

68515 DISEÑO CURRICULAR DE LENGUAS EXTRANJERAS: INGLÉS

YEAR PLAN: “English”

2nd year of Secondary Education

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INTRODUCTION

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

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

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

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

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

I. CONTEXTUALIZATION

1.1. Official documents: National and Aragonese Curriculum

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

1.2. School setting

• 1.2.1. Characteristics of the school

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

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

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

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

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

• 1.2.2. Socio-cultural context

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

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

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

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

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

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

• 1.2.3. The students: characteristics and needs.

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

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

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

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

II. SYLLABUS DESIGN AND DEVELOPMENT

2. 1. Introduction

• 2.1.1. Organising principles

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

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

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

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

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

• 2.1.2. Epistemological Framework

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

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

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

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

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

• 2.1.3. Contribution to the key competences

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

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

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

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

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

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

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

2. 2. Objectives

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

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

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

2. 3. Contents

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

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

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

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

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

- Personal communication through e-mails and other Internet resources.
- **BLOQUE 3: Language Awareness and Reflection On Learning**
 - Use of expressions and specific lexical for each Unit.
 - Use of the most common structures and functions (conditionals, comparatives, etc.).
 - Identification of morphological elements in the use of the language through TV series, songs, etc.
 - Active participation in work group activities.
 - Development of self-learning by using different resources: Internet, newspapers, books, etc.
- **BLOQUE 4: Socio-Cultural Aspects and Intercultural Awareness**
 - Knowledge and respect towards different cultures: historical, geographical, literary aspects.
 - Identification of different customs and social norms.
 - Valuation of personal enrichment due to the connection among cultures.
 - Use of appropriate politeness formulas in social exchanges.

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

2.4. Methodology

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

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

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

• 2.4.1. Methodological aspects

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

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

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

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

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

- **2.4.2. Resources**

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

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

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

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

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

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

- **2.4.3. Groupings**

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

- **2.4.4. Space**

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

- **2.4.5. Timing**

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

2.5. Evaluation

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

Evaluation procedures and instruments

➤ Procedures:

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

➤ Instruments:

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

- **2.5.2. Grading criteria**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

• 2.5.4. Evaluation of the year plan

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

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

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

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

2.6. Differentiation

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

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

III. UNIT PLANS

UNIT 1: "Friends"
TIMING: First Term (3 weeks)
LEARNING OBJECTIVES

-To know personality adjectives and hobbies, and use them in a real context. (<i>General Objective 6</i>) -To be able to describe daily-life activities and hobbies. (<i>G. O. 8</i>) -To introduce new people through common expressions. (<i>G. O. 3, 6</i>) -To develop speaking skills related to friendship. (<i>G. O. 2, 3</i>) -To be able to write a description about a friend. (<i>G. O. 5</i>) -To be able to read and understand a magazine article related to social norms in different countries. (<i>G. O. 4, 6</i>) -To be able to understand film context conversations and spot mistakes related to those conversations. (<i>G. O. 6, 7</i>) -To get used to some basic aspects about rhythm and intonation. (<i>G. O. 7</i>)	
CONTENTS	
Bloque 1: Listening, speaking and conversation	-Oral comprehension and presentation of friendship conversations and description of leisure activities. - Use of the adverbs of frequency in daily situations.
Bloque 2: Reading & writing	-Simple e-mails production and descriptions of people using the Unit vocabulary. -Comprehension of simple texts related to the Unit topics: friendship and social relationships.
Bloque 3: Language awareness and reflections on learning	-Use of friendship and daily life expressions. - Use of proper common expressions and lexical in a specific context. -Use of politeness structures in usual contexts.
Bloque 4: Socio-cultural aspects and intercultural awareness	-Identification of different customs related to social norms in other countries. -Use of politeness formulas in daily life. -Knowledge of other cultures as well as its importance for personal enrichment.
KEY and specific COMPETENCES This Unit specially develops: - Digital competence , through the use of ICTs, Internet and the media available. - Interpersonal and civic competence , through strategies of work group to promote interaction among students. - Personal initiative and autonomy , through the development of autonomous work (search for information, reading activities, etc.)	
ASSESSMENT CRITERIA - To describe a friend's personality and likes. (<i>Criteria 4</i>) -To talk about hobbies and personality in daily-life. (<i>Criteria 5</i>) -To be able to understand leisure context and friendship conversations. (<i>Criteria 1 & 2</i>) -To show interest in other cultures. (<i>Criteria 8</i>)	
VALUES ACROSS THE CURRICULUM This Unit tries to promote the respect among people without taking into account physical differences and different cultures.	
RESOURCES AND MATERIALES Text book <i>English in motion 2</i> , ELP Portfolio, Multi-ROM, Worksheets, Whiteboard and <i>ESLgold</i> Website.	
ACTIVITIES -Vocabulary-Personality adjectives: Exercise 1, page 7 from <i>English in Motion 2</i> . -Listening-Hobbies: Exercises 2, 3 & 4, page 10 from <i>English in Motion 2</i> . -Reading-Greet the world: Exercises 1, 2 & 3, page 12 from <i>English in Motion 2</i> . -Writing: composition (e-mail) about a friend. -Speaking-Are you a good friend quiz: oral exercises (exercises 1 & 2, page 8 from <i>English in Motion 2</i>). / Speaking activity from <i>ESLgold.com</i> in order to talk about hobbies, for instance, Sports → http://www.eslgold.com/speaking/topic_sports.html -Use of English: Exercises 1, 2, 3 & 4, page 13 from <i>English in Motion 2</i> .	

UNIT 2: “About town”	
TIMING: First Term (3 weeks)	
LEARNING OBJECTIVES <ul style="list-style-type: none"> -To know different kinds of shops and music genres, and use them in a real context. (<i>General Objective 2, 6</i>) -To be able to describe shops in different areas through common words and expressions. (<i>G. O. 8</i>) -To develop speaking skills related to shops and music likes. (<i>G. O. 2, 3</i>) -To be able to make questions and write a description with the answers about one’s free time. (<i>G. O. 2, 5</i>) -To be able to read and understand a magazine article with comic strips as an aid for comprehension. (<i>G. O. 4, 6</i>) -To be able to discuss daily activities of people in one’s life. (<i>G. O. 1, 6</i>) -To be able to understand an interview related to music genres and spot mistakes. (<i>G. O. 1</i>) -To be able to distinguish similar sounds. (<i>G. O. 7</i>) 	
CONTENTS	
Bloque 1: Listening, speaking and conversation	<ul style="list-style-type: none"> -Oral comprehension and presentation of free time activities. -Use of time expressions in daily situations.
Bloque 2: Reading & writing	<ul style="list-style-type: none"> -Simple descriptions of people likes and leisure activities using the Unit vocabulary. -Comprehension of simple texts related to the Unit topics: shops and music genres.
Bloque 3: Language awareness and reflections on learning	<ul style="list-style-type: none"> -Use of daily life and likes expressions. -Use of proper common expressions and lexical in a specific context.
Bloque 4: Socio-cultural aspects and intercultural awareness	<ul style="list-style-type: none"> -Identification of different polite formulas to make requests. -Use of politeness formulas in daily life. -Valuation of personal enrichment due to the connection among cultures regarding literature, arts, sports, etc.
KEY and specific COMPETENCES This Unit specially develops: <ul style="list-style-type: none"> -Digital competence, through the use of ICTs, Internet and the media available. -Interpersonal and civic competence, through strategies of work group to promote interaction among students. -Personal initiative and autonomy, through the development of autonomous work (search for information, reading activities, etc.) 	
ASSESSMENT CRITERIA <ul style="list-style-type: none"> - To describe shops. (<i>Criteria 4</i>) -To talk about hobbies and likes in daily-life. (<i>Criteria 5</i>) -To be able to make polite requests. (<i>Criteria 2</i>) -To be able to understand leisure contexts. (<i>Criteria 1 & 2</i>) -To show interest in other cultures and their famous people. (<i>Criteria 8</i>) 	
VALUES ACROSS THE CURRICULUM This Unit tries to promote the use of language that can be transferred to real-life situations, and the use of strategies for students in order to evaluate their own work.	
RESOURCES AND MATERIALES Text book <i>English in motion 2</i> , ELP Portfolio, Multi-ROM, Worksheets, Whiteboard and <i>ESLgold</i> Website.	
ACTIVITIES <ul style="list-style-type: none"> -Vocabulary-Shops: Exercises 1 & 2, page 15 from <i>English in Motion 2</i>. -Reading-Look who’s here: Exercises 2 & 4, page 16 from <i>English in Motion 2</i>. -Listening-Music survey: Exercises 3, 5 & 6, page 18 from <i>English in Motion 2</i>. -Writing: composition (e-mail) about free-time activities. -Speaking: oral exercises (exercise 5, page 17; exercise 5, page 19 from <i>English in Motion 2</i>). /Speaking activity from <i>ESLgold.com</i> in order to use the Present Simple to talk about daily activities (simple phrases and expressions, and vocabulary for these situations) → http://www.eslgold.com/speaking/ss_simple_sentences.html -Use of English: Exercises 2, 3, 4 & 5, page 19 from <i>English in Motion 2</i>. 	

UNIT 3: “Let’s go”	
TIMING: First Term (3 weeks)	
LEARNING OBJECTIVES <ul style="list-style-type: none"> -To know types of transport and adjectives related to them, and use them in a real context. (<i>General Objective 6</i>) -To be able to defend and justify personal preferences through common expressions. (<i>G. O. 8</i>) -To develop speaking skills related to advantages and disadvantages of transport, and asking for travel information. (<i>G. O. 2, 3</i>) -To be able to write a description about the place where one lives. (<i>G. O. 5</i>) -To be able to read and understand descriptions about different cities or countries. (<i>G. O. 4, 6</i>) -To be able to compare people and things. (<i>G. O. 6, 8</i>) -To get used to some basic aspects about rhythm and intonation. (<i>G. O. 7</i>) 	
CONTENTS	
Bloque 1: Listening, speaking and conversation	-Oral comprehension and presentation of places in the city. -Discussion on the advantages and disadvantages of different types of transport.
Bloque 2: Reading & writing	-Descriptions of places in the city using the Unit vocabulary. -Comprehension of simple texts related to the Unit topics: travel and places in the city.
Bloque 3: Language awareness and reflections on learning	-Use of comparatives and superlatives in different situations. -Use of proper common expressions and lexical in a specific context.
Bloque 4: Socio-cultural aspects and intercultural awareness	-Identification and description of famous buildings and places around the world. -Use of politeness formulas in daily life. -Valuation of personal enrichment due to the connection among cultures.
KEY and specific COMPETENCES This Unit specially develops: <ul style="list-style-type: none"> - Competence in linguistic communication: Through some of the activities of this Unit, students learn to express themselves orally and in writing. -Digital competence, through the use of ICTs, Internet and the media available. -Interpersonal and civic competence, through strategies of work group to promote interaction among students. 	
ASSESSMENT CRITERIA <ul style="list-style-type: none"> -To describe buildings and places. (<i>Criteria 4</i>) -To talk about personal preferences in different situations. (<i>Criteria 5</i>) -To be able to understand travel context. (<i>Criteria 1 & 2</i>) -To show interest in other cultures and places around the world. (<i>Criteria 8</i>) 	
VALUES ACROSS THE CURRICULUM This Unit tries to promote the respect for other cities, countries and cultures.	
RESOURCES AND MATERIALES Text book <i>English in motion 2</i> , ELP Portfolio, Multi-ROM, Worksheets, Whiteboard and <i>AgendaWeb</i> Website.	
ACTIVITIES <ul style="list-style-type: none"> -Vocabulary-Transport: Exercises 1, 2 & 3, page 23 from <i>English in Motion 2</i>. -Listening-Travel information: Exercises 1, 2, 4 & 5, page 29 from <i>English in Motion 2</i>. / Listening activity from <i>Agenda Web.org</i> where students can practice listening comprehension related to a topic, por instance, “Best city in your country” → http://www.elllo.org/Pages/Mixer/44-MX-BestCity.htm -Reading-Under London: Exercises 4, 5 & 6, page 28 from <i>English in Motion 2</i>. -Writing: composition about one’s city (Exercise 5, page 30 from <i>English in Motion 2</i>). -Speaking-Travel information and preferences (exercise 3, page 23; exercise 8, page 25 from <i>English in Motion 2</i>). -Use of English: Exercises 6, 7 & 8, page 25 from <i>English in Motion 2</i>. 	

UNIT 4: “Prodigies”	
TIMING: Second Term (3 weeks)	
LEARNING OBJECTIVES <ul style="list-style-type: none"> -To know different body parts, and use them in a real context. (<i>General Objective 2, 6, 14</i>) -To be able to describe abilities in the past. (<i>G. O. 5, 6, 8, 14</i>) -To describe other people physically. (<i>G. O. 2, 6, 8, 14</i>) -To develop speaking skills related to historical figures. (<i>G. O. 2,3,6,7,13,14</i>) -To be able to write a family story. (<i>G. O. 5, 14</i>) -To be able to read and understand a magazine article related to child prodigies. (<i>G. O. 4, 6, 9, 11, 13, 14</i>) -To be able to understand a conversation about past cultures and famous people. (<i>G. O. 1, 2, 6, 13, 14</i>) - To get used to some basic aspects about rhythm and intonation. (<i>G. O. 7</i>) 	
CONTENTS	
Bloque 1: Listening, speaking and conversation	<ul style="list-style-type: none"> - Description of historical figures. - Oral comprehension and presentation of hobbies related to childhood. - Description of physical characteristics.
Bloque 2: Reading & writing	<ul style="list-style-type: none"> - Comprehension of readings related to the Unit topic: prodigies. - Description of familiar stories.
Bloque 3: Language awareness and reflections on learning	<ul style="list-style-type: none"> - Use of physical characteristics and old hobbies. - Use of proper common expressions and lexical in a cultural context.
Bloque 4: Socio-cultural aspects and intercultural awareness	<ul style="list-style-type: none"> - Identification and description of the most famous historical figures around the world. - Valuation of personal enrichment due to the connection among cultures.
KEY and specific COMPETENCES This Unit specially develops: <ul style="list-style-type: none"> - Competence in linguistic communication: Through some of the activities of this Unit, students learn to express themselves orally and in writing. -Digital competence, through the use of ICTs, Internet and the media available. -Interpersonal and civic competence, through strategies of work group to promote interaction among students. -Learning to learn because in this Unit students reflect about their own learning and identify some strategies to learn efficiently. -Personal initiative and autonomy, through the development of autonomous work (search for information, reading activities, etc.) 	
ASSESSMENT CRITERIA <ul style="list-style-type: none"> -To describe people taking into account their physical characteristics. (<i>Criteria 4 & 5</i>) - To talk about stories related to one’s family. (<i>Criteria 2 & 4</i>) - To talk about hobbies related to childhood. (<i>Criteria 2</i>) - To be able to understand information about historical figures. (<i>Criteria 1, 3 & 6</i>) - To show interest in learning historical aspect from other cultures. (<i>Criteria 7 & 8</i>) 	
VALUES ACROSS THE CURRICULUM This Unit tries to promote the respect for other cultures and for the historical characters around the world.	
RESOURCES AND MATERIALES Text book <i>English in motion 2</i> , ELP Portfolio, Multi-ROM, Worksheets and Whiteboard.	
ACTIVITIES <ul style="list-style-type: none"> -Vocabulary-Body parts: Exercise 3, page 35 from <i>English in Motion2</i>. http://www.juntadeandalucia.es/averroes/interlex/topics.htm http://www.learnenglish.de/basics/appearances.html -Listening: http://www.ivoox.com/descriptions-2-basic-listening-audios-mp3_rf_1065025_1.html -Reading and Speaking: http://science.discovery.com/life-earth-science/10-child-prodigies.htm -Writing: "Family history project": page 42 from <i>English in Motion2</i>. - Use of English: "Culture Einstein´s Brain": page 40 from <i>English in Motion2</i>. 	

UNIT 5: “Telling Tales”	
TIMING: Second Term (3 weeks)	
LEARNING OBJECTIVES <ul style="list-style-type: none"> - To know different kind of technology, science fiction and films, and use them in a real context. (<i>G. O.2, 6</i>) -To be able to describe different fiction stories. (<i>G. O. 1, 3, 14</i>) -To be able to answer questions related to different readings or interviews. (<i>G. O. 1</i>) -To be able to write stories following some indications. (<i>G. O. 5, 6, 8, 9</i>) -To be able to read and understand articles related to science fiction around the world. (<i>G. O. 10, 11</i>) -To be able to understand a recording about science fiction. (<i>G. O.1, 6</i>) 	
CONTENTS	
Bloque 1: Listening, speaking and conversation	<ul style="list-style-type: none"> - Description of different science fiction films. - Use of cinematographic and science fiction expressions in real context. - Description of the advantages and disadvantages of science fiction films and books.
Bloque 2: Reading & writing	<ul style="list-style-type: none"> - Description of science fiction or cinematographic stories. - Elaboration of science fiction stories.
Bloque 3: Language awareness and reflections on learning	<ul style="list-style-type: none"> - Use of present actions and movement expressions. - Use of proper cinematographic and science fiction expressions and lexical in different contexts.
Bloque 4: Socio-cultural aspects and intercultural awareness	<ul style="list-style-type: none"> - Knowledge of different expressions related to cinema and literature. - Use of typical expressions related to new technologies, science fiction and films. - Personal valuation of advantages of learning a second language in an intercultural context.
KEY and specific COMPETENCES This Unit specially develops: <ul style="list-style-type: none"> -Digital competence, through the use of ICTs, Internet and the media available. -Interpersonal and civic competence, through strategies of work group to promote interaction among students. -Learning to learn because in this Unit students reflect about their own learning and identify some strategies to learn efficiently. -Personal initiative and autonomy, through the development of autonomous work (search for information, reading activities, etc.) 	
ASSESSMENT CRITERIA <ul style="list-style-type: none"> - To use common expressions about science fiction and films properly. (<i>Criteria 2 & 4</i>) - To talk about cinematographic or literary preferences. (<i>Criteria 2, 5 & 6</i>) - To understand short writings about science fiction. (<i>Criteria 1 & 3</i>) - To make a description of an imaginary science fiction character. (<i>Criteria 4, 6</i>) - To use the new technologies to search information related to the Unit topics and write a composition about it. (<i>Criteria 7</i>) 	
VALUES ACROSS THE CURRICULUM This Unit tries to promote the respect for different opinions or preferences by means of proper and politeness expressions, and it also develops the idea of cooperative working through learning strategies.	
RESOURCES AND MATERIALES Text book <i>English in motion 2</i> , ELP Portfolio, Multi-ROM, Laptop, Internet, Worksheets and Whiteboard.	
ACTIVITIES <ul style="list-style-type: none"> -Vocabulary-Science Fiction and Cinema: http://quizlet.com/13764546/science-fiction-vocabulary-flash-cards/ http://quizlet.com/8159440/cinema-vocabulary-spanish-a-level-flash-cards/ http://www.espanol-ingles.com.mx/phrase_book/spanish/cinema.html -Listening: Close Encounters Exercises 2, 3 & 4, page 46 from <i>English in Motion2</i>. http://www.listenaminute.com/s/science_fiction.html -Reading: "Culture Unsolved Mysteries", page 48 from <i>English in Motion2</i>. http://www.mansioningles.com/Lectura09.htm - Writing, Speaking and Use of English: WebQuest: http://zunal.com/process.php?w=68090 	

UNIT 6: “Electric!”	
TIMING: Second Term (3 weeks)	
LEARNING OBJECTIVES -To be able to use words and expressions related to TV programs and Electrical appliances and use them in a real context. (<i>General Objective 2, 3, 5 & 6</i>) -To be able to use common expressions related to TV habits. (<i>G.O. 2 & 8</i>) -To be able to distinguish between countable and uncountable objects. (<i>G.O. 6, 8 & 9</i>) -To learn how one can help to improve the benefits of energy saving. (<i>G.O. 4</i>) -To talk about one’s favorite TV programs. (<i>G.O. 3</i>) -To be able to search the most famous English-speaking television series. (<i>G.O. 9, 10, 11, 13</i>) -To get used to some basic aspects about rhythm and intonation. (<i>G.O. 7</i>)	
CONTENTS	
Bloque 1: Listening, speaking and conversation	- Use of expressions about TV program likes and Electrical appliances. - Oral comprehension about the benefits of energy saving. - Description of one’s favourite TV programs. - Oral explanations about how one can improve habits related to energy.
Bloque 2: Reading & writing	- Comprehension of simple texts about TV programs and Energetic resources. - Comprehensive reading of texts about how to save energy and the future of the planet.
Bloque 3: Language awareness and reflections on learning	- Use of proper common expressions and lexical in a specific context based on Energetic resources. - Distinction between countable and uncountable nouns. - Development of self-learning by searching for information about television series.
Bloque 4: Socio-cultural aspects and intercultural awareness	- Knowledge about English-speaking famous television programs. - Identification of similarities and differences between the TV programs in different cultures.
KEY and specific COMPETENCES This Unit specially develops: - Competence in linguistic communication: Through some of the activities of this Unit, students learn to express themselves orally and in writing. - Digital competence, through the use of ICTs, Internet and the media available. - Interpersonal and civic competence, through strategies of work group to promote interaction among students. - Learning to learn because in this Unit students reflect about their own learning and identify some strategies to learn efficiently. - Personal initiative and autonomy, through the development of autonomous work (search for information, reading activities, etc.).	
ASSESSMENT CRITERIA -To use common expressions about hobbies and preferences. (<i>Criteria 2 & 4</i>) - To talk about different TV programs and electrical appliances. (<i>Criteria 1 & 5</i>) - To understand written compositions about energetic resources. (<i>Criteria 1, 3</i>) -To write a brief composition about someone’s favorite TV program. (<i>Criteria 4</i>) -To search for information related to the Unit on the different media. (<i>Criteria 1, 5, 7 & 8</i>)	
VALUES ACROSS THE CURRICULUM This Unit tries to make people aware of the importance of changing some human habits in order to save energy and make Earth a better place to live on.	
RESOURCES AND MATERIALES Text book <i>English in motion 2</i> , ELP Portfolio, Multi-ROM, Laptop, Internet, Worksheets and Whiteboard.	
ACTIVITIES -Vocabulary-TV Program and Electrical appliances and : TV Program page 51 from <i>English in Motion2</i> . Electrical appliances page 54 from <i>English in Motion2</i> . http://www.youtube.com/watch?v=6tPtCZcbbQI -Listening: A Grenner World: http://www.esl-lab.com/world/worldrd1.htm TV Programs: http://www.esl-lab.com/tvguide/tvguiderd1.htm -Reading: TV Habits, page 52 from <i>English in Motion2</i> . Pollution: http://www.myenglishpages.com/site_php_files/reading-pollution-environment-issues.php#.UsVR9PTuJZQ -Writing: My favorite TV Program/film page 58 from <i>English in Montion2</i> .	

-Speaking:
My favorite TV Program/film page 125 from *English in Motion2 Teachers' Book*.
Pollution from: www.eslDiscussions.com
-Use of English:
Countable and uncountable Electrical appliances page 53 from *English in Motion2*.

UNIT 7: "Health"

TIMING: Third Term (3 weeks)

LEARNING OBJECTIVES

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

CONTENTS

Bloque 1: Listening, speaking and conversation	-Use of expressions about health in daily life conversations. -Oral comprehension about the benefits of practicing yoga. -Production of brief oral statements about matters related to the health.
Bloque 2: Reading & writing	-Production of a written list of tips to get a healthy lifestyle. -Comprehension of simple texts about sports.
Bloque 3: Language awareness and reflections on learning	-Use of proper common expressions and lexical in a specific context related to healthy habits. -Identification of the different structures to express either recommendation or obligation. -Development of self-learning by searching for information related to the Unit autonomously.
Bloque 4: Socio-cultural aspects and intercultural awareness	-Knowledge about geographical, historical and cultural aspects of India. -Approach to cultural and sports events by searching for information on the Internet.

KEY and specific COMPETENCES

This Unit especially develops:

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

ASSESSMENT CRITERIA

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

VALUES ACROSS THE CURRICULUM

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

RESOURCES AND MATERIALES

Text book *English in motion 2*, ELP Portfolio, Multi-ROM, Worksheets and Whiteboard.
Text book *English Alive! Students Book 2*, Oxford.

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

ACTIVITIES

- Vocabulary-Healthy Habits: Exercise 1, page 63 from *English in Motion 2*.
- Listening:
 - * Yoga-Exercises 3, 4 & 5, page 66 from *English in Motion 2*.
 - * Opinions about Sports- exercises 1, 2, 3 & 5, page 69 from *English in Motion 2*.
 - * Health problems- exercise 1 from *English Alive! Students Book 2*.
 - * Video: “Health Top Tips for Teenagers” (<http://www.youtube.com/watch?v=vx0ZTy2SWfk>)
- Reading:
 - * “My Story”: page 68 from *English in Motion 2*.
 - * “Top Tips for a Healthy Lifestyle”: exercise 1, page 87 from *English Alive! Students Book 2*.
 - * “Sport throughout the world”: exercises 2, 3 & 4, page 86 from *English Alive! Students Book 2*.
- Writing:
 - * Composition: top tips to get a healthy lifestyle.
 - * Research for information about India and write a brief composition.
- Speaking:
 - * Work group: Elaboration of a Healthy Habits Decalogue and exposition in front of the class.
 - * Interview to a local athlete.
- Should / Would: Page 67 from *English in Motion 2*.

UNIT 8: “Bright Future”

TIMING: Third Term (3 weeks)

LEARNING OBJECTIVES

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

CONTENTS

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

KEY and specific COMPETENCES

This Unit specially develops:

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

<p>-Learning to learn because in this Unit students reflect about their own learning and identify some strategies to learn efficiently.</p> <p>-Personal initiative and autonomy, through the development of autonomous work (search for information, reading activities, etc.)</p>
<p>ASSESSMENT CRITERIA</p> <p>-To use common expressions about health properly. (<i>Criteria 2 & 4</i>)</p> <p>-To talk about healthy and unhealthy habits. (<i>Criteria 2</i>)</p> <p>-To understand written texts about the benefits of practicing sports. (<i>Criteria 3</i>)</p> <p>-To write a brief composition about healthy lifestyles. (<i>Criteria 4</i>)</p> <p>-To search for information about the Unit on the different media available. (<i>Criteria 6</i>)</p>
<p>VALUES ACROSS THE CURRICULUM</p> <p>This Unit gives importance to make plans for the future. It also promotes the respect for other cultures.</p>
<p>RESOURCES AND MATERIALES</p> <p>Text book <i>English in motion 2</i>, ELP Portfolio, Multi-ROM, Worksheets and Whiteboard.</p> <p>Text book <i>English Alive! Students Book 2</i>, Oxford.</p> <p>Songs:</p> <p>http://www.youtube.com/watch?v=W-TE_Ys4iwM (“Story of my life” – One Direction)</p> <p>http://www.youtube.com/watch?v=fg9pkAYvrSM (Intro TV series: “Friends”)</p>
<p>ACTIVITIES</p> <p>-Vocabulary:</p> <p>*Measurements: Exercises 1, 2, 3 & 4, page 71 from <i>English in Motion 2</i>.</p> <p>*TV programmes: Exercise 1, page 18 from <i>English Alive! Students Book 2</i>.</p> <p>-Listening:</p> <p>*The Science Museum for kids: Exercises 2 & 3, page 72 from <i>English in Motion 2</i>.</p> <p>*Song: “Story of my life” (One Direction)</p> <p>*Song: “I’ll be there for you” (main theme “Friends – The Rembrandts)</p> <p>-Reading:</p> <p>*Doctor Who: text (page 76) from <i>English in Motion 2</i>.</p> <p>*Television.com: Exercise 5, page 19 from <i>English Alive! Students Book 2</i>.</p> <p>-Writing: written e-mail about future plans.</p> <p>-Speaking: “Go4it!”, page 73 from <i>English in Motion 2</i>.</p>

UNIT 9: “Take action”	
TIMING: Third Term (3 weeks)	
<p>LEARNING OBJECTIVES</p> <p>-To be able to talk about superstitions through common expressions. (<i>G. O. 8</i>)</p> <p>-To develop speaking skills related to consequences and special days. (<i>G. O. 2, 3</i>)</p> <p>-To be able to write a story based on consequences. (<i>G. O. 5</i>)</p> <p>-To be able to read and understand articles related to superstitions around the world and charities. (<i>G. O. 4, 6</i>)</p> <p>-To be able to make decisions. (<i>G. O. 6, 8</i>)</p> <p>-To get used to some basic aspects about rhythm and intonation. (<i>G. O. 7</i>)</p>	
CONTENTS	
<p>Bloque 1: Listening, speaking and conversation</p>	<p>-Oral comprehension and presentation of superstitions around the world.</p> <p>-Interviews about personal superstitions.</p>
<p>Bloque 2: Reading & writing</p>	<p>-Descriptions of stories based on consequences.</p> <p>-Comprehension of simple texts related to the Unit topics: superstitions and charities.</p>
<p>Bloque 3: Language awareness and reflections on learning</p>	<p>-Use of conditionals in different contexts and situations.</p> <p>-Use of proper common expressions and lexical in a specific context.</p>
<p>Bloque 4: Socio-cultural aspects and</p>	<p>-Identification and description of famous days around the world.</p> <p>-Look at the work of different charities around the world.</p>

intercultural awareness	-Valuation of personal enrichment due to the connection among cultures.
KEY and specific COMPETENCES This Unit specially develops: - Competence in linguistic communication: Through some of the activities of this Unit, students learn to express themselves orally and in writing. - Digital competence, through the use of ICTs, Internet and the media available. - Interpersonal and civic competence, through strategies of work group to promote interaction among students. - Personal initiative and autonomy, through the development of autonomous work (search for information, reading activities, etc.)	
ASSESSMENT CRITERIA -To make decisions in different contexts and situations. (<i>Criteria 4</i>) -To talk about personal superstitions. (<i>Criteria 5</i>) -To be able to understand special days context. (<i>Criteria 1 & 2</i>) -To show interest in charities around the world. (<i>Criteria 8</i>)	
VALUES ACROSS THE CURRICULUM This Unit tries to promote the respect for special days around the world and the importance of charities.	
RESOURCES AND MATERIALES Text book <i>English in motion 2</i> , ELP Portfolio, Multi-ROM, Worksheets and Whiteboard.	
ACTIVITIES -Listening-Special days: Exercises 4, 5 & 6, page 82 from <i>English in Motion 2</i> . -Vocabulary-Causes: Exercises 1 & 2, page 82 from <i>English in Motion 2</i> . -Reading-Charities: Exercises 1, 2 & 3, page 84 from <i>English in Motion 2</i> . -Writing: composition about a story based on consequences (Exercise 4, page 81 from <i>English in Motion 2</i>). -Speaking-Good and bad luck (Exercise 1, 2 & 4, page 80 from <i>English in Motion 2</i>). -Use of English: Exercises 2 & 3 page 81 from <i>English in Motion 2</i> .	

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V. RESOURCES

**All the resources are included in the CD.*

RESOURCES: UNIT 1

END A GOOD FRIEND

READING

1 Answer the questions.

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

2 Read and do the friends test.

ARE YOU A GOOD FRIEND?



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

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

1 You find your friend's personal diary.

You...

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

2 Your friend wants to borrow some money again. He/She never pays you back. You ...

- a say no.
- b lend your friend the money, but say it's the last time.
- c lend your friend the money.

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

You...

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

4 Your friend has some new friends.

You don't like them. You ...

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

5 A girl and a boy can never be friends.

Do you agree?

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

RESULTS

5–8 points

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

9–12 points

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

13–15 points

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

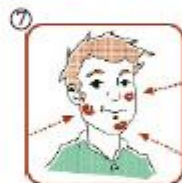
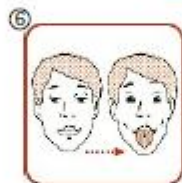
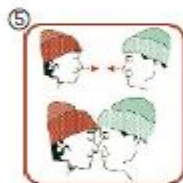
1 Match the pictures with the body parts.

hand finger tongue nose cheek ~~back~~

1 - back

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

Picture	Greeting	Where?
1	bow	Japan
2		
3		



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

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

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

3 Answer the questions.

- When do people shake hands in the UK?
in formal situations
- How many times do British people usually kiss?
- Where do people kiss twice?
- How many times do Mozambicans clap?
- What do young men in Benin do when they shake hands?
- What is hongi?

4 In pairs, answer the questions.

In your country, when do people usually...

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

Quest

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

RESOURCES: UNIT 2

READING

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

2 Read the text and check your answers.



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



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



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



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

GO 4 IT!

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

your teacher mother father brother
sister cousins grandparents friends / pet

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

VOCABULARY

Music genres



- 1 Listen. Match the music with the genre.

1 - hip-hop

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

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

- 3 Answer the questions.

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

LISTENING

- 4 Listen to the radio show. Answer the questions.

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

- 5 Listen again. What do they listen to?

Sue *classical music, ...*
Jeff
Oriol

- 6 True or false? Listen and check.

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

RESOURCES: UNIT 3



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

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

- 2 Where's the underground in the pictures?

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

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

- 4 Read and check your answers.



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

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

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



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

- 5 Read again. Answer the questions.

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

- 6 Match the words with the definitions.

1 – c

- | | |
|-----------------|---|
| 1 Londoner | a a person that travels on transport |
| 2 Tube | b when you travel from one place to another |
| 3 journey | c a person from London |
| 4 passenger | d a station that people don't use now |
| 5 fluffer | e the Underground |
| 6 ghost station | f a person that cleans the Tube |

6 Write sentences about these people.

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

GO 4 IT!

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

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

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

8 Tell a partner. Do they agree?

- A** *I think Maths is more difficult than Geography.*
B *I don't agree. I think Maths is easier.*

5 Write about where you live.

Paragraph 1: Location, population, languages

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

Paragraph 3: Transport, weather

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

RESOURCES: UNIT 4

science.discovery.com/life-earth-science/10-child-prodigies.htm

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LISTS

Top 10 Child Prodigies

No. 1 - Pascal

Blaise Pascal only lived to be 39 years old... but the 17th-century Frenchman really packed it into those four decades, getting an early start when he began doing complex geometric proofs at age 12.

By 16, he had his own theorem and was hanging out with prominent French mathematicians. He even invented an early mechanical calculator, called the Pascaline, at the age of 19.

By the time of his death, Pascal had moved beyond mathematics to become a philosopher, theologian and writer.

Today, he's known as much for being an expert in those fields as he is for being a mathematician. Among his more famous philosophical notions was Pascal's Wager, his argument that you might as well believe in God, because believing carries no risk and potentially plenty of reward.

Very pragmatic.

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COMMENTS

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1 True or false?

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

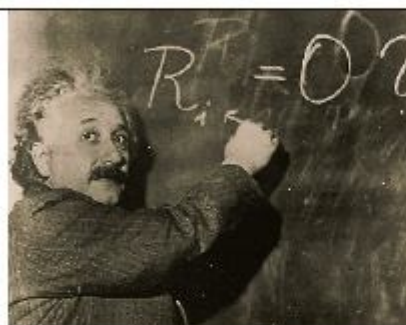
2 Read and check your answers.

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

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

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

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



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

3 Answer the questions.

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

Quest

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

4 Choose the correct definition for the underlined words.

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

RESOURCES: UNIT 5

The screenshot shows a Quizlet study set interface. At the top, the title 'Science fiction vocabulary' is displayed, along with 'Created by jwoodsau9org' and 'Studied by 4 people'. Below the title bar, there are tabs for 'Study', 'Scores', and 'Info'. A row of study modes is available: 'Flashcards' (with a 'START HERE' button), 'Learn', 'Speller', 'Test', 'Scatter', and 'Space Race'. The main content area shows a list of 40 terms, with the first eight visible: Sycophant, Caren, Docile, Banal, Ruse, Prone, Taut, and Recumbent. Each term is paired with its definition and a star icon for marking. On the right side, there is a 'Quizlet PLUS' advertisement and a link to 'Get more from Quizlet'.

Term	Definition	Star
Sycophant	a person who tries to please someone in order to gain a personal advantage	☆
Caren	to swerve or lurch from side to side while in motion	☆
Docile	easy to teach or manage	☆
Banal	Common, ordinary, lacking freshness, hackneyed	☆
Ruse	(n.) an action designed to confuse or mislead, a trick	☆
Prone	lying face downward	☆
Taut	pulled or drawn tight	☆
Recumbent	lying down	☆

← → ↻ www.espanol-ingles.com.mx/phrase_book/spanish/cinema.html ☆

Useful phrases

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

¡vamos al cine!	- let's go to the cinema/movies!
¿qué hay en el cine?	- what's on at the cinema?
¿qué exhiben en el cine? (<i>more formal</i>)	- what's being shown at the cinema?
¿en qué cine es la película?	- what cinema is the film being shown at?
¿cuánto tiempo dura?	- how long is it?
¿qué tipo de película es?	- what type of film is it?
¿tiene subtítulos?	- is it subtitled?
¿a qué hora comienza?	- what time does it start?
¿de qué país es?	- what country is it from?
es...	- it's...
...una película de terror	- ...a horror film/horror movie
...una película de Almodóvar	- ...a film/movie by Almodóvar
comprar boletos	- to buy tickets
es en la sala 2	- it's screen 2, it's in theatre 2
yo te invito	- it's my treat!, it's on me!
¿qué te pareció la película?	- what did you think of the film?
estuvo...	- it was...
...aburrida	- ...boring
...bien montada	- ...well edited
...divertida	- ...funny
...muy ligera	- ...shallow, light entertainment
...muy negra	- ...very dark
me gustó...	- I liked...
no me gustó...	- I didn't like...

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☒ Lee el texto

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

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

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

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

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

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

Again he said.


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

So to make sure, I said interrogatively, "Count Dracula?" He bowed in a courtly way as he replied, "I am Dracula, and I bid you welcome, Mr. Harker, to my house. Come in, the night air is chill, and you must need to eat and rest." As he was speaking, he put the lamp on a bracket on the wall, and stepping out, took my luggage. He had carried it in before I could forestall him. I protested, but he insisted.

"Nay, sir, you are my guest. It is late, and my people are not available."

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La Mansión




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Science Fiction Character Design

Welcome
Introduction
Task
Process
Evaluation
Conclusion
Teacher Page

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

Process



Process

The process activities

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

RESOURCES: UNIT 6

POLLUTION DISCUSSION

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

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

POLLUTION DISCUSSION

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

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

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


Reading Comprehension - Pollution and its Negative Effects

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

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

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

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



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

Comprehension

- The damage caused by pollution might be irreversible:
 - ☐ True
 - ☐ False
- The ecosystem

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www.esl-lab.com/world/worldrd1.htm

"Things might look bad, but leave no stone unturned in trying to find the answer to our company's economic problems."

More of Randall's Favorite Learning Resources

2. Listening Exercises [Top]

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



- What would be the best title for this lecture?
 - Important Keys to Recycling Paper
 - Technological Advances Improve Recycling
 - Steps to Improving Recycling
- According to the article, paper materials that are difficult to recycle include:
 - copy paper
 - document shred
 - food wrappers
- In some cases, recycling could be hazardous to the environment if special precautions are not taken because:
 - industrial emissions are sometimes created in the process.
 - chemical waste is sometimes produced as a result.
 - a great deal of energy is expended to create new products.
- According to the lecture, the demand for recyclable materials in the manufacturing of new products is sometimes sluggish because
 - some governments are unwilling to support expensive recycling methods.
 - there is a lack of advanced technology to process the materials.
 - businesses do not invest enough money into research.
- Which is NOT one of the main keys to recycling as mentioned in the lecture?
 - government regulation of waste
 - better technology

Other Links:
- DailyESL
- EnglishVoices
- EZSlang

RESOURCES: UNIT 7

Did you have a healthy week? ... every day?

Top tips for a healthy lifestyle!

A Diet

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

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



B Smoking

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

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

C Exercise


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

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

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

GUÍA

Not Enough Healthy Stuff: Fruits and Vegetables



1:49 / 3:03

The Top 5 Food Mistakes Most Teens Make and How to Fix Them

HumanRelationsMedia · 244 videos 8.863

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Publicado el 14/11/2012
http://www.hrmvideo.com

Pizza or pasta? Steak chicken or beans? Whole milk or 2%? This

- FOOD - WHAT ARE WE REALLY EATING (documentary 1/6) - de AmazingDocs101 5.074 reproducciones
- Top 10 Worst Foods & Habits: What NOT to EAT, Health, Weight Loss Nutrition de PsycheTruth 16.409 reproducciones
- Teen Nutrition de Melissa Crabtree 1.466 reproducciones
- Healthy School Lunches! Delicious Recipes for Everyday de Julia Graf 294.311 reproducciones
- Food and You de Erin O'Donnell 4.885 reproducciones
- 3 Fat Loss Breakfast Recipes de leansecrets 530.654 reproducciones
- Leiva - Terriblemente Cruel (Audio) de LeivaVEVO Recomendaciones personalizadas
- My Food Diary de GuitarGoddessTV 33.722 reproducciones

MY STORY

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



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



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



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

RESOURCES: UNIT 8

One Direction - Story of My Life

www.youtube.com/watch?v=W-TE_Ys4iwM

YouTube ES story of my life Subir video Iniciar sesión

GUÍA

vevo

Sugerencia de VEVO
4:38 Miley Cyrus - Adore You

1:09 / 4:08

One Direction - Story of My Life

OneDirectionVEVO 83 videos 11.041.279

105.720.319

1.556.457 49.915

Me gusta Información Compartir Añadir a

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

Comprar "Story of My Life" en Google Play

DESCÚBRELO YA > FORZA MOTORSPORT 5 Solo en XBOX ONE

Mix de YouTube: One Direction - Story of My Life

#REWIND2013 YouTube Rewind: What Does 2013 Say? de YouTube Spotlight 76.594.684 DESTACADOS

One Direction - Best Song Ever de OneDirectionVEVO 186.417.460 reproducciones

One Direction - Little Things de OneDirectionVEVO 141.376.333 reproducciones

One Direction - One Thing de OneDirectionVEVO 290.939.812 reproducciones

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

Demi Lovato - Let It Go (from "Frozen") [Official] de DemiLovatoVEVO 33.859.491 reproducciones

YouTube player interface showing the video "I'll Be There For You w Lyrics" by russell9494. The video has 2,952,487 views and 143 likes. The lyrics displayed are:

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

The video is uploaded by russell9494 on 23/11/2009. The channel has 392 subscribers. The video is titled "I'll Be There For You w Lyrics" and is described as "I'll Be There For You by The Rembrandts(Friends) For My Own Friends".

Related videos and suggestions include:

- Mix de YouTube: I'll Be There For You w Lyrics
- The Rembrandts- I'll be there for you (official video) de alliemaster93, 795,711 reproducciones
- Aqua - Barbie Girl de AquaVEVO, 105,996,374 reproducciones
- Friends Cast - Before and After de SpiceWorld97, 690,122 reproducciones
- BonJoviVEVO, 99 videos

GO 4 IT!

- 5 In pairs, describe the future of three of these things. Use *will*, *won't* and future time expressions.

mobile phones travel and transport
free time technology our planet

In the next ten years, mobile phones will become mini-computers, credit cards and the keys to your house.

- 6 Tell the class your conclusions. Do your classmates agree with them?

RESOURCES: UNIT 9

GO 4 IT!

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



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



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

1 – UNICEF helps children. – c



- | | |
|-------------------------------|---|
| 1 UNICEF ... | conserves the environment. |
| 2 The Red Cross ... | helps children. |
| 3 WWF ... | provides health care. |
| 4 Doctors without Borders ... | protects human rights. |
| 5 Amnesty International ... | helps victims of disasters and conflicts. |

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

Sell your old books, ...

You can make a difference!

Make money for your favourite charity and have fun.

- | | |
|---|---|
| <p>1 An art contest
Invite your friends to draw or paint pictures. Exhibit the work and ask for donations. You can sell the pictures to your family and friends too.</p> <p>2 A lip-synch concert
It's OK if you can't sing. Play CDs of your favourite artists and dance and pretend to sing the songs. Sell tickets to your friends and family.</p> <p>3 Busking
Sing and play your musical instrument in the street and collect money from the public. Be careful though, because busking isn't permitted everywhere.</p> | <p>4 Car washing
Spend a weekend washing cars for your neighbours. Ask for money for every car you wash. Make posters to advertise and say what the money is for.</p> <p>5 A sponsored dance or walk
Ask your family, friends and neighbours to give you money for every hour you dance or for every kilometre you walk.</p> <p>6 A jumble sale
Find old clothes, books and games at home and sell them to your friends. Tidy your room and make money at the same time!</p> |
|---|---|

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

- | | |
|---|--|
| 1 Jade listens to music in her free time.
<i>a lip-synch concert</i> | 5 Zoe's room is very messy. She has a lot of clothes and comics. |
| 2 Cole likes walking in the countryside at weekends. | 6 Mia loves painting and going to exhibitions. |
| 3 Luke has free time at weekends. His neighbours have got a car. | |
| 4 Aiden plays the guitar and sings in a band. | |

Quest

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

Learning Unit:
"The Incredible World"
2nd year of Secondary Education

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

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1. Introduction

1.1. Justification

This project refers to the programming of a learning unit in the **second year of Secondary Education** of the subject of English as a foreign language.

The topic of the learning unit is ***The Incredible World*** which includes some subtopics related to it, as: *Incredible characters*, *Have you ever seen a strange character?*, *Science-Fiction*, *Discovering mysteries of the world*, *An Incredible Singer!* and *Heroes and Sidekicks*. Before choosing the topic of the unit, the **preferences**, **interests** and **age** of the **students** were taking into account.

We have chosen the objectives, the contents and the grammar points which are included in the **year plan** of the centre, but changing the topic, the vocabulary and all the activities. It is very important to catch students' attention and improve their attitudes in the learning process of a foreign language. However, the year plan and the learning unit's objectives, contents, methodology and evaluation criteria are linked to the **Organic Law 2/2006, of 3 May on Education**. (*Orden de 7 de Julio de 2008, de la Consejería de Educación, Cultura y Deporte, por la que se establece el currículo de Educación Secundaria Obligatoria regulada por la Ley Orgánica 2/2006, de 3 de mayo, de Educación, que se imparten en la Comunidad Autónoma de Aragón*).

This learning unit has been made as an **alternative of the text book** of the centre, trying to be as innovative as possible with all the activities created by the student-teachers, using **real and adapted materials**. Each session is related and connected to the previous and the following one, so students will notice their progress in order to achieve a final real purpose.

During the implementation of the unit, the importance of encouraging students to reach a level of **autonomy** in their educational process is emphasized, so the **teacher acts as a guide** for the students providing them many tools that students can use in their future. Another important point is to promote **students' active participation**, so they learn to work both independently and in groups. In a global way, this learning unit tries to foment the **learning to learn competence** emphasizing the idea of "building" their knowledge, according to the **Constructivist theory**. Teachers' role is not only a way of teaching and transmitting knowledge but teaching some values that influence student's lives and society in general. In class, students have to be competitive but also respect to each other and work in a **cooperative way**.

It should not be forgotten that language is an instrument of representation of reality, a tool that can be used to bring closer different cultures, countries and ways of thinking. Relating these ideas to the topic of the unit, students know, describe and create their own personal heroes and also

give opinions about the rest of the heroes created by their partners; and at the same time be closer to the Scottish culture.

1.2. Contextualization

This Unit of Work has been designed for these centers:

- The **I.E.S Siglo XXI**. This centre is located in a town near to Zaragoza called Pedrola. It is a **public centre** that depends on the DGA. There is cultural diversity but all the students of the class know perfectly the Spanish language.

- The **I.E.S Pilar Lorengar**. This centre is located in a big neighborhood of Zaragoza called La Jota. It is a **public centre** that depends on the DGA. There is cultural diversity but all the students of the class know perfectly the Spanish language.

In both centers, this unit of Work has been put into practice in a class of second year of Secondary Education. There are 22 students, in general there is a **high** level of **motivation** in students, they like English and they participate in class. So this is a good aspect and the main reason for implementing many **communicative activities** to help them to **develop** their **oral skills**. On the other hand, there is also few students that have no interest for any subject so they do not do anything in all the subjects.

In both English classroom, there are Digital White Board, projector, blackboard, tablets, dictionaries, posters, informative panels, etc. There is not a language laboratory where students can study English, so we only give English lessons in their classrooms.

1.3. Organization of Learning Unit

This Unit of Work has been organized to be implemented in the **third trimester** of the course (24th March-4th April). In the learning unit, many **contents** of the previous units have been **revised**. The **topic** of the unit is **totally new** for the students and also the grammar point (Present Perfect Simple tense) which coincides with their textbook. All these, **following the year plan** of the centre established by the English Department.

In the first lesson, students are going to be introduced in the main topic: *Incredible Characters* (dracula, werewolf, witch, Nessie, etc). There are different activities in order to review some of the previous contents learned in the other trimesters for example: physical descriptions, present simple and continuous, comparatives, etc.

The learning unit is composed of **eight lessons**, six lessons to learn and practice the contents of the unit; and two final lessons; one of them to evaluate their speaking abilities and the other one as a final exam in order to evaluate

grammar/vocabulary, reading and listening. Related to the writing skill, students have to hand over to the teacher a description of an imaginary incredible character, and also defend it in an oral exposition to the rest of the class supported by a PowerPoint presentation.

The connection between the lessons will be the participation in the context, and student will understand the importance of working in a **collaborative way**. This first lesson is just an introduction to prepare students, a kind of warm-up to set the context that will encourage them to participate in every activity they will be asked.

All the **lessons** are organized **around tasks** (see 2.4 Methodology "Task Based Approach") in order to develop the **four skills** along the **whole unit**. One of the most important aspect of our unit, is to **promote a real use of the English language**.

Topic for each lesson	Main Tasks/activities	Skills
1. Incredible Characters	<ul style="list-style-type: none"> - Discussion activity (Interactive speaking about different characters) - Reading activity: to use vocabulary in a context. - Writing activity: where students review all the contents of the class. 	<ul style="list-style-type: none"> -Oral interaction: discussing about the topic - Reading -Writing a draft about their final project.
2. Have you ever seen a strange character?	<ul style="list-style-type: none"> - Listening to a video. (Present Perfect Simple in real situations) - Language focus. (Present Perfect Simple) - Writing activities using the grammar point in a real context. 	<ul style="list-style-type: none"> -Oral interaction -Grammar awareness -Listening -Writing a text about differences between two pictures.
3. Science-fiction	<ul style="list-style-type: none"> - Discussion activity (Interactive speaking about the possible text that they will read after seeing a small fragment of it) - Reading activity (intensive reading) - Writing activity (students create their own incredible story.) 	<ul style="list-style-type: none"> -Oral interaction -Reading - Writing activities -Grammar awareness.
4. Discovering mysteries of the world.	<ul style="list-style-type: none"> - Discussion activity (Students have to guess the topic of the video). 	<ul style="list-style-type: none"> - Oral interaction - Listening to a video. - Writing (practice with

	<ul style="list-style-type: none"> - Listening activity (a video of Nessie) - Writing. Write the most important information and answer some questions about the video. 	sentences using the grammar and the vocabulary learned and use the video information)
5. An incredible singer!	<ul style="list-style-type: none"> - Organising activity. - Listening activity (listen to music and chose the correct word) -Writing activity (complete a text while they are listening to the song) - Pronunciation activity (classify verbs in past tense which appeared in the song according to their pronunciation) 	<ul style="list-style-type: none"> - Listening - Grammar awareness - Pronunciation
6. Heroes and sidekicks	<ul style="list-style-type: none"> - Discussion activity (students try to find their couple according to some cards.) - Reading activity (skimming) find the heroes and the sidekicks which appear in the text. - Reading activity (scanning) read the text and complete a chart selecting some important information. - Discussion activity (writing and speaking) answer some questions about heroes which will help them in the final discussion. 	<ul style="list-style-type: none"> - Oral interaction - Reading
7. My incredible character!	<ul style="list-style-type: none"> - Speaking activity (Students in pairs have to expose their own imaginary character) - Peer observation activity (While a pair is exposing his presentation the rest of the class has to complete a chart) 	<ul style="list-style-type: none"> - Oral interaction - Listening
8. Incredible exam!	<ul style="list-style-type: none"> - Review activities 	<ul style="list-style-type: none"> - Writing - Listening - Reading - Grammar awareness

2. Learning Unit of Work

2.1. Contribution to the key competences

Following this unit of work students should acquire the following key competences:

- **Competence in linguistic communication** is the main competence on which the subject acts. It helps to understand and identify the different English grammatical structures, in this case the **Present Perfect Tense**; but also it helps students to integrate these structures in the different skills and sub-skills they develop.

- **Interpersonal and civic competence** is one of our main goals as teachers along with competence in linguistic communication and learning to learn competence. Although in these high schools, there is some cultural diversity, we cannot forget that we are also preparing students for their future, and it is very important for them to acquire this competence. As the topic of the unit of work is *The Incredible World*, students have to learn to **respect other people's opinions** about the different heroes and sidekicks and to understand and accept some general rules necessary for the coexistence in a society.

- **Knowledge of and interaction with the physical world (science and technology)**. This competence is associated with the contents that enable students to understand the society and the world in which it operates. This competence makes students do more than simply accumulate information and allows them **interpreting the facts and processes**. From our field, we promote this competence by means of learning a different culture and language, which will facilitate students the access to the real world (in order to not being stuck in their own reality, and take an open-minded attitude to know different cultures and contexts). In this particular context, students have to work with some ideas that can be new for them, Scottish culture, American singers, etc. and they should show a respectful attitude towards different cultures, facts, etc.

- **Cultural and artistic competence**. English subject is also a good opportunity to reinforce this competence, since students can **develop their creative skills**, while doing compositions (describing their own incredible character), talking in debates (speech about advantages and disadvantages about hero...), etc.

- **Learning to learn (competence)**. Group works contribute to this competence and to its development because they involve collecting, organizing and analyzing information from different sources. It is very important for them to develop an **autonomous attitude** in their lives, since this will help them in their future to be independent and be able to work out and overcome some difficulties they could find. We will develop this with the writing activity sent as homework, and with the different activities designed to work in group in the lessons.

2.2. Objectives

Stage Objectives:

1. To listen and understand general and specific information about oral text in different communicative situations, with a respectful and cooperative attitude.
2. To express and interact orally in common communicative situations in a comprehensive and adequate way with an autonomous level.
3. To read and understand several texts adequate to students' capacity and interest in order to extract general and specific information, using reading as a positive tool for their personal knowledge.
4. To write easy texts for different purposes about several topics using adequate cohesive and cohesion resources.
5. To develop an autonomous learning through active participation in the planning and the control of their own learning process.
6. To develop attitudes, work habits and strategies needed for the acquisition of the foreign language using different tools, as collaborative learning to reach the main learning objectives; using ICTs in order to obtain, select and present information in an oral and written way.

Listening

- To selectively extract the relevant information of a video in diverse real communicative situations.
- To understand the use of Present Perfect Simple through a video with real situations.
- To expand their knowledge about the culture of other countries, especially the Scottish culture with Nessie's legend.
- To listen to a song in English, understanding the general meaning and looking for specific information.
- To be able to aurally discriminate difficult English Past Tense regular verbs endings: /d/, /t/and /id/.
- To understand and get involved in conversations of certain length through debates, speeches, etc.

Speaking

- To interact in an informal conversation by giving their opinions, agreeing or disagreeing, turn-taking, etc. about incredible characters (Dracula, Nessie, Shrek, Superman, Batman, Xena, Werewolf, Ghost, Elf, Spiderman, Witch) in a comprehensible, appropriate way and with a degree of autonomy.
- To make SS to produce oral texts about the incredible world in a correct and fluent way using correctly basic phonetic, lexical, structural and functional components of the foreign language.
- To use Present Perfect Simple in real context through short sentences, in an oral way.

- To use correctly and properly the grammatical point of the unit (Present Perfect Simple), the vocabulary about incredible characters and the sociolinguistics components in real communicative contexts.
- To interact in an informal conversation giving opinions about Nessie.
- To aurally practice the Present Perfect Simple in a real context according to the song selected.
- To use and classify correctly and properly phonological aspects (such as /d/, /t/and /id/) related with some regular verbs in Past Simple , which appear in the song, according to their pronunciation in real communicative contexts, allowing them to express themselves comfortable and pleasant for any potential speaker.
- To give their opinions in an oral way about heroes and sidekicks by means of presenting arguments for and against.
- To be able to present clear, detailed arguments about situations difficult to defend in a polemic debate about incredible characters, showing controlled use of organizational patterns, connectors and cohesive devices, as well as to be able to answer effortlessly to the questions posed by other students.

Reading

- To identify and understand the essential information in short paragraphs.
- To selectively extract the relevant information of a story.
- To understand the general idea from short fragments about different incredible characters in which students work with the vocabulary and the grammatical point of the unit.
- To scan and skim the text to find general and specific information about different incredible and famous characters appropriate to students' abilities and interests, using reading as a source of pleasure and personal enrichment according to the topic and grammar point of the unit.

Writing

- To make SS to produce written texts about the incredible world in a correct and fluent way.
- To take notes about the Present Perfect Simple's structure which appeared in the video and the most important aspects about this tense.
- To use Present Perfect Simple in real context through short sentences, in a written way.
- To write short text about an incredible story using several adequate resources of cohesion and coherence using questions prepared by the teacher.
- To take notes about the most important and relevant information about Nessie's video.
- To use correctly and properly the grammatical point of the unit (Present Perfect Simple), the vocabulary about incredible characters and the sociolinguistics components in writing contexts.

Other objectives:

- To appreciate the foreign language as an instrument of access to the information and as learning tool of different contents related to the Scottish culture.
- To acquire, through the use of the foreign language, a global vision about the cultural and linguistic environment, taking into account their own learning and personal development, eliminating discrimination, linguistic and cultural stereotypes.
- To develop students' learning autonomy through the planning and the organization of the writing and oral exposition about their own imaginary incredible character.
- To develop the most important students' attitudes, work habits, strategies and skills to acquire English Language using different accessible ways as a collaborative and cooperative work with other partners and ICTs to elaborate and expose their own writing about their incredible character to the rest of the class.
- To express a receptive and respectful attitude with the whole class, evaluating their own capacity about the use of the foreign language and the quality of their work, and at the same time valuating their partners' work.

2.3. Contents

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

Module 1: Listening, speaking and conversation

- Understanding oral texts about the incredible world and students' personal experiences.
- Understanding and spontaneous production of messages in face-to-face communications about the incredible world and students' personal experiences.
- General understanding of the most relevant data of oral texts issued by multiple sources and appropriate to their ability and experience.
- Involvement in spontaneous communicative situations in the classroom and in conversations on everyday issues and topics of personal interest, with different communication purposes, by using the conventions of conversation.

Module 2: Reading and writing

- General comprehension and identification of specific information in real texts about the incredible world (incredible characters and ghosts stories) of different types appropriate to their age and competence.
- Identification of the message sender intention through verbal and nonverbal elements.

- Composition of different texts responding to specific communicative situations; use of appropriate vocabulary according to the subject and context; cohesion, which is necessary to mark clearly the relationship between ideas, and use of basic strategies in the writing process (planning, drafting and revision).

Module 3: Language awareness and reflections on learning

- Understanding and use of common expressions, idioms and vocabulary about incredible character topic and topics of personal and general interests.
- Understanding and use of structures (Present Perfect Simple Tenses) and functions, appropriate to different situations.
- Recognition and production of basic patterns of words and phrases rhythm, intonation and stress in the communication.

Module 4: Socio-cultural aspects and intercultural awareness

- Assessment of the importance of language in international relations, discovering new singles as Pink or new legends as Nessie's story.
- Appropriate use of linguistic formulas related to specific communicative situations: agreement, disagreement, give their opinion, etc.
- Knowledge of different cultural aspects (historical, geographical or literary), getting information through several means, as ICTs.

2.4. 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).

This Learning Unit is based on the following principles:

- Use of **authentic materials** according to the level of English of the students.

- The **skills** are **integrated** and sequenced **in the whole unit** as a continuing task giving a global vision of them.

- The **grammar point** of the unit is **integrated in a real and meaningful context**. Grammar is explained briefly using a video with some interviews in real life where students can see its uses. The explanation is not made explicitly, students make deductions and write the rules, extracting the information from the different exercises they have done before.

- The **teacher monitors** the different tasks promoting an **autonomous learning** but the students are who have to emphasize on their own process of learning.

- The **vocabulary** of the unit is taught **in a real and meaningful context** using a PowerPoint presentation, and their previous knowledge throughout the year. Vocabulary cannot be separated from the other skills, but as a reinforcement element to help students in their purpose.

- **Students work individually, in pairs and in groups** of four in a collaborative way. In this way we have tried to get students together and teach them how to work together to obtain successful results.

2.5. Evaluation Criteria

The type of evaluation followed during this learning unit is a **formative evaluation**. Teacher takes into account the progress of the students, not only the evaluation of some specific tasks. Homework, notebook and class

participation are also considered very important aspects for evaluating the progress and the effort of each student in an individual way.

These are the main **evaluation instruments** that have been used in this learning unit to evaluate students' progress:

- Teacher's daily notes** (observing specific detail of all the students).

- Teacher's observation **rubric for spoken interaction** in the oral exposition. (*see Annex 10*)

- Rubric for writing activities.** (*see Annex 3*)

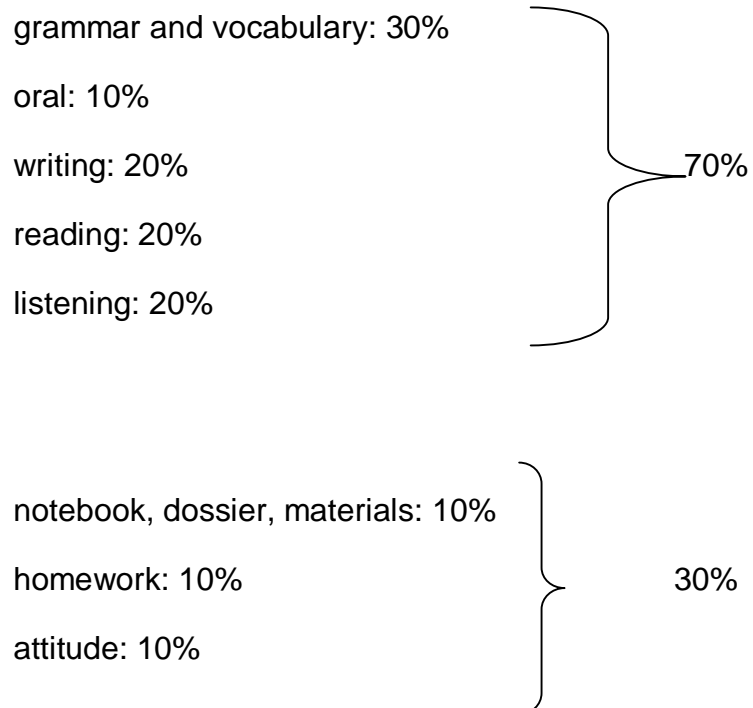
- Teachers' feedback.**

- Final Exam.**

According to the Aragonese Curriculum of E.S.O., the **evaluation criteria** of this unit plan are the following:

1. To understand general and specific information in oral texts emitted by an interlocutor or coming from audiovisual media.
2. To participate in different conversations about their own ideas, opinions, personal experiences, plans and projects, correctly and with an adequate property in order to success in communication.
3. To understand general and specific information in written texts with different extension, and adequate to students' age and interests.
4. To write up different texts in several supports, using adequate structures and lexis, connectors and other discursive markers, paying attention to the formal aspects and respecting elemental orthography rules and punctuation marks.
5. To use ICTs in order to search information, produce texts and establish personal relations, showing interest for their use.

Finally, the **grading criteria** that we have established is:



3. Lesson plans

3.1. Lesson 1: Incredible Characters

Time and date: 24 th of March, 2014		Grade: 2ºB ESO	
Number of students: 22			
Unit of work: Incredible world!			
Title of lesson: <i>Incredible characters</i>			
Learning objectives: <ul style="list-style-type: none">✓ To interact in an informal conversation by giving their opinions, agreeing or disagreeing, turn-taking, etc. about incredible characters (Dracula, Nessie, Shrek, Superman, Batman, Xena, Werewolf, Ghost, Elf, Spiderman, Witch) in a comprehensible, appropriate way and with a degree of autonomy.✓ To make SS to produce oral texts about the incredible world in a correct and fluent way using correctly basic phonetic, lexical, structural and functional components of the foreign language.✓ To identify and understand the essential information in short paragraphs.			
Activities: <i>(see Annex 1)</i> 1- Pre-task As an introduction, T starts the unit lesson with a speaking activity, asking the SS about incredible characters: Dracula, Nessie, Shrek, Superman, Batman, Xena, Werewolf, Ghost, Elf, Spiderman, Witch. <i>(see Annex 2)</i> <ul style="list-style-type: none">• <i>Do you know any incredible characters?</i>• <i>What are the supernatural powers of the character?</i>• <i>What does he/she wear?</i>• <i>Do you know any fantastic story?</i>• <i>What is it about?</i> 2- While-task T shows in the whiteboard some different incredible characters and asks SS some questions about them. <ul style="list-style-type: none">• <i>Can you describe what is he/she wearing?</i>• <i>What is he/she doing?</i>• <i>Do you like or dislike</i>	Time: 10' 		

<ul style="list-style-type: none"> • When did you discover him/her? 			
<p>Evaluation of the learning and teaching process: Questions (Marta Montejano):</p> <p>-Have SS liked the topic of the unit? Have they shown interest about it? <i>Yes, I made a chart in order to know their opinion and interest about the topic. The results were very positive (see Annex 4)</i></p> <p>-Have SS learnt the different incredible characters? <i>Yes. At the end of the class they were able to recognize and describe all of them and also they added more new ones.</i></p> <p>-Have SS participated actively in the speaking activity? <i>Yes, but many times were the same students who spoke all the time.</i></p> <p>-Have SS worked properly in pairs/groups? <i>Yes, I made the groups in order to work better and the final result was fantastic.</i></p> <p>-Have I explained the contents of the lesson clearly and in a correct way? <i>Yes, students said that the introductory lesson was very clear and organized. They showed the comprehension of the contents of this lesson doing the different activities very well.</i></p>			
<p>Evaluation of the learning and teaching process: Questions (Marta Alegría):</p> <p>-Have SS liked the topic of the unit? Have they shown interest about it? <i>Yes, I asked my students if they liked the topic of the unit, and they put their finger up and if they did or down if they did not. Only five students put their finger down, so in general the result was fantastic.</i></p> <p>- Have SS learnt the different incredible characters? <i>Yes. At the end of the class all of them remembered their names, their most important abilities, etc. Also, they described them perfectly and added others incredible characters and new characteristics.</i></p> <p>-Have SS participated actively in the speaking activity? <i>Yes, in general all the students participated actively. There were three students who spoke in all the activities with great answers.</i></p> <p>-Have SS worked properly in pairs/groups? <i>Yes, I made the groups because during this lesson I wanted that they worked with all the students in different work groups, and it worked very well.</i></p> <p>-Have I explained the contents of the lesson clearly and in a correct way? <i>Yes, they liked a lot the first class because they saw all the materials and contents that they will learn. They liked a lot to see that all the activities are related between</i></p>			

them with a final propose.

Assessment and feedback:

-Assessment: T has observed if SS have participated specially in the oral activity, in order to evaluate their active/passive participation in class.

-Feedback: Corrective feedback has given in the answering of questions of the reading activity, and also T has picked up all the questions that SS have made in order to check them. T will give SS the results of the exercise in the next lesson.

Action Points:

-We have to review questions' structure in order to do exercise 3.1 properly.
-We have not enough time to revise all the drafts they had to write in exercise 4.1.

Homework:

-Writing in pairs of the incredible imaginary character. Students have to hand over it in a week.

3.2. Lesson 2: Have you ever seen a strange character?

Time and date: 25th of March, 2014

Grade: 2ºB ESO

Number of students: 22

Unit of work: Incredible world!

Title of lesson: *Have you ever seen a strange character?*

Learning objectives:

- ✓ To selectively extract the relevant information of a video in diverse communicative situations.
- ✓ To understand the use of Present Perfect Simple through a video with real situations.
- ✓ To take notes about the Present Perfect Simple's structure which appeared in the video and the most important aspects about this tense.
- ✓ To use Present Perfect Simple in real context through short sentences, in an oral and written way.

Activities: (see Annex 5)

1- Pre-task

- a) T shows twice a video of real uses of the present perfect simple and other tenses.
- b) SS have to take notes about the most important information about the present perfect simple uses

Time:

10'

Procedure:

- T monitors the video.
- Individual work.

Materials:

-Projector
-Video on Youtube:
Real English, the use of the Present Perfect Simple.

and structures.			
2- While-task SS have to complete a chart given by the T about the present perfect simple.	5'	-Individual work -Teacher monitors	-Blackboard
3- While-task a) SS in groups of four, have to write 8 sentences (affirmative, negative, interrogative) using the information of the previous chart. b) One S for each group has to explain to the rest of the class the most interesting sentences of his group. c) SS individually have to write 5 sentences about what the spokesperson of each group have said in the previous activity.	20'	-Group work -SS-SS interaction -Teacher monitors -SS interaction. -Teacher monitors. -Individual work. -Teacher monitors.	-Photocopies -Blackboard -Photocopies -Blackboard
4- Post-task a) T gives SS two different photos of London. b) SS have to write a short paragraph comparing both images using the structures they have learnt during the lesson.	15'	-T-SS interaction -Individual work. -Teacher monitors.	-Pictures -Photocopies -Blackboard
Evaluation of the learning and teaching process: Questions (Marta Montejano): -Have my SS like learning the Present Perfect Simple through a video? Have SS understood the uses of Present Perfect Simple with an inductive methodology? <i>No, they were not familiar with the inductive way of learning grammar. I have to explain the grammar point in a more traditional way.</i> -Are these kind of activities a good tool to show the use of the Present Perfect Simple in a real context? <i>The video was a great activity in order to do that, but students did not catch the main aim with it. I realized that they needed a previous explanation about the new</i>			

grammar point.

-Are SS motivated in this lesson?

Not much, I think that grammar is more difficult and less attractive than other point of the unit. On the other hand, they participated actively in the activities.

-Have I explained the contents of the lesson clearly and in a correct way?

Although it was a new grammatical point, I made a lot of practice in different ways and the main objective which was to understand the Present Perfect Simple was acquired.

Evaluation of the learning and teaching process:

Questions (Marta Alegría):

-Have my SS like learning the Present Perfect Simple through a video? Have SS understood the uses of Present Perfect Simple with an inductive methodology?

No, this activity was not a good one. Any SS were familiar with this inductive methodology. Finally, I gave them a clear explanation about the grammar point using the blackboard and real examples where SS could see his real use.

-Are these kind of activities a good tool to show the use of the Present Perfect Simple in a real context?

In general, all of them liked a lot the video, because they could understand the general idea, but SS were not able to get the main idea of the video. In my opinion it is very important to give them a previous explanation about the grammar point if they have never studied it before.

-Are SS motivated in this lesson?

This was the most difficult lesson for the students. I tried to prepare it in an attractive way using ICTs but learn and understand new concept is always a difficult process. But, it was fantastic to see that they participated although they did not like the kind of activities.

-Have I explained the contents of the lesson clearly and in a correct way?

I tried to give clear instructions in order to facilitate the learning. Previously, I prepared different activities to practice and acquire the main objective of the lesson related with the Present Perfect Simple Tenses.

Assessment and feedback:

-Assessment: T has seen that many of the SS have not understood the video properly with a inductive method.

-Feedback: T has checked the exercises in the blackboard at the same time SS are giving their answers.

Action Points: -In exercise 1, few students were able to do it properly. They were a bit confused and only two/three students got the Present Perfect structure. -We made some changes in exercise 3: in 3.1 T wrote the sentences that students read aloud on the blackboard; in 3.2 SS chose their favorite sentences that were written on the blackboard. -The exercise 4 was chaotic. SS did not understand that they had to use the Present Perfect Simple tense (this was not explicit in the exercise, so we think that this could confuse them).	Homework: -None
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3.3. Lesson 3: Science - Fiction

Time and date: 26 th of March, 2004		Grade: 2ºB ESO	
Number of students: 22			
Unit of work: The incredible world!			
Title of lesson: <i>Science-Fiction</i>			
Learning objectives: <ul style="list-style-type: none">✓ To selectively extract the relevant information of a story.✓ To write short text about an incredible story using several adequate resources of cohesion and coherence using questions prepared by the teacher.✓ To use correctly and properly the grammatical point of the unit (Present Perfect Simple), the vocabulary about incredible characters and the sociolinguistics components in real communicative and writing contexts.			
Activities: (<i>see Annex 6</i>) 1- Pre-task <ul style="list-style-type: none">a) T gives SS short fragments of a story.b) SS have to guess what the story is about, writing down some notes about the fragments in groups of four. 2- While-task <ul style="list-style-type: none">a) T gives SS the whole story they have to read.	Time: 15' 20'	Procedure: -T-SS interaction -SS-SS interaction -Group work -Class discussion -T monitors -T-SS interaction -Teacher monitors and SS work	Materials: -Fragments of the story. -Photocopies -Photocopies -Blackboard

<p>b) SS have to put some sentences of the story in the correct order.</p>		individually.	
<p>3- Post-task</p> <p>a) SS have to write an incredible story.</p> <p>b) T gives some suggested questions in order to write the story:</p> <ul style="list-style-type: none"> • <i>Who has seen/heard the incredible character?</i> • <i>How many times has it appeared?</i> • <i>Where has it appeared?</i> • <i>When did you see it?</i> • <i>Can you describe it?</i> • <i>What happened when you saw it?</i> 	15'	-Individual work -T monitors -T-SS interaction	-Photocopies
<p>Evaluation of the learning and teaching process:</p> <p>Questions (Marta Montejano):</p> <p>-Have SS liked the incredible story? Have they understood it? <i>Yes. This was an innovative method to introduce a reading because they had never done this kind of activity in this way.</i></p> <p>-Have SS structured the story properly? <i>In general, they have created good stories using different cohesive and cohesion connectors in order to make several paragraphs.</i> <i>Some SS prepared voluntarily a kind of draft to elaborate their final writing.</i></p> <p>-Have we explained the contents of the lesson clearly and in a correct way? <i>SS understood perfectly what they have to do in each activity. They worked and participated actively in all the lesson.</i></p>			
<p>Evaluation of the learning and teaching process:</p> <p>Questions (Marta Alegría):</p> <p>-Have SS liked the incredible story? Have they understood it? <i>Yes, they were very enthusiastic during the class. They liked a lot the way chosen to introduce the aim of the lesson with an innovative methodology.</i></p>			

<p>-Have SS structured the story properly? <i>In general, they have created good stories using different cohesive and cohesion connectors in order to make several paragraphs.</i> <i>Some SS prepared voluntarily a kind of draft to elaborate their final writing.</i></p> <p>-Have we explained the contents of the lesson clearly and in a correct way? <i>All the concepts and learning outcomes have been acquired perfectly. SS' answers were correct and their participation was active in each activity done.</i></p>	
<p>Assessment and feedback:</p> <p>-Assessment: SS have understood perfectly the ghost story and they have liked a lot the way in which the reading was made.</p> <p>-Feedback: T has checked the correct answers on the blackboard, but the final writing was delivered to her in order to correct it at home. T gave back the writings to the SS at the end of the following lesson.</p>	
<p>Action Points:</p> <p>-We did not have enough time to finish exercise 3.</p>	<p>Homework:</p> <p>-SS have to finish the incredible story and to hand it over in the following English lesson.</p>

3.4. Lesson 4: Discovering Mysteries of the World

Time and date: 27 th of March, 2014		Grade: 2ºB ESO	
Number of students: 22			
Unit of work: The incredible world!			
Title of lesson: <i>Discovering mysteries of the world</i>			
Learning objectives: <ul style="list-style-type: none">✓ To selectively extract the relevant information of a video.✓ To take notes about the most important and relevant information about Nessie's video.✓ To expand their knowledge about the culture of other countries, especially the Scottish culture with Nessie's legend.✓ To interact in an informal conversation giving opinions about Nessie.✓ To appreciate the foreign language as an instrument of access to the information and as learning tool of different contents related to the Scottish culture.			
Activities: <i>(see Annex 7)</i> 1- Pre-task a) T gives SS some words in a blueprint.	Time: 20'	Procedure: -T-SS interaction	Materials: -Photocopies -Blackboard

<p>b) SS have to guess the topic of the video and write the name of the mysterious character that the video is about.</p> <p>c) Before watching the video, SS have to discuss some questions in groups of four.</p> <ul style="list-style-type: none"> • <i>Have you heard anything about it?</i> • <i>Where is it from?</i> • <i>Have you seen it?</i> • <i>Have you ever thought if it really exists?</i> 		<p>-Individual work -T monitors</p> <p>-Work group -Class discussion -T monitors</p>	
<p>2- While-task</p> <p>a) T plays the video once.</p> <p>b) SS have to watch the video and take some notes about it.</p> <p>c) T plays the video twice.</p> <p>Post-task</p> <p>d) SS have to answer the following questions:</p> <ul style="list-style-type: none"> • <i>Who is the main character of the video?</i> • <i>In which city is the monster house?</i> • <i>When did the monster appear last time?</i> • <i>Has anybody found the monster?</i> • <i>Where does the monster live?</i> • <i>In which year did the monster appear?</i> 	30'	<p>-T monitors the video -Individual work</p>	<p>-Projector on -Video on Youtube: <i>English Lesson Loch Ness Intermediate</i> -Blackboard</p>

<ul style="list-style-type: none"> • Which instruments do they use to find the monster? ➤ After seeing the video... What do you think? 			
Evaluation of the learning and teaching process: Questions (Marta Montejano): - Have SS liked Nessie? Have they known anything about it before watching the video? <i>SS liked Nessie a lot. The video was very interesting for them and many SS knew a lot of aspects related to it.</i> - Have SS understood the video properly? <i>The English language and vocabulary used in the video was adequate to their level and the subtitles helped them in order to understand it better. This made SS feel comfortable and more secure doing the activities.</i> - Have I explained the contents of the lesson clearly and in a correct way? <i>In this lesson, I did not have many things to explain. The main aim was to understand the video in order to answer to questions, and also to know several aspects related to Nessie.</i>			
Evaluation of the learning and teaching process: Questions (Marta Alegría): - Have SS liked Nessie? Have they known anything about it before watching the video? <i>Nessie's legend was an interesting story of the Scottish Culture. The video selected had interesting data about the topic which all the students were able to remember at the end of the class. Also, some students knew more data and aspects related to it.</i> - Have SS understood the video properly? <i>The English language and vocabulary which appeared in the video was adequate to their level. Also, it had subtitles which were an important tool in this level because they helped students to understand Nessie's video better.</i> - Have I explained the contents of the lesson clearly and in a correct way? <i>During this lesson I did not have to explain many things because all the activities were related with the video and its understanding.</i>			
Assessment and feedback: - Assessment: SS participated actively in all the lesson because they said that they liked Nessie a lot, so they had much interest in learning many things about it.			

-Feedback: Each activity has been corrected on the blackboard by the SS. T monitors the answers.	
Action Points: -It was a fantastic lesson in which SS enjoyed a lot with Nessie; and the timing of each activity was adequate.	Homework: -None

3.5. Lesson 5: An incredible singer!

Time and date: 31 st of March, 2014		Grade: 2ºB ESO	
Number of students: 22			
Unit of work: Incredible world!			
Title of lesson: <i>An incredible singer!</i>			
Learning objectives: <ul style="list-style-type: none">✓ To listen to a song in English, understanding the general meaning and looking for specific information.✓ To aurally practice the Present Perfect Simple in a real context according to the song selected.✓ To be able to aurally discriminate difficult English Past Tense regular verbs endings: /d/, /t/and /id/.✓ To use and classify correctly and properly phonological aspects (such as /d/, /t/and /id/) related with some regular verbs in Past Simple , which appear in the song, according to their pronunciation in real communicative contexts, allowing to express themselves in a comfortable and pleasant way for any potential speaker.			
Activities: (<i>see Annex 8</i>) 1- Pre-task <ul style="list-style-type: none">a) T gives SS a photocopy with some sentences for a song in which students have to order them before listening the song.b) T puts the song and SS check the correct answer.c) T and SS review the correct answers all together. 2- While-task <ul style="list-style-type: none">a) T puts a song and SS have to circle the correct word between two with similar	Time: 14' 20'	Procedure: -T-SS interaction -SS-SS interaction -Group in pairs -Class discussion -T monitors -T-SS interaction -Class discussion -T monitors	Materials: -Computer -Song -Photocopies -Blackboard -Computer -Song -Photocopies

<p>pronunciation from a small part of the song.</p> <p>b) Then T puts one more time the song and all together correct them.</p>			-Blackboard
<p>3- While-task T and SS listen to the song and complete the gaps with the correct missing word.</p>	8´	<p>-T-SS interaction -Group in pairs -Class discussion -T monitors</p>	<p>-Computer -Song -Photocopies -Blackboard</p>
<p>4- Post-task a) SS have to complete a chart with the correct pronunciation of some regular verbs which appeared in the song.</p> <p>b) Then T and SS all together correct the activity and practice the correct pronunciation giving more examples.</p>	8´	<p>-Group in pairs -Class discussion -T monitors</p>	<p>-Photocopies -Blackboard</p>
<p>Evaluation of the learning and teaching process:</p> <p>Questions (Marta Montejano):</p> <p>-Have SS liked the activities and the song? Have they understood it? <i>It was not the typical video clip SS like but it was perfectly linked to the grammatical point in order to practice it. The vocabulary of the song was easy, so SS knew most of the vocabulary.</i></p> <p>-Was there enough time to complete all these activities and provide SS with appropriate feedback? <i>The timing of these activities was a bit limited, so we did not have enough time to correct the last exercise of pronunciation (but we corrected it at the beginning of the next lesson).</i></p> <p>-Have we explained clearly the objectives of these four tasks? Have we given clear instructions to be carried out? <i>The activities were understood properly achieving the main aim without difficulties.</i></p>			

Evaluation of the learning and teaching process:

Questions (Marta Alegría):

-Have SS liked the activities and the song? Have they understood it?

There were different opinions about the song, girls liked it a lot but boys thought that the video was so boring. In my opinion the video was different, but it was perfect to practice the grammatical point learned in the previous lesson. SS did not have any problems in order to understand the song because the vocabulary used was familiar for them.

-Was there enough time to complete all these activities and provide SS with appropriate feedback?

The timing fixed for each activity was enough. But as students wanted to listen the song and sang it, once they have done all the activities, we did not have time to do and correct the last exercise so we reviewed it at the end of the following lesson.

-Have we explained clearly the objectives of these four tasks? Have we given clear instructions to be carried out?

The activities were understood properly achieving the main aim without difficulties.

Assessment and feedback:

-Assessment: Many of the SS did not like a lot the song, but they recognize that it was a good way in order to practice the grammatical point.

-Feedback: SS said aloud the correct answers of all the exercises while T monitors them.

Action Points:

-We did not have enough time in order to give them feedback in the last exercise, so we corrected it the next lesson.

-SS liked a lot activities related to songs.

Homework:

-None

3.6. Lesson 6: Heroes and sidekicks

Time and date: 1 st of April, 2014		Grade: 2ºB ESO	
Number of students: 22			
Unit of work: Incredible world!			
Title of lesson: <i>Heroes and sidekicks</i>			
Learning objectives: <ul style="list-style-type: none">✓ To understand the general idea from short fragments about different incredible characters in which students work with the vocabulary and the grammatical point of the unit.✓ To scan and skim the text to find general and specific information about different incredible and famous characters appropriate to students' abilities and interests, using reading as a source of pleasure and personal enrichment according to the topic and grammar point of the unit.✓ To give their opinions in an oral way about heroes and sidekicks by means of presenting arguments for and against.✓ To be able to present clear, detailed arguments about situations difficult to defend in a polemic debate about incredible characters, showing a controlled use of organizational patterns, connectors and cohesive devices, as well as to be able to answer effortlessly to the questions posed by other students.✓ To acquire, through the use of the foreign language, a global vision about the cultural and linguistic environment, taking into account their own learning and personal development, eliminating discrimination, linguistic and cultural stereotypes.✓ To understand and get involved in conversations of certain length through debates, speeches, etc.			
Activities: (<i>see Annex 9</i>)	Time:	Procedure:	Materials:
1- Pre-task <ul style="list-style-type: none">a) T gives SS a sheet of paper and SS have to find their hero or sidekicks to create the pairs of work.b) Each pair of SS has to explain something to the rest of the class about their characters.	10'	<ul style="list-style-type: none">-T-SS interaction-SS-SS interaction-T monitors	<ul style="list-style-type: none">-Sheet of paper.-Blackboard
2- While-task <ul style="list-style-type: none">a) T gives SS three short paragraph about heroes and their sidekicks and all together read them a search some words of new vocabulary.	8'	<ul style="list-style-type: none">-T-SS interaction-Group work-T monitors	<ul style="list-style-type: none">-Photocopies-Blackboard-Dictionaries

<p>b) T asks SS some oral comprehension questions about the texts and compare them with the heroes that appeared in the first activity.</p>			
<p>3- While-task</p> <p>a) In pairs SS have to read the texts and search relevant information to complete the chart that appear in this exercises.</p> <p>b) T and SS correct the chart and give the solutions working all together.</p>	11'	<p>-T-SS interaction -SS-SS interaction</p>	<p>-Photocopies -Blackboard</p>
<p>4- Post-task</p> <p>a) T creates groups of four SS and each group has to discuss about four questions that are in the photocopies.</p> <p>b) Then the whole class will discuss about them creating a debate about the topic and his influences between boys and girls, good / bad models, etc.</p>	21'	<p>-T-SS interaction -Group work -SS-SS interaction -Class discussion</p>	<p>-Photocopies -Blackboard</p>

Evaluation of the learning and teaching process:

Questions (Marta Montejano):

-Have SS understood clearly the method, the purpose and the goals of these three activities?

SS clearly understood all these, and differentiated very well the two different strategies of reading (scanning and skimming).

-Have SS liked all the activities? Is there one which is more interesting for them?

SS participated a lot in the whole lesson. The activity which they liked the most was the first one. Also, they added more additional information about the heroes and sidekicks which appeared in the fragments.

-Have I explained the tasks clearly? Have the instructions been given appropriately and been understood by students?

In general, the activities were great but I have to clarify some vocabulary items of the text.

-How have I organized the class? Was it successful?

The class was organized in small groups of four and the result was good, but in some occasions they were excited because they were not familiar with these kinds of methodology and activities, in which they had to move around the class, work in groups and participate actively.

Evaluation of the learning and teaching process:

Questions (Marta Alegría):

-Have SS understood clearly the method, the purpose and the goals of these three activities?

SS clearly understood all these and differentiated very well the two different strategies of reading (scanning and skimming).

-Have SS liked all the activities? Is there one which is more interesting for them?

In general, SS liked all the lesson but the first exercise was the most interesting and exciting for them. They participated actively in all the lesson. It was very interesting to me to see them gave more information which was not in the text in order to improve their knowledge about heroes and sidekicks. In this lesson SS spoke a lot in English, it was as if they had lost their fears of speaking in English.

-Have I explained the tasks clearly? Have the instructions been given appropriately and been understood by students?

In general SS did not have a lot of doubts about vocabulary, but I needed to clarify them five words of the text.

-How have I organized the class? Was it successful?

I organized the class in five small groups of four, where each student had to work hard in order to obtain a good result. In general they worked properly, but maybe,

affected by the type of the activity in some moments of the lesson they were very excited and talkative. When they had to move around the class they were "crazy" but in general they participated actively. This methodology was something new for them so they were a little bit confused and excited but the final result was good.

Assessment and feedback:

-Assessment: SS participated actively in the debate. They have shown a lot of interest in learning some other incredible aspects which appeared in the reading activity.

-Feedback: SS wrote on the blackboard the chart in order to correct it better. T monitors it. T controls the final debate.

Action Points:

-In the first exercise SS were very excited because they had to stand up and move around in order to find their partner, so we did not do exercise 1.1.

-It could be a good idea to bring some dictionaries to class to help SS with the vocabulary, and at the same time teaching them how to distribute roles between the different members of the group.

Homework:

-SS have to study for the oral exposition and for the final test of the learning unit.

3.7. Lesson 7: Speaking Exam

Time and date: 2nd of March, 2014

Grade: 2ºB ESO

Number of students: 22

Unit of work: The incredible world!

Title of lesson: *Oral exam*

Learning objectives: *(see Annex 10)*

- ✓ To develop students' learning autonomy through the planning and the organization of the writing and oral exposition about their own imaginary incredible character.
- ✓ To develop the most important students' attitudes, work habits, strategies and skills to acquire English Language using different accessible ways as a collaborative and cooperative work with other partners, and ICTs to elaborate and expose their own writing about their incredible character to the rest of the class.
- ✓ To express a receptive and respectful attitude with the whole class,

evaluating their own capacity about the use of the foreign language and the quality of their work, and at the same time valuating their partners' work.			
Activities	Time:	Procedure:	Materials:
1- Pre / While / Post-task a) SS have to present an oral exposition in pairs about an imaginary incredible character. b) T gives SS a check list to evaluate the rest of the groups.	4'	-T-SS interaction -SS-SS interaction	-PP
Evaluation of the learning and teaching process: Questions (Marta Montejano): -Have SS liked the check list to evaluate their partners? <i>Yes, they have. SS felt like as if they were teachers, so they showed a lot of interest observing their partners.</i> -Have SS been objectives with their partners? <i>Yes, because I explained them that this was the purpose of the activity (to evaluate in an objective way), if not, they could be evaluated negatively.</i> -Have SS prepared their exposition according to the check list? <i>The majority of the class prepared the exposition according to the check list. There were a couple of SS that did not prepare anything, so SS and I cannot evaluate them. The oral presentations of the rest of the class were fantastic and very innovative.</i>			
Evaluation of the learning and teaching process: Questions (Marta Alegría): -Have SS liked the check list to evaluate their partners? <i>SS liked the check list because they felt as a teacher for few minutes and also they evaluated their partners' work in an objective way. For them was very important to know, that for me their opinion was important in order to decide the final mark .</i> -Have SS been objectives with their partners? <i>SS have been objectives with their partners, maybe because I said before that if their put a bad mark in order to annoy someone, I would do the same with them. When I reviewed their check lists, I watched additional comments that some students did in order to clarified their mark. I did not expect that they would pay as much attention as they did.</i> -Have SS prepared their exposition according to the check list? <i>It was a big and a wonderful surprise to see that all the pairs had prepared perfectly</i>			

their PowerPoint presentation following all the aspects that I had fixed in the check list.

Assessment and feedback:

-Assessment: The check list was a good tool in order to catch SS' attention, and also very helpful for the T in order to evaluate the whole class in an objective and structured way.

-Feedback: At the same time each pair was doing their oral presentations, T and SS were taking notes in order to complete the check list. T will give them the final mark the last day of class.

Action Points:

-SS have really like become teachers for a while.

Homework:

-SS have to study for the final test.

3.8. Lesson 8: Final Exam (*see Annex 11*)

Time and date: 3rd of March, 2014

Grade: 2ºB ESO

Number of students: 22

Unit of work: The incredible world!

Title of lesson: *Oral exam*

4. Conclusions

We could reach some conclusion from this unit of work. Both, we have had the great opportunity to put into practice the whole unit. However, we can affirm that we have learnt many things by designing it such as: how to adapt real materials, how to elaborate materials according to timing, how to give feedback and assessment to our students, etc.

One of the most important ones is that it is essential to create a wide range of activities and integrate the different skills and sub-skills, because it does not make sense to learn things separately, because it does not happen like this in real-life.

There were also very important for us to find the purposes on this unit of work, and we think that it would be also important for our students to find the goals on what they are doing. We wanted them to feel they are not wasting their time learning a foreign language. The purpose of this unit of work was to motivate and to help them to find a necessity of real communication.

When we designed it , we could also realize that it is difficult to design our own activities, but it helps us, as teachers, to feel comfortable and self-confident with what we are doing, with our future labor.

There was a clear contrast when we were teaching between the activities we had designed by ourselves and the activities that the teacher used from the book (fill in the gaps, drill exercises, etc.).

The first and main difference was students' attitude towards them and our own attitude. When they were doing activities from the course book, we could see students' routine attitude. They were really bored of this kind of activities. Our activities were different, and we think they really enjoyed and they could also learn new things showing a real use of English. These students were not used to work in groups, but at the final results were fantastic, they could adapt themselves properly working in a collaborative way.

Time was also an important factor when implementing activities. We were aware of the lack of time to do all these activities, but it was surprising that some activities did not have enough time to be carried out because sometimes students require more explanations, instructions, they have doubts, etc.

The activities we could implement were in general quite successful, since our objectives were reached and students participate in the activities, having fun and learning new things.

Interaction and conversation activities were not difficult, since these students were used to do them frequently with their teacher and they participated actively.

In general, we are satisfied with the results obtained. We are satisfied with the variety of activities we have proposed, although we would change the distribution of time in few cases.

In conclusion, we think that it was a useful experience to design our own unit and see how a real class works, and how our activities can work, and the feedback our students give us every day on what they are doing. A teacher should pay attention to the feedback he receives from his students, and this should be useful to improve and change things that do not work.

When designing this unit of work at the beginning, everything was abstract; when we started teaching in a real class, things were more concrete little by little, and we realize the importance of setting objectives, methodology, contents, etc. to form a unit of work that can be really useful for your students and that can be seen as a whole, not as separated and unconnected elements.

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Appendix

6. Appendix

Annex 1:

LESSON 1

INCREDIBLE CHARACTERS

1. Speaking activity about incredible characters: Dracula, Nessie, Shrek, Superman, Batman, Xena, Werewolf, Ghost, Elf, Spiderman, Witch.

Teacher's questions:

- *Do you know any incredible characters?*
- *What are the supernatural powers of the character?*
- *What does he/she wear?*
- *Do you know any fantastic story?*
- *What is it about?*

2. Speaking activity. Look at the PPT and discuss with your partners.

Some questions to discuss:

- *Can you describe what is he/she wearing?*
- *What is he/she doing?*
- *Do you like or dislike him/her? Why?*
- *Can you relate it with a film, tale, TV...?*

3. Reading activity. Read the following descriptions and write the corresponding character.

I am very old. I live in Transylvania in a decaying castle. I sleep all the day, but I go out at night. I like drinking blood and I don't like garlic. I can fly and I am very passionate.

I am mythological character. I am a mixture of two creatures. I hate the moon because when it appears, my body changes. Some of my hunters, call me "lycanthrope".

I appear in comics. I am a teenager. I have supernatural powers: strength and ability and shoot spider-webs. I have spider-sense. Everybody knows me as "Peter".

I am an old person. I am grey-haired. I travel around the world with my boom. My favorite animal is a black cat. I like cooking strange potions. I have a big wart in my nose.

3.1 In a sheet of paper, you have to prepare three questions about the previous reading to check the comprehension of the short paragraphs. Then, you have to exchange your questions with your partners and answer them. Finally, you have to deliver this activity to the teacher.

4. Write your own description about an imaginary incredible character and prepare a PowerPoint in order to expose it in class. You have to deliver your writing to the teacher until _____.

Some suggested questions in order to help you to prepare your composition are:

*Why is your favorite character?
Where does she/he live?
Which powers has she/he got?
What kind of clothes does he/she wear?
Where does he/she appear?
When did you discover him/her?*

Remember to include a name, appearance, personality and abilities and maybe a catch phrase!!!

4.1 Write here your first ideas before starting to write your final project.

Annex 2: PowerPoint Presentation

INCREDIBLE WORLD!



Who is him?



Do you know me?



Who am I?



Why am I incredible?



What am I wearing?



Why am I incredible?



Who is she?



Is it an animal or a person?



What is she doing?



Where does he live?






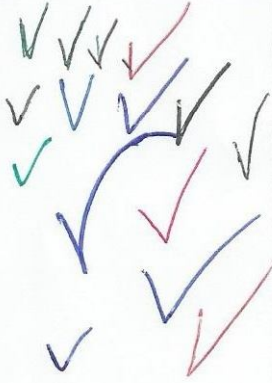
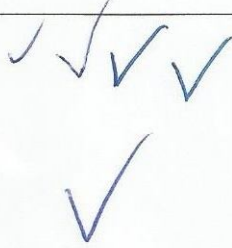

Can you describe me?



Annex 3: Writing Rubric

	Excellent	Very Good	Good	Bad
Structure	Students have organized the information and their ideas following the given pattern. [2p.]	Students have followed a structure but there are some ideas unconnected to the rest [1,25p.]	Students have divided the article into the three main parts but the ideas have not been included appropriately in the corresponding sections. [0,75p.]	Students have not followed the given pattern and structure, there are unconnected ideas and the three main parts are not clearly distinguished [0p.]
Content	Students have followed the indications on the topic of the writing: learning foreign languages in Spain, following the guidelines in the worksheet (questions they should answer) [4p.]	Students have followed almost all the indications they have been given, except for some ideas they have added that are not related to this topic. [3p.]	Students have written about the proposed topic; however they have included information on a different topic. [2p.]	Students have written about a completely different topic. [0p.]
Use of Grammar	Students have used grammatical structures they know from previous lessons and they have been well integrated and used appropriately throughout the composition. [2p.]	Students have used some grammatical structures they already knew in an appropriate way, but some mistakes have been made. [1,25p.]	Students have incorporated grammatical structures from a very basic level, so the syntax is not adapted to their level. They have also made mistakes and have difficulties with simple structures. [0,75p.]	Grammatical structures have not been assimilated. Students misuse them, even those that are from a basic level. [0p.]
Use of Vocabulary	Students have used many words they have been studying in this lesson and in previous lessons. This vocabulary has been successfully integrated with grammar. [2p.]	Students have used some words seen in class, but they could have used more to demonstrate they know how and when to use them [1.25p.]	Students have integrated a few words from the new vocabulary learnt and sometimes these new words have been misused, or used in inappropriate contexts.[0,75p]	Students have not used any new words and the vocabulary used is poor, very basic for their level. [0p.]

Annex 4:

Z ^o C			
Do you like the topic of the unit?			

Annex 5:

LESSON 2

Have you ever seen a strange character?

1. Watch the video about verb tenses in real life situations. Take notes about the most important information about present perfect simple uses and structures.

http://www.eslvideo.com/esl_video_quiz_low_intermediate.php?id=9644

2. Present Perfect Simple. Revise teacher's explanation and complete the following table.

You	}	HAVE (_____)	}	- past participle
My friend				- ed
My parents				(_____ verbs)
I		_____ (3 rd person singular) (Not)		- 3 rd column
The dog				(_____ verbs)
We				
_____		I/you/we/they		visited London?
Has		_____/_____/_____		seen this film?

USE: To describe actions which started in the p_____ and they have not finished in the p_____.

3. In groups of four, write 8 sentences (affirmative, negative and interrogative) using information from the table and use previous knowledge about incredible characters.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

3.1 A spokesperson of each group explains to the rest of the class the most interesting sentences.

3.2 Write individually 5 sentences about people in your class, based on the preceding activity.

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

4. Look at these two pictures from London. One is from some decades ago, and the other is a photo of today. Write a short paragraph comparing both images and using the structures you have learnt during this lesson.



Annex 6:

LESSON 3

SCIENCE-FICTION

1. Read the short fragments the teacher gives you in groups of four. Write down what the story is about and what you think is going to happen.

2. Read the story and then put the sentences in the correct order.

GHOST TRAIN

My parents bought a house five years ago. It was near the railway station in a small town. There was a train to the city every hour, and one Sunday I decided to go.

There was only one person at the station. It was a man in strange old clothes. When he saw me, he started to talk.

"Hi stranger. I've never seen you here before"

"No, I'm new here. My name's Beth."

"Hi, Beth. I'm Hank. I've been here a long, long time. I've met a lot of people at this station, Yep, a lot of people."

"Do you work here?" I asked.

"No, I don't work now, but I worked here in the past. And my brother worked here. I'm sure you'll meet him. He'll be on the train. He's always on that train. Always and forever".

The man laughed. It was a strange, sad laugh. I don't know why, but I felt scared. My train arrived and I said goodbye to the man. I found a seat and I started to read my book. A man on the next seat spoke to me.

"Excuse me, your face is very white. Have you seen a ghost?" He laughed.



"Er ... what? No ... no, I haven't. There was a strange man at the station."

"Oh, Hank's not strange. He and his brother worked at the station, but there was an accident and they died."

"They what? I asked. I looked at him. The man's clothes were strange and old. His face was familiar ..."

Order the sentences:

- a) Beth spoke to Hank.
- b) The two brothers worked at the station.
- c) Beth's parents bought a house in the town.
- d) Beth spoke to Hank's brother.
- e) Beth went to the railway station.
- f) There was an accident.

3. Writing exercise. Write an incredible story. You can answer these questions to write the story.

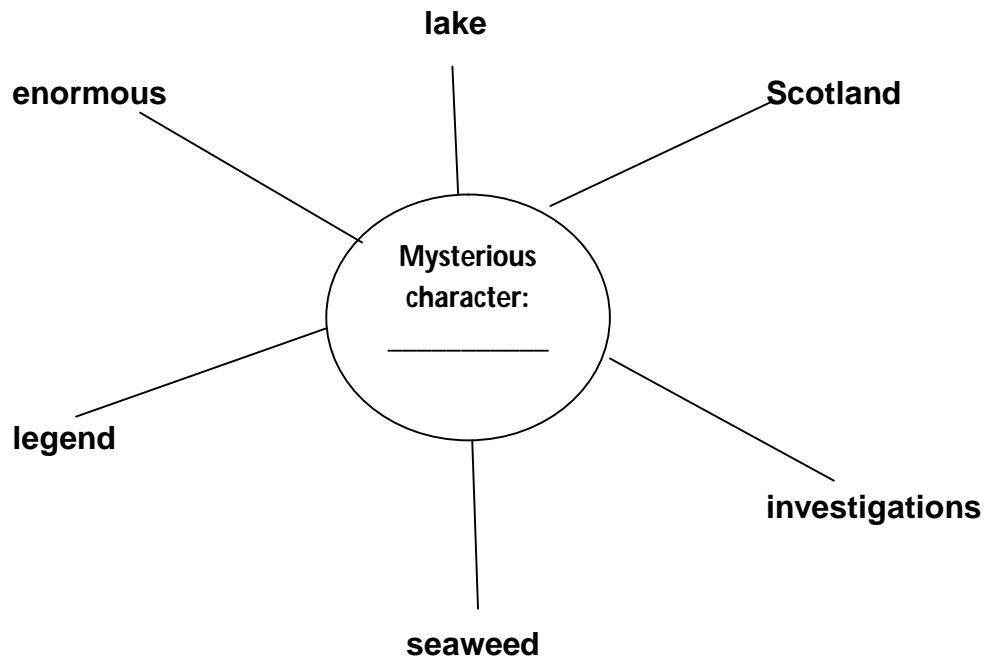
- 1. Who has seen/heard the incredible character?
- 2. How many times has it appeared?
- 3. Where has it appeared?
- 4. When did you see it?
- 5. Can you describe it?
- 6. What happened when you saw it?

Annex 7:

LESSON 4

DISCOVERING MYSTERIES OF THE WORLD

1. Look at the following words and guess the topic of the following video.



1.1 Once you have discovered the unknown character, discuss the following questions in groups of four.

- *Have you heard anything about it?*
- *Where is it from?*
- *Have you seen it?*
- *Have you ever thought if it really exists?*

2. Watch the video and answer the following questions. You should take notes at the same time you are watching the video.

<https://www.youtube.com/watch?v=6Vq1TNj7Svk>

Questions:

- Who is the main character of the video?

- In which city is the monster house?

- When did the monster appear last time?

- Has anybody found the monster?

- Where does the monster live?

- In which year did the monster appear?

- Which instruments do they use to find the monster?

- After seeing the video... What do you think?

Annex 8:

LESSON 5

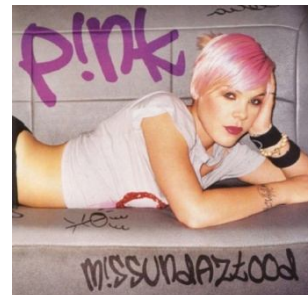
AN INCREDIBLE SINGER!

GLITTER IN THE AIR - PINK

1. Order the sentences before listening the song.

- ___ Have you ever thrown a fist full of glitter in the air?
- ___ Have you ever fed a lover with just your hands?
- ___ Have you ever looked fear in the face and said "I just don't care?"
- ___ Closed your eyes and trusted, just trusted?

- ___ Have you ever felt this way?
- ___ It's only half past the point of no return
- ___ The thunder before the lightning, the breath before the phrase
- ___ The tip of the iceberg, the sun before the burn



2. Listen and circle the word you hear.

Have you ever **hated/heard** yourself for staring at the phone?
Your whole life waiting on the **bring/ring** to prove you're not alone
Have you ever been touched so gently you had to **cry/fly**?
Have you ever invited a **stranger/strange** to come inside?

It's only half past the **point/coin** of oblivion
The hourglass on the table, the walk before the **run/gun**
The breath before the kiss, and the **head/fear** before the flames
Have you ever **fed/felt** this way?

lalalalala

3. Write the missing words.

There you are, sitting in the _____
Clutching my _____, calling me _____

You _____ me sugar
 Have you ever wished for an endless _____?
 Lassoed the _____ and the _____ and pulled that rope tight?
 Have you ever held your _____ and asked yourself
 "Will it ever get better than _____?"

4. Pronunciation activity. Listen to the regular verbs which appeared in the song and choose the correct pronunciation.

	<i>/d/</i>	<i>/t/</i>	<i>/ɪd/</i>
Closed			
Looked			
Hated			
Touched			
Invited			
Called			
Wished			
Pulled			

Annex 9:

LESSON 6

Heroes and sidekicks

1. Look at the sheet of paper and find your sidekicks asking your partners: *I am.....-What is your name? Who are you? When you find the other part write the characters' name on the blackboard and sit down.*

1.1. Each couple has to explain to the rest of the class in which film, comic, cartoons or book they appear.

2. Read the text quickly (skimming), and say which heroes and sidekicks from the previous list are mentioned.

Sir Arthur Conan Doyle created Sherlock Holmes and his sidekick Doctor Watson in 1887. Holmes is an eccentric and untidy detective who smokes a pipe and shares a flat in London and solves mysteries with his assistant Dr Watson. Dr Watson is a reliable and ordinary man who has a moustache. Sherlock Holmes's famous catchphrase is 'Elementary my dear Watson'.

Dora and Boots were created for a kids cartoon series called 'Dora the Explorer' in 2000. The friends go on trips to help someone or to find something. Dora is a bilingual Latina girl who never gets angry and is always positive. She always carries a purple backpack and her favorite catch phrase is 'We did it!' Her sidekick is a monkey called Boots. Look at his feet to see why he has this name. He's enthusiastic, athletic and friendly.

They are both 10-year-old boys, have yellow skin and go the same school but apart from that these friends from the TV show the Simpsons don't have much in common. Milhouse is well behaved at school and he is a bit nerdy. Bart is cool, popular, and rebellious and he is always in trouble at school. His catch phrases include 'Eat my shorts!', 'I didn't do it.' and 'Ay caramba!'

3. Read the text carefully (scanning), underline the most relevant information and complete the following chart.

Name	Male or female?	Hero or sidekick?	Appearance	Personality	Catch phrase?
<i>Sherlock Holmes</i>					

4. Discussion activity. In small groups of four answer the following questions. Then the whole class will give their own opinions.

1. Are heroes usually male or female? Why?

2. Have you ever thought if heroes and sidekicks are good or bad models for children?

3. Imagine you are going to a heroes and sidekick fancy dress party. Which character do you decide to go as?

4. *Have you ever had a favorite hero? Who?*

Annex 10:

OBERVATION CKECK LIST FOR ORAL EXAM

SPEAKERS		GROUPS										
		1	2	3	4	5	6	7	8	9	10	me
Uses voice appropriately												
The presentation is well structured												
Is it an interesting incredible character?												
Use of the vocabulary and grammar of the unit.												
Students' pronunciation												

Annex 11: Final exam

I.E.S SIGLO XXI (Pedrola)

TEST UNIT 8

NAME:.....

DATE:.....

FINAL MARKS

Grammar/Vocabulary:

Listening:

Reading:

GRAMMAR AND VOCABULARY

1. Complete the sentences with the suitable word. (5 marks)

1. Dracula does not like_____.
2. The green plant that grows in the sea is called _____.
3. Witch has a big_____in her nose.
4. Spiderman shoots spider-_____.
5. Werewolf is a mixture of two_____.

2. Complete the sentences with the present perfect form of the verbs in the box. There is one verb you do not need. (14 marks)

eat fall go pass play see swim visit
--

- 1 I _____ that film. It's great!
- 2 We _____ lunch at that café before.
- 3 Tim _____ football in a team before.
- 4 I _____ in the sea.
- 5 We _____ our exams. Fantastic!
- 6 I _____ to England twice.
- 7 Help! I _____ off my bike.

3. Complete the sentences with past participles. (10 marks)

- 1 He's _____ off his bike!
- 2 I'm thirteen so I've never _____ a car.
- 3 Have you _____ English before?
- 4 Has he _____ football in a team?
- 5 He's _____ 1500 metres at the swimming pool today.
- 6 This is Jen. Have you _____ her before?
- 7 My mum's _____ lots of museums.
- 8 I've _____ some shoes from that shop.
- 9 Tom has _____ a fantastic picture. He's good at painting.

10 _____ She's _____ to the library today.

4. Correct the mistakes in the present perfect questions. Then complete the short answers. (10 marks)

- 1 Did you invited Clara to the party? _____
Yes, I _____.
- 2 Have they lived in France? _____
Yes, _____.
- 3 Has Mike buy a new car? _____
Yes, _____.
- 4 Did you visited London? _____
No, I _____.
- 5 Have they been to New York? _____
No, _____.

5. Complete the sentences with the words below. Use the correct form of the Present Perfect Simple. (10 marks)

not play / have / see / not come / be

1. David home yet.
2. We dinner at two o'clock.
3. Sara never to Brazil.
4. he John today?
5. They football.

6. Rewrite the affirmative sentences as negative and negative sentences as affirmative. Use the present perfect. (6 marks)

- 1 She has met the Queen.

- 2 They've finished their meal.

- 3 I haven't jumped out of an aeroplane.

- 4 Sam has worked in an office.

- 5 He hasn't passed his driving test.

6 We haven't had dinner.

LISTENING

7. Listen to the conversation between Mia and James about phobias. Then answer the questions. (10 marks)

What is Mia scared of? _____

Where did Mia want to fly to? _____

What sport has she never done? _____

What is James scared of? _____

Where has James seen snakes? _____

READING

8. Read the text. Then answer the questions. Write full sentences. (8 marks)

AN INCREDIBLE JOB

Most people want a peaceful job, with no danger, but not Simon Addlington. Simon is a stuntman for films. He does all the dangerous things that the main actors don't want to do. So he's jumped off a moving train, and he's driven a car into a deep river. He's also run into burning buildings and swum in the sea with sharks. But Simon doesn't feel scared like normal people. 'I don't really get scared,' he says. 'I just feel very excited when I'm going to do something dangerous. I love that feeling. But I'm also quite careful. I think about each job carefully before I do it, and I don't take unnecessary risks.'

1 What is a stuntman?

2 What four dangerous things has Simon done?

3 Does Simon feel scared?

4 What does Simon say about taking risks?

