

68515 Diseño curricular de lenguas extranjeras

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**A COURSE
PLAN: 4th
GRADE
SECONDARY
EDUCATION**

TABLE OF CONTENTS

CONTEXTUALIZATION

Official documents: National Curriculum and Aragonese Curriculum....p.1

School setting.....p.1

SYLLABUS DESIGN AND DEVELOPMENT

Introduction: key principles.....p.2

Objectives of the subject for the year chosen.....p.3

Contents.....p.4

Methodology.....p.4

Evaluation.....p.6

Differentiation.....p.8

UNIT PLANS.....p.8

WORKS CITED.....p.29

APPENDIX

CONTEXTUALIZATION

OFFICIAL DOCUMENTS: NATIONAL CURRICULUM AND ARAGONESE CURRICULUM

The Course Plan is based on the objectives, contents, methodology, competences and evaluation criteria collected in the National Curriculum, Aragonese Curriculum according to LOE.

For the elaboration of the Course Plan, the following **legal provisions** have been considered:

-Ley Orgánica 2/2006, de 3 de Mayo, de Educación. From this law, the most important chapters are those concerning principles and purposes of education, compulsory Secondary education, students with special educational needs; teachers, schools, participation, autonomy, authority and evaluation of the education system.

-The Real Decreto 1631/2006, de 29 de diciembre. It establishes the minimum educational standard in compulsory Secondary education: purposes and aims of compulsory Secondary education and organization of the fourth year, key competences, promotion, evaluation, attention to diversity, tutoring and academic guidance. As regards English language, this subject contributes to the acquisition of key competences.

-Orden de 9 de mayo de 2007. It approves the Secondary education curriculum for schools in Aragon. Through this Order, the general provisions, organization of the curriculum, qualification of the teaching process are taken into account.

SCHOOL SETTING

CHARACTERISTICS OF THE SCHOOL, SOCIO-CULTURAL CONTEXT AND STUDENTS' NEEDS

The *Proyecto Educativo de Centro (PEC)* defines the identity of the center and its characteristics. Each center has its own PEC which is elaborated by the executive committee and approved by the School Council. Some of the aspects which are included in this document can be seen below.

Our secondary school is located in Zaragoza, concretely in Miralbueno. In the last ten years its appearance and economy have changed positively, before this center was considered rural but recently it is considered a residential area. With the **LOGSE** a new concept of secondary school was incorporated and this reunifies the whole secondary education and produced in the center a great change. Many workshops were installed and a new building was built to the new teachings.

Nowadays the center has three different buildings dedicated to classrooms and a variety of workshops for the five professional families which are offered here. According to the Orden de 7 de Julio de 2005 which regulates the organization and operation of the public schools of secondary education in the autonomous community of Aragon, schools are granted with new regulatory tools, so many

audiovisual media to learning and teaching process are being incorporated, and the regime of the teachers' working days is being regulated.

Some of the characteristics of this secondary school are: It is well located, there are many cultures involved but most of its students are Spanish. As we have already said, the environment is urban and the district has many services such as: several shops, a public library, there are several parks next to the secondary school, stationer's, etc.

With regard to transport, it has a good bus connection with the rest of the city, so it is easy for the rest of the city inhabitants to access to it, even though many of the students of these schools are from this district and from near districts.

The school is developing several programs of interest relating to languages, for instance: various exchange programs with English-speaking countries like USA and England, a program dedicated to English reading, an English cineforum , etc; to promote the use of English in daily life.

As regards to students' needs, our syllabus is aimed at 4th grade student of secondary school, that is, students between 15 and 16 years old. They have three English lessons a week. There are 25 students in the classroom, most of them are Spanish but there are two from Romania, two belonging to a minority ethnic group and one who presents mental disorders. So, there is a great diversity within the classroom. From this center we are trying and reaching the integration of the all cultures involved but, this fact is being a difficult task due to the two students that belong to the minority ethnic group show a negative response to this integration. In the process of adolescence, social relationships and also the idea of belonging to a group is very important. These two students are not integrated among people and in spite of promoting the idea of equality, all the students have their own beliefs and values and these begin to emerge. They are creating their own personalities.

Language plays an important role because it is given real importance to the fact of knowing other cultures, of opening people's mind for reaching this equality and this integration we have already mention. We hope the English subject will be an intellectual and a social development.

SYLLABUS DESIGN AND DEVELOPMENT

INTRODUCTION: KEY PRINCIPLES

The syllabus chosen for our Course Plan is the **Mixed or "multi-strand" syllabus**; it is the combination of different aspects that contribute to be comprehensive and helpful to teachers and learners. It includes specification of topics, tasks, functions and notions, grammar and vocabulary.

Related to the **Cognitivist view of learning**, language is a complex cognitive skill or ability. Language learning is not linear but **cyclical**. We can control what is taught but not what is learned; so students have to re-view contents in order to learn upon According to Eysenck in Ellis (2008:405): "the subject matter of cognitive psychology consists of the main internal psychological processes that are involved in making sense of the environment and deciding what option might be appropriated. These processes include attention, perception, learning and memory, language, problem solving, reasoning and thinking."

previously learned knowledge. The process of learning must be consistent and integrated in order that it does not become meaningless or decontextualised.

Since 2006, there is a recommendation by the European Parliament that consists of all the EU countries should incorporate **eight key competences** into the general education policies, understanding the competences as an integration of knowledge, skills and attitudes. The purpose of these competences is to promote personal fulfillment and development social inclusion, active citizenship and employment. (In House, 2011:72-73)

The key competences should be achieved by students, they are the following:

→ **Linguistic communication competence**

→ **Interpersonal and civic competence**

→ **Knowledge of and interaction with the physical world competence**

→ **Digital competence**

→ **Autonomy and personal initiative**

→ **Learning to learn**

→ **Cultural and artistic competence**

In each unit plan, the specific key competences will be explained.

In regard to **communicative competences**, the morphosyntactic and the pragmatic competence are developed in all the unit plans. The specific communicative competences will be explained in each unit.

OBJETIVES OF THE SUBJECT FOR THE YEAR CHOSEN

1.To acquire the ability to communicate in an oral and written way effectively in everyday communicative situations through specific tasks. (*Stage objectives: 1, 4*)

2.To develop communicative skills, both receptive and productive, with the purpose of exchanging information within and outside the classroom. (*Stage objectives: 2*).

3.To read different kinds of texts in a comprehensive and autonomous way, with the purpose of having access to a variety of informational sources, and as a means to know other different cultures and life styles. (*Stage objectives: 3, 9*).

4.To transfer the communicative strategies acquired in the mother tongue to the foreign language or to the learning process of other languages, with the purpose of doing interactive tasks in real or pretended situations. (*Stage objectives: 2*)

5.To reflect on how the language operates, as an element which facilitates the learning process doing tasks and, as an instrument for the development of autonomy. (*Stage objectives: 6, 8*)

6.To use learning strategies and didactic resources, such as dictionaries, reference books, digital resources, etc) with the purpose of searching for information and resolving learning situations autonomously. (*Stage objectives: 7, 8*)

7.To think about the own learning processes and to develop interest to be successful carrying out the established tasks. (*Stage objectives: 6, 10*)

8.To access the cultural knowledge transferred by the foreign language, having concern for it itself and for their speakers, to achieve a better international understanding. (*Stage objectives: 9*)

9.To appreciate the foreign language as a means of communication with people belonging to other cultures, and as a procurer of social and interpersonal relationships. (*Stage objectives: 7,8*)

In our Course Plan, all these objectives of the 4th grade course are related to the objective number five of the Aragonese Curriculum; because learners must be aware of the phonological, lexical, grammatical, sociolinguistic and sociolinguistic components and the basic strategies in real communicative contexts.

CONTENTS

The current contents for the fourth grade Secondary School are those established in the Aragonese Curriculum.

METHODOLOGY

Underlying principles

(Aragonese Curriculum: 225-228)

-A **global perspective** is adopted for both contents and the teaching and learning process (skills and competences are integrated).

-Students are presented with real communication situations.

-Meta-communicative activities (for reflection on how language works at linguistic, sociolinguistic, and intercultural levels) which are directly related to communication needs will be carried out.

-There is a variety of tasks situations and texts.

-Authentic materials (simple, but not simplified, and adequate for learner age) have been used.

-There are fluency and accuracy activities.

-Selection and sequencing of contents is determined by communication needs.

-Intercultural and processing skills are worked upon through reflection and interaction.

-There is a constructivist view of learning (learning as a unique process of the individual).

- The methodology is flexible, adaptable to learning necessities and context.
- There is attention to individual differences.
- Needs analysis is carried out to find out about real needs and interests of learners. No pre-conceived ideas for planning.
- Learners can participate in decision making process (negotiation to contribute to learner autonomy).
- Learner reflection is promoted (as to learning process, curricular demands, possible courses of action, etc.).
- Learner responsibility for own learning process is promoted. Cooperative and collaborative work as tool for developing learner personality.
- Methodology integrates **formative evaluation**, including reflection on individual and collective processes (adequacy of objectives, tasks, procedures, resources; difficulties, causes and strategies to tackle them; role of learners and of external factors) to contribute to improvement of teaching and learning process).
- Evaluation is seen as a learning activity.
- Evaluation of learner competence provides information both for student marks and for possible courses of action in the process.
- Evaluation is conceived as requiring previous negotiation between tutor and learners (on what to evaluate and on evaluation criteria).
- Evaluation will be based on evidence of competence development (not on knowledge of isolated elements), on how learners apply knowledge and skills in dealing with new communicative situations.
- Evaluation activities are similar to activities used in class.
- A **global methodology** is implemented to deal with subject matter as integrating several competences, a methodology that pays attention to the learning process, to diversity and fosters learner participation in the teaching and learning process.

Characteristics and types of activities and/or instructional sequence

Activities are going to be based on a **Task-Based Approach to Language Learning**. It is based on the use of tasks as units of planning and instruction. Most practitioners make reference to three main phases (Skehan: 1998) which are:

- Pre-Task phase → to promote acquisition (Examples: motivating the learners, performing similar tasks, etc).
- During-Task phase → using language as a tool.
- Post-Task phase → repeat performance, reflection on the task and focusing on form. (Examples: noticing activities, review of learners errors, etc).

There will be some **complementary activities** which the teacher uploads to the website of the Secondary school in the English section. They will not be compulsory but the teacher will take into account in a positive way. There are a great variety of exercises to do in order to practice the contents of the unit. This type of activities fosters learner's autonomy and personal initiative for a better learning.

The teachers of the English department promote **extracurricular activities** during the course. They consist of watching three films in original version (one in each trimester) in the cinema. They will have to demonstrate the comprehension of the film through a questionnaire. They will not be compulsory but the teacher will take into account in a positive way.

Resources and Space

Materials of class: textbook, workbook, the Internet, digital whiteboard, flashcards, audiovisual activities, CDs. (see works cited section).

Settings: classroom, computer room, the cinema, library (in order to look up information).

Groupings

The contents of the subject must be developed in different ways:

-in group: oral presentations, debates, correction of exercises, doing reading and listening activities. In order to promote interaction among students and to reinforce **positive interdependence**.

-individually: homework, exams, compositions, reading. In order to promote the **autonomy** of the learner.

Timing

It is determined by sequencing the teaching units. Each unit plan would be developed approximately in five or six sessions.

EVALUATION

Approaches and instruments of evaluation

At the end of each unit plan, there will be a **mini test** to check if learners have acquired the contents. Moreover, there will be a **final test** at the end of each trimester that will consist of a re-view of all the contents of the unit plans (including mini tests), so that students be able to learn upon previously learned knowledge (**recycling or spiral process of learning**).

Students will have to do a **Portfolio** in which they will include some different activities that the teacher will establish. The deadline will be one week before the final test of each trimester.

Finally, they will have to do an **oral exam** (at the end of each trimester) in pairs with the purpose of promoting interaction between students. It will last ten minutes approximately.

Also, the **attitude** and **participation** of the student in class, **homework** and a well-ordered **notebook** will be evaluated too.

The kind of evaluation will be a **formative assessment**, taking into account the whole process of learning of each student, from the beginning to the end of the academic year; basing on the **self-assessment**. This is assessment of learner by themselves, and is a mode whose use seems certain to increase as students are given more and more responsibility for their own learning.

Grading criteria

Communicative competences determined by the Aragonese Curriculum are prioritised in all the unit plans, with the purpose of integrating all the skills: listening, reading, spoken interaction, spoken production and writing.

The final mark of each student will be the result of the addition of these parts:

-mini tests: 10%

-final tests: 30%

-portfolio: 20%

-oral exam: 30%

-attitude, participation, homework and notebook: 10%

-complementary and extracurricular activities: extra 10% [students that decide to do these activities will be able to obtain up to 11 points in the final mark].

Evaluation of the teaching and learning process, and the Course Plan

The teacher must be **reflective** before, during and after the lesson, this means that he will have to think about his lessons taking into account what happens in the classroom and also thinking about alternative means of achieving the goals. (Barlett, 1990:202). In order to do that, the teacher evaluates all the process through a personal diary where he writes down all the marks and observations of the students.

In order to evaluate this whole process (teaching-learning), teachers provide two questionnaires to students in which they have to answer different types of questions about teachers' implication in the teaching process and about what students have learnt.

Evaluation Criteria

For the Fourth grade of Compulsory Secondary Education, the evaluation criteria are the set of abilities mentioned in the objectives and they are included in the Aragonese Curriculum (223-225).

DIFFERENCIATION

According to Ley Orgánica 2/2006, de 3 de mayo, de Educación (Art.22.4) and the Orden de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte which approves the curriculum for Secondary Education (Aragon) to take into account the **attention to diversity**.

In our class, most of the people are Spanish. There are some immigrants who are from Romania, and two students belonging to a minority ethnic group, and a boy who presents mental disorders. To pay attention to this diversity in class, Romanians who do not speak and understand English well, will have different activities provided by teachers to achieve this goal (**reinforcement activities**). The minority ethnic group who do not assist everyday at the Secondary school and they have no interest in learning will be derived to “Diversificación” to achieve they work and study. As regards the boy with mental disorders, the center itself is in charge of looking for an assigned center where students presenting this kind of problems can be treated.

STRUCTURE OF THE UNIT PLANS

UNIT 1: MAKING CONNECTIONS

Introduction and justification

We have chosen this topic because it is a very important theme today due to the rapid increasing of the use of ICTs. Moreover the Aragonese curriculum establishes the use of the ICTs as a stage objective. ICTs are a key teaching and learning source. It is one of the tools to develop learner autonomy.

Contribution to the key competences

One of the key competences that are going to be working in this unit plan is the **digital competence** because students have to immerse in new technologies. Another key competences used in this unit plan is the **interpersonal and civic competence** because students have to work in group and they can reinforce their self-identity.

Competence in the foreign language

The activities that learners have to do in class, promote the development of **linguistic competence** and also it emphasizes oral communication. Here, students are exposed to the structure of language and they have to understand the internal features of the language. This competence is integrated in the whole activities of this unit but in different way, for instance: through speaking, through listening, through writing.

Learning objectives (indicators)

- To use modern technologies.
- To express preferences.
- To describe and compare lifestyles.
- To identify the purpose of writing through the comparison of lifestyles.

Contents

Module 1: listening, speaking and conversation

- Spontaneous participation in situations involved in the classroom and in conversations about technologies with a communicative purpose.
- Use of communicative strategies to solve difficulties during interaction taking into account the different communication means (facebook, twiter, etc).

Module 2: Reading and writing

- Understanding of a blog.
- Extracting information from the blog.

Module 3: Language awareness and reflections on learning

- Talking about new technologies (using the present tenses wherever is possible).
- Use of the expression: used to, to express the frequency of how students used and use technologies.
- Use of the vocabulary related to new technologies.

Module 4: Sociocultural aspects and intercultural awareness

- Recognition of the use of technologies in the UK.

Methodology

This unit plan follows the methodology mentioned before in the general methodology of the Course Plan. Here, it is very important students work in group.

Evaluation criteria

- To use modern technologies. (*Course evaluation criteria:7*)
- To express preferences. (*Course evaluation criteria:2*)
- To describe and compare lifestyles. (*Course evaluation criteria:2*)
- To identify the purpose of writing through the comparison of lifestyles. (*Course evaluation criteria: 3,4*)

Materials and resources

- A listening given by the teacher and called *Kingsborough Secondary School* taken from the textbook:

Marks, L. and Darby, S. (2007). *Burlington Passport Teacher's Manual for ESO 4*. Limassol (Cyprus): Burlington Books.

- A written text that consists of a kind of blog and it is called *Ali's blog* taken from the textbook:

Marks, L. and Darby, S. (2007). *Burlington Passport Teacher's Manual for ESO 4*. Limassol (Cyprus): Burlington Books.

- Two images to compare between them from two different perspectives taken from the webpages:

<http://tribusurbanasjwrj.wikispaces.com/Tribus+Urbanas++Punk>

http://es.123rf.com/photo_4706999_una-joven-mujer-con-su-nia-o-pequea-o-en-brazos-fuera.html

- Four icons about the theme of this unit plan to promote speaking among students taken from the webpages:

<http://www.adpf.es/contacto/>

http://www.bangujero.es/?attachment_id=3113

<http://significadodesimbolos.com/tag/simbolo-tuenti/>

http://www.pisoscristalizado.com/contact_us

[See Appendix 1]

Approximate timing

This unit plan would be developed in five or six sessions approximately.

Unit 2: IMAGES

Introduction and justification

This unit is about images of different kind of people. This theme is quite interesting because people are very different from each other and also we can learn different aspects from other cultures. With the image of one person we can say some aspects of his personality too.

Contribution to the key competences

This unit plan develops **learning to learn competence** because students have to accept themselves and the others and respect the physical appearance. Moreover, the students use the **digital competence** to look for information about different people.

Competences in the foreign language

The **procedural competence** develops the attitudes, values, beliefs, motivations, personality in order to favour the learning process and the personal development of students.

Learning objectives (indicators)

- To recognise and use adjectives to describe images.
- To be able to learn how to use feeling verbs.
- To be able to use the language and the structures learned in this unit in a real and daily life communication context, especially in past tense. (*Talking about photos*).
- To understand oral texts; a radio program and to identify specific information.
- To write a news story, using the expressions and model provided in the unit.

Contents

Module 1. Listening, speaking and conversation

- Comprehension of a dialogue about given images.
- Invention and narration of a story about a phone image.
- Construction of a dialogue to talk about an image.

Module 2. Reading and writing

- Reading a dialogue with common expressions about how to describe an image.
- Location of time connectors in a text.
- Preparation of an interview based on a famous person.

Module 3. Language awareness and reflections on learning

- Description of images in past tense.
- Expression of feelings (*feeling verbs*).
- Production of questions in the past tense.

Module 4. Sociocultural aspects and intercultural awareness

- Knowing information about a famous photographer.
- Learning a song related to the pop culture and knowing information about the singer.
- Recognition of some famous photographers.

Methodology

The methodology used in this unit plan follows the underlying principles of the general methodology of the Course Plan.

Evaluation criteria

- To recognise and use adjectives to describe images in a written text. (*Course evaluation criteria:3,4*)
- To be able to learn how to use feeling verbs. (*Course evaluation criteria:2,5*)
- To be able to use the language and the structures learned in this unit in a real and daily life communication context, especially in past tense. (*Talking about photos*). (*Course evaluation criteria:5*)
- To understand oral texts; a radio program and to identify specific information. (*Course evaluation criteria:1*)
- To write a news story, using the expressions and model provided in the unit. (*Course evaluation criteria:4*)

Materials and Resources

- A reading of *Fantastic Photos* taken from:
Wetz, B. (2007) *English Alive*: Oxford University Press.
- A listening of a radio programme about *Famous Photos* taken from:
Wetz, B. (2007) *English Alive*: Oxford University Press.
- A speaking exercise about *Expressing feelings of people*. The photos are taken from these websites:
<http://www.imagui.com/a/imagenes-personas-abrazandose-cpeareE6y>
<http://antonioesquivias.wordpress.com/2012/11/03/que-significa-un-beso/>
<http://www.salamaga.com/profiles/blogs/>
<http://compartimos.org/mi-blog-es-tuyo-y-yo-soy-asi/>
<http://www.isaproduccion.com.ar/sociedad/24055-sindrome-del-hijo-unico.html>

<http://www.superstock.com/stock-photos-images/1566-547231>

[See Appendix 2]

Approximately timing

This unit plan would be developed in five or six sessions approximately.

UNIT 3: OUR CHANGING PLANET

Introduction and justification

This unit is about environmental issues and we have chosen it because it is necessary to make aware people in order to take care of our planet to avoid environmental disasters due to high temperatures, fires, etc. We have affected the ozone layer through pollution.

Contribution to the key competences

Knowledge of and interaction with the physical world, the planet is changing and we are responsible for this. Also, the **Interpersonal and civic competence** because students are going to work in group to look for solutions. **Learning to learn** because students have to develop interest in the environment.

Competences in the foreign languages

The **procedural competence** to develop the ability of cooperation, collaboration with others and resolving different issues.

Learning objectives (indicators)

- To learn all the possible changes in our planet. *(Course evaluation criteria:2,3)*
- To develop learners' autonomy in conversation and in writing to be aware of how we contribute to change the planet. *(Course evaluation criteria:2,6)*
- To reflect on environmental issues. *(Course evaluation criteria:2,3)*
- To reflect on the one's own learning process understanding how we contribute to the changes. *(Course evaluation criteria:6)*

Contents

Module 1: Listening, speaking and conversation

- Oral exchanges about how to avoid environmental disasters.
- Engaging in communicative exchanges about how to solve environmental issues.
- Expression of different opinions to understand how the planet is changing.

Module 2: Reading and writing

- Ability to understand a short piece of text about preserving wildlife.
- Understanding of the language through writing about preserving wildlife.
- Correct use of the structure of different texts (introduction, body (with arguments) and conclusion.

Module 3: Language awareness and reflections on learning

- Use of the new vocabulary related to the environment.
- Use of the expressions *to be against* and *for* of some topic related to changes in the environment.
- Use of the expression *will be going to* to express how to improve the environment.

Module 4: Sociocultural aspects and intercultural awareness

- Knowledge about possible solutions to global warming in different countries.

Methodology

What is going to be fostered is the **work in pairs** and also in **bigger groups** of almost of tasks of the unit incorporating **peer-assessment** and **self-assessment** according to negotiation and participation in conversations of the classroom.

Evaluation criteria

- To learn all the possible changes in our planet. (*Course evaluation criteria:2,3*)
- To develop learners 'autonomy in conversation and in writing to be aware of how we contribute to change the planet. (*Course evaluation criteria:2,6*)
- To reflect on environmental issues. (*Course evaluation criteria:2,3*)
- To reflect on the one's own learning process understanding how we contribute to the changes. (*Course evaluation criteria:6*)

Materials and resources

- A writing to *Preserve wildlife* taken from the textbook:
Sayer,M and Terán, E. (2005). *Time for English*: Macmillan Heinemann
- A speaking for the expression of argument in favor and against related to our changing planet taken from the textbook:
Sayer,M and Terán, E. (2005). *Time for English*: Macmillan Heinemann
- A speaking about the *Environmental issues* taken from the webpage:

[See appendix 3]

Approximate timing

This unit will be developed in five or six sessions approximately.

Unit 4-MUSIC

Introduction and justification

We decided to focus on music, because it is a theme which motivates teenagers a lot. Each student has his favourite singer or group, and many times groups of students make fans clubs following one particular kind of music.

Contribution to the key competences

Cultural and artistic competence is developed to understand the different styles of music that exist. Also, the **digital competence** because people get used to downloading music from the Internet and listening to it.

Competences in the foreign language

Intercultural competence is prioritised in the comparison between different styles of music (English vs. Spanish).

Learning objectives (indicators)

- To be able to recognise and to use vocabulary and expressions related to music.
- To write a biography about a famous singer using the expressions of the unit.
- To be able to understand and to use present, past and future passive in real communication situations.
- To understand oral texts about an interview with a famous singer.

Contents

Module 1. Listening, speaking and conversation

- Expression of opinions about musical tastes.
- Construction of a dialogue about two different kinds of music.
- Formulation of questions and answers about a specific kind of music (for example: hip-hop).

Module 2. Reading and writing

- Reading a text about a specific kind of music (for example: hip-hop).

- Writing a personal reflection of a band.

Module 3. Language awareness and reflections on learning

- Talking about musical tastes, using the passive voice wherever is possible.
- Differentiation between different kinds of music.

Module 4. Sociocultural aspects and intercultural awareness

- Knowledge of information about one of the most famous pop music group in the history of music: *The Beatles*.
- Knowledge of information about music expressions related to “block party”.

Methodology

The methodology used in this unit plan follows the underlying principles of the general methodology of the Course Plan.

Evaluation criteria

- To be able to recognise and to use vocabulary and expressions related to music. (*Course evaluation criteria:1*)
- To write a biography about a famous singer using the expressions of the unit. (*Course evaluation criteria:4*)
- To be able to understand and to use present, past and future passive in real communication situations. (*Course evaluation criteria:3,5*)
- To understand oral texts about an interview with a famous singer. (*Course evaluation criteria:3*)

Materials and Resources

- Oral exposition in groups about different *Music Styles*. Suggestions: *The Beatles*, *AC/DC*, etc. Photos taken from:

http://beatles.wikia.com/wiki/The_Beatles_Wiki

<http://www.acdc.com/es/home>

- Listening about *Historic Hits* taken from:

Wetz, B. (2007) *English Alive*: Oxford University Press.

- Reading about a specific kind of music: *Hip Hop Nation* taken from:

Wetz, B. (2007) *English Alive*: Oxford University Press.

[See Appendix 4]

Approximately timing

This unit will be developed in five or six sessions approximately.

Unit 5-RELATIONSHIPS

Introduction and justification

We decided to choose this particular theme to this unit plan because we are all different kinds of people. I think it is very important and interesting to know the others because we can learn many aspects from the rest of people.

Contribution to the key competences

Digital competence is used because nowadays people always communicate through social networks. Moreover, **learning to learn competence** is developed because people can learn different aspects from other people.

Competences in the foreign language

We focus on the **intercultural competence** because using social networks, people can meet people from different cultures and establish relationships with them.

Learning objectives (indicators)

- To practice silent letters.
- To comment and to express opinions.
- To be able to know and to use relationships verbs.
- To write a letter explaining a problem.
- To be able to understand oral opinions, identifying general and specific information.

Contents

Module1.Listening, speaking and conversation

- Dictation of different sentences about relationships.
- Listening a telephonic interview about zodiac.
- Preparation of a dialogue to invite a friend to an event (offering excuses).

Module 2.Reading and writing

- Comprehension of a text in which there are people talking about their relationships.
- Reading the dialogue of an interview.

- Writing a letter explaining a problem.

Module 3. Language awareness and reflections on learning

- Description of different kinds of people.
- Expressing preferences and tastes.
- Knowing nouns and verbs related to relationships.

Module 4. Sociocultural aspects and intercultural awareness

- Comprehension and learning of a pop song.
- Knowledge of information about an American band of Hip Hop.

Methodology

The methodology used in this unit plan follows the underlying principles of the general methodology of the Course Plan.

Evaluation criteria

- To practice silent letters. (*Course evaluation criteria:6,8*)
- To comment and to express opinions. (*Course evaluation criteria:3*)
- To be able to know and to use relationships verbs. (*Course evaluation criteria:2,6*)
- To write a letter explaining a problem. (*Course evaluation criteria:4*)
- To be able to understand oral opinions, identifying general and specific information. (*Course evaluation criteria:1,3*)

Material and resources

- Reading and speaking about *How to get on with your parents* taken from:
Wetz, B. (2007) *English Alive*: Oxford University Press.
- A speaking exercise. *Opinions about people*. The photos are taken from:
<http://people-reports.com/david-beckham.html>
<http://www.businesswire.com/news/home/20130723006420/en/Shakira-Named-Global-Ambassador-Worldwide-3D-White>
<http://frikiperopoco.blogspot.com.es/2011/03/la-pequena-pelea-entre-loles-leon-y.html>
- Writing a letter: *Explaining a problem* taken from:
Wetz, B. (2007) *English Alive*: Oxford University Press.

[See Appendix 5]

Approximate timing

This unit will be developed in five or six sessions approximately.

UNIT 6: TODAY'S ENGLISH

Introduction and justification

This topic has been chosen because of the importance of knowing other languages, in this case English, and also because English is a lingua franca and the international language. It is primordial to know it to communicate with people of other countries.

Contribution to the key competences

Some of the most important competences that we work here are the following. The **digital competence** because you can learn other language having contact with people of other countries by e-mail and by other social networks. Also, **learning to learn competence**, a language in this case (English) for free movement of people and also for cultural cooperation. The **Interpersonal and civic competence** is developed for contributing to the respect and tolerance for other cultures and languages.

Competences in the foreign languages

Oral communication is essential to learn English because it is the theme of this unit plan. Students have to develop oral skills but also they have to be involved in the foreign culture working in groups, and they are exposed to the foreign language all the time because the teacher has to promote the immersion of the learners in the target language to know English. In this way, the teacher and the students make reference to the topic "English's today" and they have to take into account the whole **communicative competences**.

Learning objectives (indicators)

- To learn about the variations of the English language through speaking.
- To express opinions and ideas about today's English
- To be able to edit written work about *El cambio de guardia en Buckingham Palace*.

Contents

Module 1: Listening, speaking and conversation

- Communicative exchanges among students within the class where they express their opinions and ideas about the variations of English.

- Applying strategies to facilitate understanding taking into account the context which is related to Today's English.

Module 2: Reading and writing

- Ability to describe and to structure a text about *El cambio de guardia en Buckingham Palace*.
- Identification of different registers through compositions.
- Editing and revising free writing about English as a lingua franca.

Module 3: Language awareness and reflections on learning

- Development of learning strategies to be able to use dictionaries, textbooks, etc; to know the history of English.
- Development of the interest in using English taking into account self-correction.
- Students' reflection on their own learning process about English culture.

Module 4: Sociocultural aspects and intercultural awareness

- The identification of cultural features in other countries where people speak English.
- The acquisition of information about cultural features associated with the target language, in this case English.

Methodology

This unit plan follows the methodology mentioned before in the general methodology of the Course Plan. Here, both the work in pairs and individually work are required.

Evaluation criteria

- To learn about the variations of the English language through speaking. (*Course evaluation criteria:2*)
- To express opinions and ideas about today's English. (*Course evaluation criteria:3,8*)
- To be able to edit written work about *El cambio de guardia en Buckingham Palace*. (*Course evaluation criteria:5,8*)

Materials and resources

- A speaking about a coloured map with the countries where English is the official language taken from the webpage:

<http://kearutningles.blogspot.com.es/2012/08/paises-donde-el-ingles-es-el-idioma.h>

- A reading for comprehension and self-correction taken from the textbook:
Marks, L. and Darby, S. (2007). *Burlington Passport Teacher’s Manual for ESO 4*. Limassol (Cyprus): Burlington Books
 - A writing about *El cambio de guardia en Buckingham Palace* taken from the webpage:
<http://www.enlondres.com/cambio-de-guardia>
 - Another speaking to talk about the differences between American English and British English taken from the webpage:
<http://www.englishcom.com.mx/aprender-ingles/diferencias-ingles-americano-britanico/>
- [See Appendix 6]

Approximate timing

This unit plan would be developed five or six session approximately.

UNIT 7: MYTHS AND LEGENDS

Introduction and justification

This topic has been chosen so that students are able to distinguish between fiction and reality, so that they know about different stories, so that they take into account history. Myths and legends can change depending on different cultures.

Contribution to the key competences

The competences that are going to be working in this unit are the **cultural and artistic competence** in order that students know some stories belonging to the American or British culture, and the **competence in linguistic communication** so they have to participate in different conversations.

Competences in the foreign languages

In this unit, all the skills are integrated because students must be involved in all of them. Maybe, in this unit the listening skill is the most important because the topic is not an everyday theme of which people talk. Linguistic competence in this unit is fostered through practicing some tasks such as speaking well-known legends or horror stories. **Intercultural competence** is developed through knowing many legends and myths from different cultures and relate them.

Learning objectives (indicators)

- To learn about myths and legends in different cultures.

- To contribute to make recommendations participating effectively in communicative situations about horror stories.
- To contribute to writing work, taking into account the culture of British and American people through myths and legends.
- To understand the information from different texts provided by audiovisual means, etc; about different prophecies.

Contents

Module 1: Listening, speaking and conversation

- Comprehension of the written and oral texts provided by different sources about prophecies, legends and myths.
- Spontaneous participation of students in classroom conversation about the legend of *Sleepy Hollow*.

Module 2: Reading and writing

- Writing of diverse texts according to the main topic with the appropriate use of vocabulary and with a coherent structure related to horror stories.
- Editing and revising free writing about horror stories.
- Correct use of orthography through writing an invented legend.

Module 3: Language awareness and reflections on learning

- Self-confidence in expressing themselves in front of the rest members of the classroom about the legend of *Sleepy Hollow*.
- The development of the interest in using English taking into account self-correction when students tell the invented legend to the rest of the classroom.
- Application of strategies for the organization and acquisition of the vocabulary to be able to invent a horror story.
- Talking about prophecies using some/any in a correct form.
- Use of relative clauses in a correct form while students tell their legends.

Module 4: Sociocultural aspects and intercultural awareness

- Knowledge of the most important cultural elements about different horror stories, obtained from different sources in which English is talked.
- Appreciation and recognition of other cultures (English culture in this case) and their myths and legends.

Methodology

In this unit, the most important aspect is the individual work in site of working both individual and group work. All the competences will be worked to contribute to their integration, and many materials taken from different sources will be used.

Evaluation criteria

- To learn about myths and legends in different cultures. (*Course evaluation criteria:8*)
- To contribute to make recommendations participating effectively in communicative situations about horror stories. (*Course evaluation criteria:2*)
- To contribute to writing work, taking into account the culture of British and American people through myths and legends. (*Course evaluation criteria:4,8*)
- To understand the information from different texts provided by audiovisual means, etc; about different prophecies. (*Course evaluation criteria:3*)

Materials and resources

- A reading about strange events related to the main topic and taken from:
Marks, L. and Darby, S. (2007). *Burlington Passport Teacher's Manual for ESO 4*. Limassol (Cyprus): Burlington Books
- A listening and a writing about a horror story taken from:
http://americanfolklore.net/folklore/2009/03/axe_murder_hollow.html
- A speaking about a legend made in a film and inspired in Washington Irving's work taken from:
<http://collider.com/alex-kurtzman-roberto-orci-sleepy-hollow-len-wiseman/>
[See Appendix 7]

Approximate timing

This didactic unit will be developed in around five sessions.

UNIT 8: THE BATTLE OF THE SEXES

Introduction and justification

We have chosen this topic because it is considered a **democratic value** and the Aragonese Curriculum establishes democratic values must be taught in the classroom. It is pretended to demonstrate the students that equality between men and women can be possible.

Contribution to the key competences

Digital competence to search for information about many aspects as regards the battle of the sexes such as the kind of jobs men and women can develop, about difference in pay, etc. **Cultural and artistic competence** to know stereotypes concerning men and women taking into account the culture of the country, and **Learning to learn** to know about culture and society in order that people change their minds about the differences between women and men.

Competence in the foreign languages

All the communicative competences (procedural, morphosyntactic, pragmatic and intercultural) are developed in this unit plan so that learners can be able to plan and collaborate with others, to argue about differences between men and women defending their points of view, to understand the stereotypes imposed by society in different cultures; etc.

Learning objectives (indicators)

- To learn about domestic tasks, equality between men and women, jobs.
- To understand gender differences.
- To compare domestic tasks for women and men using relative clauses.
- To show interest and participate in the conversations of the classroom about what type of jobs men and women can develop.
- To participate actively expressing ideas and opinions about gender differences.

Contents

Module 1: Listening, speaking and conversation

- Oral production through the descriptions of two images about domestic tasks carried out by men and women.
- Participation in conversations of all the students concerning interesting themes such as equality between men and women.

Module 2: Reading and writing

- Identification on the intention of the different writers through short quotations about men and women.
- Ability for the extraction of the main ideas in the different texts about differences between women and men.

Module 3: Language awareness and reflections on learning

- Comprehension and use of new vocabulary about jobs, social conditions, domestic tasks, etc.

- Participation in self-assessment and also in peer-assessment for the evaluation of learning process according to gender differences.
- Comparisons between domestic tasks for women and men using relative clauses (defining and non-defining).

Module 4: Sociocultural aspects and intercultural awareness

- Appreciation of the cultural values related to jobs developed by men and women in all the cultures.
- Interest and initiative in the comprehension of some messages given by other people concerning the topic of the battle of the sexes paying attention to the enrichment of the language.

Methodology

Peer assessment will be used so that students evaluate some tasks of their classmates such as composition basing on grammatical errors, wrong words, etc. There will be an exam after the unit plan to evaluate students have acquired the required knowledge.

Evaluation criteria

- To learn about domestic tasks, equality between men and women, jobs. (*Course evaluation criteria:8*)
- To understand gender differences. (*Course evaluation criteria:1*)
- To compare domestic tasks for women and men using relative clauses. (*Course evaluation criteria:6,8*)
- To show interest and participate in the conversations of the classroom about what type of jobs men and women can develop. (*Course evaluation criteria:3,8*)
- To participate actively expressing ideas and opinions about gender differences. (*Course evaluation criteria:2*)

Materials and resources

- A speaking to differentiate who (men or women) should do *domestic tasks* taken from the websites:

<http://www.20minutos.es/noticia/676966/0/comparten/tareas/hogares/>

<http://www.elobservatodo.cl/noticia/sociedad/confirmado-las-mujeres-hacen-mas-del-doble-del-trabajo-domestico-que-los-hombres>

- A writing to debate about *critical opinions* by important people taken from the website:

<http://www.goodreads.com/quotes/tag/battle-of-the-sexes>

- A writing about conditions so that men and women hold a kind of job or another one taken from the website:

<http://www.ncbi.nlm.nih.gov/pubmed/7076377>

[See Appendix 8]

Approximate timing

The sessions used for this didactic unit will be between five and six.

UNIT 9: RIGHTS AND RESPONSIBILITIES

Introduction and justification

We have chosen this topic because all the human beings have different rights and responsibilities and they have to learn how to behave, they have to know what is correct and what is wrong. This topic fosters **education in democratic values** such as peace, equality between men and women, etc.

Contribution to the key competences

One of the key competences involved in this unit is the **cultural and artistic competence** because students should know other cultures to do the given tasks. Another competence involved is **interpersonal and civic competence** because they have to learn how to respect and understand other cultures. The competence of **learning to learn** is also developed to know about other cultures.

Competences in the foreign languages

Linguistic communication competence is developed through students' ideas and thoughts about rights and responsibilities. They can know other cultures and compare them because the rights can be different depending on the culture, the country, etc. To carry out all the competences students have to do tasks about the use of comparison, they must express beliefs, if they agree or disagree, they have to learn how to express prohibition, probability, possibility, etc. To achieve these purposes the whole communicative competences are developed (pragmatic, morphosyntactic, procedural and intercultural).

Learning objectives (indicators)

- To write a piece of text as regards rights and responsibilities with coherence and cohesion.
- To communicate orally in a comprehensive and adequate form through the comparison of rights and responsibilities among other cultures.
- To educate towards tolerance and respect towards other cultures taking into account people's rights and responsibilities.

- To read and to understand different pieces of texts about rights and responsibilities.

Contents

Module 1: Listening, speaking and conversation

- Comprehension of written texts related to rights and responsibilities.
- Spontaneous participation of students in classroom conversation taking into account the main topic about rights and responsibilities.
- Oral production and descriptions about different cultures involving rights and responsibilities.

Module 2: Reading and writing

- Autonomous reading of texts related to rights and responsibilities.
- Editing and revising free writing about the different rights and responsibilities in different cultures.
- Correct use of orthography comparing what a right is and what a responsibility implies.
- Identification of the purposes of the written texts about *society's biggest minority group*.

Module 3: Language awareness and reflections on learning

- Use of some verbs expressing prohibition, obligation and possibility comparing rights and responsibilities of people that belong to different cultures.
- Application of English grammar rules with a certain level of formality talking about democratic values.
- Development of the skills and strategies to allow the work in groups through debates in which the main theme is rights and responsibilities.

Module 4: Sociocultural aspects and intercultural awareness

- Appreciation and recognition of other cultures.
- Appreciation of the personal enrichment when accessing information about other cultures.
- Identification of the beliefs, attitudes and values of other cultures according to rights and responsibilities.

Methodology

It is based on real materials, on the interaction of intercultural and processing skills to carry out reflection and interaction, on the fact that students are presented with real communication situations. Students will work in pairs and they will have to negotiate opinions.

Evaluation criteria

- To write a piece of text as regards rights and responsibilities with coherence and cohesion. (*Course evaluation criteria:4*)
- To communicate orally in a comprehensive and adequate form through the comparison of rights and responsibilities among other cultures. (*Course evaluation criteria:2*)
- To educate towards tolerance and respect towards other cultures taking into account people's rights and responsibilities. (*Course evaluation criteria:8*)
- To read and to understand different pieces of texts about rights and responsibilities. (*Course evaluation criteria:1,3*)

Materials and resources

- A speaking to know and to compare the rights and responsibilities in different cultures taken from the webpages:

<http://leperepelletier.blogspot.com.es/2012/03/la-mujer-islamica.html>

<http://davidpayoogando.wordpress.com/tag/ciber-amor/>
- A reading comprehension about the right of people under eighteen taken from the textbook:

Sayer, M and Terán, E. (2005). *Time for English*: Macmillan Heinemann
- Writing a composition taking into account the picture about rights and responsibilities taken from the webpage:

<http://www.glogster.com/anshali123/rights-and-responsibilities-/g-6lnr7okjfligomaeup2ega0>

[See Appendix 9]

Approximate timing

This unit plan should be developed in five or six sessions.

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Limassol (Cyprus): Burlington Books

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Wetz, B. (2007) *English Alive*: Oxford University Press

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<http://www.adpf.es/contacto/>

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<http://antonioesquivias.wordpress.com/2012/11/03/que-significa-un-beso/>

http://www.bangujero.es/?attachment_id=3113

http://beatles.wikia.com/wiki/The_Beatles_Wiki

<http://www.businesswire.com/news/home/20130723006420/en/Shakira-Named-Global-Ambassador-Worldwide-3D-White>

<http://collider.com/alex-kurtzman-roberto-orci-sleepy-hollow-len-wiseman/>

<http://compartimos.org/mi-blog-es-tuyo-y-yo-soy-asi/>

<http://davidpayoogando.wordpress.com/tag/ciber-amor/>

<http://www.elobservatodo.cl/noticia/sociedad/confirmado-las-mujeres-hacen-mas-del-doble-del-trabajo-domestico-que-los-hombres>

<http://www.englishcom.com.mx/aprender-ingles/diferencias-ingles-americano-britanico/>

<http://www.enlondres.com/cambio-de-guardia>

http://es.123rf.com/photo_4706999_una-joven-mujer-con-su-nya-o-pequea-o-en-brazos-fuera.html

<http://frikiperopoco.blogspot.com.es/2011/03/la-pequena-pelea-entre-loles-leon-y.html>

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<http://www.imagui.com/a/imagenes-personas-abrazandose-cpeareE6y>

<http://www.isaproduccion.com.ar/sociedad/24055-sindrome-del-hijo-unico.html>
<http://kearutningles.blogspot.com.es/2012/08/paises-donde-el-ingles-es-el-idioma.h>
<http://leperepelletier.blogspot.com.es/2012/03/la-mujer-islamica.html>
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<http://www.ncbi.nlm.nih.gov/pubmed/7076377>
<http://people-reports.com/david-beckham.html>
<http://ericnhs11.edublogs.org/2009/03/06/subtopics-of-environmental-issues>
http://www.pisoscristalizado.com/contact_us
<http://www.salamaga.com/profiles/blogs/>
<http://significadodesimbolos.com/tag/simbolo-tuenti/>
<http://www.superstock.com/stock-photos-images/1566-547231>
<http://tribusurbanasjwrj.wikispaces.com/Tribus+Urbanas++Punk>

APPENDIX 1 (MAKING CONNECTIONS)

Listening: *Kingsborough Secondary School*

Address: www.FriendsReunited.com/emails

Friends Reunited 15 million old friends listed

Genes Reunited Search 300 million ancestors

UK's friends

Friends Reunited .co.uk

KINGSBOROUGH SECONDARY SCHOOL

Mark
I went to Cambridge University and studied law and politics there. I used to work in local government, but now I'm a Member of Parliament. I'm very busy, but I have still got time to go sailing.

Esperanza
I was an exchange student at Kingsborough Secondary School for two years. Then I went back to Spain to study drama. As an actress, I travel quite a lot. I'm very interested in photography and I take pictures everywhere I go.

Diane
I started studying medicine, but I changed to law when I decided I didn't want to be a doctor. I used to work at a big law firm, but now I am starting my own firm. No time for outside activities!

Mike
After Kingsborough, I studied education. I used to be a sports teacher, but then I turned my hobby into a job – I became a professional runner. I'm training for a marathon at the moment. It's hard work, but it's great!

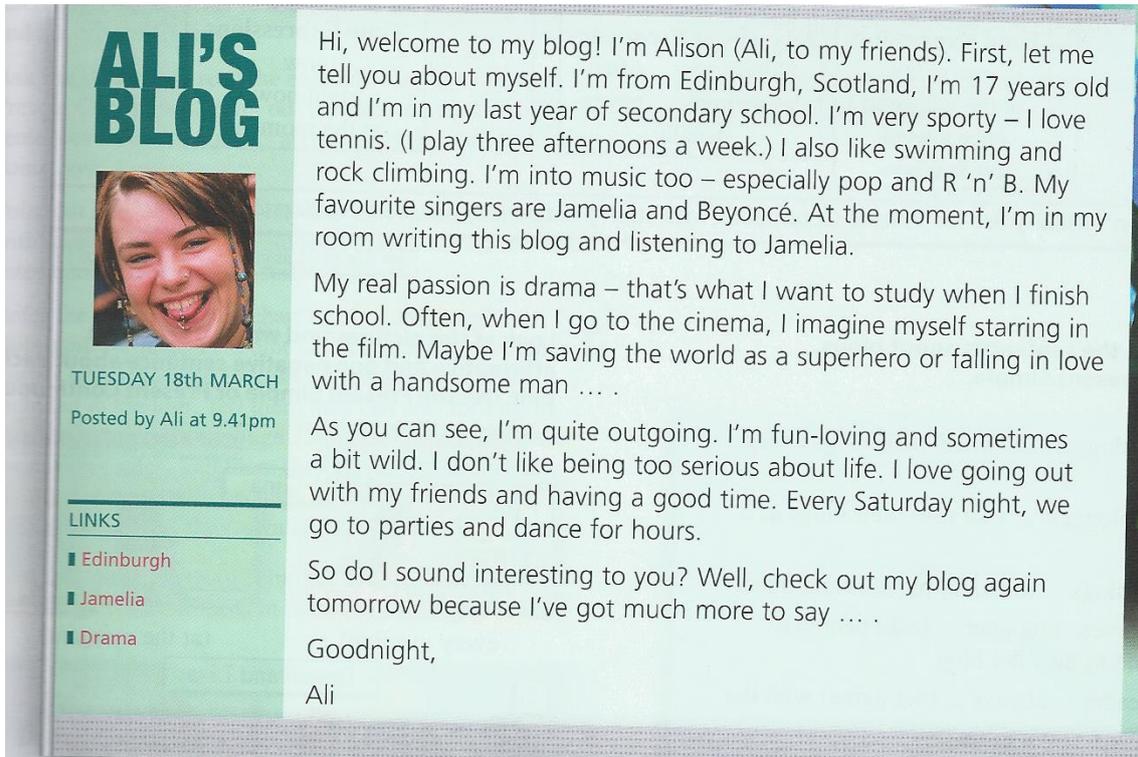
Sally
I didn't go to university in the end. I got married (we have got two children), and I'm a full-time mum. The kids keep me busy, but I go to the gym every day. You see, I used to be fat, but then I started kick-boxing and I love it!

Internet zone

Friends Reunited is a great UK website. Many people in the UK move away from their "home town" after finishing school. This site helps them check out what their old friends are doing today.

Marks, L. and Darby, S. (2007). *Burlington Passport Teacher's Manual for ESO 4*. Limassol (Cyprus): Burlington Books.

Reading: Ali's blog



ALI'S BLOG



TUESDAY 18th MARCH
Posted by Ali at 9.41pm

LINKS

- [Edinburgh](#)
- [Jamelia](#)
- [Drama](#)

Hi, welcome to my blog! I'm Alison (Ali, to my friends). First, let me tell you about myself. I'm from Edinburgh, Scotland, I'm 17 years old and I'm in my last year of secondary school. I'm very sporty – I love tennis. (I play three afternoons a week.) I also like swimming and rock climbing. I'm into music too – especially pop and R 'n' B. My favourite singers are Jamelia and Beyoncé. At the moment, I'm in my room writing this blog and listening to Jamelia.

My real passion is drama – that's what I want to study when I finish school. Often, when I go to the cinema, I imagine myself starring in the film. Maybe I'm saving the world as a superhero or falling in love with a handsome man

As you can see, I'm quite outgoing. I'm fun-loving and sometimes a bit wild. I don't like being too serious about life. I love going out with my friends and having a good time. Every Saturday night, we go to parties and dance for hours.

So do I sound interesting to you? Well, check out my blog again tomorrow because I've got much more to say

Goodnight,
Ali

Marks, L. and Darby, S. (2007). *Burlington Passport Teacher's Manual for ESO 4*. Limassol (Cyprus): Burlington Books.

Writing: (To compare different lifestyles)



<http://tribusurbanasjwrj.wikispaces.com/Tribus+Urbanas++Punk>

http://es.123rf.com/photo_4706999_una-joven-mujer-con-su-nia-o-pequea-o-en-brazos-fuera.html

Speaking



<http://www.adpf.es/contacto/>

http://www.bangujero.es/?attachment_id=3113

<http://significadodesimbolos.com/tag/simbolo-tuenti/>

http://www.pisoscristalizado.com/contact_us

Appendix 2 (IMAGES)

Reading: *Fantastic Photos*

Fantastic photos

Here are three striking images from three of the world's best photographers. If you want to take great photos, you'll need more than a good camera...

A grand eye

When photographer Finbarr O'Reilly was working in Niger, he saw a woman and her baby in an emergency centre. In the chaos, this woman was waiting patiently for food when she looked at the camera. The photo is simple, but it's also moving because we can see the woman's dignity and understand her situation. Her eyes are striking, and the detail of the baby's hand is very powerful.



Persistence and persistence

Wildlife specialist Steve Bloom was feeling tired and sick when he captured this dramatic image. He spent sixteen days in a small boat near the coast of South Africa because he knew that great white sharks were hunting in the area. When a shark finally appeared, he was waiting. Everything happened very quickly. The shark disappeared in a second, and this was the only perfect picture after more than two weeks' work.



Amazing basketball

Go to a sports event. If you're looking for spontaneous, exciting photos. Lucy Nicholson took this photo when she was watching the finals of the NBA Western Conference Finals. It was a tense game and the players were concentrating very hard as the ball balanced on the basket. The photo is dramatic and colourful. It is also different from most basketball photos because Lucy took her photo from an unusual angle.



Wetz, B. (2007) *English Alive*: Oxford University Press

Listening: *Famous Photos*

In focus

Kiss by the City Hall is one of the most popular images of all time. The photo was taken in Paris in 1950 by Robert Doisneau, a famous French photographer. Françoise Boret is the woman in the photo and recently she sold her own copy of the photo for €155,000. In today's programme Lawrence O'Neill and Merrill Wilson tell the story behind this photo and other famous images.



Wetz, B. (2007) *English Alive*: Oxford University Press.

Speaking exercise: *Expressing Feelings*



<http://www.imagui.com/a/imagenes-personas-abrazandose-cpeareE6y>

<http://antonioesquivias.wordpress.com/2012/11/03/que-significa-un-beso/>

<http://www.salamaga.com/profiles/blogs/>

<http://compartimos.org/mi-blog-es-tuyo-y-yo-soy-asi/>

<http://www.isaproduccion.com.ar/sociedad/24055-sindrome-del-hijo-unico.html>

<http://www.superstock.com/stock-photos-images/1566-547231>

APPENDIX 3 (OUR CHANGING PLANET)

Writing: Are national parks the solution to preserve wildlife?

Are national parks the solution to preserve wildlife?

Hunting, farming and pollution are threatening the wildlife on our planet. National parks could be a solution to restore the balance between humankind's progress and the protection of the environment.

On the one hand, national parks are very important in maintaining an area's biodiversity. For example, wetland parks like Doñana can house exotic species like the flamingo as well as native species such as the Iberian lynx or the imperial eagle, that are almost extinct. ~~National parks can also help a rule in~~ reintroducing species to an area where they are already extinct. That is the case of the giant panda in China. In spite of the destruction of most of their habitat, pandas are recovering today thanks to the creation of several reserved areas.

On the other hand, animals and plants that live in the parks are not totally safe. They have to face the pressure of the local people that live around the park. These people have the right to make a living, even though activities such as dumping pollutants into rivers may endanger the water supply to the park. Animals are also in danger from poachers or cars on the roads surrounding the parks.

Clearly, both the authorities and the people must help preserve natural habitats. Despite creating economic drawbacks national parks are an important way of protecting wildlife.

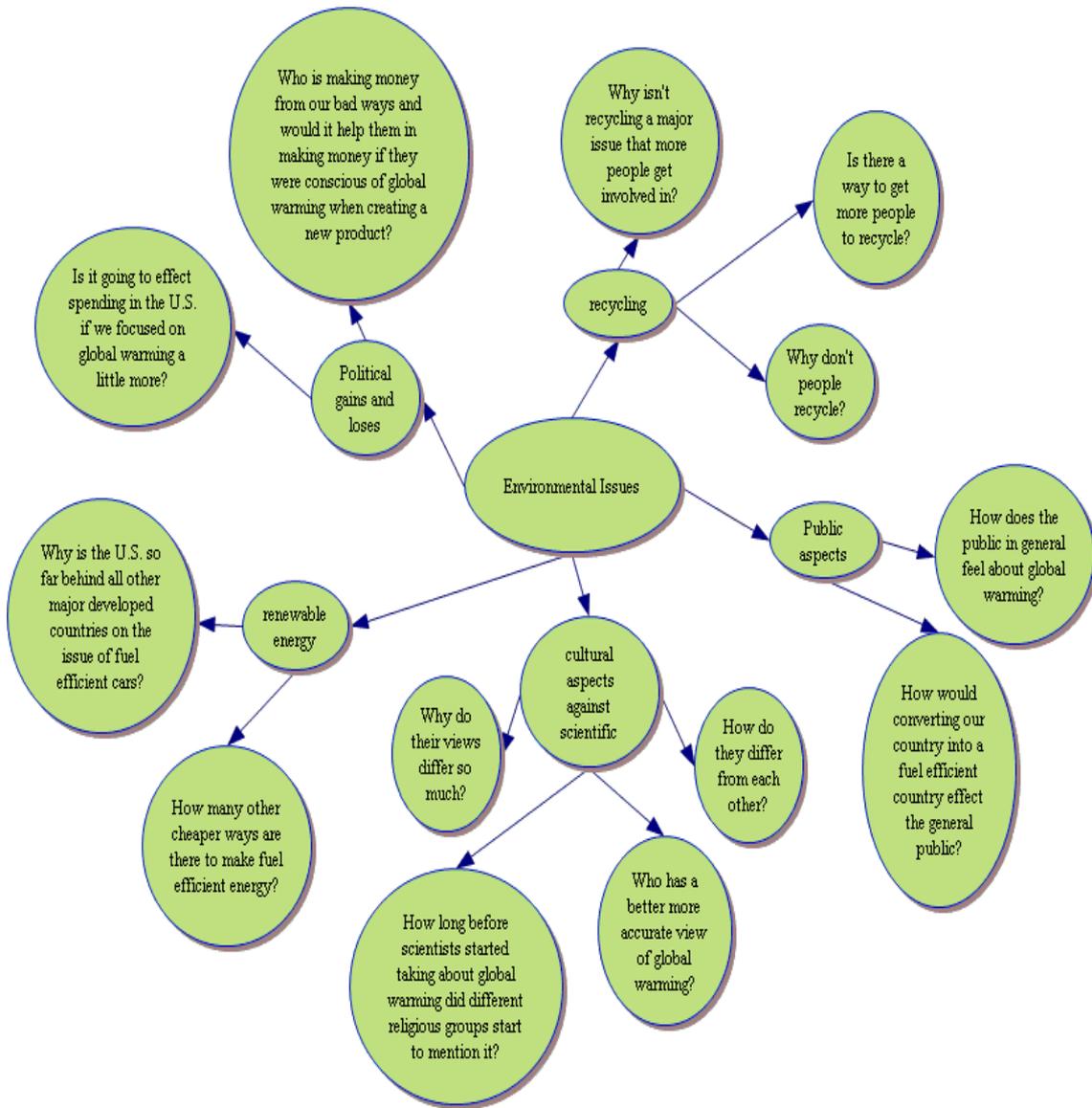
Sayer, M and Terán, E. (2005). Time for English: Macmillan Heinemann

Speaking

Arguments for	Arguments against
Zoos can provide a place for animals to reproduce safely.	Animals are kept in an artificial environment, not in their natural habitat.
<u>Example</u> Pandas have successfully reproduced in zoos worldwide.	<u>Example</u> Tigers and lions are used to moving around freely but ...

Sayer, M and Terán, E. (2005). *Time for English*: Macmillan Heinemann

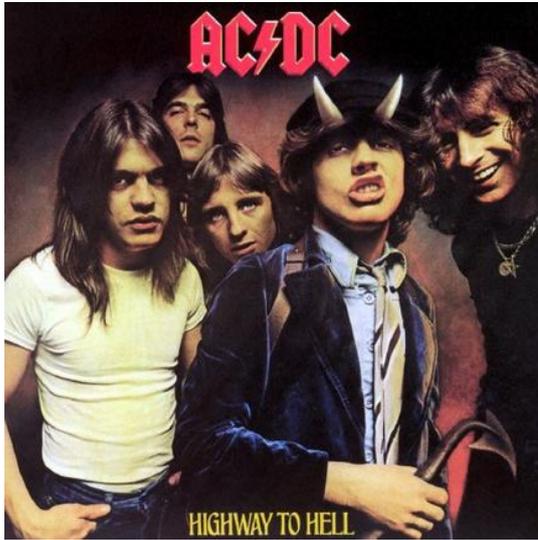
Speaking



<http://ericnhs11.edublogs.org/2009/03/06/subtopics-of-environmental-issues>

Appendix 4 (MUSIC)

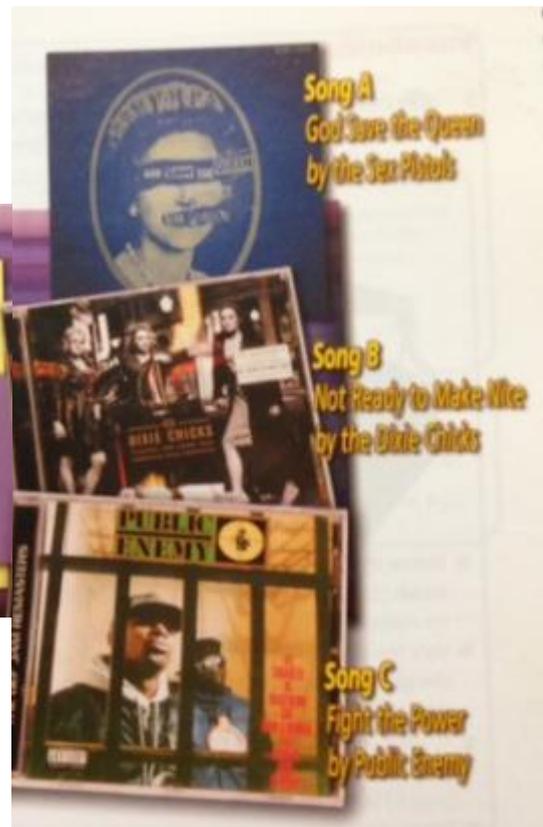
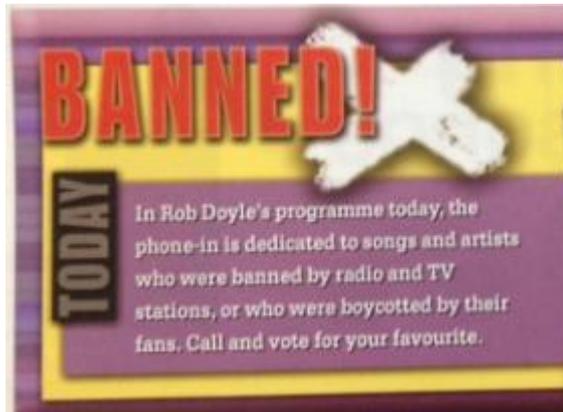
Oral exposition: *Music styles*



http://beatles.wikia.com/wiki/The_Beatles_Wiki

<http://www.acdc.com/es/home>

Listening: *Historic Hits*



Wetz, B. (2007) *English Alive*: Oxford University Press

Reading: *Hip Hop Nation*

Hip Hop Nation

When Clive Campbell (DJ Kool Herc) emigrated from Jamaica to the US in 1967, he brought a special DJ style. In Jamaica, DJs invented and recited rhymes while they played instrumental versions of reggae songs. So in New York, Herc shouted greetings and rhymes to his audience. This was the beginning of rap in the US.

DJ Herc's famous 'block parties' in the Bronx area of New York started in 1973. The parties were recorded on cassettes and were passed from person to person. Herc's style was imitated by DJs in different places, and block parties became more and more popular. A culture started to grow around them, which consisted of four elements: graffiti artists, breakdancers, DJs who mixed the music on turntables, and MCs who added the vocals and rhymes. Later the words 'rap' and 'hip hop' were used: 'rap' described the vocals, and 'hip hop' described the music and culture.

The first hip hop records were made in 1979, and then the music began to develop and became more complex. Hip hop beats and styles are used by a lot of pop artists today, and new types of music have evolved, such as jazz rap, electro hop, country rap, Christian hip hop and rap metal (which later became nu metal). Some elements of modern hip hop are criticised, particularly 'gangsta rap' songs which mention drugs, gangs and violence.

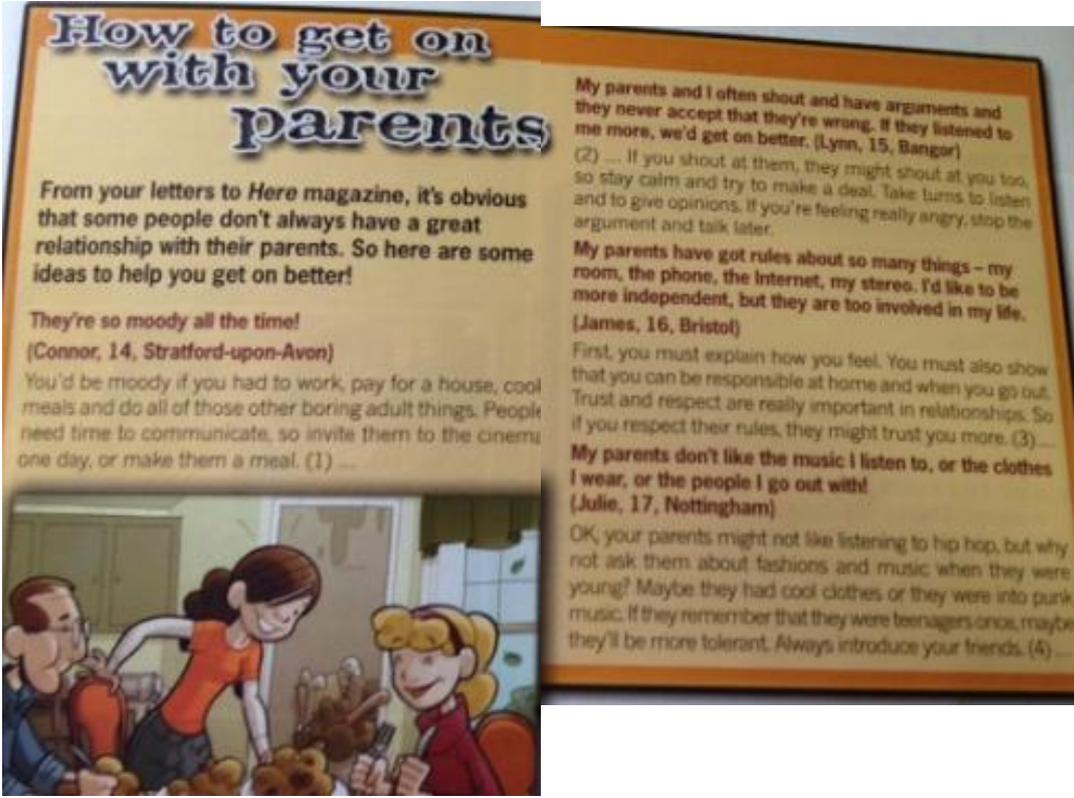
Hip hop will always be remembered because of its massive influence on popular culture. It became popular because it offered young people a chance to express themselves. It has changed people's attitudes, clothes and even their language. Hip hop started with a party, and it became a lifestyle.

GLOSSARY
DJ: disc jockey MC: master of ceremonies
breakdancer: someone who dances in which different parts of the body touch the ground
gangsta hip: style of rap with hard lyrics, sometimes associated with street gangs

Wetz, B. (2007) *English Alive*: Oxford University Press

Appendix 5 (RELATIONSHIPS)

Reading and speaking: *How to get on with your parents*



How to get on with your parents

From your letters to *Here* magazine, it's obvious that some people don't always have a great relationship with their parents. So here are some ideas to help you get on better!

They're so moody all the time!
(Connor, 14, Stratford-upon-Avon)

You'd be moody if you had to work, pay for a house, cook meals and do all of those other boring adult things. People need time to communicate, so invite them to the cinema one day, or make them a meal. (1) ...



My parents and I often shout and have arguments and they never accept that they're wrong. If they listened to me more, we'd get on better. (Lynn, 15, Bangor)

(2) ... If you shout at them, they might shout at you too, so stay calm and try to make a deal. Take turns to listen and to give opinions. If you're feeling really angry, stop the argument and talk later.

My parents have got rules about so many things – my room, the phone, the Internet, my stereo. I'd like to be more independent, but they are too involved in my life. (James, 16, Bristol)

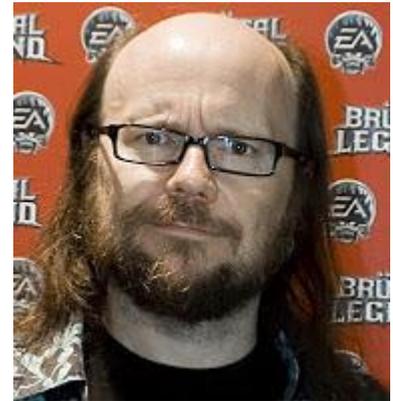
First, you must explain how you feel. You must also show that you can be responsible at home and when you go out. Trust and respect are really important in relationships. So if you respect their rules, they might trust you more. (3) ...

My parents don't like the music I listen to, or the clothes I wear, or the people I go out with! (Julie, 17, Nottingham)

OK, your parents might not like listening to hip hop, but why not ask them about fashions and music when they were young? Maybe they had cool clothes or they were into punk music. If they remember that they were teenagers once, maybe they'll be more tolerant. Always introduce your friends. (4) ...

Wetz, B. (2007) *English Alive*: Oxford University Press.

Speaking exercise: *Opinions about people*



<http://people-reports.com/david-beckham.html>

<http://www.businesswire.com/news/home/20130723006420/en/Shakira-Named-Global-Ambassador-Worldwide-3D-White>

<http://frikiperopoco.blogspot.com.es/2011/03/la-pequena-pelea-entre-loles-leony.html>

Writing: *Explaining a problem*



A parent worries

I've had a problem recently. My daughter Lindsay met a guy a month ago and he (1) They've met a few times and I think that she likes him. I think he's a bit older than her, but I'm not sure because she doesn't (2) ... about him.

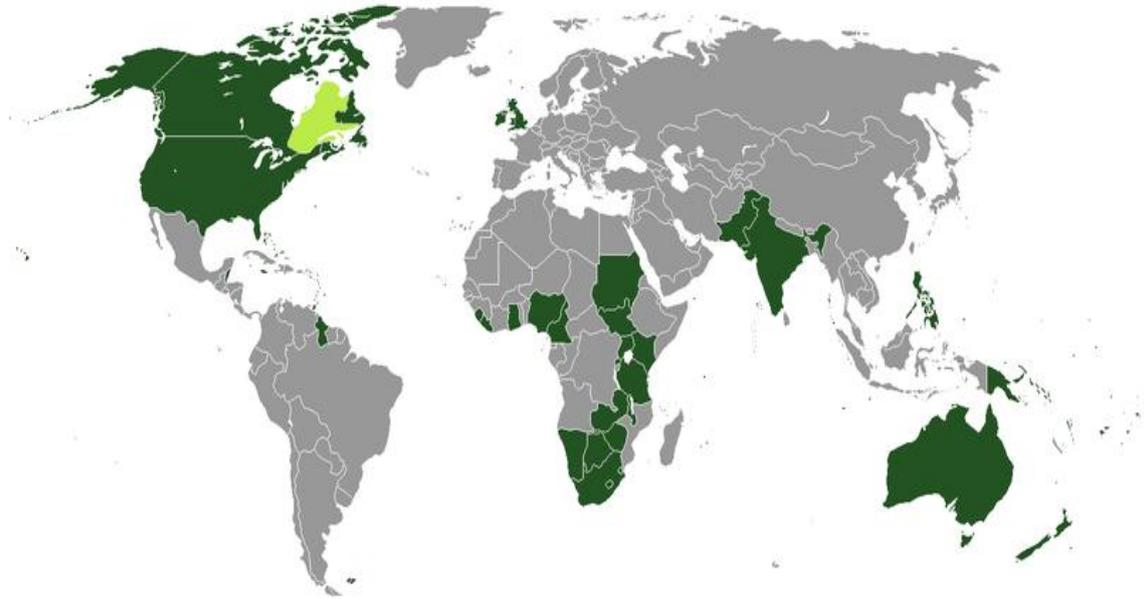
I'm worried because I haven't (3) ... this person. I think my daughter should be more open about their relationship and I'd be much happier if she (4) ... me to her boyfriend. But maybe I shouldn't worry or interfere. I usually trust my daughter, but she has been strange recently.

I'd really like some advice because if I don't do something soon, we'll probably (5)

Wetz, B. (2007) *English Alive*: Oxford University Press

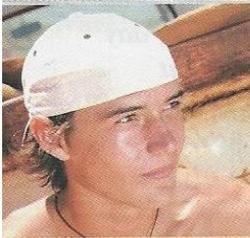
APPENDIX 6 (TODAY'S ENGLISH)

Speaking: (English as an official language)



<http://kearutningles.blogspot.com.es/2012/08/paises-donde-el-ingles-es-el-idioma.html>

Reading: *The Apollo Bay Music Festival*



Jake's Place

22nd April

G'day youse!

It's Sunday **arvo** here, and I'm writing this blog after an **ace** weekend of beach and music with my **mates**. We were at the Apollo Bay Music Festival. I went with my surfboard, of course. The two things I love best in the world are listening to **grouse** music and riding the waves. I also heard Nat Young talk. He's a world champion surfer, and his son Beau is a **wax head** too. Beau is also a musician, and he performed some music from his album *Waves of Change*. I thought he was great, but my friend Dave said that he was a bit of a **no-hoper**.

There was a young songwriters' competition, and The Rusty's from Ocean Grove won first place. It was a good show, but the best was the young performers' contest. A **bloke** called Tom Richardson won it. His prize was a \$700 Fender guitar! Lucky him! After that, Dave really wanted to win the skateboarding competition. My mates said that he couldn't do it – and they were right! Poor old Dave! Never mind, we'll **tee up** a party for him later.

It was a **ripper of a** festival and we **raged on** until about 3 this morning. My **oldies** weren't too **stoked** when I got home. They said that it was much too late. They think I'm still an **ankle-biter**.

Anyway, I'm pretty **bushed** now and all I want to do is **veg out** ...

More later, I promise!

Marks, L. and Darby, S. (2007). *Burlington Passport Teacher's Manual for ESO 4*.
Limassol (Cyprus): Burlington Books

Writing: *El Cambio de Guardia en Buckingham Palace*



<http://www.enlondres.com/cambio-de-guardia>

Speaking: Differences between British and American English

<u>Inglés Británico</u>	<u>Inglés Americano</u>
Colour	Color
Centre	Center
Honour	Honor
Analyse	Analyze
Fulfill	Fulfil
Cheque	Check (Sustantivo)
Tyre	Tire
Labour	Labor
Favour	Favor

<http://www.englishcom.com.mx/aprender-ingles/diferencias-ingles-americano-britanico/>

APPENDIX 7 (MYTHS AND LEGENDS)

Reading: *The Mothman Prophecies*

FILMS	The World Today
<h1 data-bbox="252 510 544 696">The Mothman Prophecies</h1> 	<p data-bbox="596 472 1337 658">In November, 1966, a series of strange events began in Point Pleasant, West Virginia, USA. It started with two couples who were out for a drive. The couples stopped their car near an old TNT factory. A woman who was in the car saw two strange red lights near the factory. The couples decided to investigate – with terrifying results. The lights that they were looking at were actually the red eyes of an enormous creature with wings.</p> <p data-bbox="596 669 1337 775">More than a hundred other people reported seeing this strange creature. They called it the Mothman. People also reported other bizarre occurrences in the Point Pleasant area. Weird messages came out of radios, animals disappeared, and people saw flashing lights in the sky.</p> <p data-bbox="708 786 1337 1003">In December 1966, reporter John Keel went to Point Pleasant and interviewed people about the Mothman. Some of the people that Keel talked to had fears about the future. They were sure that something bad was going to happen. One woman had recurring nightmares about people drowning in the Ohio River. During his year of research, Keel also started receiving strange phone calls predicting disaster. One prediction gave a date – 15th December, 1967.</p> <p data-bbox="708 1014 1337 1173">Then it happened. On 15th December, the bridge that connected Point Pleasant to Ohio collapsed. Altogether, 31 vehicles went into the Ohio River and 46 people died. Many of these people were on their way home from Christmas shopping. The rescue workers who saw the floating presents said it was heartbreaking.</p>

Marks, L. and Darby, S. (2007). *Burlington Passport Teacher's Manual for ESO 4*. Limassol (Cyprus): Burlington Books

Listening and writing



http://americanfolklore.net/folklore/2009/03/axe_murder_hollow.html

Speaking



<http://collider.com/alex-kurtzman-roberto-orci-sleepy-hollow-len-wiseman>

APPENDIX 8 (THE BATTLE OF THE SEXES)

Speaking



<http://www.20minutos.es/noticia/676966/0/comparten/tareas/hogares/>

<http://www.elobservatodo.cl/noticia/sociedad/confirmado-las-mujeres-hacen-mas-del-doble-del-trabajo-domestico-que-los-hombres>

Writing



“Men marry women with the hope they will never change. Women marry men with the hope they will change. Invariably they are both disappointed.”

– Albert Einstein



“Women have a much better time than men in this world; there are far more things forbidden to them.”

– Oscar Wilde



“The war between the sexes is the only one in which both sides regularly sleep with the enemy.”

– Quentin Crisp, *Manners from Heaven: A Divine Guide to Good Behaviour*



“The female of the species is more deadly than the male.”

– Rudyard Kipling, *The Collected Poems of Rudyard Kipling*

<http://www.goodreads.com/quotes/tag/battle-of-the-sexes>

Writing

Do men and women have different jobs because of their biological differences?

Messing K.

Abstract

Allegedly for their protection, women are relegated to jobs supposedly adapted to their unique physical capacities and excluded from jobs which are said to endanger their health. So-called women's jobs are claimed to reflect women's "natural" qualifications in requiring less strength, more dexterity, less emotional stability, and in involving less risk for potential offspring. But it is impossible to demonstrate scientifically the existence of biological differences between women and men which suit either sex for particular jobs. Working conditions which are cited to justify the exclusion of women are also harmful to male workers. It is concluded that the myth that job allocation respects biological qualifications serves employers by justifying low salaries and boring tasks for women, at the same time as it rationalizes men's exposure to risky and frightening working conditions.

<http://www.ncbi.nlm.nih.gov/pubmed/7076377>

APPENDIX 9 (RIGHTS AND RESPONSIBILITIES)

Speaking: (Rights and responsibilities in different cultures)



<http://leperepelletier.blogspot.com.es/2012/03/la-mujer-islamica.html>

<http://davidpayoogando.wordpress.com/tag/ciber-amor/>

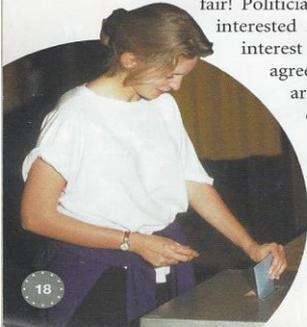
Reading: Society's biggest minority group

SOCIETY'S BIGGEST MINORITY GROUP

Tony Wilson is 17 next week. He's having a party for his friends, and he hopes that within four months he'll have passed his driving test, and he'll be driving around in his own car. However, there is one thing he won't be doing when he is 17. He won't be voting in elections. In the UK, as in most European countries, under 18s do not have the right to vote. Many people think that this is unfair. Under 18s are society's biggest minority group, making up one quarter of the UK's population. 'Politicians never say anything positive about children and young people,' says Tony. 'They don't have to. Without votes, the views of under 18s are not important to politicians.'

In the near future, however, there is a possibility that this will all change. An electoral commission has recently suggested that the minimum voting age is too high, and should be reduced to 16. Campaigners for teenage rights believe that by the end of the decade the law will have changed and that teenagers will be able to take part in elections. 'It's going to change the face of British politics,' says Jill Hughes, a reporter on teenage issues.

'I think it's a great idea,' says Tony. 'People my age can go to war, get married, pay taxes and have children. But we can't vote. It's not fair! Politicians complain that young people aren't interested in current affairs.' How can we show interest when we can't vote? Not everybody agrees though. Political analyst, Sarah Cox, argues that young people are not mature enough to vote. 'They will vote for celebrities,' she says. 'They will vote for popular issues like 'ban the bomb' or 'save the planet'. They won't use their vote properly.'



Cognates: vote, election ...
False friends: pass, current
What do the false friends mean in your language?



Sayer, M and Terán, E. (2005). *Time for English*: Macmillan Heinemann

Writing

Rights	Responsibilities
To feel safe in School	To not disrupt someone else's learning process
	
To voice my opinion	To not bully anyone
	
To feel accepted	To keep a clean environment
	
To be able to ask questions and have them answered	To participate in the classroom a positive manner

<http://www.glogster.com/anshali123/rights-and-responsibilities-/g-6lnr7okjfligomaeup2ega0>

2013- 2014

UNIT OF WORK: DECORATE IT



Jeanette Muñoz Mateo
Belén Tolosa Hernandez

68564 Diseño, organización y
desarrollo de actividades para
el aprendizaje de inglés

TABLE OF CONTENTS

1. Introduction:

-Justification	1
-Contextualization	1-4
-Organization of the unit of work	4-5
2. Contribution to the key competences	6-7
3. Objectives	7-9
4. Contents.....	9-11
5. Methodology.....	11-13
6. Evaluation Criteria	13-14
7. Lesson Plans.....	14-30
8. Conclusions.....	31-32
9. References.....	33-35
10. Annexes.....	I-XXIII

1. INTRODUCTION

JUSTIFICATION

This unit of work is entitled *Decorate it!*, this is the main topic but within it, there are many subtopics that correspond to the lesson plans. Each lesson plan has a different topic and they are the following: *Creativity, Graffiti, Piercings, Tattoos, Decoration, Make-up* and *Fashionista*. Besides, this unit also has lesson 8, which will be the students' exam.

As for vocabulary, this unit includes different types of graffiti, the possible meanings of tattoos, different types of piercings, vocabulary related to Venice Carnival mask and make-up, among others. The functional contents of this unit are relative pronouns (especially who, which and that), the use of so and such and question tags. All of them must be used in real situations and with the purpose of developing real communication among partners. Students have to use them to express opinions, reasons, feelings, agreement, disagreement, etc. The topic of this unit has been provided to us by our mentors and corresponds to the textbook ***What's up (Longman)***. All the materials have been designed by us according to the main topic and subtopics but we have included a new theme for lesson 7. The videos and the images that appear in the lessons are taken from the Internet but tasks have been designed by us.

This unit of work is addressed to students of the fourth grade of ESO in the High Schools Pedro Cerrada and Hijas de San Jose, and the main purpose is to foster real communication, that is the reason why the majority of tasks must be carried out in groups or in pairs. This also facilitates and fosters spoken interaction.

CONTEXTUALIZATION

→OFFICIAL DOCUMENTS: NATIONAL CURRICULUM AND ARAGONESE CURRICULUM

This present unit of work is based on the objectives, contents, methodology, competences and evaluation criteria gathered in the National Curriculum and its regional development, the **Aragonese Curriculum (2007)** according to **LOE**.

To elaborate it, the following legal provisions have been considered:

-Ley Orgánica 2/2006, de 3 de Mayo, de Educación. From this law, the most important chapters for this unit of work are those concerning principles and purposes of education, Compulsory Secondary Education, students with special educational needs; teachers, schools, participation,

autonomy, authority and evaluation of the education system.

-Real Decreto 1631/2006, de 29 de Diciembre. It establishes the minimum educational standard in Compulsory Secondary Education: purposes and aims of compulsory Secondary education and organization of the fourth year, key competences, promotion, evaluation, attention to diversity, tutoring and academic guidance. As regards the English language, this subject contributes to the acquisition of key competences.

-Orden de 9 de mayo de 2007. It approves the Secondary Education Curriculum for schools in Aragon. Through this Order, the general provisions, organization of the curriculum, qualification of the teaching process are taken into account.

→SCHOOL SETTINGS

CHARACTERISTICS OF THE SCHOOL, SOCIO-CULTURAL CONTEXT AND STUDENTS' NEEDS

The ***Proyecto Educativo de Centro (PEC)*** defines the identity of the centre and its characteristics. Some of the most relevant aspects which are included in this document of each centre are the following:

Pedro Cerrada is a Secondary School located in Utebo (Zaragoza). In the last years, the number of inhabitants of this small town has increased considerably and now it is a comfortable residential area. It receives students from Utebo and other villages such as: Garrapinillos and Monzalbarba.

Nowadays, this centre has different buildings dedicated to classrooms and a variety of workshops for different studies. These are the following: the own building of Secondary School where students of ESO are taught and an annexed building for High Evocation Studies and formative cycles of average degree including a car body, automotive vehicles and electronic.

According to the **Orden de 7 de Julio de 2005 (included in BOA)** which regulates the organization and operation of the public schools of Secondary Education in the Autonomous Community of Aragon, schools are granted with new regulatory tools, so many audiovisual media to the teaching-learning process are being incorporated. The whole classrooms of ESO count on projectors, interactive board and tablets, among others.

Some of the characteristic of this Secondary School are: it is well located (at the end of the small town), there are students from other nationalities, especially Rumanians, but most of its students are Spanish, the environment is urban and there is a park next to it. Students come from other

near villages count on school buses with a specific timetable adapted to the Secondary school timetable.

This Secondary School is developing a program that offers practical experience of speaking in a company situated in London, and its purpose is to improve their English. The stay lasts a week and it is a good chance to develop the Communicative skill.

As regards students' needs, our syllabus is aimed at 4th grade of Secondary School students, taking into account two classrooms. 4^oA has 21 students and 4^oB has 29 students. As we can see, there is a very important difference with regard to the number of students in each class. This is due to optional subjects students choose but it shows a clear imbalance. This could be one of the reasons why the group of 4^oB has more difficulties in some subjects and the behaviour is worse in 4^oB than in 4^oA.

According to **Ley Orgánica 2/2006, de 3 de mayo, de Educación (Art.22.4)** and the **Orden de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte** which approve the curriculum for Secondary Education (Aragon), schools have to take into account the attention to diversity.

In this particular case, differentiation is not needed because there are not serious problems in any of these two groups. Romanian students understand well Spanish and lessons are developed in an adequate way. Therefore, all students are at the same level.

Hijas de San José School is a state-funded school located in an urban area in Zaragoza, between Duquesa Villahermosa and Unceta streets. It is the only catholic school in the area and it offers educational opportunities to many families. For this reason, the school does not need a school bus, since students live in the surroundings.

This is an ordinary school in Zaragoza. It has around 800 students and enables parents a different choice from public education. The school has pre-school education, and primary and secondary education. It also has attention to diversity in 3rd and 4th grade of Compulsory Secondary Education. There are many facilities in the school that ease the learning of the students such as: a library, a gymnasium, a laboratory, a computer room, a music room and an arts room among others. Moreover, the great majority of the classrooms have computers or tablets and a digital board integrated which facilitates audio-visual materials.

The students enrolled in this school have different socio-cultural and economic backgrounds. This school has a high percentage of immigrant

students and most of them come from South American countries such as: Ecuador or Colombia. In spite of the fact that the language is the same, they have difficulties in maintaining the level. In addition, they usually have significant learning differences with respect to the rest of the students in Spain.

Many other immigrant families come from foreign language speaking countries such as Morocco, China or Romania. These students not only have a curricular difference but also present many problems in reaching the appropriate level due to the lack of knowledge of Spanish. This wide diversity in the students' background influences their motivation, learning process, behaviour, values, self-sufficiency and education in general. Considering the circumstances, the teaching staff decided to deal with this multicultural diversity (linguistic, social, of values, of identity...) this hampers social relationships as much as academic activities. However, it can be very enriching if it is worked jointly.

Consequently, Hijas de San José school has its own educational method, defined in its own features and objectives. Its educational task consists of favouring students' personal maturity and development, through abilities, attitudes and knowledge acquisition needed for an integral development.

In particular, this unit of work focuses on 4th grade of Compulsory Secondary Education (4^oA and 4^oB), although 4th grade is formed by three different classes A, B, C and diversification, all of which have between 25 to 29 students, except diversification which has around 10 students. According to the difficulties in the learning process, there are students that require special need, that is, an individual curricular adaptation specially designed for them. Besides, there are some other students with slight difficulties due to their cultural background (their knowledge of the language is poor and their level is behind the average) that also need special attention. In this case, their curricular adaptation will be non-significant since they will only need extra support in classrooms and different materials.

ORGANIZATION OF THE UNIT OF WORK

As we said before, this unit of work is called *Decorate it!* It is divided into seven lessons and an exam, and each of them has a different topic.

According to the **Aragonese Curriculum** and the **Common European framework of Reference (2001)**, the five skills (listening, reading, speaking, writing and spoken interaction) are integrated but they are intermingled in the different lessons. The two skills more relevant for the development of the lessons are spoken production and spoken interaction because these are included in all lessons with the purpose of achieving

students make themselves understand and developing communicative strategies for the future.

The type of syllabus we have chosen for this unit is **mixed or multi-strand syllabus** because it is the combination of different aspects that contribute to be comprehensive and helpful to teachers and learners. It includes specification of topics, tasks, functions and notions, grammar and vocabulary. All these aspects are included in the lessons.

According to **Harmer (1991)**, the schedule that we have followed to organize the tasks of the lesson plans are the following:

-Pre-task: In which teacher introduces the topic to students and gives them clear instructions about what they have to do. Teacher provides them a clear model very useful of what will be expected of them. Students can take notes in order to prepare the task.

-Task: At this level students perform the task and the teacher's role is very limited to an observer because students have usually to work in small groups depending on the activity.

-Post-task: It has three purposes: Providing an opportunity for a repeat performance of the task on the part of students. Providing reflection about how the task has been performed and encouraging attention to form in cases in which students have had problems.

Almost all the tasks are based on **Communicative Approach** because when learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. The class becomes more **student-centred** as students accomplish their tasks with other students, while the teacher plays more of an observer role. Some of the tasks that this unit of work includes and are related with communicative approach are the following:

-Role-play

-Interviews

-Games

-Pair-work or group-work

2. CONTRIBUTION TO THE KEY COMPETENCES

At the end of this unit of work, students should be achieved the following key competences for a good learning:

-Linguistic communication competence→ The study of a foreign language contributes to this competence in a clear and direct way. Its acquisition involves a command of oral and written language in different contexts (each lesson is a different context). This competence helps students to understand and to identify the English grammatical structures; in many tasks they have to infer the grammatical rules in the context of the lesson. For instance: Task number one in lessons one and five.

-Interpersonal and civic competence→ This competence enables students to form part of the society in which they live. It involves individual patterns of behaviour in order to facilitate social interaction with others, a good cooperation, peaceful coexistence and tolerance among students. Taking into account all these aspects, many of the tasks students have to do are prepared to work in group fostering a great and agreeable environment. For instance: lesson one post-task.

-Knowledge of an interaction with the physical world competence→ It is the ability to interact with the physical world in its natural state. In the English subject, it is promoted by means of learning different cultures and languages, facilitating and fostering students' access to the real world. In this unit, some activities that promote this competence are in lesson 4: For example: activity three (it is a role-playing) and in lesson 5, activity 4 (another role-playing).

-Digital competence→ This is the ability to look for, to obtain, to process and to communicate information and to transform it into knowledge. The High Schools of Pedro Cerrada and Hijas de San Jose are equipped with many tools such as: computers, tablets, digital boards, etc., and students can use these tools in several activities. As teachers, we use the projector and the computer to show a video (lesson 4, *The big bang theory* episode; lesson 3, the video about piercings).

-Autonomy and personal initiative→ This competence can be demonstrated by students in either of their daily tasks. This competence implies: creativity, innovation, responsibility and critical approach. They have to be critic when they reflect on tasks. They have also to have their own criteria carrying out the initiative to develop their choice and what they want to say. For instance: when they give reasons for or against make up or decoration.

-Learning to learn→ This competence involves beginning to learn but it is also important that students are able to learn autonomously looking for and finding answers in a logic way. It implies being able to organize and to address one's own learning using different techniques and resources.

-Cultural and artistic competence→ This implies knowledge, appreciation, understanding, etc, of different cultural and artistic manifestations. It involves one's own creativity capacity and its development. For instance: in lesson 4, we can find other cultures (gothic culture); students have to give their opinion about this.

3. OBJECTIVES OF THE UNIT OF WORK

GENERAL OBJECTIVES

1. To acquire the ability to communicate in an oral and written way effectively in everyday communicative situations through specific tasks by giving opinions, debating, expressing feelings, etc. (*Stage objectives: 1, 4*).

2. To develop communicative skills, both receptive and productive, with the purpose of exchanging information within and outside the classroom. For instance: Contrasting ideas. (*Stage objectives: 2*).

3. To read different kinds of texts in a comprehensive and autonomous way, with the purpose of having access to a variety of informational sources, and as a means to know other different cultures and life styles. (*Stage objectives: 3, 9*).

4. To transfer the communicative strategies acquired in the mother tongue to the foreign language or to the learning process of other languages, with the purpose of doing interactive tasks in real or pretended situations. (*Stage objectives: 2*)

5. To reflect on how the language operates, as an element which facilitates the learning process doing tasks and, as an instrument for the development of autonomy. (*Stage objectives: 6, 8*)

6. To use learning strategies and didactic resources, such as: dictionaries, reference books, digital resources, etc., with the purpose of searching for information and resolving learning situations autonomously. (*Stage objectives: 7, 8*)

7. To think about the own learning processes and to develop interest to be successful carrying out the established tasks. (*Stage objectives: 6, 10*)

8. To access the cultural knowledge transferred by the foreign language, having concern for it itself and for their speakers, to achieve a better international understanding. (*Stage objectives: 9*)

9. To appreciate the foreign language as a means of communication with people belonging to other cultures, and as a procurer of social and interpersonal relationships. (*Stage objectives: 7, 8*)

In our Unit of work, all these objectives of the 4th grade course are related to the stage objective number five of the **Aragonese Curriculum**; because learners must be aware of the phonological, lexical, grammatical and sociolinguistic components and the basic strategies in real communicative contexts.

SPECIFIC OBJECTIVES (related to the Evaluation Criteria)

- To identify relative pronouns through questions about a famous singer.
- To use relative pronouns through an interview to a famous.
- To report an interview.
- To use relative pronouns through a game among partners.
- To be able to give ideas about the topic of the lesson.
- To extract specific information of the text.
- To express an opinion after reading a text.
- To learn some new vocabulary related to the topic of the lesson.
- To infer the meaning of new vocabulary.
- To identify the structures with so and such through different sentences.
- To use language to support and oppose a point of view.
- To write a letter to a friend in order to dissuade him/her to do something.
- To infer the meaning of an image through observation.
- To express an opinion after watching a video.
- To use language to persuade someone in order to get something.
- To infer grammar through different examples.
- To learn new vocabulary.
- To be able to describe pictures.
- To practice new grammar structures.
- To use language to talk about differences between images.
- To infer new vocabulary from a text.
- To express an opinion after reading a text.
- To review vocabulary.
- To learn new vocabulary related to the context of the song.
- To be able to create a quick and narrative writing using the vocabulary related.
- To promote students' creativity and fluency in English.

-To make students aware of the real informal use of English in songs.

4. CONTENTS

The contents are grouped into four modules corresponding to the characteristics and needs of the teaching and learning: language skills, the constituent elements of the linguistic system, their function and relationships, and the social and cultural dimension of the English language.

Module 1. Listening, Speaking and Conversing:

Module 2. Reading and Writing:

Module 3. Knowledge of the language:

Module 4. Socio-cultural aspects and intercultural awareness:

The first two modules include procedures, defined as operations that allow to relate the concepts acquired its realization in communication activities that develop the expertise. However, the oral and written skills are presented separately because each requires different skills and knowledge, as we will see now:

Module 1. Listening, Speaking and Conversing:

This stage gives great importance on oral communication, so that the first module focuses on developing the ability to interact in certain situations, and stresses the importance of the linguistic model of oral reference comes from a large number of speakers in order to collect the variations and nuances.

MAIN CONTENTS:

-Comprehension and spontaneous production of messages in communication about nearby topics to students' experience and interest such as tattoos or piercings.

-Oral production of descriptions, narrations and explanations about experiences, event and different contents, for instance: about Venice Carnival Mask.

-Spontaneous participation in communicative situations within the classroom and in conversations about daily topics and with a personal interest with different communicative aims, using the proper conventions of conversation, such as role-playing (for instance: in lesson 4).

-Use of communicative strategies to resolve the difficulties arose during communicative interaction and to initiate, keep and conclude communicative exchanges; for instance, giving opinions for and against piercings and tattoos.

Module 2. Reading and Writing:

The second module includes the procedures necessary to develop competence in discursive writing use. In foreign language texts, as the English language, are also textual composition patterns and practice and acquisition of linguistic elements.

MAIN CONTENTS:

-Autonomous lecture of extensive texts related to students' interest; for instance, about graffiti or Venice Carnival Mask.

-Consolidation and extension of different reading strategies about Graffiti and Venice Carnival mask.

-Identification of the transmitter's message through verbal and non verbal elements. For instance: through readings.

-Composition of different texts, in response to concrete communicative situations with appropriate vocabulary related to the topic and the context, taking into account necessary elements of cohesion to show with clarity the relation among ideas using basic strategies in the writing process. For instance: a writing composition about a song (see lesson seven).

Module 3. Knowledge of the language:

The observation and the use of spoken and written language are being learned allow develop a conceptual system about its operation. That is, the starting point will be situations that encourage the inference rules of functioning of the language for students gain confidence in their own abilities. The module is divided into knowledge and reflection on learning.

MAIN CONTENTS:

-Comprehension and use of structures and functions appropriated to different situations. For instance: the interview in lesson one and the role-play in lesson five.

-Development of the attitudes, procedures and strategies that allow the work in group, such as the role-plays (For instance: in lesson one and in lesson five).

-Interest to use the learning opportunities created in the classroom context and outside it. For instance: in Communicative tasks.

-Confidence and initiative to express oneself both in public and in a writing way, such as participation in class. (Communicative tasks)

Module 4. Socio-cultural aspects and intercultural awareness:

The contents of this module will help the students to learn the customs, forms of social relations and specific features of Anglophone countries. This knowledge will promote tolerance and acceptance, increase interest in knowledge of different social, cultural realities and facilitate intercultural communication.

MAIN CONTENTS:

-Appropriated use of linguistic forms associated to concrete situations of communication: courtesy, agreement and discrepancy, among others. For instance: the interview in lesson one and the descriptions of some images in lesson five.

5. METHODOLOGY

Before starting the unit of work, defining the methodological approach that we are going to follow is absolutely necessary. We will describe in the following paragraphs the approach that we have decided to choose and we will pay attention into its main underlying principles.

We have decided to use the **Communicative Language Teaching approach**, which consists of focusing on the development of communicative skills and procedures also known as communicative competence for teaching students a second language. Our unit will be based on a specific topic related to the use of learning a language through its main five skills. We hope that our future students will be motivated by means of working on familiar contents to them and of their interest.

Previous approaches were mainly based on the use of grammar and structures in order to acquire a second language, but this approach that we have chosen is focused on the communicative skills. Real life contexts and situations are provided in order to make students participate in the classroom. Teachers will act like guides and advisers and the activities will be **student-centred**. **National curriculum, Aragonese Curriculum and CEFR** are deeply concerned with this kind of procedures for acquiring a second language, therefore, communicative competence is one of the most important objectives.

Every lesson will be dealt with working on a general topic of their general likes. The main objectives of these lessons will be to make students

achieve objectives without even noticing it. Therefore, one of our main goals is to motivate students in the topic that they are working on and develop their communicative competence in English. Students will be dealing with basic elements such as grammar and vocabulary but without focusing on these elements. They will be using communicative activities to use their acquired knowledge of grammar and vocabulary. An important part of their learning procedure will be to develop their chance to learn from their classmates, not only from the teacher's help and guidance. Besides, learning a second language should not be a tedious process since we must guide students into interaction, cooperation and the use of their intuition and imagination. Choosing real texts, materials and creating daily situations will motivate students.

Anyway, not all the activities will be group-based since it is necessary to develop activities with an individual purpose so the student will develop as well **autonomy** and **independence**. Although most of the activities will take place in the classroom, we should pay attention into space and timing, and possibly variations in order to improve students' motivation.

To sum up, all this actions mentioned above, will make students develop their communicative competence while learning not only a second language but learning how to learn, which is the most important goals and objectives throughout the whole teaching process in general and one of the most challenging aspect for teachers in particular.

Before finishing this methodology section, we have to mention that nowadays English has become a *lingua franca* language, used by means of communication all around the world. There is no doubt about it on account of this globalized world in which we live and the development of modern societies, technologies and the way we interact with each others. According to **Kumaravadivelu (2003)** and his article ***A Postmethod Perspective on English Language Teaching***:

'Equally well-documented is the globality of the English language. "A language achieves a genuinely global status," observes Crystal (1997: 2), "when it develops a special role that is recognized in every country." Clearly, English has achieved such a role. In that global role, English has spawned a large number of local varieties, aptly called world Englishes. An interesting aspect of the emergence of world Englishes is that it is not confined to former British colonies alone. In addition to English in India, Singlish in Singapore, etc., one now hears about *Français* in France, *Denglish* in Germany, and so on. The emergence of world Englishes with their amazing form, function and spread has been the result of what Kachru has called nativization (see, for instance, Kachru, 1982, 1983). Varieties such as Indian English, Nigerian English and Singaporean English represent the extent to which a foreign language can be profitably reconstructed into a vehicle for expressing sociocultural norms and

networks that are typically local. Creative writers such as Salman Rushdie, Chinua Achebe and others have shown how the Western language can be used for communicating sociocultural nuances that are completely alien to the Western culture. Common people who speak English as an additional language see it more as a language of communicational necessity than as a symbol of cultural identity. They use English according to their individual and institutional needs, and keep it separate from their local cultural beliefs and practices.'

6. EVALUATION CRITERIA

INSTRUMENTS OF EVALUATION

At the end of the implementation of this Unit of work, there will be an **exam** in which each student will have to show the acquisition of the whole skills (speaking, listening, writing, reading and spoken interaction) and the contents seen in class. Moreover, students will do a **portfolio** in which they will include the different activities of each lesson plan established by the teacher at the end of each one.

Students' **attitude** and **participation** in class, their **homework** and **their notebooks** will be evaluated for the final marks too. These aspects will provide them their own training and these will be helpful for them to improve their learning.

The kind of evaluation will be a **summative assessment**, taking into account the whole process of learning of each student during each lesson and each mark. The final evaluation in each period will be carried out by our mentors at the end of each one bearing in mind our evaluation criteria and basing on **self-assessment**.

GRADING CRITERIA

Communicative competences determined by the **Aragonese Curriculum** are prioritised in the whole lessons with the purpose of integrating all the skills: listening, reading, spoken interaction, spoken production and writing.

The final mark of each student will be the result of the addition of these parts:

- Exam (including the whole skills): 70% (see lesson plan eight)
- Portfolio (including homework): 20%
- Attitude, participation and notebook: 10%

The exam does not include the grammatical points and the whole vocabulary seen in class but these are evaluated as part of students' homework and along the implementation of this unit of work giving students extra points if they use them well and include them in the portfolio showing they have acquired them. In this way, teacher can check if students have acquired the contents and objectives of this unit providing them at the same time feedback and new input. Teacher is a guide for students and he/she can check students' new knowledge through observation because students have to discover their own knowledge (**Learning by doing**).

EVALUATION OF THE TEACHING-LEARNING PROCESS

The teacher must be **reflective** before, during and after the lesson, this means that he will have to think about his lessons taking into account what happens in the classroom and also thinking about alternative means of achieving the goals (**Barlett, 1990:202**). In order to do that, the teacher evaluates all the process through a personal diary where he writes down all the marks and observations of the students.

In order to evaluate this whole process, teachers provide students a questionnaire or checklist in which they have to answer different types of questions about teachers' implication in the teaching process and about what they have learnt during this period. (See annex 2)

EVALUATION CRITERIA

For the fourth grade of Compulsory Secondary Education, the evaluation criteria are a set of abilities mentioned in the objectives and they are included in the Aragonese Curriculum (223-225).

7. LESSON PLANS

(Students' handout in annex 1)

LESSON 1

Time & date: 4 th B: 18/03, 8:30h-9:20h 4 th A: 18/03, 9:25h-10:15h	Grade: 4 th A/B ESO Number of students: 21(4 th A)/29(4 th B)	Unit of work: Decorate It! Title of lesson: Creativity
Learning objectives -To identify relative pronouns through questions about a famous singer. -To use relative pronouns through an interview to a famous. -To report an interview. -To use relative pronouns through a game among partners.	Expected learning outcomes To identify relative pronouns through questions about a famous singer. -To use relative pronouns through an interview to a famous. -To report an interview. -To use relative pronouns through a game among partners.	

Activities	Time	Procedure	Materials
<p>1.Pre-task: - T will ask students some introductory questions such as:</p> <ul style="list-style-type: none"> • Do you know the woman who is shown in the image? • Do you know the place where she was born? • Do you know the year when she started to sing? • Do you know the song which made her famous? • Do you know if the name that is shown is her real name? <p>-T has to give students some examples in Spanish in order that they translate them into English using the relative pronouns seen in class with the purpose of T checks if they have understood this grammatical point, (<u>speaking</u>)</p>	15'	<p>Students' interaction with the teacher</p> <p>Sentences: Individually And then the whole class</p>	<p>Projector Computer Blackboard/chalk Power point</p>
<p>2. Task: -SS have to create an interview in which one student is the interviewer and the other student is a famous person taking as a reference the questions mentioned before to create others in the style of these. The interviewer has to use relative pronouns in questions to the famous person and then they have to switch the roles. In this way, T can check this point is clear for students. (<u>speaking</u>)</p>	15'	In pairs (with teacher's supervision)	<p>Projector Computer Blackboard/chalk</p>
<p>3. Post-task:-Each student should take three sheets of paper and they should write in each sheet a place, an object and a famous person. Then they should introduce the sheets of paper within a box provided by the teacher. The class is divided into two big groups and a student of each group has to take a sheet and describe or define the written word in order to his/her partners guess it. Then the rest of SS will do the same and so on. (<u>speaking</u>)</p>	20'	In groups (with teacher's supervision)	<p>Sheets of paper Pen Box</p> <p>NOTE: The images shown in class are taken from the Internet</p>

Evaluation of the learning and teaching process

-Have my students engaged in whole group conversation? Have they shown interest with the topic?

-In Pedro Cerrada and in Hijas de San Jose: They showed interest with the topic because it was amusing for them and they participated in class a lot, especially 4ºB because this class has fewer students.

-Have my students understood the difference between relative pronouns?

-In Pedro Cerrada: I think so. They knew to give some examples using them.

I think I was clear all the time.

-In Hijas de San Jose: Students perfectly understood relative pronouns and they did an adequate use during the game.

-In Pedro Cerrada and in Hijas de San Jose: I spoke the entire time in English but sometimes I had to use the mother tongue so that they understood me. In the whole activities I repeated instructions for clarifications.

-Have the students liked the lesson?

In Pedro Cerrada and in Hijas de San Jose: Yes, because they participated voluntarily in some activities.

-Is the handout a help for students in this lesson?

In Pedro Cerrada and in Hijas de San Jose: Not really. They had not used the handout for the activities.

Assessment and feedback

-In Pedro Cerrada and Hijas de San Jose: The teacher showed students some examples of relative pronouns in the pre-task with the purpose they learn how to use them. T corrected students' mistakes and provided them new examples. In the central task, T provided students models of questions to bear in mind in an interview to a famous person. The post-task showed an example about how to carry out the play in the class and T corrected students' sentences when they did not use relative pronouns in their descriptions to achieve they use them.

Action points

-In Pedro Cerrada: They needed more different examples about relative pronouns to use better or to learn to use with frequency.

-In Hijas de San Jose: Students had not any problem.

Homework

-Students did a one-minute-paper about what they had learnt that day. (Individually)

-They reviewed the lesson with the handout and class notes.

LESSON 2

Time & date: 4 th A: 19/03, 8:30h-9:20h 4 th B: 19/03, 13:35h-14:25h	Grade: 4 th A/B ESO	Unit of work: Decorate It!	
	Number of students: 21(4 th A)/29(4 th B)	Title of lesson: Graffiti	
Learning objectives -To be able to give ideas about the topic of the lesson. -To extract specific information of the text. -To express an opinion after reading a text. -To learn some new vocabulary related to the topic of the lesson. -To infer the meaning of new vocabulary.	Expected learning outcomes - To be able to give ideas about the topic of the lesson. -To extract specific information of the text. -To express an opinion after reading a text. -To learn some new vocabulary related to the topic of the lesson. -To infer the meaning of new vocabulary.		
Activities 1.-To introduce the topic, students are shown an image about some materials to paint a graffiti. They have to brainstorm ideas of materials in order to paint one. (<u>speaking</u>) 2.-SS are shown two different graffiti and they have to say what these images suggest to them. Also, students have to answer the following questions: What is the meaning of the graffiti? What is the difference between them? Are they different kinds of graffiti? Do you know some famous graffiti artists? What is the reason why people paint graffiti? SS have to justify the answers in small groups and then, one speaker of each group will say the answer aloud. (<u>speaking</u>) 3.- Before reading the text, SS are given the following sentence: <i>'Even if it's Picasso you are not allowed to paint on other people's walls'</i> SS have to comment it in small groups and think about the topic of the text they are going to read after that. (<u>pre-reading</u>) -SS read the text. SS have to infer the meaning of new words from context. T will help SS. (<u>reading</u>) - Do you consider graffiti as vandalism or as art? Discuss in small groups. (<u>post-reading</u>)	Time 10' 20' 20'	Procedure The whole class (interaction with the teacher) In small groups (interaction with the teacher) In small groups (interaction with the teacher)	Materials Projector Blackboard/chalk Computer Projector Blackboard/chalk Computer Projector Blackboard/chalk A piece of text

			NOTE: The whole images and the piece of text are taken from the Internet
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Evaluation of the learning and teaching process

-Have my students engaged in whole group conversation? Did they show interest with the topic?

-In Pedro Cerrada: They worked in groups in the two classrooms but in 4^oA students tried to avoid the use of the English for activity 3 because the text was difficult for them. The topic was interesting for the whole students and they were quiet motivated to share opinions with their partners.

-In Hijas de San Jose: Students engaged very well in group conversation but some students tried to avoid the use of English. The topic was very entertaining for them.

-Have the students understood the activities? And me?

-In Pedro Cerrada: I think so, I asked them for some doubts but they had not any problems. 4^oB had more problems to understand my instructions than 4^oA; it could be because 4^oB had more students.

-In Hijas de San Jose: They understood well each activity and there weren't differences between the two groups.

-Have the students liked the lesson?

-In Pedro Cerrada: Yes but they had difficulties to understand the text in terms of vocabulary.

-In Hijas de San Jose: Students showed some doubts with some terms but they were given to the meanings of these.

-Is the handout a help for students in this lesson?

-In Pedro Cerrada: Yes, they used it all the time to describe graffiti, finding differences between images, inferring new vocabulary, etc.

-In Hijas de San Jose: Yes, it was helpful for them above all in activity three.

Assessment and feedback

-In Pedro Cerrada and Hijas de San Jose: Teachers resolved some doubts with the new vocabulary trying they infer the meaning and then T has explained the new words to students. Whenever there were some students' mistakes in communication, teacher corrected them.

Action points

-In Pedro Cerrada and in Hijas de San Jose: Teachers gave students more vocabulary related to the topic of the lesson.

Homework

-Students wrote a one-minute-paper about this lesson. (Individually)

- Students reviewed the lesson with the handouts and class notes.

-They wrote four or five sentences using relative pronouns within the context of graffiti.

LESSON 3

Time & date: 4 th B: 20/03, 8:30h-9:20h 4 th A: 21/03, 10:35h-11:25h	Grade: 4 th A/B ESO	Unit of work: Decorate It!	
	Number of students: 21(4 th A)/29(4 th B)	Title of lesson: Piercings	
Learning objectives -To identify the structures with so and such through different sentences. -To use language to support and oppose a point of view. -To write a letter to a friend in order to dissuade him/her to do something.		Expected learning outcomes -To identify the structures with so and such through different sentences. -To use language to support and oppose a point of view. -To write a letter to a friend in order to dissuade him/her to do something.	
Activities 1. - T will show SS some introductory sentences. -SS have to give some examples using so, such, so...that and such....that taking into account teacher's explanations and their own opinion. (<u>speaking</u>) 2.-SS are shown a video about body piercings. In pairs, they have to discuss the advantages and disadvantages of piercings and then they will their reasons to the rest of the class. (<u>speaking</u>) 3.-Students are shown two images and they have to answer what the images suggest to them with a word expressing feelings and then justifying their answers. (<u>speaking</u>) 4.-Students have to write a letter to a friend to suggest it is a crazy act to get a corset piercing. (<u>writing</u>) 5.-One-minute-paper about Today's lesson. (<u>writing</u>)	Time 5' 20' 5' 15' 5'	Procedure The whole class In pairs (with teacher's supervision) In pairs (with teacher's supervision) Individually Individually	Materials Projector Computer Blackboard/chalk Projector Computer Blackboard/chalk Video Projector Blackboard/chalk Pen and paper Pen and paper NOTE: The images of the lesson and the video are taken from the Internet

Evaluation of the learning and teaching process

-Have my students engaged in whole group conversation? Did they show interest with the topic?

-In Pedro Cerrada and in Hijas de San Jose: Yes, but both groups 4^o A and 4^oB in some occasions tried not to speak in English, for example in task number 2. The topic was interesting for them and they paid more attention to the video.

-Have the students understood the grammar point through sentences?

- In Pedro Cerrada: Yes, but I had to show them many examples using so and such because they had difficulties to understand this point.

-In Hijas de San Jose: They had not any problems because this grammatical point was not new for them.

-Have the students liked the lesson?

-In Pedro Cerrada: I think so, but they found the video about piercings disgusting because it showed impressive images.

-In Hijas de San Jose: Students liked it very much but their behavior was not the expected in activity four.

-Is the handout a help for students in this lesson?

-In Pedro Cerrada and in Hijas de San Jose: Not really, the video was their great helpful.

Assessment and feedback

-In Pedro Cerrada: Teacher corrected students' errors using so and such analyzing most frequent mistakes giving examples in Spanish in order that they translated then into English.

-In Hijas de San Jose: Teacher gave them some examples using so and such to check they had not doubts.

Action point

-In Pedro Cerrada: There was not enough time for tasks 3 and four because the grammatical explanation extended because of students' necessities.

-In Hijas de San Jose: There were not problems.

Homework

-They reviewed the lesson with the handouts and class notes.

-They wrote four of five sentences using so and such within the context of piercings.

Evaluation of the learning and teaching process

-Have my students engaged in whole group conversation? Did they show interest with the topic?

-In Pedro Cerrada: They paid attention to the topic but I think what motivated students were the video shown about tattoo sleeves in a chapter of *The big bang theory*. They gave different opinions about the topic.

-In Hijas de San Jose: Students liked very much the video and they were very engaged with the role-playing.

-Have the students understood the activities? And me?

-In Pedro Cerrada: Yes, they participated actively and especially with the video because it was funny for them. I had to repeat my instructions in many occasions because they had some doubts with the activities.

- In Hijas de San Jose: I had not to repeat my instructions because they did not show problems with activities.

-Have the students liked the lesson?

-In Pedro Cerrada and in Hijas de San Jose: I think so. This lesson was one of the most entertaining because watching a video in class was innovative for them. Normally the lessons are masterly and more monotonous.

-Is the handout helpful for students in this lesson?

-In Pedro Cerrada and in Hijas de San Jose: Yes, because they were shown an image to infer the meaning and in their handouts could find all the materials for the lesson development.

Assessment and feedback

-In Pedro Cerrada and in Hijas de San Jose: Teacher gathered information by means of the classroom observation, and especially with teacher-students interaction to resolve some doubts related to the vocabulary of the video. Moreover, teacher gave them feedback when they made mistakes giving opinions or expressing their feelings. Students had to correct their mistakes repeating what they had said in a correct way.

Action point

-In Pedro Cerrada and in Hijas de San Jose: Maybe they needed more vocabulary related to the video because this contained some difficult words for them in spite it had English subtitles.

Homework

- They reviewed the lesson with the handouts and class notes.

-They wrote a paragraph about what they wanted related to the video shown in class.

LESSON 5

Time & date: 4 th B: 25/03, 8:30h-9:20h 4 th A: 25/03, 9:25h-10:15h		Grade: 4 th A/B ESO	Unit of work: Decorate It!
		Number of students: 21(4 th A)/29(4 th B)	Title of lesson: Decoration
Learning objectives -To infer grammar through different examples. -To learn new vocabulary. -To be able to describe pictures. -To practice new grammar structures.		Expected learning outcomes -To infer grammar through different examples. -To learn new vocabulary. -To be able to describe pictures. -To practice new grammar structures	
Activities 1. - SS are shown a picture of a normal class; T asks SS some questions about the class decoration including question tags. -This class is very similar to your class, isn't it? -You don't like the decoration, do you? -You want to change the decoration, don't you? -The decoration can influence your motivation to learn, can't it? SS have to identify this grammatical point and answer the questions. (speaking) 2.-T explains question tags to SS through different examples. 3.-SS are going to be divided into groups; each group is going to be given a photo of different celebrations. Each group has to describe the photo to the other groups and the others have to guess the celebration. (Speaking) T helps SS with the new vocabulary providing them a list of words. 4.-SS are going to prepare a role-playing. One of the students is going to celebrate a party and has to invite his friends; They have to help him to prepare it. They have to talk about the outfit they are going to wear, the decoration of the party, place and time. SS will expose their partners their role-play.	Time 5' 10' 15' 20'	Procedure The whole class with teacher interaction Teacher's explanations Students' interaction In groups (with teacher's supervision)	Materials Projector Computer Blackboard/chalk Projector Computer Blackboard/chalk Projector Computer Blackboard/chalk Projector Computer Blackboard/chalk

			NOTE: The images and the video are taken from the Internet.
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Evaluation of the learning and teaching process

-Have my students engaged in whole group conversation? Did they show interest with the topic?

-In Pedro Cerrada: Yes, they participated actively and activity number 2 was congenial for them because they enjoyed very much. I think it was an enthusiastic topic because students were very active and all of them wanted to go up to the board.

-In Hijas de San Jose: They showed interest in learning the grammatical point as it was new for them. However, the activity they enjoyed most was the description of different celebrations.

-Have the students understood question tags through the examples?

-In Pedro Cerrada: At the beginning they showed some problems but through many examples provided by the teacher, they understood well this grammatical point.

-In Hijas de San Jose: Most of the students understood the grammar quite well. Besides, most of them found it easy and they had almost any mistake. The students found the rest of the activities interesting and they participate actively in them.

-Have the students liked the lesson?

-In Pedro Cerrada: Yes, they have paid much attention to teacher's explanations and they have worked very well in group.

-In Hijas de San Jose: I think so. They were participating all the time and they did not show any sign of boredom.

- Is the handout a help for students in this lesson?

-In Pedro Cerrada: for some students the handout was a very important help but for others not and they scarcely considered it.

-In Hijas de San Jose: Not very. They had the questions they were going to be asked written in their handouts but as I projected a power point with the same questions, they prefer to read them from the screen.

Assessment and feedback

-In Pedro Cerrada and in Hijas de San Jose: Teacher gave students many examples in Spanish and they translated into English to check they had understood the grammatical point. Teacher provided them feedback and help when they made mistakes. In the rest of the exercises teacher also provided feedback them facilitating them new vocabulary and expressions.

Action point

-In Pedro Cerrada and in Hijas de San Jose: The whole lesson was clear for all students.

Homework

-They reviewed the lesson with the handouts and class notes paying attention to the new vocabulary and expressions.

-They wrote some sentences using different question tags to check their knowledge.

<p>student of the other group will do the same. (<u>speaking</u>)</p>			<p>NOTE: The whole images and the fragment of text are taken from the Internet.</p>
<p><u>Evaluation of the learning and teaching process</u></p> <p>-Have my students engaged in whole group conversation? Did they show interest with the topic?</p> <p>-In Pedro Cerrada: Yes, all the students gave new ideas related to the topic to the rest of the class. Boys and girls participated at the same level in the two groups.</p> <p>-In Hijas de San Jose: They paid attention to the topic and found it interesting, especially when they had to comment the differences between the photos.</p> <p>-Have the students understood the lesson?</p> <p>-In Pedro Cerrada: I hope so. They did not show any problem except for some vocabulary words.</p> <p>-In Hijas de San Jose: I think so. They did not ask anything and they participate actively. Specially 4th A.</p> <p>-Have the students liked the lesson?</p> <p>-In Pedro Cerrada: Yes, because they designed in pairs new masks for Venice Carnival. It was a funny activity for them.</p> <p>-In Hijas de San Jose: Yes, because the photos and the reading were included in their handouts as well as the questions they had to discuss.</p> <p>-Is the handout a help for students in this lesson?</p> <p>-In Pedro Cerrada: Yes, because they had to read a text about Venice Carnival in their handouts.</p> <p>-In Hijas de San Jose: Yes, because the photos and the reading were included in their handouts as well as the questions they had to discuss.</p> <p><u>Assessment and feedback</u></p> <p>-In Pedro Cerrada and in Hijas de San Jose: Students read aloud to the order of teacher a text related to Venice Carnival and teacher provided them feedback and help with the new words and pronunciation of some difficult words for them. They repeated these words in a correct way. When they designed the new masks and explained their designs to the rest of the class, teacher corrected their mistakes taking into account the vocabulary, some expressions, and the use of some verbs, among others.</p> <p><u>Action point</u></p> <p>-In Pedro Cerrada and in Hijas de San Jose: The encouragement of some new vocabulary words for students.</p> <p><u>Homework</u></p> <p>-They reviewed the lesson with the handouts and the class notes checking the new vocabulary.</p>			

LESSON 7

Time & date:		Grade: 4 th A/B ESO	Unit of work: Decorate It!		
4 th B: 28/03, 8:30h-9:20h 4 th A: 28/03, 10:35h-11:25h		Number of students: 21(4 th A)/29(4 th B)	Title of lesson: Fashionista		
Learning objectives -To learn new vocabulary related to the context of the song. -To be able to create a quick and narrative writing using the vocabulary related to the song. -To promote students' creativity and fluency in English. -To make students aware of the real informal use of English in songs.		Expected learning outcomes -To learn new vocabulary related to the context of the song. -To be able to create a quick and narrative writing using the vocabulary related to the song. -To promote students' creativity and fluency in English. -To make students aware of the real informal use of English in songs.			
Activities		Time	Procedure	Materials	
1.-Once we know the context for something, we are able to predict possible content. Try giving students a choice of things that they may or may not expect to hear. We are going to give students this sentence from the song ' <i>You have to show a look, have a look or give a look, Faces, beautiful, No one ugly allowed, hahahah</i> '. (speaking)		10'	In pairs	Projector Computer Blackboard/chalk	
2.-When we listen in our first language we can usually concentrate on the overall meaning because we know the meaning of the vocabulary. For students large numbers of unknown words will often hinder listening, and certainly lower confidence. For this activity, we have selected some words and students have to match the word with the correct definition. (Pre-learning vocabulary)		10'	In pairs	Projector Computer Blackboard/chalk	
3.-Students listen to a song, draw a picture to represent what they hear and then explain their pictures in small groups. -Fill the gaps with the correct word. (while-listening)		15'	Drawing: Individually Explanations: In pairs	Projector Computer Blackboard/chalk	
4.-Students listen to a song and take note of 6 or 8 words that they hear. Then they use these words as the basic vocabulary for composing a		15'	In small groups	Projector Computer Blackboard/chalk	

narrative writing in small groups. (Post-listening)			NOTE: The song or other materials are taken from the Internet.
<p><u>Evaluation of the learning and teaching process</u></p> <p>-Have my students engaged in whole group conversation? Did they show interest with the topic? -In Pedro Cerrada and in Hijas de San Jose: Yes, they worked the song in small groups to give their opinions and they showed quiet interest with this lesson because was very different from the rest of the lessons.</p> <p>-Have the students understood the lesson? -In Pedro Cerrada and in Hijas de San Jose: They had some difficulties to understand some words of the song because of pronunciation but little by little they understood well the song.</p> <p>-Have the students liked the lesson? -In Pedro Cerrada: I think so because they seemed to entertain a lot with the song. -In Hijas de San Jose: Yes, this lesson was very amusing for students because the lesson was not so masterly.</p> <p>-Is the handout a help for students in this lesson? -In Pedro Cerrada: oh yes, absolutely! They needed the handout for each activity, for instance to fill in the gaps of the song. -In Hijas de San Jose: The handout was necessary in this lesson because students could find all the materials to work on it.</p> <p><u>Assessment and feedback</u> -In Pedro Cerrada and in Hijas de San Jose: T usually helped students with some difficult words and to facilitate students' understanding T repeated these words after listening to the song and gave them some examples using them in context. In this way, T also provided students feedback for their narrative writing.</p> <p><u>Action point</u> -In Pedro Cerrada and in Hijas de San Jose: The encouragement of some words pronunciation to help students to understand better Spoken English.</p> <p><u>Homework</u> -They revised the lesson with the handout and the class notes and did a one- minute paper about pronunciation.</p>			

LESSON 8: EXAM

CHECK YOUR IMPROVEMENT!

WRITING:

1. Write a composition discussing the advantages and disadvantages of decorating your body (piercings, tattoos). (80-100 words) (2.5 points)

LISTENING: (see annex 3)

2. Listen and correct the sentences according to the listening. (2.5 points)

a. The art exhibition is this afternoon.

-

b. Vanessa is crazy about modern art.

-

c. Lots of people don't understand the artist's name.

-

d. The artist was in Vanessa's brother's class.

-

e. The artist hasn't sold a lot of paintings.

-

f. The artist uses strong colours like green and blues.

-

g. The exhibition is in the old hotel in the city centre.

-

h. Emma's brother has six free tickets.

-

SPEAKING:

3. Prepare a role-playing about a son/daughter trying to convince his/her parents to get a tattoo. Parents will be against and the son or daughter has to give different reasons to persuade their parents. (In groups of three or four people) (2.5 points)

READING:

4. Answer the following questions about the text. (2.5 points)

Saint Patrick's Day

St. Patrick's Day is celebrated in the United States on March 17. It's neither a public holiday (we still have work and school) nor a serious holiday. It's just a fun holiday.

Many Irish people have emigrated from Ireland to the United States over the last few centuries. They brought St. Patrick's Day with them. St. Patrick's Day is a serious religious holiday in Ireland, but it has been changed quite a bit in America.

Today in America people enjoy St. Patrick's Day by wearing green. In fact, if you don't wear at least one small green item, school children may pinch you. Probably the most common symbol for this holiday is the shamrock. Since the shamrock has three leaves, thousands of years ago St. Patrick (a religious leader) used it to teach the Irish people about the three parts of God. Today many people wear a shamrock design on St. Patrick's Day because it is supposed to bring good luck.

On this day many people also enjoy going to a pub and drinking beer. They tell jokes and have a good time. People who don't come from Ireland like to pretend they are Irish, too. Some cities hold parades or marathons. It's not a very big holiday, but it can be a fun one for the people who want to enjoy it. It is very different kind of celebration from St. Patrick's Day in Ireland.

1. St. Patrick Day is celebrated on-----.
2. Do people go to work and school on St. Patrick Day?
3. St. Patrick Day comes from-----.
4. What colour do people wear on this day?
5. If you do not wear this colour, what will school children do to you?
6. What is what this day represents?
7. Wearing a shamrock is a symbol of -----.
8. Where do people go to drink?
9. St. Patrick Day is celebrated in some cities with-----.
10. What is the meaning of shamrock in Spanish? -----.

8. CONCLUSIONS

The realization of this unit of work has helped us to be aware of all the contents we have studied in the Master. At the beginning, we were lost and confused because it was the first time we were planning a learning unit. Nonetheless, after discussing the topic with our tutor we started to organise our minds and ideas and we soon felt more confident. We have to say that we did not chose the topic, one of our tutors told us to create a unit about decoration explaining different grammatical points so, as we thought that the topic was interesting and motivating for our students we adapted our ideas to his instructions.

We tried to introduce different types of activities taking into account the different intelligences our students have and, above all, we tried to create a unit focused on communication. So, as it can be seen through the different lessons, oral activities prevail over the others. Also, we tried to do a different learning unit where creativity and participation are more important than accuracy. Students learn at different rhythms and they will be accurate when they integrate all the contents.

When we were designing the activities we were not sure if they were going to work, but when we implemented the learning unit at the High Schools, we realised we did a great job because our students not only liked the activities but also learnt from them; and this is the main purpose of our unit.

The best part of this work is that we could see things in a real context, we could check if our activities were appropriate or not, and when they were confusing we had time to change them and improve our lessons. In our case, in both High Schools, almost all our activities worked in a very good way. The students got involved and motivated at all times. We think that our students enjoyed the lessons because they were different from the ones they are used to study. They normally follow the book, and from time to time they go to the computer room to practise some grammar exercises. In contrast, we make **use of ICTs** in all our lessons, even to explain the different grammatical points and the homework, and this was something students appreciated because all

of them were able to follow the activities. However, there were also activities that did not work very well. One of them was the role-playing. In this activity, students were supposed to speak in English at all times, but they did not. They prepared the role-playing in Spanish and then they translated the different sentences into English. They just spoke in English when the teacher was close to them. Surprisingly, when they exposed the activity, the great majority did it very well.

With regard to the timing of activities, this is something very important to take into account. When we were designing the activities we calculate an approximate timing, but while we were implementing the unit we needed to change it. In some lessons the timing was perfect and we did not need to change anything, but in others, we need to increase the minutes in some activities or reduce them because we had to time to finish the activities in a proper way.

In a nutshell, we are very glad and satisfied after having implemented our unit of work. To be honest, we consider that this work is the most important one we have done in the Master, and also the most useful. As we have commented before, this one has given us the opportunity to put into practice our ideas and prove them, what it is very important in order to get a first contact with the students when you are a trainee teacher. Moreover, students have learnt a lot and their feedback about our teaching work has been very positive (See the checklist in annex 2).

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ANNEX 1

STUDENTS' HANDOUT AND MATERIALS

LESSON 1: CREATIVITY

1.Pre-task: - T will ask students some introductory questions such as:

- Do you know the woman **who** is shown in the image?
- Do you know the place **where** she was born?
- Do you know the year **when** she started to sing?
- Do you know the song **which** made her famous?
- Do you know if the name **that** is shown is her real name?

-T has to give students some examples in Spanish in order that they translate them into English using the relative pronouns seen in class with the purpose of T checks if they have understood this grammatical point.

(speaking)

2.Task: -SS have to create an interview in which one student is the interviewer and the other student is a famous person taking as a reference the questions mentioned before to create others in the style of these. The interviewer has to use relative pronouns in questions to the famous person and then they have to switch the roles. In this way, T can check this point is clear for students.

(speaking)

3.Post-task:-Each student should take three sheets of paper and they should write in each sheet a place, an object and a famous person. Then they should introduce the sheets of paper within a box provided by the teacher. The class is divided into two big groups and a student of each group has to take a sheet and describe or define the written word in order to his/her partners guess it. Then the rest of SS will do the same and so on.

(speaking)

Example:

LADY GAGA

NEW YORK

MICROPHONE

- I) It's a singer who sang the song Papparazzi
- II) It's the place **where** you can find the Statue of Liberty.
- III) It's an object **that/which** you use when singing a song.

LESSON 2: GRAFFITI

1.-To introduce the topic, students are shown an image about some materials to paint a graffiti. They have to brainstorm ideas of materials in order to paint one. (speaking)



<http://graffitienriobravo.blogspot.com.es/2010/05/materiales-mas-utilizados-para-hacer-un.html>

2.-SS are shown two different graffiti and they have to say what these images suggest to them. Also, students have to answer the following questions:

What is the meaning of the graffiti? What is the difference between them? Are they different kinds of graffiti? Do you know some famous graffiti artists? What is the reason why people paint graffiti? SS have to justify the answers in small groups and then, one speaker of each group will say the answer aloud.

(speaking)



http://www.canstockphoto.com/image_s-photos/vandalism.html#file_view.php?id=15660847

© Can Stock Photo - csp15660847



<http://www.sodahead.com/living/is-graffiti-art/question-3977825/>

3.- Before reading the text, SS are given the following sentence:

'Even if it's Picasso you are not allowed to paint on other people's walls'

SS have to comment it in small groups and think about the topic of the text they are going to read after that. (pre-reading)

-SS read the text. SS have to infer the meaning of new words from context. T will help SS. (reading)

- Do you consider graffiti as vandalism or as art? Discuss in small groups. (post-reading)

Graffiti: is it art or vandalism?

Toronto sets up official panel and the wrangling starts over what to preserve

By Larry Humber. Web only

Published online: 07 November 2012



Toronto is taking a hard look at street art, going so far as to create an official five-member Graffiti Panel, made up of city staffers with backgrounds in “the arts, urban design, architecture and other relevant disciplines”, which met for the first time on 2 November. The first session was contentious but civil, with panel members facing off against property owners who were appealing notices of violation for “markings” on their buildings. **“Even if it’s Picasso, you’re not allowed to paint on other people’s walls,”** says Elyse Parker, a city official who is leading Toronto’s crackdown on graffiti.

At the same time, the city has begun to open its eyes to street art, realising that there is something of merit in the best of it. Toronto’s council has already given its blessing to what is known as Graffiti Alley, a series of colourful backstreets only a few blocks from City Hall. David Liss, the director of Toronto’s Museum of Contemporary Canadian Art, who also has some background in street art, applauds the move. “Certainly the Queen West Alley has some great work, so I’m in favour of preservation,” he says. “Maybe they could start marketing it as a tourist attraction.”

The Graffiti Panel considered nine controversial sites at its first meeting. It was careful to avoid the word “art”, almost as if were an obscenity. “Questioning what is art is what we wanted to get away from,” says Parker.

However, the term would regularly creep into the discussions. At one point, the head of the panel Glen Sharp referred to a work under scrutiny as “art”, then corrected himself, saying, “Excuse me, I mean graffiti.” He also made reference to “the artist” more than once. A panel member subsequently referred to “the art pieces”.

Reaching a consensus will be difficult. One building owner appeared with his lawyer to defend his graffiti covered walls, more than happy to let them stay. The panel wasn’t so sure, first opting to defer judgement, then reopening the matter before deferring it yet again. The owner was asked to reappear at the next session on 30 November. “You can’t win,” he said.

The panel had only photographs of the works to look at, and judging the subject matter could be difficult. “I’m concerned about what the character is holding in his hand,” said one member about a lion figure waving an unidentifiable object. Additional photographs were requested for the next session, to be provided 18 days before the panel sits again. But who is to say graffiti artists won’t revisit the site in the intervening time?

“If anyone thinks that an official programme will reduce graffiti, they’re sadly mistaken,” says Liss. “Many graffiti artists will intentionally not participate and continue working unsanctioned. There is a strain of thought among certain graffiti artists and taggers to ‘destroy’ and vandalise, while others see their markings as a way to claim space from ever-increasing corporate control.”

<http://www.theartnewspaper.com/articles/Graffiti-is-it-art-or-vandalism/28040>

LESSON 3: PIERCINGS

1. - T will show SS some introductory sentences.

-SS have to give some examples using so, such, so...that and such....that taking into account teacher's explanations and their own opinion.
(speaking)

Use SO + adjective

* Piercings are **so** cool.

* A nose piercing is **so** popular for teenagers **that** parents allow their daughters to get one.

Use SUCH (a/an) + adjective + noun

* A piercing is **such** a disgusting thing for my mother.

* A bridge piercing is **such** a showy thing for adults **that** it is banned in High Schools.

2.-SS are shown a video about body piercings. In pairs, they have to discuss the advantages and disadvantages of piercings and then they will their reasons to the rest of the class. (speaking)

video: <http://www.youtube.com/watch?v=Z1xJK6imxxk>

3.-Students are shown two images and they have to answer what the images suggest to them with a word expressing feelings and then justifying their answers. (speaking)



http://t1.gstatic.com/images?q=tbn:ANd9GcTTGbUPI7pqfzbcrcJg5hiXf3vqdfDC_b-PB-mlspjh2PZZXpWYFg

<http://t0.gstatic.com/images?q=tbn:ANd9GcS4EshhfrowpV2abYZE4sv97q-C8YBIKoiXWSdJQxtQe6YmqMSP>

4.-Students have to write a letter to a friend to suggest it is a crazy act to get a corset piercing. (writing)

5.-One-minute-paper about Today's lesson. (writing)

LESSON 4: TATTOOS

1.-A tattoo of Christ is shown to students and they have to say what this image suggests them.

-This tattoo belongs to a famous person. Who is the famous?

-The tattoo has a symbolic meaning. Think about it in no more than five minutes. What is the meaning of this?

-Do you think the meaning of the tattoo is related to the image? Why?

(At the end of the activity the teacher will give students the solution in case they do not know the meaning) (speaking)



<https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRyIPBEppG-f0KxZU8LeE1pAOkx1QjXJ0ZgavHRDX4I4d6RMu8q>

2.-SS are shown a chapter of the TV series *The big bang theory*. In this chapter, two of the protagonists are wearing a t-shirt with sleeves simulating a fake tattoo in order to flirt with girls. After the video, SS have to comment their opinion about this flirting technique. (listening and speaking) (VIDEO)



https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQpn-xq_gtUPvfxJBLCDyAc98z2OSXpql3aL_PF8-HzrsxARD6r

3.- SS have to prepare a role-playing about a son/daughter trying to convince his/her parents to get a tattoo.

Parents will be against and the son or daughter has to give different reasons to persuade their parents. (speaking)

LESSON 5: DECORATION

1.- SS are shown a picture of a normal class, T asks SS some questions about the class decoration including question tags.

-This class is very similar to your class, isn't it?

-You don't like the decoration, do you?

-You want to change the decoration, don't you?

-The decoration can influence your motivation to learn, can't it?

SS have to identify this grammatical point and answer the questions. (speaking)



http://upload.wikimedia.org/wikipedia/commons/2/2c/Inside_a_classroom_of_a_school_in_Kabul.jpg

2.-T explains question tags to SS through different examples.

3.-SS are going to be divided into groups, each group is going to be given a photo of different celebrations. Each group has to describe the photo to the

other groups and the others have to guess the celebration.(Speaking)
T helps SS with the new vocabulary providing them a list of words. (At the end of the handout)

4.-SS are going to prepare a role-playing. One of the students is going to celebrate a party and has to invite his friends, They have to help him to prepare it. They have to talk about the outfit they are going to wear, the decoration of the party, place and time.
SS will expose their partners their role-play.

LESSON 6: MAKE UP

1.-Students are shown different images of famous people with and without make-up. In groups, SS have to discuss the following questions:

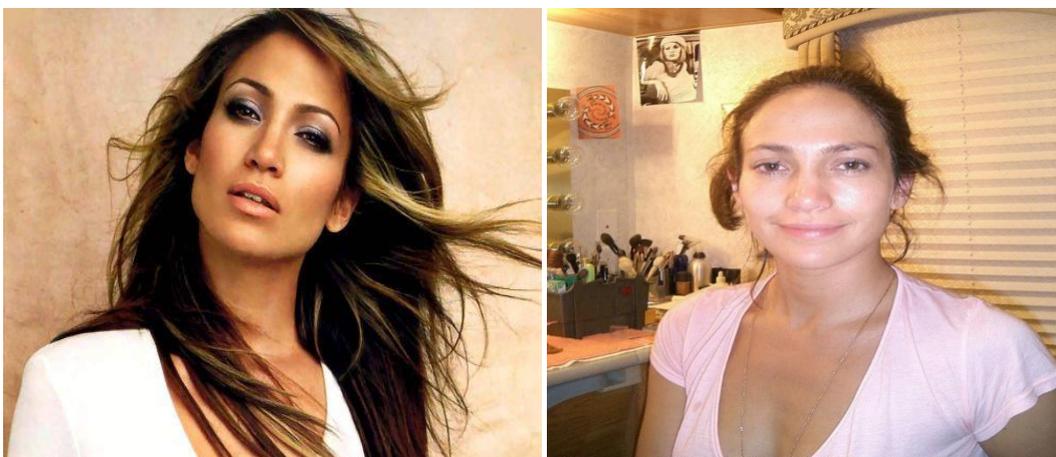
-Do you think there are many differences between the images? What are these differences?

-Are these famous people attractive without make-up?

-Do you think make-up works wonders?

-Do you know other famous women with a great change in their appearance without make-up? (speaking)

A volunteer of each group will give feedback of the main ideas to the rest of the class.



<http://1.bp.blogspot.com/>-

[PpW9pcqXUwg/TixryV1ZL6I/AAAAAAAAAmiQ/qbQ4sBIGYFU/s1600/Jennifer-Lopez.jpg](http://1.bp.blogspot.com/PpW9pcqXUwg/TixryV1ZL6I/AAAAAAAAAmiQ/qbQ4sBIGYFU/s1600/Jennifer-Lopez.jpg)

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<https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcTIOEazBXMMJImcNi5MctC2SZzZkldA-DjFZG1ncGe5q457njDm4w>



https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTy2PW9Gtu_qc1hgjC0dtVz7eqr1ML5GvWhiLiCC5RrsUxfsq4_8w



<https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcSr2C1gz14VChmBW7QI4f7rqYFO0SkQwY6gYBu1cnkfx7s3sD3YtA>

2.-Students have to read a piece of text about Venice carnival mask. Then, they have to summarize the main ideas and answer some questions.

-Do you like Venice carnival mask?

-What mask would you prefer?

-Have you ever been in this carnival? Or Would you like to go here?

Now in pairs students have to design a mask.(It is acceptable to draw one)

(reading and writing)

T will ask SS' answers randomly.

History of the Venice Carnival Mask



Venice Carnival is a centuries old tradition and one of the world's most famous carnivals. Venice Carnival is also becoming our own tradition; we just attended for the fourth year running. I've written previously about the history of Carnevale di Venezia, Carnevale events affordable for everyone like a Giro d'ombra pub crawl, and what it's like to masquerade. But it's the masks, the quintessential feature, that makes the Venice Carnival unique from Italy's other famous carnivals.



The tradition of the mask started in the 13th century when Venetians would hold celebrations and parties from December 26th until the start of Lent and wear

elaborate masks to conceal their identity. These parties were the only time when the lower and upper classes mingled together. Aristocrats and peasants, disguised by their masks, played out their fantasies together. They indulged in illicit activities like gambling, clandestine affairs, political assassination, and dancing and partying the night away.

Early Venetian masks were quite simple, and after Venice Carnival was abolished for nearly two centuries, served a very practical purpose. Women were not allowed to go to the theater without wearing a bauta to cover their faces. Nowadays, Venetian masks are a much more elaborate affair. They are made with the application of gesso, a white paint mixture, and gold leaf and are all hand-painted using natural feathers and gems to decorate. There are a few typically Venetian masks:



Bauta

Considered to be the traditional Venetian mask, bauta comes from the German “*behüten*”, meaning to protect. It is always white and used to mostly cover the facial features. It is always worn with the black hat with three tips (tricornio).



Moretta

Invented in France, the moretta mask was quickly adopted by Venetian women because of the way it accentuated their feminine features. The moretta mask was actually first worn by women visiting convents and secured by clenching a button between their teeth. This ensured their vow of silence in the convent. Modern moretta masks are much more comfortable and simply tie on.



Volto

The volto mask is also called the larva mask, meaning ghost-like appearance. It was quite comfortable to wear and allowed the wearer to eat and drink easily. It was worn by men with a black cloak and the black tricorno hat.



Columbina

One of the first actresses in the *Commedia dell'arte* felt her face was much too beautiful to cover completely, and so instead wore a half-mask especially designed for her. The mask type quickly became popular and nowadays is highly decorated with gold, silver, crystal, and feathers.



Medico della Peste (Plague Doctor)

The birdlike mask actually was not worn by carnival goers; instead it originated in the 17th century by French physician Charles de Lorme and was worn by plague doctors to protect them from airborne diseases. Carnival goers eventually started wearing a decorated version as a *memento mori*, a remembrance of their mortality.

<http://jdombstravels.com/history-venice-carnival-mask/>

3.-Game: hangman. The class will be divided into two groups. In turns, one of the student will come to the board and has to think about a word previously seen in one of the lessons and put the lines respective to number of letters. The SS of the other group have to give letters one by one until they know the word. After that, a student of the other group will do the same. (speaking)

LESSON 7: FASHIONISTA

1.-Once we know the context for something, we are able to predict possible content. Try giving students a choice of things that they may or may not expect to hear. We are going to give students this sentence from the song: '*You have to show a look, have a look or give a look, Faces, beautiful, No one ugly allowed, hahahah*'. (speaking)

2.-When we listen in our first language we can usually concentrate on the overall meaning because we know the meaning of the vocabulary. For students large numbers of unknown words will often hinder listening, and certainly lower confidence. For this activity, we have selected some words and students have to match the word with the correct definition. (Pre-learning vocabulary)

-To line up
-To allow

- to buy and sell
- to be of the correct size or shape

- To dare
- Against
- Trade
- To fit
- opposed to
- to be courageous enough to try (to do something)
- to permit
- to form, put into, or organize a line-up

3.-Students listen to a song, draw a picture to represent what they hear and then explain their pictures in small groups.

-Fill the gaps with the correct word.

(while-listening)

FASHIONISTA, JIMMY JAMES

Everybody **line up**

The show is about to

Places, the show is about to

You have to show a, have a, or give a

Faces,

No one **allowed** (HAHAHAH)

Are you ready? Here we go

..... is the art, are the gods

..... play the part of angels in the

Which one of you would ever **dare** to go **against**

That is a **trade** and everyone is paid

Fashionista, how do you look? (x2)

New York,, Paris, Milan

Tokyo, I think it's in Japan

Asia,, Las Vegas to play

LA, if you pay my way

Fashionista, how do you look? (x4)

(Who you wearing?)

Sean John, Calvin Klein

Donna Karan's line

Valentino, YSL

Ferragamo and Chanel

Holsten, Gucci, Figla, Rucci

Don't forget my Pucci

Fendi and Armani

God, I miss Gianni

Kenneth Cole, Michael Korrs

Mr. Ford I can't afford

D&G and BCBG

Looking good is never easy

Alexander Perkovich

Naomi Campbell such a B****

I wanna be Delgada

To fit into my Prada
Oscar de la Renta
Louis Vuitton
Imitation of Christ, has a price
Fashionista, how do you look? (x3)
What are you wearing?

<http://www.youtube.com/watch?v=NOhUG5t40zU>

4.-Students listen to a song and take note of 6 or 8 words that they hear. Then they use these words as the basic vocabulary for composing a narrative writing in small groups.

(Post-listening)

LESSON 8 will be the exam about the unit of work *Decorate it!*

LESSON 5: CELEBRATIONS (VOCABULARY)

Birthday

Pinata
Ribbon
Wrapping paper
Guests
Balloon
Bow

Prom

Gown
Jewelry
High Heels
Make up
Bun
Bow tie

Wedding

Bride
Groom
Priest
Godfather
Maid of honor
Veil
Wedding rings

New Year's Eve

New Year resolutions
Chimes
Fireworks
Mistletoe
Grapes
Red underwear

Christmas

Christmas carol
Seafood
Candy cane
Three wise men
Garland
Coal
Sleigh

Halloween

Costume
Cobweb
Coffin
Dress up
Goblin
Grave
Werewolf
Bogeyman

Carnival

Glitter
Feathers
Streamer
Decorations
Eye mask
Parade
Charriot

LESSON 5: IMAGES



<http://www.pikatoy.com/beta/?mod=tienda&id=25>



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ANNEX 2

CHECKLIST TO ASSESS TEACHER'S WORK

Please indicate with a cross taking into account the degree in which you are agree or disagree with the following statements being the number one 'totally disagree', number two 'sometimes' and number three 'totally agree'.

Statements:	Degrees:		
	1	2	3
1. Teacher tries to give clear instructions to students to facilitate the learning and she usually repeats these instructions.			
2. Teacher uses English all the time.			
3. Teacher uses the mother tongue to explain some concepts that students do not understand well. (But in exceptional cases).			
4. Teacher has used in any occasion some digital resources such as the projector, the computer or others fostering the use of ICTs.			
5. Teacher fosters the work in group to improve students' learning.			
6. Teacher shows some examples to do the tasks or to explain the grammatical points with the purpose to improve students' learning.			
7. Teacher fosters the whole students participate in class and develop their own autonomy to give opinions.			
8. Teachers tries all students speak in English and try to communicate with the rest of the class.			
9. Teacher uses questions to stimulate discussion.			
10. Teacher is correct and respectful with students.			
11. Teacher provides students homework to check they have understood the contents of the lessons.			
12. Calls on non-volunteers as well as volunteers.			
13. Maintains eye contact and moves about room.			
14. Assists in mastering new vocabulary (explaining the meaning).			
15. Allows time for evaluation of the discussion itself.			

ANNEX 3

LISTENING

Vanessa (V), Emma (E)

E: Hi Vanessa! Do you want to
Come to an art exhibition
with me tomorrow?

V: Well Emma, that depends.
What kind of art is it?

E: Modern...

V: No thanks, I can't stand
modern art.

E: You can't stand it or you
don't understand it?

V: What do you mean?

E: Lots of people say they don't
like modern art. But really
they just don't understand
the artist's message.

V: Well, who's the artist?

E: He's a local; in fact he went to
our school! But he left about
10 years before us. He was in
my brother's class. He's very
good.

V: How do you know he's very
good?

E: Because he's sold lots
of paintings and had an
exhibition in London and
Paris.

V: That doesn't mean that I'll
like him.

E: But he's great! He's worried
about our planet. He tries to
make people see what we're
doing to our world and that
we need to stop it.

V: How does he show that in
his paintings?

E: Well, he uses lots of strong
colours, like red and black
to show the pollution and
he uses softer colours, like
greens and blues to show
how beautiful our planet is.

V: Where's the exhibition?

E: It's in the big new hotel in
the town centre.

V: But I haven't got any money!

E: That doesn't matter. It's free.

V: Why is it free?

E: Because the artist sent my
brother 7 free tickets. All my
family's going and there's
one extra ticket. I thought
you might want it.

V: Why would I want it?

V: Because it would be an

interesting experience. It's
always good to see new
things. And you might even
learn something!

Sánchez, M^a José., Bueno, J.M., with Cathy Myers. (2006). *What's up?*. Madrid:
Pearson Educación