Number	Status
11:50	Heathrow	BA1443	Departed
11:50	Copenhagen	BM1603	Departed
11:55	Belfast City	BE686	Closed - Gate
12:00	Brussels	BM1629	Closed - Gate
12:05	Newark N Y C	UA109	Departed
12:10	Istanbul	TK1344	Final Call Gate
12:15	Exeter	BE212	Final Call Gate
12:20	Paris Beauvais	FR6832	Final Call Gate
12:25	Cologne	4U363	Gate 2
12:40	Madrid	EZY6995	Gate 3
12:55	Oxford	MAV2501	Gate Advised
13:05	Palma	JAF5426	Gate Advised
13:10	Barcelona	EZY6931	Gate Advised

- One of the UK's busiest airports, serving many domestic and international passengers.
- Located only 5 miles from the heart of Edinburgh.
- Recently modernised, the airport provides world class duty free shopping and some excellent dining.

Below the video player, the channel information is visible: 'EDINBURGH AIRPORT' (with a video camera icon), 'EdinburghVideoGuide - 15 videos', 'Subscribers 100', and a rating of '3.754'.

APPENDIX 4



Edinburgh Airport

Your new adventure in Scotland has just begun. You have just arrived at the International airport in Edinburgh. You are going to listen to some information about the Edinburgh Airport and the different facilities you can find in there. Also, you will find some useful information about how to go downtown.

There are some questions you have to answer. In all of them you should fill in the gaps, remember that every line means one word.

Questions

- 1) Edinburgh airport is located _____ to the west to the city centre.
- 2) You also find the tourist centre located next to _____
- 3) After security there's a recently refurbished _____ with the vast selection of _____, eating and drinking choices to _____.
....if you're driving you find plenty of _____ some short and some longer term.
- 4) You can also take a _____ from the city which you take anywhere from 20 to 30 minutes or perhaps more if traffic is _____
- 5) The blue double-decker buses leave from Waverley Bridge in the _____ of the city and also depart from the _____ of the airport terminal.

APPENDIX 5



APPENDIX 6

The city of Edinburgh



You are now in Edinburgh and there is no way back. Fortunately, you watched this video on the city before starting the trip to know about Edinburgh.

There are some questions you have to answer. In all of them you should fill the gaps, remember that every line means one word.

Questions

- 1) Edinburgh is known as the _____ of the _____ and it is one of Europe's most beautiful cities.
- 2) Well there's much more to Edinburgh than its purely _____.
- 3) Past and present live _____ in an ideal location for work, _____ and study.
- 4) The festival attracts more than a million visitors each year who come to experience everything from the _____ fringe, to the colour and tradition of the military....
- 5) In the heart of the city are the _____ Salisbury Crags the _____ hills topped by Arthur's Seat.
- 6) There are also many _____ and parks as well as the waterfront location at the port of Leith an area with a character all of _____.
- 7) The University of Edinburgh is one of the city's most important _____. From the architectural _____ of Old College to the modern developments at King's Buildings
- 8) Since its foundation in _____ as Scotland's first civil university Edinburgh has established a reputation for _____ in teaching and in _____ that made it one of the UK's leading academic institutions.
- 9) But just as importantly the buildings, the _____ and the _____ are an integral part of the city's life.

APPENDIX 7



Booking plane tickets for Edinburgh!

In few days you will travel to Edinburgh to study your English Course. It's time to book your flight tickets.

Analyze carefully the three options presented and talk to your partner about the best choice. Take into account the price, the timetable of arrival and departure, the prestigious of the flight company, the city where the flight will land, the services which are provided by the company (travel insurance, free lunch, check-in service...), etc.

1. Easy Jet

Your Basket

Checked luggage: 20 € per 15 kg.



Show in currency **Euros**

Mon 25 August 2014 (EZY6996)

Madrid to Edinburgh

Dep 17:15 - Arr 19:10

1 Adult **1 x €85.99**

Subtotal flights and options for all passengers: **€85.99**

Final Price **€85⁹⁹**

- Travel insurance is included

Pay by Credit Card: €87.71

Pay by Debit Card: €85.99

+ Add more flights **Continue >**

2. Iberia

Select your flights
Prices are shown in: Euro € (EUR) [New search ▶](#)

 from Madrid, Spain to Edinburgh, United Kingdom
Monday, August 25, 2014

	August						
<	Fri 22 from 185€	Sat 23 from 240€	Sun 24 from 350€	Mon 25 from 204€	Tue 26 from 315€	Wed 27 from 160€	Thu 28 from 340€

09:00h Madrid (MAD) **10:30h** London (LHR)  **IB3160** Operated by Iberia

Stopover LHR: 2h: 20m

12:50h London (LHR) **14:15h** Edinburgh (EDI)  **IB7504** Operated by British Airways

Total trip duration: 6h: 15m

204€
- Free lunch in the plane
- Checked baggage included in the price: 20 kg.

3. Ryanair

Search details: Malaga → Edinburgh, One Way, 1 Adult [EDIT](#)

Malaga → Edinburgh

Fri, Aug 22	Sat, Aug 23	Sun, Aug 24	Mon, Aug 25	Tue, Aug 26	Wed, Aug 27	Thu, Aug 28
91.99 EUR	76.99 EUR	76.99 EUR	64.99 EUR		54.99 EUR	64.99 EUR

Mon, Aug 25 2014

Flight	Depart	Arrive	Fare (EUR)	Select
FR6853	21:20	23:45	64.99	<input checked="" type="radio"/>

 Flight sold out or no flight Optional charges excluded

BOOKING SUMMARY

▶ Passenger(s)
Malaga → Edinburgh
Mon, 25 Aug 2014 21:20 - 23:45

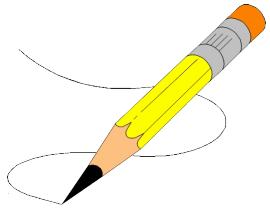
▶ 1 Adult, 64.99 EUR

Discount Pay by debit card: 64.99 EUR
 Pay by credit card: 66.29 EUR

TOTAL 64.99 EUR

Checked baggage is included in the price: 15 kg.

After talking to your partner, write your option and the reasons why you have chosen it and not the others briefly.



I'll be travelling with _____ flight company.

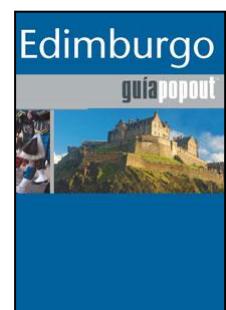
APPENDIX 8

Packing the luggage for Scotland!

What would you need to go to Scotland?

Do you think that it is recommendable to take a lot of things just in case? Or are you in favour of taking only the basic things?

Let's do a brainstorm and a debate about what we should take to our trip to Scotland.



Our luggage is almost full now but there is still some place left for a little bit of Grammar. Put the correct sentences into the suitcase like in the example (0). Correct the wrong sentences and write them properly.

0. The pilot reminded us to fasten our belts.
1. The student denied to go to Edinburgh.
2. The flight attendant admitted having taken the luggage.
3. The student apologized his teacher for not going to the course.
4. The student refused eating the food of the plane.
5. He blamed his travel companion of making a lot of noise.
6. I suggested going to the welcome party.
7. The air hostess warned the passengers not to stand up when the plane was landing.
8. A French girl offered to help me with my luggage.
9. The office worker recommends us to take the most expensive course.
10. The teacher encouraged us to carry on working.
11. She regretted not going to the welcome party last night.



SESSION 2:

“British Education”

APPENDIX 9 (Power Point Presentation)



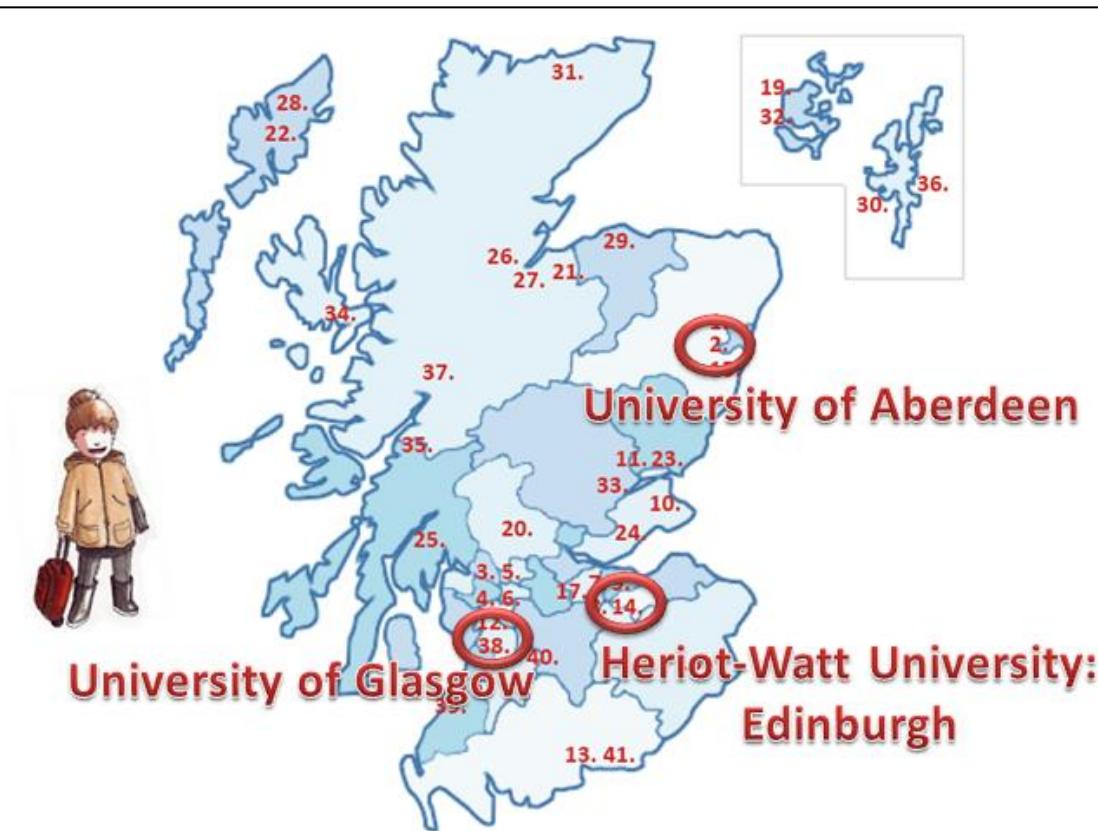
You are a Spanish Student who is going to travel to **Scotland** in order to study an English Course for the year.





You want to choose a
good **Scottish University**
to study the course...
But this is a difficult
decision!

**There are 3 options
that look advisable...
Let's make a decision!**





Heriot-Watt Edinburgh



APPENDIX 10



YouTube ES

Societies at the University of Aberdeen

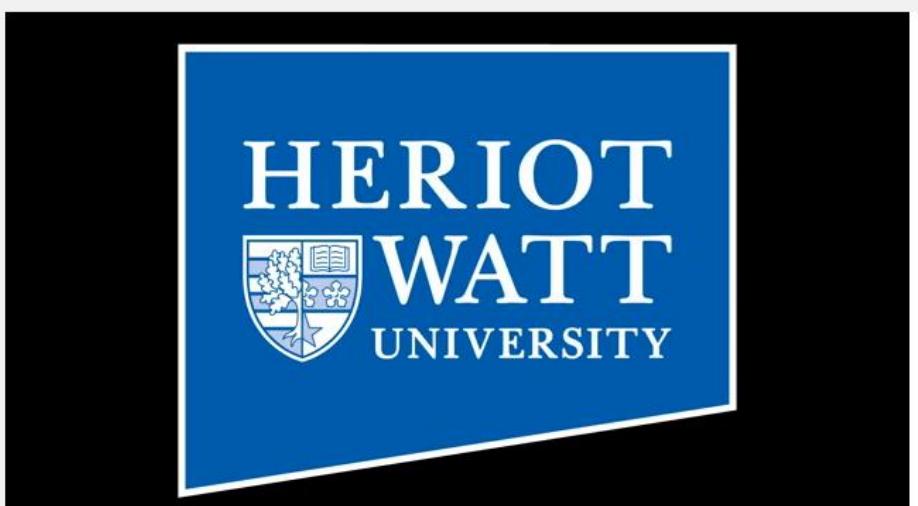
University of Aberdeen · 116 videos

3.918

Subsribirse 636

12 1

This image shows a YouTube video thumbnail for 'Societies at the University of Aberdeen'. The video frame displays three young women with blonde hair, wearing dark polo shirts, sitting around a table with white cups and a small plate of food. The video is at 0:55 of 2:50. The channel information shows 116 videos and a rating of 3.918. The channel name is 'University of Aberdeen' with a red and white crest icon.



YouTube ES

Welcome to Heriot-Watt University

HERIOT WATT UNIVERSITY · 84 videos

7.453

Subsribirse 524

This image shows a YouTube video thumbnail for 'Welcome to Heriot-Watt University'. The video frame features the Heriot-Watt University logo, which consists of a blue square with the text 'HERIOT WATT UNIVERSITY' and a white shield in the center. The video is at 0:01 of 2:00. The channel information shows 84 videos and a rating of 7.453. The channel name is 'HERIOT WATT UNIVERSITY' with a blue and white crest icon.

About us

Founded in 1451, the University of Glasgow is the fourth oldest university in the English-speaking world.

Today we are a broad-based, research intensive institution with a global reach.

Find out more: see [Glasgow 2020: A Global Vision](#).



A-Z listings

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- › [Postgraduate taught degree programmes A-Z](#)
- › [Staff A-Z](#)
- › [Academic units A-Z](#)
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- › [Services A-Z](#)
- › [Libraries, museums and archives](#)



APPENDIX 11

1) UNIVERSITY OF ABERDEEN

PROS	CONS

2) UNIVERSITY OF GLASGOW

PROS	CONS

3) UNIVERSITY OF HERIOT-WATT (EDINBURGH)

PROS	CONS

APPENDIX 12

How to apply for a Course in Scotland

Who's this course for?

For those who English language is not their first language but are wanting to develop their understanding of the subject due to its wide use enabling them to open up a wide variety of career opportunities.



PERSONAL INFORMATION

Family Name: _____

Arrival Date: _____

First Name: _____

Departure Date: _____

Male Female

How many years of English Studies?

Date of birth: ____ / ____ / ____

1-3 years 4-6 years 6-8 years

Nationality: _____

Where did you hear about this Course?

Passport No.: _____

Occupation: _____

Street: _____

I have read the booking conditions -

Town: _____

Signature _____

Region: _____

Date _____

Country: _____

Post Code: _____

Tel/Fax: _____

E-mail: _____

YEAR ROUND MAIN COURSES: 20th SEPTEMBER – 15th JUNE

General English Course → Age 16+

From 2 to 10 weeks

Fees per week

15 hours £204

25 hours £268

From 11 to 20 weeks

15 hours	<input type="checkbox"/>	£196
25 hours	<input type="checkbox"/>	£256

From 21 to 30 weeks

15 hours	<input type="checkbox"/>	£184
25 hours	<input type="checkbox"/>	£248

From 31 weeks

15 hours	<input type="checkbox"/>	£176
25 hours	<input type="checkbox"/>	£228
	<input type="checkbox"/>	

*Exam Preparation, Business English & Work Skills**Fees per week***Cambridge Exam**

- **FCE**
- **Morning** 15 hours £128
- **CAE**
- **Morning** 15 hours £198

IELTS or Business English & Work Skills

- **IELTS**
- **Afternoon** 10 hours £128
- **English & Work Skills**
- **Afternoon** 10 hours £128

Methods of Payment**Credit Card** (VISA/MasterCard/American Express)

Name and address of the Credit Card holder:

Credit Card Number: _____

Expiry date: _____

Three digit security code: _____

Banker's Draft

Sterling Cheque

Skills and experience gained

As your knowledge and understanding of the language grows, you will also develop your appreciation of the cultural background of the UK, giving you a deeper, richer and more meaningful grasp of English and its role in the modern world. You will develop your ability not only to read, write and speak English at an advanced level, but also to apply what you have learned in a range of contexts. Our department recognises the importance of a vocational element to our courses, in addition to the academic, so you will have the opportunity to develop skills in presenting, negotiating and group-working.

[Information extracted from:
<http://search.ucas.com/course/summary/2556/english-language-studies-for-non-native-speakers?Vac=2&AvailableIn=2014&Query=english&ret=providers>]

APPENDIX 13

How to apply for a Course in Scotland – Role Play

After looking at the **application sheet**, the Spanish Student (A) would like to talk to a person working in the University (B) to clarify some aspects about the English Courses.

In pairs, Student A and B will have to discuss the different points provided in the following cards:

STUDENT A: Student applying for the English Course

Student arrives to the information desk in **Aberdeen University**.

- He/She talks to the Administrative there and asks him/her about the Course:
 - o Differences between the Courses:
 - **General English Course**
 - **Cambridge Exam Course**
 - o Acceptance of both courses (the course that generally people like **the most**)
 - o Available posts
 - o Quality
 - o Prices and possible discounts
 - o Doubts about the application

STUDENT B: Administrative in Aberdeen University

An Administrative Staff in the desk of Aberdeen University talks to a Spanish Student who is interested in applying for an English Course.

The Administrative will follow these points during the conversation:

- Differences between the courses:
 - **General English Course** (it provides a general knowledge of English Language)
 - **Cambridge Exam Course** (it is really focus on getting the Cambridge Title / Level)
- Availability of both courses
- Multicultural students studying the courses
- Prices and discounts
- To solve doubts about how to fill the application sheet

APPENDIX 14



0:18 / 1:28

Study in Scotland Student Stories: Martin from Hong Kong

Study in Scotland · 12 videos

Suscribirse 5

346 reproducciones

Me gusta 3 Información Compartir Añadir a

This image shows a YouTube video player for a video titled "Study in Scotland Student Stories: Martin from Hong Kong". The video is 1:28 long and is the 18th frame. The channel "Study in Scotland" has 12 videos and 346 reproducciones. The video player includes standard controls for play, volume, and settings, along with links to like, share, and add to lists.



0:02 / 2:16

Study in Scotland Student Stories: Daria from Russia

Study in Scotland · 12 videos

Suscribirse 5

161 reproducciones

Me gusta 0 Información Compartir Añadir a

This image shows a YouTube video player for a video titled "Study in Scotland Student Stories: Daria from Russia". The video is 2:16 long and is the 2nd frame. The channel "Study in Scotland" has 12 videos and 161 reproducciones. The video player includes standard controls for play, volume, and settings, along with links to like, share, and add to lists.

APPENDIX 15

Studying in Scotland for International Students

As we are International Students going to Scotland, we would like to know any other International students' experiences in that country.

We are going to know the Chinese student, Martin and the Russian girl, Daria who are studying in Scotland too.

LISTENING ACTIVITY 1: Listen to the video and answer the questions about Martin's experience in Edinburgh. Write down short and concrete answers.

<https://www.youtube.com/watch?v=KiiJLeINYbU#t=17>



- 1) Which is the main reason why Martin particularly enjoys living in Scotland?
- 2) How does the International Office help the International Students?
- 3) Why is it important that the University Campus is located in the city centre of Edinburgh?
- 4) What is really easy when living in Scotland?
Which place has Martin especially liked?
- 5) Which are the three main aspects why Martin recommends going to Scotland?

LISTENING ACTIVITY 2: Listen to the video and complete the sentences about the experience of the Russian Student, Daria in Edinburgh. Use the exact words that appear in the video. **Write down one word in each gap.**



<https://www.youtube.com/watch?v=L4Aicgarr1M>

- 1) Scotland to me and to my friends used to sound like a _____ place where you can solve some _____ and I think Edinburgh, for that, the city, is full of _____.
- 2) My favourite month of the _____ is _____ when it's all about _____ festivals and _____ festivals, so the city never _____; never _____.
- 3) I chose Scotland as a studying destination because I know that there are a lot of students and my friends who enjoy studying, the _____ of _____ in Scotland.
- 4) The application just in order to be _____ for the course was quite _____.
(...) It also makes it _____ and in a way _____ so you meet all these criteria and then _____ (like that).
- 5) It's not so _____ from Moscow for instance so it is 4 hours... So you can travel back to your country _____ feel _____.

APPENDIX 16

University Studies: Spain Vs. Scotland

We are applying for an English Course in Scotland in order to stay in the country during a whole year. But we should have a general idea before of how the University Educational System is in the country.

Read this text and get to know some differences between Spanish and Scottish Universities.

The implementation of **Bologna Process** in Spain has meant the alignment of our University System with the rest of the systems in Europe, therefore also with Scotland (United Kingdom).

University studies normally take four years in both countries. However, one of the most remarkable differences between Spain and the United Kingdom is that in the UK there is a ranking of Universities, ordered according to their tradition and prestige. Students choose the University which is supposed to be the best one as the place to study their degrees even though that implies going to live to another part of the country. In contrast, in Spain it is usually different. Students choose the degree that they would like to study but they normally try to choose the closest University to their hometown – if there are posts available. Meanwhile, in Scotland the University where a student has studied is very important for his/her curriculum and in order to find a job. However, in Spain the choice of the University is not that important. All the degrees are equally valid in spite of the University where studied.



In Times Higher Education World University Ranking, there are five Scottish Universities which are part of the 200 best Universities in the world: Edinburgh, St. Andrews, Glasgow, Aberdeen and Dundee.

In addition, in Scottish Universities (as well as in the rest of the United Kingdom) there are a few hours dedicated to in-person classes and a lot of them to personal work. Lectures are useful for attending to the teacher's explanations but students' work is independent and autonomous (research, reading, etc.). Students learn to organize their time which is beneficial for their academic training and lives.

On the other hand, although Bologna Process has changed the University System in Spain, a very big importance is still given to in-person lectures and the final exams. However, in Scotland the process of assessment focuses on the whole career of the students during the course rather than in an isolate mark of an exam. Essays and assignments are the ordinary tool to assess students in the UK because

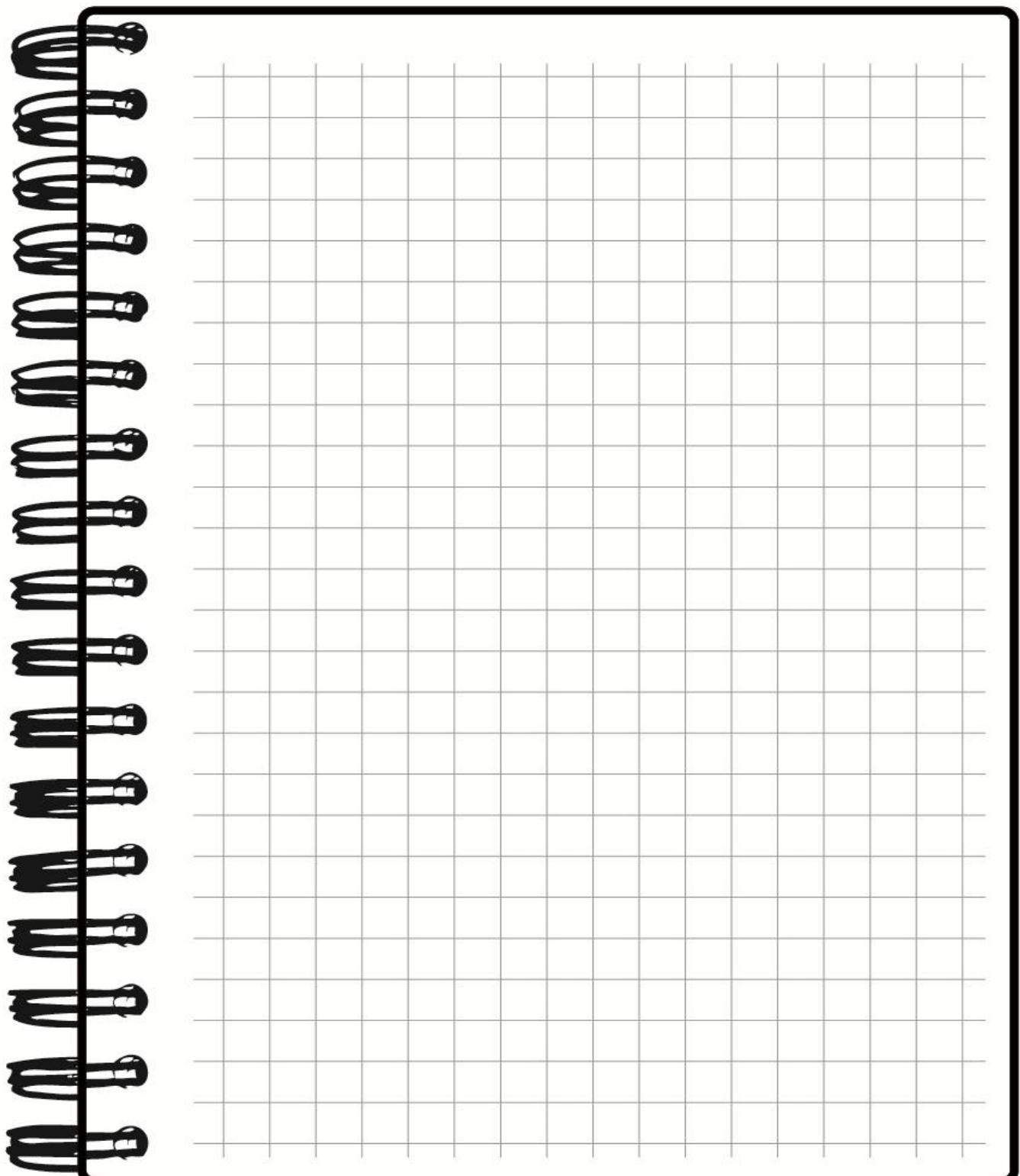


they are supposed to develop students' critical ability in so far as make them research. Besides, students' attitude is usually much more participative in Scottish Universities rather than in Spain because they get used to speak out loud. Seminars gather importance because students meet in small groups with the teacher in order to discuss and analyze different topics.

Text of own elaboration (Clara Alcalde de la Fuente and José Luis Lou) as of the text "Algunas diferencias entre nuestra Universidad y las de Escocia – Reino Unido" / Belén Pascual Lence

Writing: Spain Vs. Scotland. What's your opinion?

Write down a brief report on the University Educational System that you like the most. Use expressions like I'd rather... / I'd better... and include unless two verbs in the *Passive Voice* to make your compositions richer.



SESSION 3:

“Jobs in Scotland”

APPENDIX 17



JOB OF YOUR DREAMS

Students are requested to reflect on their personal preferences about the topic given. This activity is designed for them to talk with other students in the classroom about the best job ever or the job of their dreams. The aim of this activity is to focus on reported speech and the ability of collecting as much information as they can.

Activity proposed

The song "Happy" by William Pharrell will be played on the screen and students have to stand up and move around the classroom until the music stops. When the music stops every student has to choose the student who is closer to them so that they can talk about her/his job of their dreams. Once the two students have talked about the topic the music starts again and all the students move around the classroom. When the music stops for the second time every student has to choose another different student and she/he has to report what the former student has told them about her/his best job ever.

Also the aim of this activity is to facilitate that students can talk with other students they do not normally do because they usually seat on the same places every classroom and always are doing speaking activities with the same students.

APPENDIX 18 (A)

Kitchen Manager - Pub and Restaurant

Job description

It is a fantastic opportunity to join this pub & restaurant operation as a Kitchen Manager. This role offers the successful **applicant** the opportunity to be at the **forefront** of leading this award winning brand in its continuing development.

Job Role - Kitchen Manager - Pub and Restaurant:

The role involves the day-to-day running of the kitchen, leading by example and driving the business forward. You will adhere to company standards and procedures, motivating and developing your team. You will lead a team in all aspects of brand standards, stock control, hygiene checks and health and safety.

Key Attributes - Kitchen Manager - Pub and Restaurant:

- * Previous similar experience is essential either as a Kitchen Manager / Head Chef with a similar branded pub or restaurant operator.
- * Qualifications are an advantage.
- * Ambition to continually drive the business forward.
- * Excellent team player and leader.
- * Key management and development skills.
- * Good financial understanding.

DIFFICULT WORDS

Applicant: the person who applies for a job.

Forefront: To be in the vanguard, in the top.

APPENDIX 18 (B)

Spanish Teacher

Job description

Qualified Spanish Teachers are being **sought** by Saint Andrews University in Scotland. We are looking for them to cover **day-to-day assignments**, although full time positions can arise from day-to-day **placements**.

Ideal teachers will be enthusiastic and confident in their profession. We are looking to recruit a skillful, qualified secondary teacher who is hardworking, innovative and organised.

This job would suit those who have experience or for those looking to gain skills. It is an excellent way for qualified teachers to expand their knowledge of different teaching environments.

The benefits of working with Saint Andrews University include:

Competitive rates of pay,

CV advice,

Refer a friend scheme,

Flexible work to suit you.

If you are interested, please do not hesitate to apply today.

DIFFICULT WORDS:

sought: past participle of the verb to seek (to search, to look for...)

day-to-day: daily

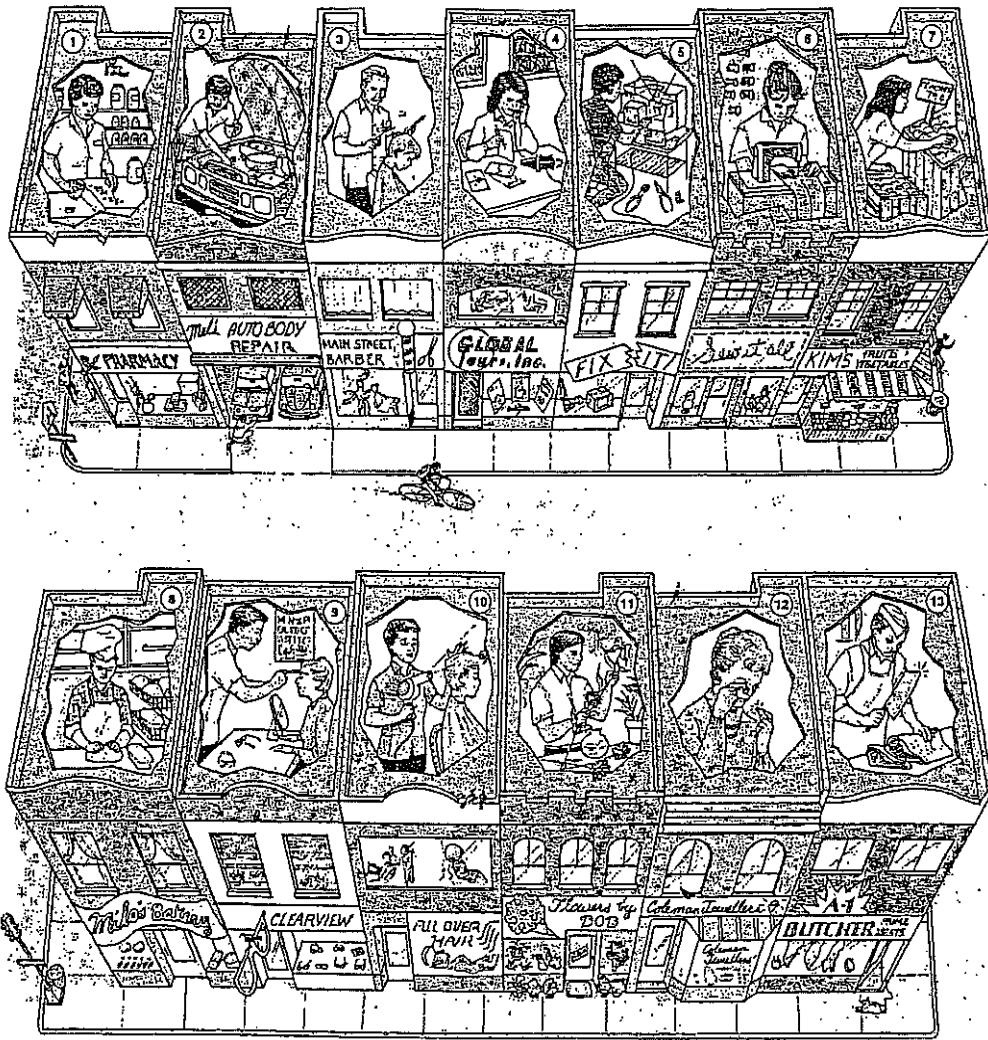
assignments: to work at a school

placements: a job

A street in Edinburgh

This is a common street in Edinburgh with many occupations. Each building represents a different occupation. Please, write down the names of the occupations you guess are the right ones.

APPENDIX 19



1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

11. _____
12. _____
13. _____

Phonetics:

Complete the chart with the occupations containing the sound given. It can be more than one occupation with the same sound.

/dʒ/	/tʃ/	/ʃ/	/ʒ:/
/ə/	/ɪ/	/ʊ:/	/eɪ/

Writing a short story:

Go back to the picture of the first activity and have a look at the biker in the middle of the street. What do you guess she/he is going to do? Try to guess it and write a short story about that in the chart given bellow.

Once upon a time....

APPENDIX 20

The Job Interview

To be well prepared for an important job interview is fundamental if you want to be successful and get the job.

In pair groups students will do the role play of the interviewer and the interviewee. The student who plays the role of the interviewer has to ask all the questions bellow in order to create a real-like contest. First of all, every student has to choose one job and write down on the back part of the questions card. This is the job the interviewee is trying to get.

Questions:

- What can you tell me about yourself?
- Why do you want to work for us?
- What were your responsibilities at your last job?
- What is your biggest strength?
- What is your biggest weakness?
- Which skills and abilities do you possess?
- What are your qualifications?
- What motivates you to do a good job?
- Why should we hire you?

APPENDIX 21



A YouTube video player is displayed, showing a woman with brown hair and glasses, wearing a purple jacket, sitting in an office chair. She is speaking to the camera. The background shows a desk with a computer monitor, a keyboard, and various office supplies. The video player interface includes a play button, volume control, and a progress bar indicating the video is at 0:29 of 1:53. Below the video, the title "Youth Unemployment and School Cuts" is displayed, along with the channel name "Sarah Boyack - 77 videos", a "Suscribirse" button, 92 reproducciones, and like/dislike counts of 0.

YouTube

0:29 / 1:53

Youth Unemployment and School Cuts

Sarah Boyack - 77 videos

Suscribirse 10 92 reproducciones

0 0

APPENDIX 22

RESOURCE: Youth Unemployment and School Cuts

<https://www.youtube.com/watch?v=xi7Ynkw-q48>

- Budget
- Reductions
- The increase of Embassy Budget
- The Edinburgh's Capital City Partnership is losing money and reducing in grants specifically from the Scottish Government
- The impact particularly on schools
- Young people becoming unemployed after leaving school
- The highest unemployment rate
- To squeeze in terms of public sector jobs
- Reduction in training opportunities will be catastrophic
- The last thing we want to see is a generation of young people being out of work
- The reduce of the school budget is creating problems in our schools

DOES IT RING A BELL TO YOU?

SESSION 4:

*“Living in
Scotland”*

APPENDIX 23

4A. Let's send an E-Mail to a Scottish Bank!

By means of the following information, write a brief e-mail to the Manager of the Royal Bank of Scotland to ask for information to open a bank account there.

Use the information provided to write your e-mail on the back side of your activity sheet.

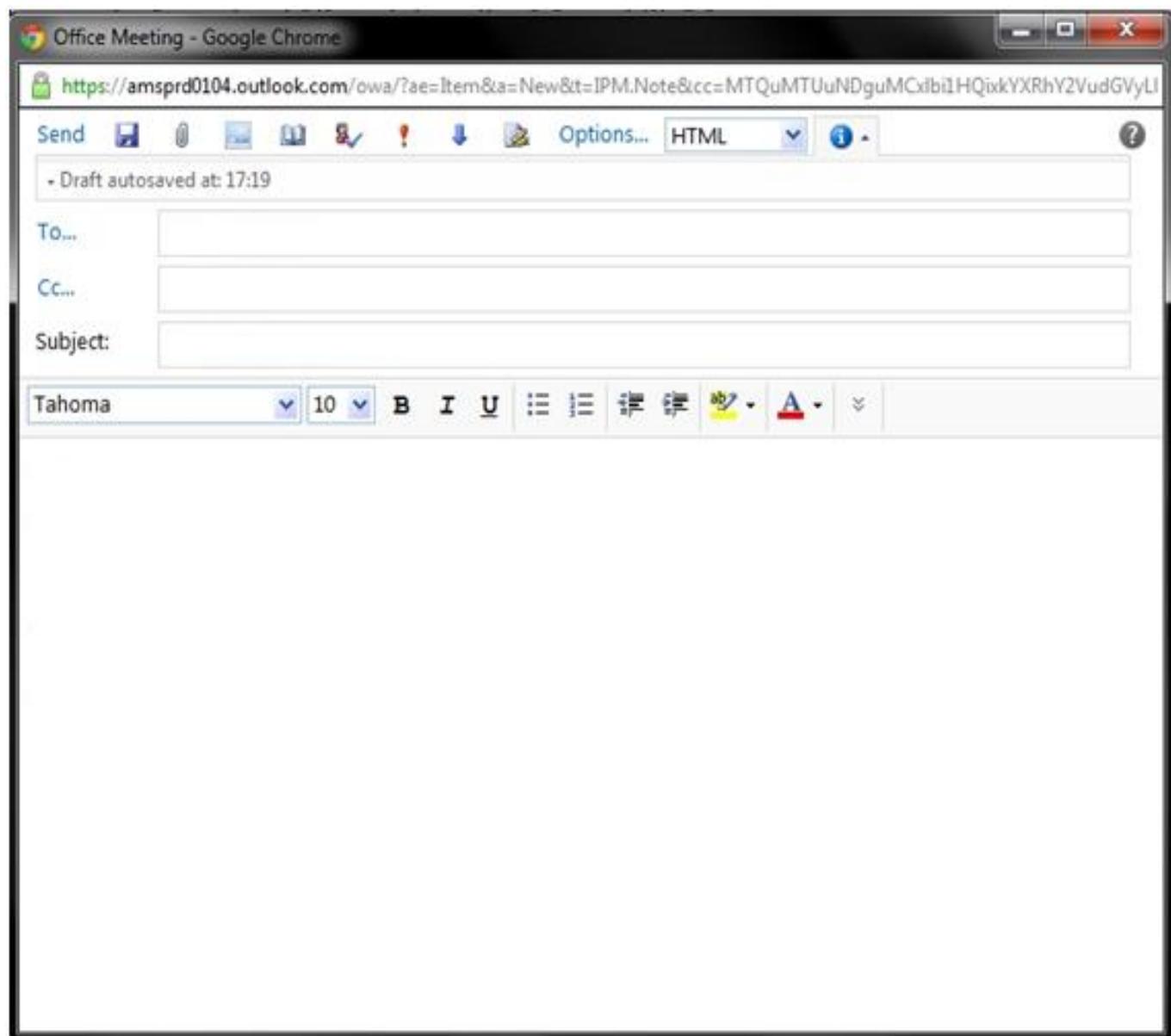
Take into account that you are writing to the Head Manager of a prestigious bank so use a formal language.

- Coins and Banknotes

- The pound sterling (£) is the coin in Scotland.
- Each pound is subdivided into 100 pennies.
- The coins have different values: 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2.
- The banknotes have some different values too: £5, £10, £20 and £50.
- As you are a citizen in the European Union, you can enter and leave the country with banknotes, travelers' cheques, letters of credit, and with no money limitation.
- Your coin (€) can be changed very easily in banks, Post Offices, hotels, Currency Exchange Offices, etc.
- In Financial Times Currencies you can get information about the Exchange Rate.

- Schedules of the Banks

- They are normally open from 9:30 h. to 16:30 h. (Monday - Friday).
- Banks are closed on holiday days. Scottish banks close one hour every day at lunch time.



APPENDIX 24 (Power Point Presentation)

SCOTTISH STEREOTYPES



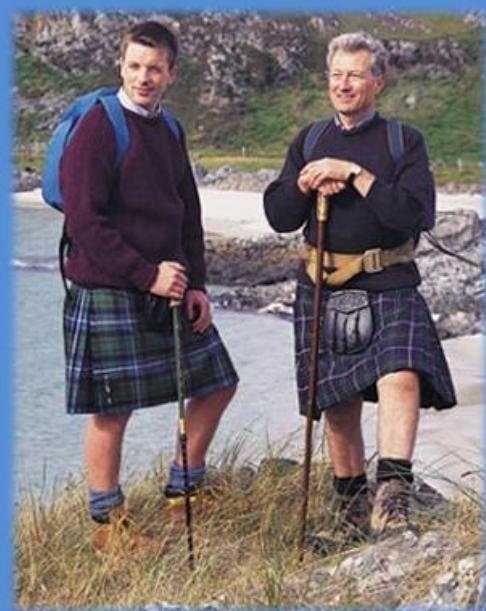
Pale skinned and ginger



Whiskey drinkers



Men wearing plaid kilts



Men playing in formation with bagpipes



Haggis eaters



William Wallace
is the hero of Scotland



To be Scottish...
What does it really mean?

Are these stereotypes
true or false?

APPENDIX 25

HAGGIS

Haggis is a traditional Scottish sausage made from a sheep's stomach stuffed with diced sheep's liver, lungs and heart, oatmeal, onion, suet and seasoning. Most haggis is part-cooked before being sold and needs to be simmered in boiling water for one to two hours. You can also buy vegetarian haggis based on beans. Haggis is traditionally served with 'neeps 'n' tatties' mashed and potatoes and whisky on Burns Night.

DIFFICULT WORDS:

1. **Stuffed:** filled with something, esp (of poultry and other food) filled with stuffing
2. **diced:** with a shape of a cube.
3. **liver:** an organ that secretes bile, stores glycogen, detoxifies certain poisons, and plays an important part in the metabolism of carbohydrates, proteins, and fat, helping to maintain a correct balance of nutrients.
4. **oatmeal:** meal ground from oats, used for making porridge, oatcakes, etc
5. **suet:** /'su:it/ a hard waxy fat around the kidneys and loins in sheep, cattle, etc, used in cooking and making tallow (sebo)
6. **seasoning:** something that enhances the flavour of food, such as salt or herbs
7. **simmered:** to cook (food) gently at or just below the boiling point
8. 'neeps 'n'tatties': Scots for turnip (nabo) and potato. It is served mashed separately
9. **Burns Night:** A **Burns supper** is a celebration of the life and poetry of the poet Robert Burns, author of many Scots poems.



APPENDIX 26

WILLIAM WALLACE

Sir William Wallace died 23 August 1305 was a Scottish landowner who became one of the main leaders during the Wars of Scottish Independence.

Along with Andrew Moray, Wallace defeated an English army at the Battle of Stirling Bridge in September 1297, and was appointed Guardian of Scotland, serving until his defeat at the Battle of Falkirk in July 1298. In August 1305 Wallace was captured in Robroyston near Glasgow and handed over to King Edward I of England, who had him hanged and quartered for high treason and crimes against English civilians. Since his death, Wallace has obtained an iconic status far beyond his homeland. He is the protagonist of the 15th-century epic poem The Wallace, by Blind Harry. Wallace is also the subject of literary works by Sir Walter Scott and Jane Porter and of the 1995 Academy Award-winning film Braveheart.

DIFFICULT WORDS:

1. **Landowner:** a person who owns land
2. **To defeat:** to overcome in a contest or competition; win a victory over
3. **To appoint:** to assign officially, as for a position, responsibility, etc
4. **To hand over:**
to give someone to the police or another authority that will become responsible for them
5. **To hang:** to suspend or be suspended by the neck until dead
6. **To quarter:** to divide into four equal or nearly equal parts
7. **Treason:** /'tri:zn/ violation or betrayal of the allegiance that a person owes his sovereign or his country, especiall by attempting to overthrow the government; high treason



APPENDIX 27

THE ORIGIN OF THE KILT

The History of the Kilt stretches back to at least the end of the 16th century. The kilt first appeared as the belted plaid or great kilt, a full length garment whose upper half could be worn as a cloak draped over the shoulder, or brought up over head as a cloak. The small kilt did not develop until the late 17th or early 18th century, and is essentially the bottom half of the great kilt.

The word *kilt* comes from the Scots word *kilt* meaning to tuck up the clothes around the body, although the 11th edition of the *Encyclopædia Britannica* (vol. 15, p. 798) says the word is Scandinavian in origin. The Scots word derives from the Old Norse *kjalta*, from Norse settlers who wore a similar garment.

DIFFICULT WORDS:

1. **To stretch:** to extend
2. **Belted:** a band of cloth, leather, etc, worn, usually around the waist, to support clothing, carry tools, weapons, or ammunition, or as decoration
3. **Plaid:** a long piece of cloth of a tartan pattern, worn over the shoulder as part of Highland costume
4. **Kilt:** a knee-length pleated skirt-like garment, especially one in tartan, as worn by men in Highland dress
5. **Garment:** an article of clothing
6. **Cloak:** a wraplike outer garment fastened at the throat and falling straight from the shoulders
7. **To drap:** to hang or cover with flexible material or fabric, usually in folds; adorn
8. **To tuck up:** to raise up some part of one's clothing and attach it temporarily
9. **Settlers:** a person who settles in a new country or a colony



APPENDIX 28

A Trip Diary: Your First Night in Aberdeen

YOU are a Spanish student who is travelling to Scotland in order to study an English Course for the whole year. After thinking carefully about the best destination, you have finally chosen **Aberdeen** and its beautiful University as the place where you will spend the year.

Today it has been your **first day** in Aberdeen.

You have done lots of things from the moment when you woke up this morning:

- Going to Madrid-Barajas airport at 07:30 in the morning.
- Taking the flight to Aberdeen Airport (Scotland).
- Arriving and meeting the landlord of the apartment that you want to rent for the year.
- • Going to the University to fill the papers for your English Course.
- • Meeting a French girl who was planning to apply for the same course.



It has been an exhausting day. You are back in your new apartment and want to write an entry in your Trip Diary about what you have done today as well as your first impressions and feelings about Aberdeen.

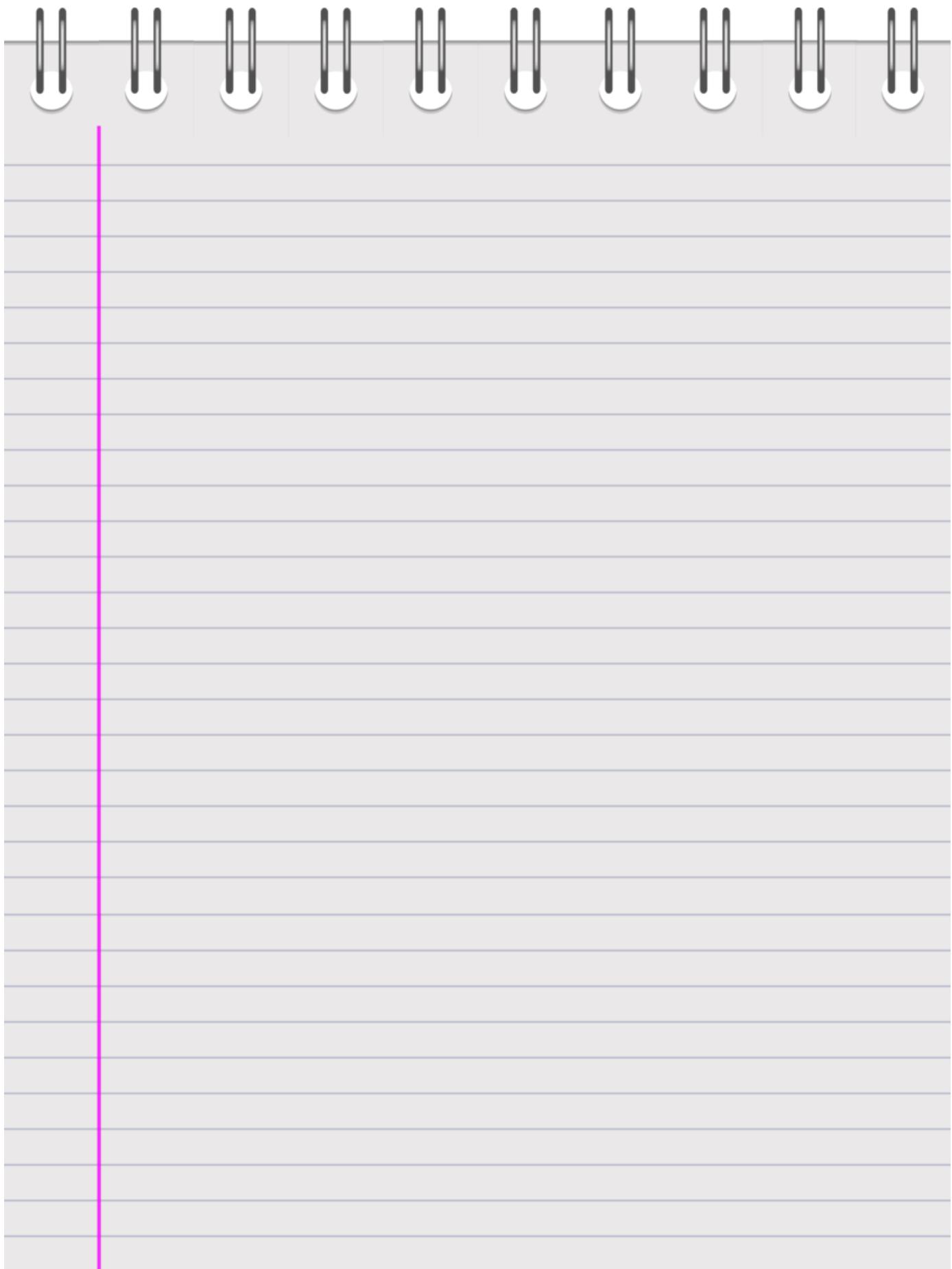
Write the first entry of your Trip Diary. The story must begin with the following words:

"I had never felt so nervous before in my life ...!"

The story should also include these words:

- **It all began**
- **Amazed (adj.)**
- **All of a sudden**
- **Expectation(s) (noun)**
- **Shortly afterwards**





CHASING CARS - Snow Patrol



(APPENDIX 29)

Order the words and the sentences to complete the song.

1

- Everything / our / on / own
- Don't / need / we
- Anything / anyone / or

We'll do it all

- _____

- _____

- _____

2

CHORUS

- Lay / I / if / here / just
- Lie / the / forget / would / me / just / and / with / you / world

If I lay here

- _____

- _____

- _____

3

- To / say / how
- Feel / how / I
- Words / three / those
- Much / said / are / too
- Not / enough / are / they

I don't quite know

- _____

- _____

- _____

- _____

- _____

- _____ (Chorus)

4

- Too / old / before / we / get
- Bursting / life / that's / a / into / show / garden / me

Forget what we're told

- _____

- _____

- _____

- _____

5

- Chasing / cars
- Our / heads / around
- Grace / your / need / I
- Remind / me / to
- Find / my / to / own

Let's waste time

- _____

- _____

- _____

- _____

6

- Was / I / that / ever / all
- Perfect / here / in / eyes / is / your
- All / can / see / are / I / they

All that I am

- _____

- _____

- _____

- _____

7

- How / about / as / well
- Know / things / at / all / change / never / us / these /

(+ repetition of CHORUS & 4)

I don't know where. Confused _____ . Just _____

that _____ will _____ for _____ . (+ CHORUS)