

**TRABAJO FIN DE MÁSTER**

**The Use of ICTs in the EFL Classroom Involving Intermediate Level Adult Students in the Official Language School of Zaragoza: Didactic Proposal using Linguistic Mediation and Interactive Activities during Travelling**

**El uso de las TIC en el aula de inglés como segunda lengua involucrando a alumnos adultos de nivel intermedio de la EOI de Zaragoza: Propuesta didáctica utilizando la mediación lingüística y actividades interactivas durante los viajes**

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## **Abstract**

The purpose of this paper is to critically analyse the proposed unit plan called “Travelling” from a communicative approach. One of the aims of this project proposal is to include the use of ICTs in the classroom to make activities more interactive and ensure that students have the opportunity to communicate efficiently in real-life contexts. Another aim is to provide a higher quality source of input with the use of language rich models given by the teacher. Also, activities have been designed considering task-based learning, giving students pre-tasks, during-tasks and post-tasks for which, they will need to learn and recycle items of language. This unit allows learners to develop communicative skills through a set of activities in which students are expected to apply their skills in linguistic mediation to solve everyday problems and facilitate communication. This didactic unit includes 6 sessions and they last for 2 hours each. Activities involve group -working and student-centeredness having in mind the goal to strengthen individual work.

This unit plan is relevant for the reasonable use of digital resources primarily due to the importance of today’s advanced technology and mass digitalization in our society and the prior identification of a learning deficiency during the observation period of the teaching placement. Moreover, materials are up-to-date and easily accessible to students. Another important characteristic is that it uses gamification during the learning process. Conclusively, the objective of this learning unit is to improve the quality of the teaching and learning experience through digital tools.

**Keywords:** Digital resources, Task-Based Learning, communicative approach, adult classroom, intermediate level, L2 learning and teaching.

## **Resumen**

El objetivo de este trabajo es analizar críticamente la propuesta de plan de unidad denominada "Viajar" desde un enfoque comunicativo. Uno de los objetivos de esta propuesta de proyecto es incluir el uso de las Tics en el aula para hacer las actividades más interactivas y garantizar que los alumnos tengan la oportunidad de comunicarse eficazmente en contextos reales. Otro objetivo es proporcionar una fuente de input de mayor calidad con el uso de modelos ricos en lenguaje dados por el profesor. Asimismo, las actividades se han diseñado teniendo en cuenta el aprendizaje basado en tareas, dando a los alumnos tareas previas, durante y posteriores para las que tendrán que aprender y reciclar elementos del lenguaje. Esta unidad permite a los alumnos desarrollar las competencias comunicativas a través de un conjunto de actividades en las que se espera que los alumnos apliquen sus habilidades de mediación lingüística para resolver problemas cotidianos y facilitar la comunicación. Esta unidad didáctica incluye 6 sesiones y tienen una duración de 2 horas cada una. Las actividades implican el trabajo en grupo y centrado en el alumno teniendo en cuenta el objetivo de reforzar el trabajo individual.

Este plan de unidad es pertinente para el uso razonable de los recursos digitales debido principalmente a la importancia de la tecnología avanzada y la digitalización masiva de hoy en día en nuestra sociedad y a la identificación previa de una deficiencia de aprendizaje durante el periodo de observación de las prácticas docentes. Además, los materiales están actualizados y son de fácil acceso para los estudiantes. Otra característica importante es que utiliza la gamificación durante el proceso de aprendizaje. En conclusión, el objetivo de esta unidad de aprendizaje es mejorar la calidad de la experiencia de enseñanza y aprendizaje a través de herramientas digitales.

**Palabras claves:** recursos digitales, aprendizaje basado en tareas, enfoque comunicativo, clase de adultos, nivel intermedio, aprendizaje y enseñanza de una segunda lengua.

## 1. Introduction

The teaching of English as a Foreign Language (EFL) has undergone several changes regarding methodology and aims along the years. Nowadays, the focus is mainly communicative. Also, in terms of methodology, an effective EFL classroom is one in which students' interests and realities are involved. For this reason, the use of digital sources and materials in the EFL classroom is essential.

*El Marco Común Europeo de Referencia para las Lenguas* establishes the main methodology that must be provided to the students in order to be effectively communicative. One of the principal aims of the EOI is that the students will be able to acquire the different skills and competences that allow them to achieve the main objective, such as to be able to communicate in a foreign language and interact with other speakers of the same language.

This paper provides the design of a Unit Plan that is based on the observation of a teaching technique deficiency in an EFL classroom. This observation took place in a B1 EFL classroom during my placement as an EFL teacher in the *Escuela Oficial de Idiomas* number one of (E.O.I) of Zaragoza. This placement in question lasted from the 26<sup>th</sup> of April to the 3<sup>rd</sup> of May 2021.

With the aim of designing a unit plan that follows the bases of the CLT approach, several scholars have been taken into account. The expansion of EFL will be mentioned with works of Kachru (1992), Samarin (1987), Seidlhofer (2004) and Ur (2010). Next, Brown (2007) and Richards (2006) will provide the core bases of the CLT approach. Next, Scott (2001) will state an adequate structure of a lesson plan that complements Willis' idea of the framework for task-based learning (1996). Further, Ellis (2003) will, in turn, introduce the features of tasks that can be carried out in an EFL classroom. Willis (2007) proposes a list of categories of tasks for an EFL classroom. Moreover, it is vital to have an interesting topic in order to have a communicative approach in the classroom. Jacobs and Farell (2006), in line with the CLT approach, proposed other forms of assessment. Hedge (2000) will comment on more EFL themes such as output. Dörnyei (1994) suggests some ideas that will be considered. Other scholars such as Moreno-Guerrero, Rodríguez-Jiménez, Gómez-García and Navas-Parejo (2020) provide another source of motivation in the EFL classroom. Regarding the use of ICTs, scholars such as Sotska, Paziura and Trynus (2018) provide reasons for the use of ICTs in

present-day English lessons. And finally, Herrero (2019) suggests what type of ICT materials can be used.

Therefore, this dissertation will start with this introduction, which will be followed by the context, purpose and aims. Next, the theoretical framework followed by the methodology. Subsequently, the critical commentary regarding the reasons for the unit plan will also aim at demonstrating the integration of skills and knowledge acquired during the Master's course. After the critical commentary, a conclusion will be provided. And in the last pages, the appendix including the lesson plans and activities for each session will be found.

## **1.1. Context**

The Practicum took place in the evening from 16:00 to 21:00 on four days of the week, which were from Monday to Thursday. I was given a heterogeneous group of learners in the EOI (1) in the afternoon schedule. The lessons lasted for two hours and they had two lessons in a week. The number of students was twenty and they came from very different backgrounds and nationalities such as from Spain, El Salvador, Peru, Russia and Portugal. The average age was over forty-five in the evening group (18:30-20:30) and in the afternoon group (16:00-18:00) was over twenty- five. All of them were very interested in the acquisition of the English language. They were motivated because they loved travelling to other countries. Also, it was due to the fact that for some of them it was their first contact with the formal acquisition of English as a foreign language, especially for those who studied French in their school years.

In this period of time, I was given a course book by my cooperating teacher and I was told which lesson I would teach in those days. Apart from that, I had to prepare the materials for two different lessons. These materials would contain the linguistic items from the course book. Therefore, my lessons were carefully aimed at new content to be taught in those days. Consequently, regarding the materials, I introduced new aid materials such as an audio-book; a song by Adele with its lyrics and the correspondent explanation of it; and finally, an article from an English magazine *Speak Up* issue n° 428. These materials made an impact on the learners because they were not used to them. All those activities were done during this placement.

For new improvements, I have implemented the use of ICTs in each session in order to make the two hours of class more attractive and updated.

## **2. Purpose and subsidiary aims**

The main purpose of this dissertation is to design a unit plan that solves an observed deficiency during my second placement. Therefore, this Unit Plan will set out to provide a positive and significant learning environment in this EFL classroom through the use of ICTs.

With this proposal, other subsidiary aims are intended to be accomplished and these aims are based on the Competences established by the legal framework *ORDEN ECD/1340/2018, de 24 de julio, por la que se establece la organización y el currículo de los niveles Básico, Intermedio y 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*. Therefore, this proposal aims at improving learners' sociolinguistic competence, strategic competence, functional competence, discourse competence, syntactic competence, lexical competence and phonetic competence.

As it can be highlighted the main purpose of this unit plan is the implementation of the different technologies in the classroom, but there are also other secondary objectives linked to the main one, such as the flexibility that the use of the internet in the classroom offers since the students can improve their knowledge of English whenever they want. Also, the possibility to listen to different accents and not only the voice from the teacher, and the great variety of apps that exist today to improve vocabulary or grammar. And finally, working in small groups can be very beneficial for those students with low self-esteem.

## **3. Justification, Theoretical Framework and Methodology**

### **3.1 Justification**

During the practicum in the EOI, the main deficiency that was detected was the lack of use of Information Communication Technology in the classroom. The instructor was a well experienced teacher who solely made use of the textbook. It can be beneficial for those students who wish to have a physical textbook in order to improve their English at home. At the same time, it can also be monotonous for the younger students, since they are more accustomed to using new technologies. Thus, designing a unit plan can be a really arduous task for any teacher of ESL.

Regarding the type of learners that can be found in the EOI, the majority of the students in the EOI are learning General English since they want to encounter other English cultures and may use English in order to travel a lot. The group is made up of 20 students from a range of ages between 16 to 65 and very different backgrounds. Not only were in the classroom Spanish retired people, but also young people from South America, Russia, Brazil, Ukraine and Portugal with distinct ideas and cultures. Therefore, such a multicultural group of students can be really difficult in order to work in groups or to fit in the class.

In addition to this, it must be emphasized that in this group there are some retired people who may not be keen on the new technologies and not only it makes the class more difficult, but also it takes more time to explain how to implement the use of new technologies in the classroom. Some of them have begun to learn English from the beginning in the EOI and others have passed the level of the EOI. As a consequence, there are some groups of students who wish to work in the same team, or there are others who prefer to work by themselves.

The level of English of the group was intermediate B1. However, it is not easy to identify the real level of each member of the group since there are some skills that are more likable than others. In addition to this, it must be emphasized that all second language learners have already acquired at least their own language. This is especially beneficial in order to know how languages work. On the other hand, knowing how languages work can be a drawback for learners, since they may be prone to make incorrect guesses about the language. Another relevant aspect to take into account in a multicultural group is the cognitive maturity or metalinguistic awareness. For example, older second language learners have already developed it, in contrast to the youngest students from the classroom who still have to go in these areas, as well as in the area of word knowledge and experiences in life.

Although the average age was 40 years old, there were some students under 25 and others older than 50 years old. Difficulties and needs were different in the groups. Younger learners were in the language School to improve their English with the aim of getting better jobs or for travelling, while older learners, who were mainly retired citizens, attended the class as a recreation. In general, their level of English was between beginner and intermediate. In the classroom, the young ones appeared to have difficulties expressing themselves orally. However, older students enjoyed interacting with their peers irrespective of any mistakes made. On the other hand, the younger learners were better at listening comprehension, which is

possibly due to their hobbies of listening to music and watching TV series, films and documentaries on platforms such as Netflix and similar social media.

During the period of observation, a deficiency related to the teaching techniques was noticed. This deficiency was mainly the lack of use of Information Communication Technology (ICT) in the classroom. The teacher followed only the textbook for all lessons. This could provide a rather limited source of input to the learners. And since we are in a digitalised world, it is necessary for lessons to mirror this reality of life. Furthermore, the use of ICTs could serve as a source of motivation for the lessons involved.

In order to solve this issue, a unit plan following the Communicative Language Teaching (CLT) approach has been designed. The designing of this unit plan implies that several other possibilities were then taken into consideration. For instance, the inclusion of other kinds of activities such as virtual games, videos, online platforms such as Google Classroom and Padlet and songs related to the topic. These sources provide a more appealing and fun way of learning. Also, there are activities that will be done with ICT gadgets with the aim of making the classroom more engaging such as online quiz games, audio-visual materials and uploading their written products on the Internet. All of these will be done with the ulterior aims of introducing the learners to a more real-life use of English and establishing a more significant and positive learning experience.

## **3.2 Theoretical framework.**

### **3.2.1. Communicative Language Teaching**

This part will be focused on the theoretical bases on which this proposal was found. The English language is considered the world language today. The fact that the English language serves as the lingua franca of nowadays is due to mainly historical reasons. Samarin (1987), in Seidlhofer 2004, argues that this term refers to “any lingual medium of communication between people of different mother tongues, for whom it is second language”. T Kachru (1992) has established a set of levels in which he classifies the use of the English language in relation to the countries in which it is spoken. Kachru therefore established 3 circles which are inner, outer and expanding circles. The inner circles are countries such as the United State of America, New Zealand, Barbados, the United Kingdom. These countries use the English language as their first language and therefore, considered native speakers of the language. Secondly, in the

outer circle, speakers of the English language are not considered non-native speakers because the English language is their second or official language due to historical reasons of colonialism. These countries include India, Ghana and Nigeria. Then finally, the expanding circle are countries in which English is spoken as a foreign language. It is mainly taught and spoken in these countries with the aim of being able to connect and function with the world. These countries adopt the language purposely. Examples of these countries are Spain, Italy, France and Germany. In this expanding circle is where we find ourselves. Given the differentiation and classifications, linguists such as Ur (2010) explains that not a single native variety is the most appropriate one for an EFL classroom given that they all have peculiarities that are not accepted worldwide (p.88) and that the aim of an EFL teacher should be to teach the English language in an effective way to make their learners competent in contexts dealing with native and non-native speakers.

When talking about the methodologies and approaches to the teaching of EFL, Brown (2007) offers a timeline of all the EFL methodologies and traditions. The author mentions that in the 80s, newer approaches focused on communicative goals. The author further states that this Communicative Language Teaching approach is now a widely accepted paradigm. This paradigm aims at developing students' fluency in a foreign language through real-life communication in the classroom.

Richards (2006) extensively described the CLT approach. He provided a series of characteristics of this approach.

Firstly, there must be an overall focus on all communicative components of language: grammatical, discourse, functional, sociolinguistic and strategic. Secondly, learners of a language must have to be able to be competent at a grammatical level of language meaning that they must be able to express themselves correctly following grammar rules. Thirdly, learners of a language must be able to produce a text or oral product of the language in question. Next, learners should be competent to discern meaning from all different possible social situations in which the language is used. And, finally, they need to be able to strategize their production and reception of the language. That is, they need to be competent at paraphrasing, repeating utterances and asking for clarification with the final aim of negotiating meaning. Also, there has to be a balanced relationship between the form and function. In an EFL context, apart from the linguistic aspects of a language, students should be able to carry out communicative functions with these aspects.

For the CLT approach, there is a new focus on fluency. The former attention on accuracy and correctness becomes a secondary aim. Notwithstanding, this focus on fluency does not override accuracy. In this approach, the emphasis is placed on real-world contexts and not on contextualized situations. Related to this is the fact that for these real-world tasks to be carried out, real-life language must be employed. Related to the learner and their roles, there is a greater involvement of the learner in their own learning process. Learners are more active in the process because they are made to be the centre of the learning process. Also, in the classroom, work is done in groups that involve collaborative pair and group work. Regarding the teacher, apart from the function of comprehensible input provider, he/she resorts to taking the seat of a guide, a facilitator of communication and provider of correct encouraging feedback.

Related to this author's idea is the following expressed by Richards (2006: 22-23) in his "Ten Core Assumptions of Current Communicative Language Teaching" in which he explains that second language learning is enabled when there is a meaningful communication among learners. The tasks carried out in an EFL classroom must provide opportunities for learners to negotiate meaning – ask for clarification, paraphrase and repeat themselves. Also, these tasks should provide a situation for learners to exchange interpersonal information. This interpersonal information provided through meaningful communication is the aim of the CLT approach. For this to occur, carrying out tasks that are engaging and purposeful is essential. E.g., sharing information on a specific time in order to fill in personal information gaps. This meaningful communication should be provided through different linguistic skills. In other words, communication should be provided in written and oral texts. Also, learners should carry out activities that work on their listening, reading, writing and speaking skills. Communication and learning strategies are the backbone of successful language learning.

Furthermore, language learning should involve deductive and inductive processes of learning. This means that students should have the opportunity to infer meanings and systems of language apart from being specifically explained. In any learning setting, a crucial aspect to consider is that learning involves trial and error. Therefore, even though students make mistakes when producing and receiving language, the aim is to make use of it accurately and fluently. Another aspect to bear in mind is that students progress at different rates and that their motivations and needs are different. Regarding the role of the teacher in the CLT approach, he/she acts as a facilitator who creates a conducive environment for learning to occur. And the classroom is a space in which work is done in a collaborative manner.

Additionally, the CLT approach fosters that students are competent on all different levels of communication. And these components range from grammatical, discourse, functional, sociolinguistic and strategic competence (Brown 2007). Being competent at grammatical level entails that a learner of a foreign language can identify and construct accurate grammatical structures. Secondly, discourse competence means that a learner can structure a written or oral output of language. Both aspects represent the structural aspect of a language (p.46). Thirdly, being competent at carrying out functions is being able to describe a situation or event; buying an item in a shop, and other similar actions that require language. Moreover, sociolinguistic competence means for a learner to discern information from social contexts through language. Lastly, strategic competence is the competence that enables learners to negotiate meaning i.e., asking for clarification, paraphrasing and repetition. These last three represent the pragmatic aspect of a language.

For the EFL context in question, the current curriculum *ORDEN ECD/1340/2018, de 24 de julio, por la que se establece la organización y el currículo de los niveles Básico, Intermedio y 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*, states that apart from the previous competences, other competences should be worked on and these are lexical competence and phonetic competence. Lexical competence entails learners being able to secure a linguistic repertoire for different purposes and phonetic competence means being able to correctly utter linguistic items.

### **3.2.2 Task-based language teaching**

Having dealt with the main bases of the CLT approach, Scott (2001) describes the structure of a lesson. Scott (2001) argues that a few minutes of warm-up activities are required to start the lesson in order to make the class start thinking in English and to set a positive atmosphere in the classroom. These warm-up activities can range from quick games to formal conversations on topics that interest both the learners and the teacher. This author further goes on to illustrate that the ideal classroom has three main phases which involve the Presentation Activity, the Controlled Practice and Free Practice. Notwithstanding, Brown (2007) suggests a rather clearer and more acknowledged classroom sequence, which is the Task-Based Language Teaching.

He argues that tasks are the core of language teaching and that the ideal classroom sequence was a pre-task, task and post-task.

For a language classroom activity to be considered as a communicative task, the following conditions, established by Ellis (2003), have to be met:

Firstly, it has to be a work plan whose primary focus is on meaning. It involves real-world processes of language use. Furthermore, it involves any of the four main language skills. Another relevant requirement is that it involves a cognitive process. And, finally, its outcome is clearly communicative and not merely linguistic.

Willis (1996) explains that during the pre-task phase the teacher exposes the topic to the classroom in a rather motivating and guided way with the aim of learners picking up the necessary linguistic elements that they might need to carry out the task. For instance, the teacher could provide the students with an input of new and necessary vocabulary or even just brainstorming the topic. In the next phase, which is the task cycle, students have to carry out the required in a communicative manner. An example of a task could be for students to work in pairs to find out in detail what each other had done during their last holidays. Finally, the post task phase is the ideal moment for the teacher to highlight and focus on the linguistic item e.g., grammar needed during the task.

Jacob and Farrell in (Richard 2006) propose other types of alternative assessment that substitute previous traditional ones and these included observation, interviews, portfolios and journals. These substitutes provide students with a comprehensive picture of their learning progress.

Regarding the production of language in the EFL classroom, authors such as Hedge (2000) states “that being pushed to produce output obliges learners to cope with their lack of language knowledge by struggling to make themselves understood” (p. 13). In other words, offering relevant scaffolding for students to use to enable interactions will enable meaningful communication.

In terms of content to be seen in the classroom, Dörnyei (1994) recommends teachers to select varied and challenging activities and tasks according to the students’ interests. So, depending on the age group and overall needs of the EFL classroom in question, some topics might be more useful and interesting for the learners and others. Moreno-Guerrero (2020) et al, who demonstrate that students of nowadays have been immersed in a technological context,

find it rather attractive and engaging to work with multiple technological devices in the classroom. One of the most commended techniques of these scholars was the use of videos in the EFL classroom. According to them, the use of this tool shows the increase of student satisfaction with learning and attention levels. (p.3) They further explain that videos offer learners stimuli such as images, sounds and words in different ways and at different lengths that they facilitate long-term learning. They further provide benefits to the use of videos in the EFL classroom and they claim that watching videos in the classroom implies a certain degree of active and experiential learning, as students analyse, evaluate and interpret the content, what they want to convey, and from there, respond or perform different activities. Notwithstanding, the requirements to be fulfilled by any successful video were for these to be up to date and with a good format and background (p.3). Apart from the use of videos in the EFL classroom, these scholars encourage the use of role-playing, which consists of imitating real-life situations. Their study showed that this method yielded positive fruits such as increased motivation, creativity, interaction and collaboration. (p.3).

Furthermore, Sotska, Paziura and Trynus (2018) provide a series of reasons for using ICT in the classroom. These include the increasing popularity of social media and the enhancement of the educational process involved when using and exchanging knowledge through online meetings and participation among students. (p. 245) Moreover, they imply the access to authentic materials, content and language. They also mention the possibility for adults to improve their oral interaction skills through platforms such as *Skype*. And finally, related to this idea of ICTs, is the claim by Herrero (2019) that the inclusion of “projects based on films and video games allows students to engage critically and creatively with some of the most popular forms of media entertainment in the world and to explore a wide range of multimodal resources (animation, image, sound, music, text, etc.)” (p.23). Therefore, including audio-visual materials of the learners’ interests in the EFL classroom could make them develop an ever deeper and perhaps critical interest in it.

### 3.3. Methodology

#### **3.3.1. Unit Plan**

A series of actions have been taken into account for the designing of this dissertation paper. First and foremost, a need has been detected. This need has been the lack of ICT materials in the EFL classroom. Afterwards, the designing of a Unit Plan that solved this need began.

Designing the unit plan in question entailed that a topic was chosen, and it was travelling. Apart from being a topic that has the potential of being relatable to the learners in question, given their characteristics, it is one of topics suggested in the legal framework: *ORDEN ECD/1340/2018, de 24 de julio, por la que se establece la organización y el currículo de los niveles Básico, Intermedio y 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*. Apart from the unit topic, a series of linguistic items were added to each part of the unit and portioned to the number of lessons available, which was six. Given the aim of solving certain deficiencies related to ICTs, some academic literature was consulted on the topic and guidelines such as the inclusion of roleplay activities, up-to-date videos, social media and educational websites such as [www.freerice.com](http://www.freerice.com) “which is an interesting website that allows people to work on vocabulary” (Bolen 2021). Therefore, having to work with an ICT feature each lesson was endeavoured. The methodological framework on which this unit is designed is based on the CLT approach and the TBLT technique. When providing input, special attention was given to sources which provided real-life language and were relatable to the learners in questions. For instance, for the written output, students were given model texts from foreigners who had visited a restaurant in their own city, Zaragoza. Also, regarding written input, certain texts from the English encyclopaedia *Britannica* were adapted for the learners.

Furthermore, periods for group discussion have been enabled. This has been specifically designed at the beginning and the end of the lessons with the aim of boosting main characteristic aspects of the CLT approach. For these communicative activities and discussions, necessary scaffolding has been provided.

Concerning content and aims, the legal framework has served as the legal mandate to follow. Therefore, content has covered items such as shopping, travelling, hobbies, music, customs, narrating past events, descriptions of places and giving of opinions. Regarding aims, students will have to identify specific and general information provided in all written and oral texts. Also, they will have to produce written and oral texts. Another feature that is included in the design is that of mediation. Students will have to deliver a message from one channel to another.

### **3.3.2. Development**

The lessons in question are designed on the principles of CLT approach and task-based learning. Regarding time, the unit plan is designed to be taught in 6 different sessions, and with a quiz on the last day of the unit that will serve as some assessment. No final assessment per se has been designed due to the Official Language Schooling System in Spain. However, their everyday tasks have been taken into account as continuous assessment, especially the written text that they are required to individually create. Apart from this, assessment on the effectiveness of the unit plan has been designed to be carried out at the beginning and at the end of the unit.

Firstly, a questionnaire with 10 items will be shared out to each student regarding ICTs and its possible use in the classroom. They will be given 10 items to which they will have to match with different levels of satisfaction. These are '*strongly agree (5) agree (4) indifferent (3) disagree (2) and strongly disagree (1)*'. This will be done with the intention of knowing their initial opinion on it.

Secondly, at the end of the unit, another questionnaire with 10 items has been drawn in order for learners to match with different levels of satisfaction. These are '*strongly agree (5) agree (4) indifferent (3) disagree (2) and strongly disagree (1)*'. With this questionnaire, a global level of learner satisfaction and opinion concerning the unit plan will be drawn by adding up the numbers.

## **4. Critical analysis**

The unit plan was designed to solve the detected need which was to figure out the shortage of ICT in the EFL context previously described. Firstly, this section will talk about the reason for this unit, its characteristics, the settings in which it will be taught and to whom it is designed for. Next, this part will demonstrate how the unit intends to improve the learners' communicative and linguistic skills. Then, the content and lesson aim dealt with in the unit will be explained. These aspects will be seen in depth with the aim of justifying why and how they were selected. It will further describe the type of syllabus employed for the designed unit plan. Afterwards, the timing and sequencing of each lesson will be commented on. This will be done based on the epistemological background provided in the theoretical framework of this paper.

The methodology will also be explained in this part of the section. Subsequently, a thorough explanation and commentary on the materials and resources employed in the unit will be

provided. Here, reasons for why and how they were selected before others will be included. After these subsections, the last part of this section will be aimed at dissecting the evaluation criteria, assessment process and assessment tools involved in this unit plan.

#### **4.1. Contextualization**

The topic of this unit plan is travelling and was mainly chosen because of the heterogeneous feature of the group in question. Travelling is normally a common reason why people decide to have English lessons. They want to travel abroad and will need to be able to communicate so as to order food in a restaurant, or be polite when asking for something such as the direction of the hotel or a place. This group is made up of adult students ranging from 18 to 65 years old and from different nationalities, for instance, there were students from Russia, France, Rumania, Peru, El Salvador, and Brazil. Therefore, these learners are either aspiring to travel the world sometime soon, or they have had to do it a few times throughout their lives. Travelling seems to be one of the main reasons why students of English as a foreign language attend the EOI in Zaragoza. Also, some teenagers wish to learn English in order to pass a test. This is normally known as having an extrinsic motivation, as well as the interest of travelling. Moreover, it must be clear here that there are, surely, some learners who are interested in improving their knowledge of the English language because of their instrumental motivation, that is, they will probably be able to find a better job if they speak English. And for those students this instrumental motivation is their main goal. For all those reasons, it is a topic that concerns the learners in question (Dörnyei 1994). Apart from that reason, the legal background, *ORDEN ECD/1340/2018, de 24 de julio, por la que se establece la organización y el currículo de los niveles Básico, Intermedio y 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*, on which this EFL setting is based, clearly stipulates that this topic should be seen in this intermediate level of A2/B1. Therefore, this topic of travelling has been divided into 6 lessons with the following subheadings: Day 1: Departure. Day 2: Eating Out. Day 3: Going on a Shopping Spree. Day 4: English Music. Day 5: Returning Home. And Day 6: Let's play games. These lessons and their headings have been designed based on activities that can be carried out when one is on a trip abroad. Also, the unit has been designed to follow a logical sequence when someone is travelling abroad. In other words, the first lesson is about setting a holiday destination. The next three days are about activities that could be done while abroad: eating out, going shopping and going to a music event. The following day is about returning home and the final session is a reflective session in which learners have to

initially give their opinions after their holiday; they will have to play some educational games using ICT gadgets and finally, they will get the feedback of their previously submitted written work for the whole unit.

When it comes to the reason for the creation of this unit plan, it must be said that this unit plan was designed with the ulterior aim of including ICT gadgets in the EFL classroom in question since until then, their teacher had only followed their textbook. Therefore, it is a unit plan that presents the daily use of ICT gadgets. This notion is tied to their need of being able to responsibly navigate the Internet, use resourceful gadgets such as their tablets, mobile phones, online platforms and others to carry out an up-to-date life in this 21<sup>st</sup> century. Not only people use the ICT for their work nowadays, but also it can be increasingly integrated in the educational environment of the English classrooms. The teacher must select an engaging topic from the Internet, such as travelling, adapted or modified in order to create a relaxing atmosphere in which all the students participate and improve their English. The use of the Internet in the educational environment is an active and efficient tool to be implemented, not only in the English classroom, but also in all the different subjects in the school. Therefore, today it is unthinkable not to implement the new technologies in the schools, as students would lose interest in the process of learning.

Regarding the learners for which the unit plan is designed, they are rather competent at a beginner-early intermediate level of English. They understand short sentences. They also express themselves accordingly, and most importantly, they show eagerness to learn. It is important to emphasize that they are in the E.O.I., and not in a common secondary school. Of course, they are there because they have a great interest in improving their learning, they are participative and motivated. The students need to know what they are going to learn and their outcomes. Also, they will probably stay more motivated if they encounter interesting topics such as travelling. Besides, some adults may still have strong opinions about how learning should take place, because their own knowledge is probably based on the way they were taught when they went to school. Now, they must assume that the methodology has changed a lot and they must be up to date with the new methodologies. However, some of them can find difficulties when dealing with the new technologies, or are not keen on communicative language teaching, and this is the outcome of how they were taught at school. As a result, it is absolutely necessary for those who have problems with the new technologies to understand that learning is now done differently, but more effective due to the innovation.

The majority of them, who are adults, are not familiar with the idea of using certain gadgets and online platforms in the classroom, but initially, they do not pose resistance. Unlike them, the younger students are the most interested in technology. Besides, the best solution is to share their knowledge in this issue, therefore, it is necessary to maximise the use of the new gadgets in the classroom by working on pairs and groupwork. As a result, it can be a wise idea to put the students in small groups where weaker and more efficient students are working together to complete the task, with no exception all the participants must participate to complete it. Taking into consideration the heterogeneous group of the EOI, it is not easy to teach a group so different in age and cultural level.

#### **4.2. Contribution to linguistic and communicative competence.**

This unit plan has been carefully designed in the way that it places emphasis on all linguistic and communicative competences. Linguistic skills are listening, speaking, writing and reading and communicative competences include grammatical, discourse, functional, sociolinguistics and strategic (Brown 2007). Nevertheless, aside from these, the curriculum *ORDEN ECD/1340/2018, de 24 de julio* further insists that *lexical* and *phonetic* competences should be harnessed.

The four main linguistic skills of a language have been worked on in this unit. For example, in Day 1, learners have had to mainly work on activities that required them to listen to a source and from it, identify general or specific pieces of information, what is normally called intensive listening. Also, the main activity of the day required them to actively go round the classroom talking and extracting specific information from five different classmates in order to fill in a chart that they had. These questions were given to them as scaffolding. Apart from these questions were sentences and chunks that they could also use to give answers to the questions that they were asked. For instance: “*For how long were you there?*” // *I travelled with XYZ... // I'd love to visit XYZ countries*”.

Likewise, the activities carried out in this lesson will foster their following communicative competences. Their grammatical competence because they have to listen and identify sentence order and information to answer the comprehension questions, likewise those of their classmates. Their discourse competence is harnessed because they have to produce an answer to the questions which they are asked using the scaffolding they are provided with their own real-life experiences. Their functional competence is also considered because they will have to describe a past trip.

And, finally, their strategic competence is involved because in an ongoing conversation the students will need to ask for clarification or to paraphrase their answers. Lastly, they also work on their lexical skills by seeing lexical terms in British and American English that refer to the same thing. Day 2 mainly worked on their reading and writing in terms of linguistic skills since the main task of the day required them to read three different examples of a restaurant review, extract specific information and details from them and then proceed to create theirs, which was in turn to be uploaded on the educational platform *Padlet*.

In terms of communicative competence, these activities carried out in this lesson will foster the following competences: learners' grammatical competence requires them to read the text and identify the correct structures and items to locate. Learners' discourse competence is also harnessed as they are required to produce a well-written text, similar to the one they are presented with all its relative parts. Their functional competence entails that they will need to describe their favourite dish and visit to this restaurant in question. And finally, having to paraphrase or clarify an idea in the text will engage their strategic competence. Day 3 mainly focused on their listening and speaking in terms of linguistic competences. Learners were required to exchange opinions and pieces of information on their fashion, dressing and shopping preferences.

Furthermore, they were required to identify general and specific information from an audio-visual material through a listening comprehension. Given the activities involved, the following communicative competences were worked on. Their grammatical competence required them to identify details from the listening material. Their sociolinguistic competence was also harnessed as they decipher meanings based on the opinions that they were told by their classmates. The main task of day 3 was a role play of a buyer and a seller. Therefore, correctly carrying out this task entails that learners' discourse competence, on providing a meaningful oral output, must be harnessed. Also, their strategic competence will be worked on, because they will have to negotiate meanings and paraphrase ideas. Apart from these communicative competences, this lesson has been designed for learners to influence their lexical competence. This has been done in the post task period in which they have to work on some words. Day 4 has mainly worked on learners' reading skills alongside some speaking in terms of linguistic skills. Learners' have been required to give their oral opinion at the beginning and at the end of the lesson.

However, the main focus of the lesson has been on their reading skills since, to start with, they have been required to read a text and carry out a comprehension exercise that needs them to identify general and specific pieces of information alongside giving their opinions. And secondly, for the main task of the day, learners' have been required to carry out a jigsaw reading activity. These reading activities influence the following communicative competences. Their grammatical competence is worked on since they have to see the text and identify the correct structures from which they have to extract main and specific ideas. Next, their strategic and discourse competences are equally worked on, because they have to give their personal opinions in a post-task group discussion in which some questions are: "*Do you download or buy your music online? // What kind of music do you listen to?*". For day 5, three linguistic skills have been worked on and they are listening, reading and writing. The main task of the day has been a written mediation, but before it was done, students had previously had to listen to an audio-clip and extract specific information from it. And secondly, they had been required to read a short text and classify certain items found in it into three different columns. Therefore, the communicative competences extracted from these activities are the following. Grammatical competence because they had to identify and construct correct grammatical structures. Learners' discourse competence was influenced, as they had to create a text in which negotiation and relating was the goal. Therefore, their strategic competence was also harnessed. For the final session, day 6, the main linguistic skill involved was speaking since it was a day in which educational games were played in teams. Apart from speaking, some reading was required for the games, as well. And, the communicative competences involved were grammatical since learners needed to read the questions, understand them and identify what they required. Their strategic competence was put to test as they needed to negotiate meaning, clarify and paraphrase messages for the communicative games to correctly develop.

### **4.3. Aims and specific contents**

For the development of this unit plan, pertinent linguistic content has been drawn from both the curriculum and needs for the unit itself. These contents are in grammar competence the use of the present simple, past simple, modal verbs and imperatives.

Then regarding lexical content, vocabulary on holidays, food tastes, nationalities, biography and fashion were included. These linguistic needs were the ones necessary for the unit. And they were identified after designing the activities and their respective linguistic needs. Concerning aims, conscious planning demanded that two different types of aims were included

for all lessons. These were linguistic aims and communicative aims. Linguistic aims were mainly attached to the use of language and its formal aspects while the communicative ones were designed for activities in which the learners were required to use the language to carry out meaningful communication. For instance, the linguistic aim for day 2 is “*to extract examples of the elements and structure of a review.*” And the communicative aims are “*to give opinions on their favourite dishes*” and “*to create a short review on their favourite restaurant and food*”. The type of syllabus followed in the unit plan has been the mixed syllabus because rather than focusing on only one or two aspects of language, it has covered several subtopics in a broader topic alongside their respective lexical items and different grammar aspects. The types of activities present in it have differed. There have been several comprehension activities, tasks, group and pair discussions, games and a group ranking activity.

#### **4.4. Methodology, activities and sequencing**

For this unit plan, the methodology that has been used is the CLT approach and within the CLT approach, the TBLT technique. Therefore, the lessons in this unit have revolved around a main communicative task (Ellis 2003) which in turn has been carried out in the middle of the lesson. These tasks have been the following- Day 1, the students must collect information from their classmates in order to fill in a questionnaire. On day 2, the students have had to create their own review on a restaurant. Then, this review was to be submitted on the digital platform *padlet*. On day 3, the students are required to carry out a role play in pairs. On day 4, a jigsaw reading is to be carried and the answer to this activity will only be provided online on the Google Classroom for the class. On day 5, the students are required to create a written mediation. And finally, on day 6, the students have to play a few educational games. Based on what had been seen on the previous days, they have to play in groups on *Kahoot* and *JeopardyLabs*. All these activities have been consciously designed with the aim of meeting the six criteria drawn out by Ellis in 2003 for any task. In other words, these activities have an information gap to fill through meaningful communication. Also, they are work plans designed to work on a linguistic skill. Their outcomes are not linguistic and finally, they make use of real-life language. Concerning the role-play activity of a buyer and a seller carried out, the aim was for learners to participate in a quasi-real-life situation abroad and with real-life language of the context. For this activity, they were given a table in which scaffolding was provided. A recurrent activity in the unit plan is that of communication. In all lessons, students are constantly required to give their opinions and share information. This has been specifically

done with the aim of actively making the learners speak and produce output. Actively requiring them to utter target language will improve their interlanguage (Hedge 2000). Another activity that is present in the unit plan is that of mediation. Since it is mandated in the curriculum, it has been seen in the unit plan. In this case, it is a written mediation from Spanish to English. For this activity, students will have to relate the rules and regulations of a block of flats to an English reader. This activity has been included with the aim of engaging their lexical competence since they mainly have to translate from Spanish to English. Mediation is a new skill and its main object is to make things more comprehensible. That is, a tool in which one speaker clearly specifies to another person the content of a document, or any kind of information in an easy way. In the EOI, there are two kinds of mediations: speaking and written meditations.

Regarding sequencing, each lesson has been designed following Willis' (1996) proposal of how a language class following the TBLT technique should go. Therefore, each lesson starts with a pre-task phase in which there are 2-3 different activities that lead the learners to the main task. This phase normally lasts 30-75 mins. Then, the task comes up. And it lasts for about 30 minutes. And finally, the post-task phase, which closes the lesson. Therefore, apart from the tasks, other activities have been carried out in the pre-task and post-task phases. These activities ranged from quick digital trivia games on lexical items to group discussions regarding their preferences or opinions on the themes of those lessons. For example, on day 2, learners have to give opinions on the food they (dis)like; on day 3, they have to share their fashion style with the class and on day 4, there is a brief trivia to be done in groups. All these brief activities have not been designed with the sole aim of activating the learners' cognitive schemata for the EFL lesson, but also, to foster an easy-going environment (Scott 2001). For example, when seeing the topic of world dishes, learners are asked about their preferences. Likewise, on the first day of the Unit, *Travelling*, learners are posed with a brief Trivia on world geography. Post-task activities include group discussions and other language activities that explicitly focus on the linguistic item seen on that day. For instance, adjective order is explicitly explained with input enhancement on day 2. On day 5, for example, students are required to craft out a series of measures that can be taken in order to solve an issue in a specific setting just after seeing the intended linguistic item to be used (modal verbs). This then gives room for a meaningful production of language.

#### **4.5. Materials and resources**

For this unit plan, a series of materials and resources were used to accomplish CLT principles and communicative competence established by the current legislation and these were employed mainly based on the criteria of being up-to-date and of real-life (Richards 2006). Therefore, the videos which are mainly used in the EFL classroom (Moreno-Guerrero 2020 et al.) for comprehension activities have been solely drawn from the Internet platform YouTube. These videos present real-life situations of a family deciding on where to go on a trip or a buyer and seller situation. They also provide real-life language which sometimes has been adapted to the learners in question. This adaptation has been observed in either how the speed of speech has been reduced, or the intonation has been exaggerated. Apart from the source of videos, other sources have been employed for other resources. The widespread travel blog and website TripAdvisor has been used for extracting samples on restaurant reviews. These reviews have been drawn from the city of Zaragoza itself, in order to increase a certain feeling of proximity amongst the learners in question. Sources such as freerice.com provide us with quick digital trivia games that can be projected on the screen so the group can play all together. Another reliable and useful source of written input has been the British digital encyclopedia called Britannica. From this source, the written text on the British singer Adele has been extracted and modified to fit the needs and level of the students. From the same source is the jigsaw text on Bob Marley, which they have to figure out. Other platforms that have been required for the unit include Google Classroom, on which certain task answers and other pieces of information will be uploaded for the learners. E.g., on day 4 after carrying out the jigsaw reading, the correct order of the text will only be provided online for them to cross-check their work. This has been done with the aim of making the learners actually use this ICT tool. The use of Padlet is also present in the unit since learners are required to upload their restaurant reviews there. The use of this varied list of sources and multimodal resources is carried out with the aim of spiking learners' interest, motivation and creativity in this EFL classroom (Herrero 2019).

When it comes to the daily worksheets used in the classroom, these have been made attractive, engaging, concise and motivating. This has been achieved by using appealing fonts, colours, sizes, images, tables and designed spaces for learners to include their work.

Concerning ownership, all the materials and activities observed in this dissertation paper have been designed by me except stated otherwise.

#### 4.6. Assessment

Based on the legislation ORDEN ECD/1340/2018, de 24 de julio, por la que se establece la organización y el currículo de los niveles Básico, Intermedio y 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, Article III, assessment of learners' progress in this EFL setting will be carried out systematically during the whole school year and through an informative and innovating approach.

Therefore, for this unit, the learners' daily work has been taken as continuous assessment. But the main item for evaluation has been the restaurant reviews. Those reviews started on day 2, and were intended to be uploaded onto Padlet for teacher's marking based on a rubric designed for it (Jacob and Farrell in Richard 2006). The rubric that has been designed for it is as follows. The rubric consists of 5 different items to consider on 4 different levels of achievement. The items are: structure, elements, content, cohesion and coherence and lexis and grammar. And the levels of achievement are: excellent (4pts), very good(3pts), good(2pts) and poor(1pt). In order to get a numeric mark on their text, some maths operation will have to be carried out and it is the following: if 20 pts = 10/10, then how much is the score (X)? The relation between the items and assessment criteria are as follows.

Firstly, the structure, the selection of patterns and textual characteristics (fonts, format, structure) are demanded by the context. Secondly, the elements, the selection of patterns and textual characteristics (register, style, approach, theme, content, syntaxis) are demanded by the context, which we saw in the classroom. Thirdly, cohesion and coherence, that is, to express the message with clarity. And finally, lexis and grammar, in which the students may try to locate and use appropriately linguistic and thematic resources such as dictionaries, Internet...)

Apart from this assessment tool designed to evaluate their written product, an initial questionnaire before the beginning of the unit will be carried out with the aim of assessing learners' attitudes to ICTs and their capacities as well. Likewise, another questionnaire has been designed to assess the level of impact that the unit plan will have left on the students.

## 5. Conclusions

This unit plan has been designed to solve the observed deficiencies when doing the practicum II in the EOI of Zaragoza. They were the lack of ICT tools implemented in the design of activities in the EFL classroom. The academic centre was in the EOI of Zaragoza in the level of A2- B1 (intermediate level). The general topic of the unit plan is travelling, as this topic can be very interesting for students of English as FL who attend the EOI classes in Zaragoza. Also, the legal provisions of ORDEN ECD/ 1330 /2018 clearly stipulates that the topic of travelling should be explored at this intermediate level.

Therefore, the topic of travelling has been covered entirely by dividing the unit plan into six lessons with the following subheadings: Day 1: Departure, Day 2: Eating out, Day 3: Going on a shopping spree, Day 4: English music, Day 5: Returning home and Day 6: Let's play games today! All the activities have been created taking into consideration the holidays and the different actions people can do while travelling abroad or on holidays, thus, following a logical sequence, and the paradigm aims at developing students' fluency in the foreign language through real-life communication in the classroom.

It is a unit plan that presents the daily use of ICT devices since not only people use the technology for their work nowadays, but also it can be increasingly integrated in the educational environment of the English classrooms. Today, it is unthinkable not to implement the new technologies in the schools, as students probably would lose interest in the process of learning. Moreover, with the Internet students can learn English anywhere and whenever they wish. And, also the use of ICT can make the students and the teacher work with current and authentic sources. For new improvements, I have implemented the use of ICTs in each session in order to make the two hours of class more attractive and updated.

The target students all belong to the EOI, that is, they are all adults and the majority are much familiar with the idea of using certain gadgets and online platforms in the classroom, but there are some older people who seem to have some difficulties with it. Thus, working in small groups is definitely a solution for all of them, as the teacher can select the best students who are keen in technology with those who seem to have more difficulties when implementing the technology in order to fulfil the different tasks in the classroom. This is a heterogeneous group in ages, nationalities and backgrounds and it does not make it easy to manage when dealing about how to design the activities.

This unit plan has been carefully designed in the way that it places emphasis on all linguistic and communicative competences. From this point of view, it follows the communicative language teaching (CLT) approach with the inclusion of virtual games, videos, online platforms, such as google classroom, padlet and songs related to the topic. For this reason, the four linguistic skills of a language have been worked on in the unit plan.

The teacher's goal is to improve students' sociolinguistic competence, strategic competence, functional competence, discourse competence, syntactic competence and lexical competence. Therefore, all the activities have a task-based cycle with a communicative focus. For the CLT approach, there is a new focus on fluency. It is placed on real-world contexts and not on contextualised situations. Now, the learners are the focus of the learning process. Thus, improving the discourse competence means that the learners can structure a written or oral output of the language. As a consequence and in order to obtain this, students must basically work in groups or collaboratively. The type of tasks that can be found in this unit plan are comprehensible activities, in pair and group discussions tasks, games and a group activity ranking. These activities have an information gap to fill through meaningful communication. It must be necessary that the learners make use of real- life language. As a result of this, in all lessons, the learners are constantly required to give their opinions and share information. This has been specifically done with the goal of actively making the learners speak and produce output. And the main focus is the use of technology.

Respecting the methodology used in this unit plan, in task-based language teaching, the tasks are the core of the teaching and the best classroom sequence is the pre-task, task and post-task. Besides, the CLT approach seems to be most beneficial in the 21<sup>st</sup> century. Both the CLT approach and the task-based learning intend to improve the learners 'communicative and linguistic skills. For this reason, this unit plan has been carefully designed in the way that it places emphasis on all linguistic and communicative competences.

The four main linguistic skills have been integrated in the lessons, as for e.g., in day 1, there is an intensive listening and the students also find scaffolding in order to fulfil the task successfully. Also, in day 5, the learners encounter three linguistic skills such as a listening, a reading and a writing. All the sessions have to be successfully done with the classmates and with the ICTs.

For the development of this unit plan, pertinent linguistic content has been drawn from the curriculum and needs for the unit itself as for instance the grammar content (the present and past simple, modal verbs, and imperatives), and the lexical content includes the vocabulary on holidays, food tastes, nationalities, fashion and others.

Concerning aims, conscious planning demanded that two different types were included for all lessons: communicative aims (giving opinions), and linguistic aims (extracting examples).

Regarding sequencing, each lesson has been designed following Willis's (1996) proposal of how a language class following the TBLT technique should be done. In relation to the syllabus followed in the unit plan has been the mixed syllabus.

Regarding the additional improvements made to the unit plan, I believe that the teacher makes a huge impact on the students by using the CLT in the classroom, which makes the learners not only want to improve their knowledge of English within the classroom, but also outside the educational environments. This is achieved thanks to the topic which seems to be a well-loved one and especially for the kind of tasks designed and the process of the task-cycle. Also, I consider that the length of the class is too long for students of the EFL since they cannot concentrate for such a long period, and it can be demotivating for those who are not used to sitting for two hours.

Other aspects that could be improved would be the global assessment. This can really be improved by having, perhaps every two months, a kind of mock exam in which students could see how well they improve by themselves.

And finally, I have never imagined that an EFL teacher must create their own activities since today the textbooks are basically designed to fulfil this function. To finish, I honestly like the idea of creating or designing activities with real material. It takes a lot of time and thinking but it can be adapted to a specific group. Moreover, the Internet is a useful tool to design activities from real and updated material, and by implementing the ICTs in class, we also save the planet and create a paperless classroom.

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## 7. Appendixes

### 7.1. Appendix 1: Lesson plans

LESSON PLAN OVERVIEW					
<b>Day:</b> 1	<b>Level:</b> B1	<b>Length:</b> 120 minutes			
<b>Title:</b> Departure					
Linguistic Aims					
<i>At the end of this Unit, Students will be able to:</i>					
<ul style="list-style-type: none"> <li>Identify general and specific information from an audiovisual material on holidays.</li> <li>To recognise lexical varieties between American and British English.</li> </ul>					
Communicative Aims					
<i>At the end of this Unit, Students will be able to:</i>					
<ul style="list-style-type: none"> <li>To collect and offer information from their classmates and others about their past holiday experiences.</li> </ul>					
Language Exponents		Work on Skills			
Past simple Holiday vocabulary		Reading	Speaking	Listening	Writing
		–	✓	✓	–
Stages	Procedure	Timing	Interaction pattern		
<b>A. Pre-task</b>	A) We start the lesson with an easy Trivia game on the Internet <a href="https://freerice.com/categories/canada-geography-en">https://freerice.com/categories/canada-geography-en</a> with the aim of setting the pace. The Trivia is on Geography.	15'	T-Ss Ss-Ss		
	B) The teacher asks students where they have been on holidays and when in order to engage them in a brief discussion.	30'			
	C) After brief discussion, teacher will show them the first 6 minutes of a video online of a family going on holiday. The students will have to answer some comprehension questions on it. They will watch the video twice, then, they also answer the questions, and finally, they will be offered feedback. <a href="https://www.youtube.com/watch?v=nlgn2P1EfVs&amp;t=481s">https://www.youtube.com/watch?v=nlgn2P1EfVs&amp;t=481s</a>				
<b>B. Task</b>  <b>Collection of information from classmates.</b>	First, the students are required to fill in a questionnaire on their classmates' past holiday experiences. Later, they will be given the necessary scaffolding in order to effectively carry out this task.	40'	T-Ss Ss-Ss		
<b>C. Post-task</b>	The teacher and learners will analyze the data collected and come up with the most visited place among the learners, and after that there will be focus on the language item of the past simple.	25'	T-Ss		
Variations /Follow-up/Observations					

LESSON PLAN OVERVIEW				
<b>Day:</b> 2	<b>Level:</b> B1	<b>Length:</b> 120 minutes		
<b>Title:</b> Eating Out				
Linguistic Aims				
<i>At the end of this Unit, Students will be able to:</i>				
<ul style="list-style-type: none"> <li>To extract examples of the elements and structure of a review.</li> </ul>				
Communicative Aims				
<i>At the end of this Unit, Students will be able to:</i>				
<ul style="list-style-type: none"> <li>To give their opinions on their favourite dishes.</li> <li>To create a short review on their favourite restaurant and food.</li> </ul>				
Language Exponents		Work on Skills		
Adjectives of opinion + Past Simple.		Reading	Speaking	Listening
Vocabulary on food tastes		✓	–	–
Nationalities				✓
Stages	Procedure	Timing	Interaction pattern	
<b>A. Pre-task</b>	1.The students are portrayed a series of pictures of different world dishes and asked which one they preferred. This is done with the aim of setting the right context and mental state.	15'	T-Ss // Ss	
	2. Then, they are asked to match these pictures with their countries of origin.	15'		
	3. They are further asked to match these dishes with their tastes and flavors.	15'		
	4. To provide a model of what they are required to create for today, they are shown 3 texts from which they will have to extract examples of certain items and structures.	30'		
<b>B. Task</b>	Based on the structures and items observed in the previous exercise, the students will have to create their own individual reviews.  These are to be further uploaded online on Padlet.	30'	T-Ss//Ss	
<b>C. Post-task</b>	After the task, the teacher will focus on the grammar point of adjective order.	15'	T-Ss	
Variations /Follow-up/Observations				
*See in the appendix 7.3 (rubric for writing task).				

LESSON PLAN OVERVIEW					
Day: 3	Level: B1	Length: 120 minutes			
Title: Going on a Shopping Spree					
Linguistic Aims					
At the end of this Unit, Students will be able to:					
<ul style="list-style-type: none"> <li>To identify general and specific details from an audiovisual material on shopping.</li> <li>To identify and highlight specific words from an oral interaction.</li> </ul>					
Communicative Aims					
At the end of this Unit, Students will be able to:					
<ul style="list-style-type: none"> <li>To perform a roleplay in a buying and selling environment.</li> </ul>					
Language Exponents		Work on Skills			
Fashion vocabulary		Reading	Speaking	Listening	Writing
		–	✓	✓	–
Stages	Procedure		Timing	Interaction pattern	
<b>A. Pre-task</b>	1- The students are shown a series of pictures from which they are told to select the ones that best describe their style and personality.		15'	T-Ss // Ss	
	2- Ranking order. The students have to vote for their favourite option when going shopping. They have to raise their hands to vote for the option they prefer. They can vote only once and after voting, the options are ranked from higher to lower votes.		10'		
	3- Listening comprehension I. The students have to listen to an audiovisual material and extract certain general and specific information to prove their comprehension. <a href="#">Vocabulario: SHOPPING - Clase de inglés - las tiendas en inglés - YouTube</a>		30'		
	4- Listening Comprehension II. The students will have to watch another video in order to obtain ideas for the communicative task. In this period of the class, the students will have to identify and enhance specific information. <a href="https://www.youtube.com/watch?v=tNmv4as6yf8">https://www.youtube.com/watch?v=tNmv4as6yf8</a>		15'		
<b>B. Task</b>	In pairs, the students will carry out a role play.		15'	Ss-Ss	
<b>C. Post-task</b>	1- After the task, there will be a focus on language. And it will be on vocabulary related to fashion and outfits.		30'	T-Ss	
	2- Group discussion on fashion.		20'		
Variations /Follow-up/Observations					

LESSON PLAN OVERVIEW					
Day: 4	Level: B1	Length: 120 minutes			
Title: English Music					
Linguistic Aims					
<p>At the end of this Unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>To identify general and specific information and details from a biographical text.</li> </ul>					
Communicative Aims					
<p>At the end of this Unit, the students will be able to:</p> <ul style="list-style-type: none"> <li>To order a biographical text</li> <li>To give their opinions on their respective musical tastes.</li> </ul>					
Language Exponents		Work on Skills			
Past simple Biography		Reading	Speaking	Listening	Writing
		✓	✓	–	–
Stages	Procedure		Timing	Interaction pattern	
<b>A. Pre-task</b>	1- The lesson will start with a matching exercise in which students have to match some artists from different genres with their names. This will be done in pairs and to test their overall knowledge on music.		15'	T-Ss	
	2- The lesson will continue with a brief FreeRice Trivia game. <a href="https://freerice.com/categories/popmusic">https://freerice.com/categories/popmusic</a>		15'		
	3- There will be a biographical text on Adele for them to carry out a reading comprehension activity. <a href="https://www.britannica.com/biography/Adele">https://www.britannica.com/biography/Adele</a>		30'		
<b>B. Task: Jigsaw Reading.</b>	In groups, the students will have to read and arrange 4 stripes of a disorganized biographical text on Bob Marley. <a href="https://www.britannica.com/biography/Bob-Marley">https://www.britannica.com/biography/Bob-Marley</a>		30'	Ss-Ss /T-Ss	
<b>C. Post-task</b>	To conclude, there will be a series of questions for group discussion.		30'	T-Ss	
Variations /Follow-up/Observations					
<p><b>Answer on TASK to be uploaded on Google Classroom</b></p>					

LESSON PLAN OVERVIEW					
Day: 5	Level: B1	Length: 120 minutes			
Title: Returning Home					
Linguistic Aims					
At the end of this Unit, Students will be able to:					
<ul style="list-style-type: none"> <li>Give and understand instructions using modal verbs of obligation and advice.</li> <li>Understand general and specific information on driving rules and regulations</li> </ul>					
Communicative Aims					
At the end of this Unit, Students will be able to:					
<ul style="list-style-type: none"> <li>Transmit information from one source to another through a written mediation.</li> </ul>					
Language Exponents		Work on Skills			
Modal verbs + imperatives		Reading	Speaking	Listening	Writing
		–	–	✓	✓
Stages	Procedure		Timing	Interaction pattern	
A. Pre-task	1- Group Discussion. The teacher will ask the class on what the most shocking rule they found.		15'	T-Ss	
	2- Students listen to an audio clip on driving safety and fill in the gaps they have below. <a href="https://www.youtube.com/watch?v=SnDlcjF6pWU">https://www.youtube.com/watch?v=SnDlcjF6pWU</a>		20'		
	3- Reading Activity. The students read some safety tips and classify them into <b>advice</b> , <b>prohibition</b> and <b>obligation</b> .		20'		
B. Task: Written Mediation.	The students have to create a written mediation transmitting information from Spanish to English to a friend coming to Spain.		30'	Ss	
C. Post-task	Focus on language: Modal verbs.  For this activity students will be provided with a situation in which they have to give their opinions and ideas to the situation. These tips will be based on <b>modal verbs</b> .		30'	T-Ss	
Variations /Follow-up/Observations					

LESSON PLAN OVERVIEW					
Day: 6	Level: B1	Length: 120 minutes			
Title: Let's play games!					
Linguistic Aims					
At the end of this Unit, Students will be able to:					
<ul style="list-style-type: none"> <li>Evaluate their written products with a Rubric.</li> </ul>					
Communicative Aims					
At the end of this Unit, Students will be able to:					
<ul style="list-style-type: none"> <li>To answer quiz questions in pairs and groups</li> </ul>					
Language Exponents		Work on Skills			
		Reading	Speaking	Listening	Writing
		–	✓	–	–
Stages	Procedure		Timing	Interaction pattern	
A. Pre-task	A group discussion on how the students normally feel after returning from holiday.		15'	T-Ss	
B. Task	Game I: A trivia game on holiday. <a href="https://jeopardylabs.com/play/travel-1566">https://jeopardylabs.com/play/travel-1566</a>		30'	T-Ss	
	Game II: A trivia game on 10 aspects seen along the Unit. <a href="https://create.kahoot.it/">https://create.kahoot.it/</a>		30'		
C. Post-task	Feedback of Written Text Evaluation with a Rubric.		30'	T-Ss	
Variations /Follow-up/Observations					
<p><b>Kahoot Questions: *IDK= I don't know</b></p> <ol style="list-style-type: none"> <li>Is this sentence correct: Did you travelled to Mexico last year? (No, yes, I don't know, IDK)</li> <li>What is the name of the machine that takes you up a building? (lift, elevate, life, bike)</li> <li>Is this sentence correct: There was an awful small hedgehog in the garage? (No, Yes, I don't know, IDK)</li> <li>What is the name of a written opinion of a restaurant or film? (Reserve, Summary, Review, Restory)</li> <li>What do you do at a dry cleaner's? (Dry my hair, wash my clothes, meet with friends, buy tickets)</li> <li>A fabric design with many lines is called? (Flowered, stripes, spotted, plain)</li> <li>The name of a famous Jamaican artist (Melendi, Bob Marley, Rosa Parks, Christina Williams)</li> <li>What is the verb that means to "educate" a child (to raise, to build, to elevate, to grow)</li> <li>The opposite of Arrival is (Return, Departure, Exit, Finish)</li> <li>State a house rule in Spain.</li> </ol>					

## 7.2. Appendix 2: Materials

# Day 1 – Departure

### A: Pre-Task (Warm up)

1 brief Trivia game on World Geography (<https://freerice.com/categories/canada-geography-en>) and discussion on where students have been on holidays.

**Where have you been on holidays?**



**2: Listening Comprehension: Watch the following clip from Min: 0:00-06:25 and answer the questions below. You will watch the clip twice.**

<https://www.youtube.com/watch?v=nlgn2P1EfVs&t=481s>

A screenshot of a YouTube video player. The video shows a man and a woman relaxing on a beach. The man is lying on a blue lounge chair, and the woman is sitting on a striped lounge chair under a red and orange umbrella. A beach ball is on the sand between them. The video player interface includes a progress bar at 0:37 / 16:35, a play button, and various control icons. Below the video, the title "Un viaje a Londres" is visible, along with a "Traducido" (Translated) label, 8390 likes, and a "NO ME GUSTA" (I don't like) button. Other options include "COMPARTIR" (Share), "DESCARGAR" (Download), "CLIP", and "GUARDAR" (Save).

**3- Comprehension questions:**

- 1- Where do think say they can visit?**
  
- 2- Where has spectacular cities, ancient ruins, wonderful museums and great beaches?**
  
- 3- What can you see in London?**
  
- 4- Who books the flight tickets and hotel?**
  
- 5- When do they plan to travel?**
  
- 6- What kind of ticket does he purchase?**
  
- 7- Where do they get accommodation?**
  
- 8- From an ATM, what do you get?**
  
- 9- Where is the popular shopping area in London?**
  
- 10- How much was the ride from the airport to the hotel?**

**Useful vocabulary:**

Boot (BrE) / Trunk (AmE): The back part of a car to store things.  
Holidays (BrE) / Vacation (AmE): Time you spend off work.  
Lift (BrE) / Elevator (AmE): Machine you use to climb building floors.  
Taxi (BrE) / Cab (AmE): A means of transport.

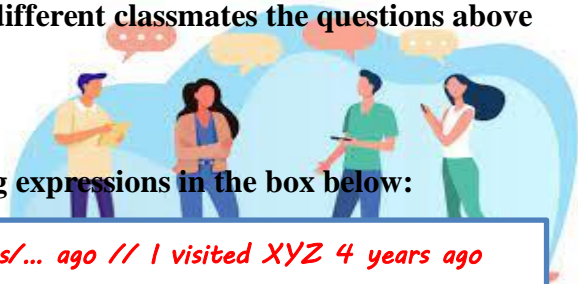
- 4- Do you know any other American word like the ones above?**

**B: Communicative Task:**

**Collection of information from classmates to fill in the questionnaire below.**

Name	Where have you visited?	How many stars do you give it from 1-5?	Who did you go with?	For how long were you there?	Where would you like to visit in the future?	Where would you not like to visit in future?
1						
2						
3						
4						
5						

**1- Now, go around the classroom and ask 5 different classmates the questions above and fill in the gaps with their answers.**



**You can make use of some of the following expressions in the box below:**

*I was in XYZ 2 months/10 days/3 years/... ago // I visited XYZ 4 years ago  
 I went with XYZ // I was there with XYZ... // I travelled with XYZ //... I'd give  
 this destination 1,2,3,4,5 stars... I don't recommend // I loved this place a lot ...  
 // We spent XYZ time there // We were there for XYZ days/months ... // In the  
 future, I'd love to visit XYZ countries/cities/places... // I would not like to go to  
 XYZ countries/cities/places...*

**C: Post-Task: Putting of ideas together.**

After collecting information, answer the following questions:

- a. Which place has been the most visited?
- b. Who was the most companion or travel partner?

**Focus on language:**

We use the **past simple** to talk about actions we did in the past. For example:

- We **were** in Berlin 2 months ago.
- I **saw** XYZ in London when I was there with my husband.

We use **didn't + verb** to make negative sentences. For example:

- I **didn't like** Turkey.

We uses **'did'** to make questions? For example:

- **Did** you **travel** alone?

# Day 2 - Eating Out

## A Pre-Task.

1: Look at the following pictures and say which one you prefer the most and why.



1



2



3



4



5



6

2: Now, match the dishes above with their respective countries of origin.

1. German food. 2. American food. 3. Italian food. 4. Thailanders food. 5. Chinese food. 6. Indian food

3: Now, match the dishes above with their respective tastes and flavours.

1. Spicy 2. Tasty 3. Salty 4. Sour 5. Bland 6. Tasteless 7. Bitter 8. Mild 9. Sugary 10. Sweet

4- Now, look at the following excerpts on a restaurant called *Xarmientos* in Zaragoza and fill in the questionnaire below.

Source: [https://www.tripadvisor.es/Restaurant\\_Review-g187448-d8665138-Reviews-Los\\_Xarmientos\\_Parrilla\\_Aragonesa-Zaragoza\\_Province\\_of\\_Zaragoza\\_Aragon.html](https://www.tripadvisor.es/Restaurant_Review-g187448-d8665138-Reviews-Los_Xarmientos_Parrilla_Aragonesa-Zaragoza_Province_of_Zaragoza_Aragon.html)

A



Opinión escrita el 2 de julio de 2021

### A great restaurant sets the tone for a whole trip!!

[Traducir con Google](#)

Virgil S  
Barcelona, España

223 115

When traveling to a new city, finding a great restaurant first thing sets the mood for a memorable trip.

This place didn't disappoint with a menu del dia for 17 euros exquisitely prepared and they leave the bottle of wine to pour as much as you want....included. Made a reservation for the following night because it was absolutely wonderful!!

**Mostrar menos**

Fecha de la visita: julio de 2021

B



Opinión escrita el 7 de julio de 2019  mediante dispositivo móvil

### Delicious!

[Traducir con Google](#)

713mandyh  
Bedford, Reino Unido

30 32

We chose the set aragonian which was absolutely lovely! 3 starters, all very tasty and lamb chops were so succulent. Value for money combined with excellent food and service, highly recommended!

**Mostrar menos**

Fecha de la visita: julio de 2019

C



Opinión escrita el 4 de junio de 2019  mediante dispositivo móvil

### The artichoke was the bomb!

[Traducir con Google](#)

agomong

7 15

Came here for a dinner with my husband. The restaurant was very nice, friendly server as well. We ordered the Zaragoza local food it was breadcrumbs with eggs it was good but man oh man we love the artichoke very much! It was a bit crunchy on the edge of it but very tasty inside. The sausages was just okay. Didn't really like the snail with the marinara sauce. The octopus can be more crunchy on the outside but taste wise was also good. Oh and they also gave us a free gelato. It was so good! So refreshing!

**Mostrar menos**

Fecha de la visita: junio de 2019

5- Now, carefully read the texts above individually and, in groups of 3, extract illustrating elements to fill in the gaps below.

Elements	Text A	Text B	Text C
1. Verbs in Past Simple			
2. Personal Pronouns			
3. Sequence			
4. Length			
5. Examples of food			
6. Location			
7. Price			
8. Adjectives of Opinion			
9. Date			
10. Gadget			

**B: Task.**

Now, you are going to write a similar review on a restaurant. You can make use of your devices for any help.

After writing and crosschecking, you will have to upload it on the Padlet link provided to you by your teacher.

**TIPS: Make use of the elements you have in the previous exercise.**

*Write here...*

### Post-Task

Adjective order: In English we can describe an experience, object and person using different opinions. But these opinions must follow this order:

*Opinion* – **Size** – Physical quality – *Shape*

E.g: I had lunch at a *beautiful* **big** Aragonese restaurant.

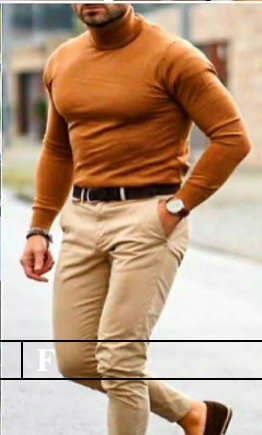
After reading this example, please write 5 sentences using the adjective order.

- 1.
- 2.
- 3.
- 4.
- 5.

# Day 3- Going on a Shopping Spree

## A. Pre-Task:

1. Look at the following clothes and fashion styles and choose the ones that match your own personal style and share with the class.



## 2. Group Ranking Order:


Vote for your most preferred option when going shopping. You can only vote once.

Local shop // Shopping centre (BrE) or  
mall (AmE) // Commercial Street //  
ONLINE shopping // Second-hand  
shopping

## 3. Listening Comprehension:

Now, we are going to watch a video on different kinds of shops. Watch the video and answer the following questions.

Link: [Vocabulario: SHOPPING - Clase de inglés - las tiendas en inglés - YouTube](#)



Vocabulario: SHOPPING - Clase de inglés - las tiendas en inglés

4785 NO ME GUSTA COMPARTIR DESCARGAR CLIP GUARDAR

### Comprehension Questions:


1. Where can you buy bread?
2. Where can you buy oranges and bananas?
3. What is a convenience shop?

4. Which is the oldest department store in London?
5. What is the difference between a library and a bookshop?
6. Where can you buy a wine bottle at midnight in the UK?
7. What is a dry cleaner's?
8. What is the name of the place you pay in a shop or big department store?
9. Do you know what a refund is?
10. What people normally say to the shop-assistant if they want to change an item in a shop?  
Fill in the gaps: "I j.....changed my m....."

### 3: Listening Comprehension II:

Now watch the following video and fill in the gaps.

<https://www.youtube.com/watch?v=tNmv4as6yf8>



English Conversation - buying clothes #In a clothes Shop

👍 90    🗨 NO ME GUSTA    ➦ COMPARTIR    ↓ DESCARGAR    ✂ CLIP    ≡+ GUARDAR

#### 3.1 Read the following dialogue and then practice:

1: Highlight the modal verbs in **green**.

2: Highlight other verbs in **yellow**.

3: Underline pronouns in **blue**.

4: Highlight wh-words in **purple**.

A: **Can I help you?**

B: Yes, what size is this shirt?

A: It's an M. What size do you need?

B: Where can I try it on?

A: The changing room is over there.

B: Thank you.

B: How much is it?

A: It's 25 pounds.

---

**B: Task: Role Play.**

Now, in pairs you are going to carry out a roleplay situation of buyer and seller. Look at the following text and choose a role to play with your partner. When you finish, change roles.

<b>The shop-assistant</b>	<b>A customer</b>
<i>Good morning, can I help you?</i>	Good morning, yes, please. I am looking for a shirt to go with my new jeans.
<i>What colour are you looking for?</i>	I don't care, I just need an elegant one.
<i>Have you got a size forty?</i>	Actually, I don't know what size I have...
<i>Let me see, I guess, you have size 38. Don't you?</i>	-Yes, that is right. I am size 38. Thanks.
<i>Let me show you these here. What do you prefer the black one or the white?</i>	I don't like any of them. I prefer it in red or in orange. May I try these on?
<i>Of course, madam. I will show you the fitting rooms</i>	Thanks, I will try this one as well.
<i>Here you go, madam. Do you want me to bring you another items?</i>	No, thanks. I will let you know if I need your help.
<i>That is all right.</i>	Could you please tell me if it fixes it on me?
<i>Of course, madam, I think it fits great on you.</i>	Ok, I will take only the shirt.
<i>Ok, would you like to try something else?</i>	No, thanks, that is all I need.
<i>How would you like to pay, madam?</i>	In cash, please. Can I have a bag?
<i>Here you go. Thanks for shopping at our store!</i>	<b>Thanks, goodbye.</b>

**C: Post Task: Adjectives for describing people's clothing.**  
 Now, in pairs, match the words with the pictures.



*spotted*

*baggy*

<i>plain</i>	<i>Close-fitting</i>
<i>striped</i>	<i>Long-sleeved</i>
<i>tartan</i>	<i>sleeveless</i>
<i>flowery</i>	<i>woollen</i>
<i>elegant</i>	<i>casual</i>

**Post Task II: Group discussion:**

- What kind of customer are you?
- How often do you go shopping?
- Can you describe the most beautiful department centre you have ever been to?
- Do you like to buy on line? Why not?
- What about amazon?
- What do you normally buy in amazon?
- What kind of clothes do you like the most?

# Day 4 – English Music

A: Pre-task:


1- Do you know these people? In pairs, try to match them with their names.



1. U2 2. Mary J Blige 3. Phil Collins 4. Beyonce 5.  
Notorious B.I.G 6. Guns n Roses 7. Barbara  
Streisand 8. Fela Kuti

## 2- Group Trivia on music.

Source: <https://freerice.com/categories/popmusic>

 **FREE RICE**

Which singer sings parody songs like "Word Crimes" inspired by "Blurred Lines"?

Stevie Wonder

"Weird Al" Yankovic

Ed Sheeran

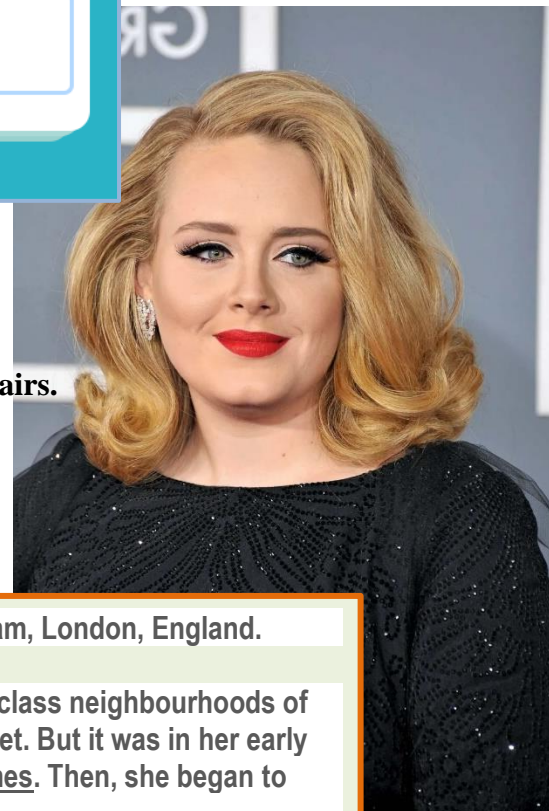
Ozzy Osbourne

## 3- Reading Comprehension:

Now, read the following text and answer the questions in pairs.

Text extracted and adapted from:

<https://www.britannica.com/biography/Adele>



Adele Laurie Blue Adkins was born May 5, 1988, in Tottenham, London, England.

Adele was raised by a young single mother in various working-class neighbourhoods of London. As a child, she learned to play the guitar and the clarinet. But it was in her early teens when she discovered rhythm-and-blues singer Etta James. Then, she began to consider a musical career.

She began posting songs onto the social networking Myspace. Her music eventually caught the attention of record labels, and in 2006, several months after graduating, she signed a contract with XL Recordings. Adele released her first album, *19*, in 2008.

Adele has also been compared to Amy Winehouse, another young British singer. For many fans, Adele's figure and down-to-earth persona made her a more-relatable star.

### Comprehension Questions:

1. Where was Adele born?
  2. Did Adele grow up with both of her parents?
  3. What musical instrument did she learn to play?
  4. Who was her role model while growing up?
  5. On what social network did she start posting her artwork?
  6. When did she release her first musical album?
  7. What do her fans generally think of her?
  8. Who is she compared to?
  9. Do you know any of her songs?
  10. Do you like her artwork?
- 

### **B: Task: Jigsaw Reading.**

Now, in groups of 4, you are going to read 5 stripes of a disorganised biographical text on Bob Marley. You have to read the stripes and organise them correctly to make a coherent text.

Text extracted and adapted from: <https://www.britannica.com/biography/Bob-Marley>

**Correct order of text to be uploaded on GoogleClassroom for students to crosscheck.**

Bob Marley, Robert Nesta Marley was born in February 6, 1945, in Jamaica was a Jamaican singer-songwriter whose influenced by early ska, rock steady, and reggae.

He also became an important political figure and in 1976 survived what was believed to have been a politically **motivated assassination attempt**. **In April 1981, the Jamaican government awarded Marley the Order of Merit. A month later he died of cancer.**

His poetic worldview and music were shaped by the countryside, and the **tough** West Kingston streets. As a child, Marley was known for excitement to learn. His father was absent during his childhood. By his early teens Marley was in West Kingston, living in a government-subsidized tenement in Trench Town, a desperately poor area.

His parents were Norval Sinclair Marley, a white rural landowner, and the former Cedella Malcolm.

### C: Post-Task: Group Discussion:

- 1- *What kind of music do you like the most?*
- 2- *Do you like to go to a classic concert?*
- 3- *Do you like listening to heavy metal?*
- 4- *Do you play any musical instrument?*
- 5- *Do you download or buy your music online?*
- 6- *Can you read music?*
- 7- *Can you play a music instrument by ear?*
- 8- *Would you like to learn how to play any instrument?*
- 9- *Why not?*

# Day 5 – Returning Home

A: Pre-task:

1- Group discussion:

- **In your last holiday trip, what was the most shocking rule or social habit that you found?**

2. Listening comprehension:

Listen to the audio clip on driving and fill in the gaps.

Link: <https://www.youtube.com/watch?v=SnDIcjF6pWU>

If you drive you probably know the rules about driving. For example, you \_\_\_\_\_ drink and drive. Also, you \_\_\_\_\_ wear your seat belt. Many drivers know that they aren't \_\_\_\_\_ to speed. You \_\_\_\_\_ drive within the speed limit. Something that is not \_\_\_\_\_ is to talk on the mobile phone and drive at the same time...

3 Reading Activity:

## 7 essential travel safety tips

- Do your research. Get to know your destination in depth before you arrive. ...
- Don't draw attention. ...
- Make copies of important documents. ...
- Keep your friends and family updated. ...
- Be wary of public Wi-Fi. ...
- Safeguard your hotel room. ...
- Be aware of your surroundings.

<https://www.nationwide.com> > resources > home > articles

[Travel Safety Tips - Nationwide](#)

Now, classify these tips into the following categories. And add any more if you know, too.

Must do	Mustn't do	Should do

**TASK: Written Mediation**

**Your friend Abigail and her family from the UK are coming to Spain for a week visit. They have rented a flat and they were given the following rules and regulations in Spanish. Abigail has written you to kindly help her translate it into English.**

**Make it as simple as possible for her.**

10 normas básicas de convivencia que debes cumplir en tu comunidad de vecinos

1. Cuida el uso de las zonas comunes
2. Cumple con tu cuota comunitaria
3. Respeta el horario de descanso de tus vecinos
4. Debes respetar la integridad del mobiliario
5. Preséntate a tus nuevos vecinos
6. El presidente no es el sheriff de la comunidad
7. Mantén siempre una actitud dialogante constructiva
8. No riegues las plantas a cualquier hora
9. Daños de un vecino
10. Normas internas para las mascotas

*Write here...*

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**C: Post Task- Focus on Language: Modal verbs.**

**Prohibition: Mustn't**

You **mustn't** drive past a red light.

You **mustn't** drink and drive.

**Obligation: Have to / Need to.**

You **have to** arrive early at the airport.

You **have to** take all necessary documents with you.

You **don't have to** go if you don't want.

**Advice: Should / Shouldn't.**

We **should** drive within the speed limit.

We **shouldn't** talk loud in class.

Now, read the following situation and provide tips to help it.

You are at a restaurant and there is a family close to your table and their kids are misbehaving, making noise and playing on their tablets aloud. Their parents are not paying attention to them because they are using their smartphones, too.

Talk with the restaurant staff and parents to help the situation.

Give 5 sentences using modal verbs below.

Ex: Please, **could** they reduce the volume on their tablets?

- 1
- 2
- 3
- 4
- 5



# Day 6 - Let's play games!

A: Pre-task

2- Group discusión:

- **When returning from holiday, how do you normally feel?**

2. In groups of four, group game I (Trivia):

Link: <https://jeopardylabs.com/play/travel-1566>

Name that Landmark	Name that Country	Name that Food	Name That Continent	World Clothing	Surprise
100	100	100	100	100	100
200	200	200	200	200	200
300	300	300	300	300	300
400	400	400	400	400	400
500	500	500	500	500	500

Blue Team	Green Team	Yellow Team	Purple Team
0	0	0	0
+ -	+ -	+ -	+ -

3. In pairs, group game II (Kahoot!):

What is the name of the written opinion of a restaurant or film?

18

Kahoot!

8 Respuestas

▲ summary    ◆ research

● recapitulation

Salir de vista previa    < 2 de 5 >    ↵

**4 Provision of Feedback and explanation of Rubric for Written Text: ‘Restaurant review’ in class.**

**Rubric:**

**Mark:** \_\_\_\_\_

	Item	Excellent (4pts)	Very Good (3pts)	Good (2pts)	Poor (1pt)
1	<b>Structure</b>	This review presents a clear, organised and logical order.	This review presents a structure that has a clear and logical structure.	This review presents a structure that is not very good but it is logical.	This review presents a structure that is not organised, clear or logical.
2	<b>Elements</b>	This review presents 9-10 elements of a review seen in class.	This review presents 7-8 elements of a review seen in class.	This review presents 5-6 elements of a review seen in class.	This review presents less than 5 elements of a review seen in class.
3	<b>Content</b>	This review presents a real opinion and description of a restaurant.	This review presents an opinion of a restaurant.	This review presents a description and unclear opinion of a restaurant.	This review does not present neither a description nor an opinion of a restaurant.
4	<b>Cohesion and coherence</b>	This review presents a <b>varying</b> use of connectors, paragraphs and right sentence order.	This review presents a good use of connectors, paragraphs and right sentence order.	This review presents a limited use of connectors, paragraphs, and right sentence order.	This review does not present any connector, paragraphs or right sentence order.
5	<b>Lexis and grammar</b>	This review presents accurate, specific and clear language.	This review presents accurate and clear language.	This review presents basic but correct language.	This review does not present any specific, clear or accurate language.
<b>Observation:</b>					

### 7.3 Appendix: Other materials

Place a tick (✓) under any one of the 5 different levels of opinion for each statement.

		I strongly agree	I agree	I don't mind	I disagree	I strongly disagree
1	I often use ICTs in my everyday life					
2	I enjoy using ICTs					
3	I like social media					
4	Social is not interesting for me					
5	I think ICTs can be used for learning					
6	I can't live without any ICT gadget (smartphones etc)					
7	Life without ICTs was better and easier than now					
8	I would like to use ICTs for my studies					
9	I think social media is addictive					
10	ICTs is for only fun					

Place a tick (✓) under any one of the 5 different levels of opinion for each statement.

		I strongly agree	I agree	I don't mind	I disagree	I strongly disagree
1	I enjoyed this unit					
2	I think this unit was boring					
3	I've learnt a lot about ICTs					
4	I found the lessons original and attractive					
5	I want more units like this					
6	I do not want more units like this. I prefer traditional lessons.					
7	I've communicated a lot in this unit.					
8	I enjoyed the games we played ( <i>FreeRice, Kahoot</i> and <i>Jeopardylabs</i> )					
9	The topic and content was interesting					
10	I've learnt a lot of English through the use of ICTs					

**Rubric for writing task: Restaurant review.**

Name: \_\_\_\_\_

Mark: \_\_\_\_\_

	Item	Excellent (4pts)	Very Good (3pts)	Good (2pts)	Poor (1pt)
1	<b>Structure</b>	This review presents a clear, organised and logical order.	This review presents a structure that has a clear and logical structure.	This review presents a structure that is not very good but it is logical.	This review presents a structure that is not organised, clear or logical.
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<b>Observation:</b>					