

ANNEX 1

Annexes TFM Modalidad A

68515 DISEÑO CURRICULAR DE LENGUAS EXTRANJERAS

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YEAR PLAN for 3ºESO, IES Puertas Abiertas (Zaragoza)

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I. Contextualization

1.1.Official documents

The following Year Plan is aimed to the 3rd year of Compulsory Secondary Education (ESO), and it follows the prescriptions of the Ley Orgánica de Educación (LOE) 2/2006, May 3rd (BOE of May 4th 2006). It is also based on the Decree 1631/2006, December 29th (BOE of January 5th 2007), so as to be inside the framework establishing the national minimums for foreign languages. Besides, we will also take into account the regional specifications for ESO, which are compiled under the Orden May 9th 2007, which establishes the curriculum that must be followed in Aragon.

In addition to this, we should also mention the school legislation. Although the Decrees above establish the minimum contents and objectives that must be taught and achieved, there is yet another legal framework which is closer to the context in which the school is set. In that sense, the official document that includes all the specifications for each subject is the Proyecto Educativo de Centro (PEC), developed by each didactic department and approved by the School Headmaster. Furthermore, each didactic department designs a Proyecto Curricular, whose content is what will be later summarized in the PEC. In other words, the document which is just above the Year Plan is the Proyecto Curricular.

1.2.School setting

I.E.S. Puertas Abiertas is a Secondary state school in Zaragoza. The school is located in the outskirts of the city and it was built five years ago. The area is still economically developing, since it is a relatively new-built suburb. The school has two classrooms for each course, except for 2º Bachillerato, which has only one classroom due to the reduce number of students available for that course. The motto of our school changes yearly, and in this course we have chosen “Cuento contigo”, to show our concerns about integration and inclusion.

Besides, there is a program in 3º E.S.O. concerning students who have certain difficulties (Curricular Diversification) in reaching the minimum objectives prescribed by the Aragonese Curriculum. Also, due to the increasing demand of foreign languages, last year the school implemented a reinforcement program, consisting of one extra hour per week outside mandatory school hours. The aim of this activity is to develop students' communicative skills with the collaboration of a native teacher coming from U.S.A. It was greatly welcomed by students and especially by parents. Statistics show both that students have improved their skills and also that an appreciable number of new enrolments are the consequence of the implementation and spread of this program.

Recently, due to the booming of the new technologies applied to the teaching processes, the school has been equipped with different technological devices. First, there is a free WIFI system in the whole school, which enables students to connect online freely. Besides, there is one digital whiteboard and projectors in each classroom, which allow teachers to make classrooms more interactive and to make their methodology more dynamic. However, there is still a long path to plod, since students do not get their best from these technologies and many times they misuse them, which causes some delays in the lesson rhythm.

Our school works in collaboration with two foreign educative centres. One of them is in Nottinghamshire (United Kingdom), “The Nottingham Emmanuel School”. The other one is “Lycée Fénelon”, in Paris (France). These collaborations help the school to organize frequent students’ exchanges and Cultural Weeks with other pupils studying Spanish in those schools. These exchanges usually take place in March-April and they are a great opportunity to integrate other cultural values in the school.

Our institution is formed by a great variety of nationalities. Therefore, we are concerned with the different needs and sensibilities that they may have. We see immigration as an open door towards integral education, since this phenomenon helps to strengthen students’ personal development.

We understand the value of languages. Our students need English in order to adapt to the new world. In the last few decades, English has become an essential requirement when it comes to apply for a job. That is one of the reasons why our school is trying to become part of a Bilingual Plan (CILE 1). It is estimated that this plan will be carried out in two years’ time. Regarding the English timetable, there are four English lessons per week lasting fifty minutes each in every secondary course. Three of them are run by an English teacher and the other left is led by an English assistant lecturer. This hour will concern mainly oral practice and interaction with peers, using vocabulary seen in former units and revising orally what is being taught at that specific week.

The average of students per classroom is about twenty five. They come from different social environments; most of them are part of young families who have just arrived to the suburb, their parents work in manual professions and few of them have a degree. Around 15% come from other countries, especially African and Eastern Europe.

Our aim is to educate our students integrally. With that purpose on mind, we do not only prepare students for their professional lives, but we also encourage them to live with certain values: solidarity, being able to love and be loved, to live in harmony with their counterparts. Those are some of the concerns we try to follow when educating our students.

II. Syllabus design and development

1. Introduction: key principles (organizing principles, epistemological framework, contribution to the key competences).

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

Firstly, English contributes to develop our expression abilities and to use the language, both written and oral, as a vehicle to communicate with people effectively. Also, by practicing linguistic competence, one is able to understand reality better and to organize schemata and storing information in our heads, regulating our emotions and behavior. Secondly, digital competence makes reference to the fact that knowing a language means being able to use it through other means, as Internet, phone calls, e-mails, etc. Thirdly, learning how to learn enables students to be more independent and live autonomously. Because of that, when learning English, students should reflect on their learning style, strategies they can apply to themselves...In one word, spot what tools and process work for them. Therefore, our epistemological approach to teaching is cognitive-based, since we focus on the process rather than the form (the “how” is prior to the “what”). In the fifth place, studying a Second Language means one accepts the characteristics of the language and its 'differences'. Consequently, respect and appreciation are reinforced. Besides, this Second Language contributes to both improve artistic and cultural competence through literature, historical events or yearly celebrations. In addition to this, English makes use of mathematical competence when presenting information in graphics, data, etc and last but not least, it promotes autonomy and personal initiative by choosing topics to be presented and handed in throughout the course.

It must be said that there is not a unanimous relationship between the knowledge acquired by a subject and the acquisition of a specific competence. That is, several areas contribute to the development of different competences and at the same time, each of the key competences will be acquired by working on different areas. Hence, it does not exist a one-to-one relationship. Precisely because of that, in each of the didactic units there will be more than one key competence per unit, since to fill fully the key competences we will need more than one single topic or term. However, in some units, a specific Key Competence stands out from the rest. Thus, key competences should function as elements that integrate the learning process and students should know where, when and how to put them into practice, bearing in mind the context. All these competences should be part of students' development, maturity process as the educational task goes on.

Finally, we understand Language Teaching as being competence-centered, since we think that what matters is to acquire certain skills connected with Cognitive theories.

With that purpose on mind, teachers' role is that of a facilitator or guide rather than being merely a professional who transmits concepts without encouraging on students the desire of learning by themselves. With this framework as the basis of our teaching principles, we have decided to build a topic-based syllabus, because it integrates all the skills, topics from previous units and grammar is not approached systemically. However, since students are given the opportunity to choose certain topics, the syllabus is not entirely topic-based but it also focuses on procedures.

As far as the objectives, contents and even evaluation criteria, we have chosen as a starting point the two official documents: The Aragonese Curriculum, at a regional level and the Common European Framework of Reference for Languages (CEFR). The former gives us instructions about 'what' and 'how' we have to teach in each course. The latter describes "the achievements of learners of foreign languages across Europe".

2. Objectives

General stage objectives

The objectives for Secondary stage are gathered in the Aragonese Curriculum (Orden 9th May 2007). They deal with both affective issues and academic ones. The section that covers these objectives is the "Artículo 6".

Objectives for English subject

The information above focuses on general objectives. However, the Aragonese Curriculum (Orden 9th May 2007) also describes the objectives that Foreign Languages subject must reach. They refer to the acquisition of the skills (reading, writing, speaking and listening), but also to other issues such as the acquisition of learning procedures to favour autonomous learning and the acknowledgement of the importance foreign languages have as a tool to access other cultures.

COURSE OBJECTIVES

Finally, there are course objectives that must be defined. The Aragonese Curriculum differentiates four different "bloques" referring to the linguistic skills and to the cognitive aspects of the learning process. That information is very useful, but it makes no sense to establish objectives which are not connected with the evaluation criteria. Therefore, in the following lines we present our course objectives which are very much related to the evaluation criteria (see "Evaluation" below). Students must reach the following objectives:

- 1- To be able to express themselves in English fluently

- 2- To understand information (both listening to it and reading it) dealing with themes students find entertaining and encouraging.
- 3- To participate actively in oral activities developed inside the classroom such as debates, role playing or other games
- 4- To be interactive, showing willingness to help other students and answering doubts that may appear in class.
- 5- To read frequently about matters that interest them.
- 6- To use adequately and academically the written language when asked to do so.
- 7- To learn and put into practice the basic presentation norms in order to show careful written materials.
- 8- To understand the different uses English have depending on the context they are dealing with. Therefore, students will have to understand the situation in which they are placed to use the strategies they estimate.
- 9- To use properly ICTs they are supported to use, showing a good knowledge of the digital applications.
- 10- To organise themselves in terms of time, materials and group mates
- 11- To develop good skills regarding group working, showing that they can play different roles within a group and that they respect those roles.
- 12- To participate in the evaluation process, suggesting ways they should be evaluated and, above all, being able to assess their own teachers.
- 13- To suggest improvements for the next academic year regarding the subject as a whole or certain didactic units.

3. Contents

Another aspect which we shall refer to is that of contents. Our Year Plan will include the contents prescribed by the Aragonese Curriculum (Orden 9th May 2007), both for the Stage in general and the 3rd course of Secondary education in particular. All those competences must be part of our syllabus, although we take advantage of the freedom the Curriculum gives each school to prioritize certain competences.

4. Methodology

The methodology used is learner-centered following a communicative approach. Consequently, we provide students with activities that resemble real situations in life: learning to argument one's opinions, job interviews, asking for information abroad, and in one word: to bail one's out and be critical. Therefore, the emphasis is made on the oral use of the Second Language, encouraging the development of the cognitive aspect.

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

efficient learning-teaching process. We consider student's opinions the epicenter and starting point of teachers' work. Thus, negotiation between students and teachers will be part of the plan.

4.1.Underlying Principles

This paragraph deals briefly with the most outstanding didactic features of our Year Plan. This flexibility stated in the section above accounts for having a global standpoint towards the subject. Then, this offers students the possibility of integrate all the competences, not in isolation but complexly interrelated. Moreover, as we rely on communicative competence, students will participate actively in class with activities that could match reality most. In order to achieve this, teachers will play with unpredictability and will count on many interlocutors' participation (students). This 'openness' regarding the lessons or improvised productions, created by the teacher will be alternated with worked and crafted material aimed to achieve more complexity and correctness regarding the language itself.

4.2. Characteristics and types of activities and/ or instructional sequences

The activities proposed in the Year Plan cover the five skills of a Second Language: listening, speaking, writing, oral and interaction. Often two of the skills are worked together in the same activity; for example, giving an opinion (monologue) in the class implies not only expressing it clearly but also defending it if someone is in disagreement (interaction - debate). In oral presentations, students who carry out the speechmaking are practicing the oral production whereas their classmates are training their listening abilities. Despite the fact that there is a structure concerning the Unit Plans, that is, the 10 topics will be displayed in the order explained in Section III, contents will be determined by student's needs. Hence, if a student asks for immersion in a specific area that he/she may find either difficult or interesting, contents will be readjusted to his/her needs as much as possible.

4.3. Resources

The materials used for the Year Plan should be taken from real contexts. The importance of 'real' material (authentic) is a key to acquire competences. If contents and materials provided to students are adjusted and modified in order to fit students' expectations or knowledge, the learning- teaching process might result successful yet "fake", because outside the classroom, events, dialogues, readings or speeches are not modified in order to make everything comprehensible. Therefore, some challenge and questioning must be used so as to stimulate the group. On the other hand, if some concepts need to be worked (punctual cases) in order to make an appropriate use of English, non-material will be provided (photocopies from textbooks or grammar books).

Some of the materials used are films in English, which apart from being helpful for listening training and comprehension they are also helpful to see subtly literature or history. Also, podcasts are tools that result handy for students, since they can play them as many times as they will. Currently, Webquests are another affordable resource often used in education; they are designed web pages (usually inquiry-oriented) with activities and tasks to be completed with the information that is inside the website. This helps learners to focus and avoids time-wasting surfing on the Internet, looking for loads of vain information. Apart from those materials, we also count with the collaboration of a native speaker from the USA this academic year 2013-14, didactic games, vocabulary and grammar exercises and any complementary material that may be good for stabilizing concepts.

4.4. Groupings

Collaborative work constitutes one of the main tasks to be learnt in our society. It is often challenging since we are all different and each person develops his/her particular way of working. Nevertheless, it gives students practice to face in the future the real world. No one works individually, all of us need to talk with someone, share thoughts with people and get feedback. Thus, the aim for some of the tasks and the instruments for Evaluation Criteria will be assessed in groups. Consequently, students who have a higher ability for developing certain skills will help others and viceversa. Interchanging knowledge, styles, opinions promoting respect among themselves.

Bearing in mind the number of students per class, twenty-five, approximately, groups will be organized according to the teacher and students' will. Thus, in the first Project (See Evaluation Criteria) groups will be organized by the teacher, whereas in the second one, students will have freedom to group themselves. Finally, some activities in class will require pair-work as well.

4.5. Space

As in any other subject, the content is not uniquely present inside the classroom. Rather, content expands and takes place not only in but also out. As a matter of fact, social relations, phone calls, emails cover other spaces which do not consist of only a four-wall classroom. Precisely because of this, some activities will be carried outdoors: theater, boardrooms or even the playground. In addition, for certain tasks, the layout of the class may be changed, so that each student acquire a new perspective and see the classroom no longer a pure restricted academic place full of green desks displayed one after other. Sometimes little things make a difference.

4.6. Timing

Time is usually the great concern among teachers since it acts a pressure. The distribution of the activities implies structuring the Unit Plans into sessions so as to

know the time available for each unit each term of the academic course. Most of the time teachers feel that time vanishes very quickly with the impossibility of doing some activities or tasks that were prepared for students a priori at the beginning of the course. However, we think that the most suitable way of distribute our ten-Unit Plan is to devote 6 sessions to each topic and change it every two weeks or so; consequently students do not get tired of the didactic unit. Some topics can be specially appealing to students and certainly, more time will be given to that specific unit (if so).

4.7. Other issues

- **Teaching Values**

It is important to underline the main goal of the designed Year Plan: to provide students an integral education, not only to retain and pass pure academic knowledge and information. Put if differently, students need a solid education as far as moral values are concerned. In order to achieve this, we integrate all the required elements for its achievement in the suggested activities throughout the 10 didactic units.

Apart from those values that are highlighted in the 'Proyecto Educativo' of the high school, there are other democratic values which should be taken into account. To exemplify: learning how to get along with people, sexual education, the intercultural world, equality between women and men, promotion of tolerance, peace and education among others. Furthermore, the subject itself, English, can be potentially useful for instilling those values and others related to the English Culture: cultural characteristics that make the native-speaking countries particular, new habits, geography, monuments, etc. This approach to a new culture enriches and broadens our view towards other countries different from ours and people and enhances solidarity and tolerance.

All in all, these values should be present and permanent not only in the planned topics and exercises but also in teachers' daily presence at school so that students can learn them by observing and subsequently by imitation. That is, by capturing little moments in class (interventions, commentaries) students do know how they should be or behave and how they should not. The classroom, as a space, its participants and audience do have a big influence on teenagers for their yet-coming personality and social interaction.

- **Reading Encouragement**

We see reading as a must that strengthens both reading comprehension, writing and oral abilities since new expressions, idioms and vocabulary come up gradually through the different books suggested.

In addition, post-reading activities will be set (apart from those that the book may contain) in order to check students' comprehension; they consist of brief questions that ask students to spot central events in chapters, main characters, etc. Similarly, we will do a cultural contextualization of the reading and it will be connected with students'

world knowledge. All in all, they should be able to put events chronologically and understand cause-effect relations and give arguments in favour or against a given statement taken from the reading. All this should be achieved by oral and written activities.

Next objective of the Reading Plan is to contribute to increase learners' taste for books and reading. Reading different kinds of genre will make them aware of the variety that exists and they will possibly sign up for one in particular that they find most interesting in a Second Language; discovering more authors, sagas, top-selling books, etc.

- **Use of ICT, Information and Communicative Technology**

Learning languages nowadays is easier, since we can now rely on the use of technologies (ICT) and therefore, listening to music, watching films or speaking with people from abroad through softwares like Skype would had been unconceivable years ago. Most of people know how to look for information on the Internet using the Second Language successfully and consulting web pages of interest. Thus, the presence of these technologies has spread all over, even over the academic field. Getting to know these tools from the beginning, primary and secondary school, also provides a secure management and control of ICTs for the future. Being good-skilled at ITC or, at least, having a certain knowledge about it can determine a decision in an interview when applying a job, for example.

In brief, we will try to encourage students to use technology by all means, (mainly in the oral presentations) so as to strengthen English practice and the correct use of them.

5. Evaluation

When designing a syllabus or, going a step further, when deciding how we are going to organise our Year Plan, evaluation plays a key role. From our viewpoint, evaluation is the starting point for our design, since what we evaluate and how we do it is going to determine which kind of syllabus is most appropriate for students and which tasks/skills we focus most on. In that sense, we think that methodology must be adapted to evaluation principles rather than the other way round. The Aragonese Curriculum (Orden 9th May, 2007) establishes eight different criteria, which are the bases for our evaluation design.

A key aspect regarding our evaluation is that not only students must be assessed. Both teachers' methodology and the Year Plan must be evaluated (**See Anexo 1**). With that purpose in mind, we do believe in the strength of our Department and therefore, we think that peer assessment is not a polemical issue, but an instrumental tool. Bearing in mind that concept, our teachers will have a weekly meeting in order to analyse how the syllabus works, and they will try to cope with its disadvantages

by implementing improving measures, which will be compiled in a report at the end of the year, and which will be the basis of the syllabus design for the next academic course. *How do we evaluate teachers?* We believe in the students' capacity to evaluate teachers, because it goes hand in hand with the ideas we have defined in the objectives related to responsibility, autonomy, respect and being able to take decisions. Therefore, as you can see in **Anexo 2**, students will fill in a questionnaire in which all the teachers' skills (both academic and attitudinal) will be checked. Besides, due to the confidence teachers in our Department show with each other, lessons will be observed by counterparts, meaning that whenever a teacher of our own Department wants, he/she can enter the classroom and observe and analyse the way the lesson works. Our experience shows that it can be useful, since teachers do not see it as something negative which puts more pressure on them, but as an encouragement to develop better strategies.

From our viewpoint, the most important issue concerning the assessment is the evaluation criteria in respect to students. Exams are usually the biggest anxiety for them. We think that they usually put pressure on students and many times their results do not reflect properly the ideas they have assimilated. Often, students' willingness and receptiveness towards the subject are affected negatively due to the fact that learners are usually labelled with a number (correspondent to the mark they have obtained). Therefore, final exams will only be used to assess students who have not accomplished the objectives during the course or in special situations which will be observed by the Department. However, an initial evaluation consisting of a level test will be done to new incomers to the school so as to catch a glimpse of the average knowledge they have.

Then, how are we going to evaluate students? In this paragraph we will explain the grading criteria that will be used to assess students throughout the whole course. There will be two "Projects" per term, which will consist on certain topics related to the contents of the Unit Plans. The guidelines will be given to students at the beginning of the course (**See Anexo 3**). Two Projects during the course will be free-topic. Then, they will have to make an oral presentation lasting approximately fifteen minutes summarising their work, and the use of visual material will be encouraged thanks to ICTs we are equipped with. The Projects will count the 60% of the total mark (30% the written report and 30% the oral presentation; 10% will be assessed by the teacher, 10% by other mates and 10% by the group itself). The other 40% will be assessed the following way: 20% will be devoted to participation, which will imply being active in debates, taking part of voluntary works, asking doubts and participating in activities. The other 20% of the total mark will be the development of a diary, in which students will have to state what they have learned, which difficulties they have faced and write reports in which they include the competences and concepts they have acquired. For those students who cannot reach the established minimum or their marks regarding the project work, participation and diary are below 5, they can take a final exam at the end of the term (counting

70%) and hand in the diary (30%). The suggested readings, however, will not be evaluated separately; they will be part of that 20% of the mark, by working on some prepared activities in the 1-hour per week class with the English assistant.

1st Term	2nd Term	3rd Term
1 Project [FREE TOPIC] 1 Project (Assigned topic) (60%): - Oral presentation of each project = 30% - Written report =30%	1 Project [FREE TOPIC] 1 Project (Assigned topic) (60%): - Oral presentation of each project = 30% - Written report =30%	1 Project [FREE TOPIC] 1 Project (Assigned topic) (60%): - Oral presentation of each project =30% - Written report =30%
20% Participation	20% Participation	20% Participation
20% Diary	20% Diary	20% Diary
Final exam (70%) + Diary (30%)	Final exam (70%) + Diary (30%)	Final exam (70%) + Diary (30%)

To sum up, we believe in an integrated evaluation, meaning that the Projects imply good skills at speaking and writing and, above all, knowing the strategies to structure a presentation, having a good management of ICTs and so on and so forth. Besides, we encourage interest together with the written abilities when making the diary, since this diary will be connected with the activities done in class, in which texts will be read and films will be watched (see “Resources”), so that reading and listening are not misconceived.

6. Differentiation

Attention for diversity is explicitly given in the LOE (Artículo 71). It asks for an educative system that embraces heterogeneity and demands social equality. This diversity can include immigration, students with SEN or high capacities’ pupils. As stated in section 1 (Contextualization - School setting), I.E.S Puertas Abiertas counts with 15% students coming from other countries, such as Morocco, Rumania, Algeria ; consequently, these students and others that might be in need should be given some kind of help (motivation, orientation, support), regardless of the problem: personal issues to be solved, family problems, socioeconomic difficulties, etc.

For those students who have SEN (Special Educational Needs); namely, learning difficulties in acquiring skills at school, emotional difficulties when expressing themselves, sensory or physical needs, even medical or health conditions or whichever disability. These students work and make progress at a different speed; therefore, the Year Plan should take them into consideration as well, supporting and helping them to overcome difficulties. They may be given extra help, time or activities which they could work with successfully. Also, reinforcing learning techniques and orientating them as much as possible.

On the other hand, for gifted or talented students, more contents will be provided, as well as complementary material that could match their level.

7. Schedule

Bearing in mind that there are 3 English lessons per week and 1 English lesson with the native speaker, the approximate number of sessions devoted for the academic year is 85 (each session lasting 50').

TERM	NUMBER OF UNITS	SESSIONS
1st	4 Units: 1.- 'This is music to my ears' 2.- 'The ball is in your court' 3.- 'Beauty is in the eye of the beholder' 4.- 'Hitting the road'	8 Sessions 8 Sessions 8 Sessions 8 Sessions
2nd	3 Units: 5.- 'Money begets money' 6.- 'On air' 7.- 'An apple a day keeps the doctor away'	8 Sessions 8 Sessions 8 Sessions 8 Sessions
3rd	3 Units: 8.- 'The world is a melting pot, isn't it?' 9.- 'Bring to life' 10.- 'Going back to basis'	8 Sessions 8 Sessions 8 Sessions

Previous specification regarding the Unit Plans

- Main foundation

The purpose of this course is not to teach grammar as a key issue along the year. Grammar is presented in every unit as a guide to follow in class with the main objective of knowing all the formal aspects in the English language. The aim along this course is the presentation of the language as a whole, integrating all its components. The teacher will take into account the grammatical aspects prescribed in every unit, just to ensure that the student has a broader view of the formal aspect of the language.

When designing the different Unit Plans, we decided to give each Unit Plan a title which contained an idiom related to the topic we thought of. In other words, rather than learning a word isolated in context, we provide students with a context where the expression is applicable. Therefore, this enhances the ability to communicate and increases the opportunity to recognize fixed forms of the target language in a conversation.

- Contents:

As to the learning contents that students must reach in relation to our Year Plan, there are some which are common to all the didactic units. Therefore, we will not mention them separately; instead, we will show just below these lines those contents which will be dealt throughout the ten didactic units (based on the Aragonese Curriculum prescriptions). The rest of the contents prescribed by our regional legislation will appear during the course in different didactic units, but they will not be separated into “bloques” as the Aragonese Curriculum does, since we think that integrating contents is the best way to teach and therefore, it does not make sense to separate them in the didactic units.

- To produce oral descriptions, accounts and brief explanations about events, experiences and diverse knowledge.(Listening and Speaking; Bloque 1)
- To understand information about topics close to students’ experiences and interests in face-to-face communication.(Listening and Speaking; Bloque 1)
- To participate spontaneously in communicative situations in classroom and in conversations about daily topics dealing with personal interests with several communicative goals, using the regular conventions in conversation.(Listening and Speaking; Bloque 1)
- To read autonomously texts of a certain length connected with students’ interests.(Reading and Writing;Bloque2)
- To produce a wide range of texts, in response to concrete communicative situations, with some cohesion elements to clarify the relationship among ideas and using basic strategies when writing a text (planning, composing and reviewing).(Reading and Writing;Bloque2)
- To use adequately orthography and the different punctuation marks.(Reading and Writing; Bloque3)
- To show interest as to the careful presentation of written texts, both in paper or digital formats.(Knowledge of the language through its use; Bloque3)
- To understand and use common expressions, idioms and lexis about topics of general and personal interest, daily topics and issues related to contents of other subjects. (Knowledge of the language through its use; Bloque 3).
- To understand and use in communication the appropriate functions and structures in connection with different contexts.(Knowledge of the language through its use; Bloque 3).
- To accept mistakes as part of the learning process and to develop a positive attitude to overcome difficulties. (Knowledge of the language through its use; Bloque 3).
- To show confidence and initiative when expressing both orally and in written form. (Knowledge of the language through its use; Bloque 3).
- To organize personal work as a strategy to progress.(Knowledge of the language through its use; Bloque 3).

- To appreciate the second language as a tool for communication with people coming from different backgrounds and as a means to access information about main cultural aspects through different sources. (Socio-Cultural issues and Intercultural conscience; Bloque 4).
- To value the personal enrichment that is allowed by relationships with people belonging to other cultures.(Socio-Cultural issues and Intercultural conscience; Bloque 4).

III. Structure of the Unit Plans

DIDACTIC UNIT 1
Name: ‘THIS IS MUSIC TO MY EARS’
Introduction and Justification: We consider music as a means of expressing ourselves; it stimulates the neurological connections and students’ motivation towards the subject. It also contributes to find an emotional balance. In few words, we think music is a topic which encourages interest and which all students are prepared for.
Key Competences: Linguistic Competence, Cultural and artistic competence, Autonomy and personal initiative. Digital Competence, Social and Civic Interaction. From all of these key competences, the one in which we will put emphasis on is the Cultural and Artistic Competence. By being exposed to different genres and different cultural manifestations, students will explore one of the main artistic expressions.
Foreign Language competences: Pragmatic competence, Intercultural, Procedural competence, morphosyntactic. Although all the communicative competences will be dealt together, this unit will focus on the morphosyntactic competence. Since this is the beginning of the course, students will be taught how to analyse the structure of words and sentences through the contents which are shown below and therefore, they will get a deeper knowledge of how English works, especially in its written form. The unit will also deal with phonology and pronunciation, as it is shown on the contents, since our communicative approach only makes sense if students are first trained about the pronunciation and stress patterns.
Learning Objectives: <ul style="list-style-type: none"> - To get familiarized with English contents, identifying new vocabulary that comes across in class, guessing meanings. - To appreciate the facilities that the target language brings to human beings. - To embrace different genres and kinds of music, settling a precedent of knowing the existence of differences in tastes and opinions towards any issue, in this case: music.
Contents: <ul style="list-style-type: none"> - To recognize and produce basic patterns of rhythm, intonation and word stressing: pronunciation of vowels depending on their position. Example: <e> is pronounced /e/ usually at the beginning of a word, whereas it is not pronounced at the end of a word: “electronic” vs “scale”, for instance. - (See common contents, number 3): To express likes and dislikes, using verbs such as “like”, “hate”, “love”, “dislike”... - To use reading comprehension strategies. Namely: identification of the main topic of a text with the help of textual and non-textual elements; the use of previous knowledge about the topic, the inference of meanings through the context, visual elements, through the comparison of words and sentences which are common to the languages they already know; to use the dictionary and other consulting resources, or the application word building rules: Write in the diary what the lyrics of a song mean with

the help of dictionaries.

Methodology: Communicative approach. This unit will encourage students to speak among themselves. There are two foundations to follow this approach from this first unit. On the one hand, the need to speak will encourage students' relationships and will help to the development of personal and sociolinguistic abilities, in addition to creating a good work atmosphere. On the other hand, students will see from the very beginning how the course is going to work in terms of methodology, although in this first unit teachers should try to be flexible and provide students with the ability to express themselves.

Evaluation Criteria:

- To participate in conversations which are of personal interest, dealing with daily situations, using communicative conventions and the required strategies to solve interactions' problems.
- To understand the general information and all the relevant data that is part of texts, being able to differentiate information and opinions and identifying the author's intention.

Materials and resources:

- 1.- Slides of different music *genres: pop, folk, rock, classical, punk, hip-hop, techno*, etc.
Identify the different styles of music. Describe them. Tell your partner which ones you like and which ones you do not. See
- 2.- Song 'Imagine' (John Lennon) and work with photocopy http://en.islcollective.com/resources/printables_page?id=34363. Listen to the song and spot the mistakes on the lyrics.
- 3.- Write in the 'diary' what the lyrics of the song mean.
 - Work in groups: analyze and discuss the following idea: *Does music influence? And How does it influence?*
 - Write in the diary what has been shared referring in the previous exercise.
- 4.- Video:
 - Share opinions about: *How powerful is music?* Link: http://www.youtube.com/watch?v=dXq5rcY4_TU

DIDACTIC UNIT 2

Name: **'THE BALL IS IN YOUR COURT'**

Introduction and Justification: This topic will allow students to realize how important is to work in groups and to be integrated in it. Besides, it is a topic which usually increases students' motivation, which is our main concern in the didactic units of the first term, since a bad motivation will be an obstacle for a good development of the next units.

Contribution to the Key Competences: Cultural and artistic competence, Autonomy and personal initiative. Social and Civic Interaction. Learn to learn competence. The most important key competence to develop in this unit is the autonomy and personal initiative. We try to teach students that personal effort and discipline are really important when learning by themselves. Sport is a good example of personal effort and discipline but also of team work (this is the reason why we have chosen notorious sportsmen and sportswomen who have succeeded individually, but we also focus on

team sports). We understand that students have to be aware that either in classroom or in real life personal initiative and team work are the bases for success. Seeing sport as a subject of interest for students and taking into account that this is an activity that most of them put into practice everyday, we will try to show the importance of autonomous and cooperative working.

Competences in the foreign language: Pragmatic competence, intercultural competence and procedural competence.

The procedural competence is the most important one for this unit. Through sport, students are conscious of the implications of self-awareness and the interaction with other students. By this, students are encouraged to improve their personal tools to work with different students about different topics. In few words, students will be helped to know the basic strategies they can develop to accelerate their learning process and to make their best of all the resources and materials we give to them.

Learning Objectives:

- To gain self-confidence and security in order to participate gradually in the activities carried out in and out of class.
- To comprehend relatively small pieces of news, thesis statements and ideas of a text or an audio (split into paragraphs or tracks). For example, in the case of Nadia Comaneci's biography (See materials and resources), spot the different ideas the text deals with.
- To bring the materials (books - if required-, photocopies, notebook) to class in order to have a receptive attitude and therefore, grow interest towards the subject.

Contents:

- To use their knowledge about antonyms, false friends and wordbuilding (compounds, prefixes and suffixes) in the interpretation and production of messages: Sports are a source of compounding (See Material 1 in this Unit). From this activity we will develop an explanation on word formation (noun + noun, adjective + noun, verb + verb...).
- To recognize and produce basic patterns of rhythm, intonation and word stressing: pronunciation of consonants depending on their position. (See Material 2 in this unit)
- To apply strategies in order to organize, acquire, remember and use the lexicon. Memory and affective strategies. Students will have a name connected with sports to each student in class, to the teacher and to other people at school. Each student will have to know things connected with the name they have been given. Students will interchange information about those words, but they will only respond if they are properly named. Sports lexis. (See Material 3 in this unit). This content, together with the following one, accomplishes the emphasis on the Procedural competence.
- To reflect about their learning process and about the ways which most adapt that process. Students will be given freedom to acquire the knowledge on word formation and the Grammar issues (see next content).
- To analyse and reflect about the use and meaning of different morpho-syntactic issues through different media: Present simple and Present Continuous.

Methodology: Communicative approach. Students will get the opportunity of showing their interest towards a subject which is usually connected with enjoyment and fun. With that basis on mind, this unit will be useful to solve the difficulties that may arise in Unit 1. In this unit, Grammar will be approached basically, and integrated in the texts and podcasts that are shown in "Materials and Resources". Besides, students will practice the pronunciation of consonants and furthermore, they will be introduced to two different English dialects (the one they are more used to, which is British English,

and one which they may feel attracted to, which is American English). It will be done through interviews and podcasts (see again “Materials and Resources”).

Evaluation Criteria:

- To participate spontaneously in communicative situations of personal interest with several communicative outcomes, using strategies to solve difficulties during interaction.
- To understand the general information and all the relevant data that are part of texts, being able to differentiate information and opinions and identifying the author's intention.
- To show initiative and interest towards the learning process and to integrate in all the activities, autonomously working in the planning and control of the own learning process.

Materials and Resources:

1. <http://www.vocabulary.co.il/compound-words/intermediate/compound-words-match-sports/> (Sports Word compounding).
2. <http://www.learnamericanenglishonline.com/Pronunciation/Consonants/ch.html> (Pronunciation of consonants)
3. <http://www.1-language.com/materials/memori/elementary/play/match1.swf> (Memory and lexis)
4. <https://www.youtube.com/watch?v=XLzBMGXfK4c> (Michael Jordan Basketball Hall of Fame Enshrinement Speech)
5. Film: “Coach Carter” (2005, Thomas Carter): American accent and colloquial speech. Clip: <https://www.youtube.com/watch?v=V1wAemvxNaM>
6. http://wsdownload.bbc.co.uk/learningenglish/pdf/2012/07/120717113257_bbc_ts_wk_52_usain_bolt_worksheet.pdf (Usain Bolt worksheet after listening to Podcast: http://http://ws.bbc.co.uk.edgesuite.net/mp3/learningenglish/2012/07/bbc_ts_wk_52_usain_bolt_english_audio_120710_ts_52_usain_bolt_audio_au_bb.mp3)
7. <http://www.pitara.com/magazine/people/online.asp?story=2> (Nadia Comaneci biography)

Approximate Timing: Seven sessions (50' per session).

DIDACTIC UNIT 3
Name: ‘BEAUTY IS IN THE EYE OF THE BEHOLDER’
<p>Introduction and Justification: Students are usually very much concerned about beauty. It seems that this is matter of importance for them. Knowing that and reinforcing our purpose to follow the integral education process, we will try to introduce these ideas in our teaching process. Therefore, this unit will cope with the problems students find about their own bodies, they will also learn about healthy habits and, mainly, we will try to provide them with texts and listenings which may make them reflect on the real importance this issue should have for them.</p>
<p>Contribution to the Key Competences: Cultural and artistic competence, Autonomy and personal initiative, Social and Civic Interaction. Physical world and knowledge and interaction with the physical world Competence.</p> <p>We understand that a whole knowledge of the diverse notions that are often connected</p>

with beauty will help students in this last competence. Besides, we will also focus on the social and civic interaction competence, since beauty also brings to the forth problems in connection with not recognize an illness, for instance.

Competences in the foreign languages: Pragmatic Competence, Morphosyntactic competence and sociolinguistic competence.

In this unit, once again, all the competences will be integrated, although perhaps the procedural one, which is the most difficult to apply in classroom, will be “abandoned” (remember it was our main concern in previous unit 2). We will try to focus more on the sociolinguistic competence, establishing connections among students, giving them notions about the importance of interacting to acquire faster this second language.

Learning Objectives:

- To make use of adjectives when describing a person physically and personally, making use of comparative and superlative structures.
- To accept the differences that exist among people as something natural and usual (and as a opportunity to generate a better understanding towards other people's situations, ideals and moral values). This heterogeneity surrounds us in many situations and students should make the best of it.
- To structure one's ideas into different paragraphs and differentiate subjective information from objective information when writing about any topic students come across.

Contents:

- Use of strategies for a better understanding of oral messages: use of verbal and non-verbal context and of previous knowledge about the situation, identification of key words, identification of the speaker's intention. (See Material 1 in this unit). Identification of words which can fill in the gap. It will be connected with another Grammar issue: Past Simple and Past Continuous.
- (See common contents, number 5): Write on the topic following the instructions at the end of Material 1 in this unit, using cohesive elements such as the following ones: repetition, connectors (Besides, nevertheless, however, in addition to this and so on and so forth).
- To use appropriately linguistic formula specific to the context (politeness, agreement, disagreement...) (See Material 2 in this unit). Students will express agreement or disagreement in works through expressions such as “I differ from you...”, “I completely agree”, “We will never reach an agreement”...
- To use their knowledge about antonyms, false friends and wordbuilding (compounds, prefixes and suffixes) in the interpretation and production of messages. With a starting point of the contrast between “healthy” and “unhealthy”, students will learn about how to build antonyms in English and also about antonyms that do not have to be built (see Material 3 in this unit)
- To organize and use resources for the learning, such as dictionaries, books of reference, libraries or ICTs. It is linked to the previous content. Students will be introduced to “Thesaurus.com”, an online dictionary on synonyms and antonyms but which may be useful for other learning tasks.

Methodology: Communicative approach. Since beauty is a complex issue, students will be encouraged to work together in order to provide good definitions of what the concept means to them. Besides, the clip which is shown to students (See Material 2 in this unit) is a great starting point for the discussion on the topic. As in all the units, group working is our basis to enable a good path for the learning process. The figure of

the teacher will be that of a facilitator.

Evaluation Criteria:

- To write a wide range of texts using different media, trying to respect the communicative situation, the lexis and structures, and also the cohesive elements which show the relations among ideas, making them comprehensible for readers.

Materials and Resources:

- 1.- <http://www.listenamminute.com/b/beauty.html> (Listening, writing and speaking activity that introduces our topic to students)
- 2.- <https://www.youtube.com/watch?v=oDzZu-ufyY>. Society's reflection on Beauty
- 3.- <http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-10066.php> (As a means of remembrance).
- 4.- Photocopy; Link: http://en.islcollective.com/resources/printables_page?id=845

DIDACTIC UNIT 4

Name: **'HITTING THE ROAD'**

Introduction and Justification: This topic is selected for Unit 4 due to several issues. On the one hand, this unit will be the last one of the first term. Therefore, it coincides with the weeks before and after the Christmas break, which is a time of travelling. Due to this fact, we think it is a topic students will be able to cope with easily. Besides, our school encourages exchanges with people from other countries, and this is also a means of showing that concern.

Key Competences: Cultural and artistic competence, Autonomy and personal initiative. Digital Competence, Social and Civic Interaction.
Making use of all the key competences students can start to decide things by themselves. The topic about travel can take them to reflect on personal decisions about the implications that the fact of travelling can print in them.

Foreign Language competences: Procedural competence, Pragmatic competence, morphosyntactic competence, socio-linguistic competence.

In this unit we will try to promote all the competences at a time. On the one hand, students should review all the concepts they have dealt with during the previous months (phonology, grammar, learning strategies); thus, the morphosyntactic competence is emphasized. On the other hand, the fact that they will be on holidays for about two weeks makes us think of giving importance to the pragmatic and procedural competences, since they are useful for students to take their best of this break.

Learning Objectives:

- To be able to express tastes about countries, cities and other places where students have travelled to. Students will be asked to describe landscapes and express advantages and disadvantages from future potential destinations.
- To spot geographical places on a map, based on the information given and/or on previous knowledge students may have in connection with another subject from the Curriculum (Geography).
- To use strategies such as repetition, rephrasing, lower pace in order to make themselves understandable for their counterparts.
- To understand messages delivered by the teacher or by other aural means. Students will be asked to extract information from these messages, being able to identify the main issues the speaker wants to transmit.

Contents:

- To understand appropriate messages delivered by different sources. Students will try to get the meaning of messages delivered by different sources (See Material 1 in this unit)(See Material 2 in this Unit).
- To identify the speaker's intention through verbal and non-verbal elements. (See Material 3 in this unit): Try to understand the speaker's intention and to understand and assimilate different formula required for travelling abroad.
- To use the appropriate register for the reader to whom the text is addressed (formal or informal). Students will try to use the appropriate register depending on the listener. For instance, it is not the same to speak with a receptionist when doing the checking-in (See Material 4 in this Unit) than when chatting with their mates in classroom. Students will be taught some of the most common formal expressions (See Material 5 in this Unit)

Methodology: Communicative approach. Students have to express orally their particular experiences when they travel (project design). Lessons are organized to be learner-centered. In this unit we will focus especially on the oral abilities (listening and speaking). Speaking will be assessed by the project design, whereas listening will be required to understand all the information provided in this unit.

Evaluation Criteria:

- To participate spontaneously in communicative situations of personal interest with several communicative outcomes, using strategies to solve difficulties during interaction.
- To understand general and specific information, the key ideas and other particular issues from oral texts, which are close to students' interests and which are transmitted by an interlocutor or with the help of audiovisuals.

Materials and resources:

- 1- <https://www.youtube.com/watch?v=U6I1aupUaG8> (Understanding plane messages)
- 2- <http://www.englishexercises.org/makeagame/viewgame.asp?id=6725> (Travelling vocabulary and Reading comprehension)
- 3- <https://www.youtube.com/watch?v=zkieQSzK9hY> (Travelling conversations)
- 4- <https://www.youtube.com/watch?v=wyqfYJX23lg> (Check-in)
- 5- <http://www.ihbristol.com/useful-english-expressions> (English expressions)
- 6- Link to see the different means of transport http://www.learnenglish.be/voc1_transport_study.htm
- 7- Slide with the interior of a plane in which students have to answer the questions given to start a debate about the picture.
- 8- Slide about a key question, Is travelling a pleasure or a nightmare?. Students have to work with the questions suggested and the picture given to express their personal opinions about the fact of travelling.
- 9- A questionnaire to answer on a sheet of paper and later to be discussed in class with the intention of starting a debate about travelling in plane.
- 10- A text about a terrible travel experience. This text is to be used by the students to talk about in groups of three or four people and later to express to the rest of the classmates the opinions about the text. <http://blogs.calgaryherald.com/2013/12/10/terrible-travel/>

Approximate timing: 8 sessions (50' per session)

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DIDACTIC UNIT 5
Name: ‘MONEY BEGETS MONEY’
<p>Introduction and Justification: Although many times we are told that money should not play a key role in our own lives, it seems obvious that life becomes easier when someone has money if he/she knows how to invest it. With that purpose on mind, this topic will be the center of this unit, trying to show students the dangers of consumerism, the importance of investing in real needs and the alternatives (because there are alternatives) to enjoy having no money.</p>
<p>Key Competences: Autonomy and personal initiative. Digital Competence, Social and Civic Interaction. Mathematical competence.</p> <p>Through the topic of money all these competences are used by students. The mathematical one is important here because it helps students to extract abstract implications among a particular amount of money and the value today’s society gives to it nowadays. The use of ICTs and the civic interaction are also important because the use of money usually implies both transactions and operations through the Internet and also personal interactions.</p>
<p>Foreign Language competences: Procedural competence, morpho-syntactic competence, pragmatic competences.</p> <p>In this unit we will focus on the pragmatic competence, not forgetting about the other ones (remember we try to integrate them all together in the learning process). Students will be encouraged to learn about different contexts and express themselves depending on the interlocutor and the atmosphere surrounding them.</p>
<p>Learning Objectives:</p> <ul style="list-style-type: none"> - To show interest regarding the topic. That interest will be observed through different means: telling experiences about money, assimilating the vocabulary connected with the topic, participating in debates about economics... - To do the tasks on due time, both for in-class activities and for homework.
<p>Contents:</p> <ul style="list-style-type: none"> - To understand and identify general and specific information in authentic texts, taken both from paper and digital sources, about daily subjects of general interest and those connected with other subjects of the curriculum, by developing specific tasks for the purpose: Students will reflect on money and its role in today’s society (see Material 6 in this unit) - To use their knowledge about antonyms, false friends and wordbuilding (compounds, prefixes and suffixes) in the interpretation and production of messages: How nouns, verbs and adjectives are formed in English. (See Activity 7 in this unit) - To use the appropriate register for the reader to whom the text is addressed (formal or informal). Connect it with the use of conditionals (See Material 8 in this unit). Learn how conditionals are built and what they express.
<p>Methodology: Communicative approach. Students will go on developing their communicative skills by means of discussing visual and oral materials and presenting a free topic to their counterparts. Besides, the teacher will guide the activities, enabling the continuity of the learning process and allowing all students to participate in class.</p>
<p>Evaluation Criteria:</p> <ul style="list-style-type: none"> - To show interest towards the target language and its culture, understanding them as part of their learning process and establishing comparisons among different aspects of

the foreign culture and the own: At the end of this unit students should have acquired a deep learning on Conditionals. Besides, with the use of Materials, especially videos, students should reach conclusions about the different value money has for British and American people in contrast with the value we give to it in Spain.

Materials and resources:

- 1.- Slide about 50 things that money cannot buy.
- 2.- Slide about the possibility of a world without money.
- 3.- A short video about Money. Students have to discuss on it and if the topic shown in the video is realistic or not. <http://www.youtube.com/watch?v=rkRIbUT6u7Q>
- 4.- A short and funny video about Money makes the World go round by Lizza Minelli movie. <http://www.youtube.com/watch?v=rkRIbUT6u7Q> And a sheet of paper with the lyrics of the main part of the video and some questions about it.
- 5.- A photocopy about jokes about money.
- 6.- Link on economics. This is a text about the value of Money easy to understand the importance of a note
http://economics.about.com/cs/neoclassical/a/value_of_money.htm
- 7.- <http://www.englishaula.com/en/use-of-english-part-3-word-formation-exercise-exam-2-fce-cambridge-first-certificate-english.html> (Word formation)
- 8.- <http://www.englishaula.com/en/ket-supp-exer-16.html> (The Conditionals)

Approximate timing: 8 sessions (50' per session)

DIDACTIC UNIT 6

Name: **'ON AIR'**

Introduction and Justification: Media nowadays is really important as a social and political phenomenon. We try to encourage our students to use media in an appropriate way in order to teach and learn by themselves the diversity of the world. The influence of media in students could be a very good tool to teach them to learn and find answers by themselves being autonomous in the process of lifelong learning. Furthermore, it will provide students knowledge to use ICT effectively and with a purpose.

Key Competences: This unit contributes especially to the development of the Digital Competence, since the topic deals with the media and its representations via different formats: radio, TV, newspapers, audio, etc. Besides, it will function as a guide and reference for further topics and future activities in which electronic devices will be used (computer or mobiles, for example). Consequently, students will be more ready to look for information on the Internet, make research and therefore, process and communicate information adequately.

Foreign Language competences: In this Unit plan, the foreign competence that prevails from the rest is the sociolinguistic competence. The main reason that explains this fact is that Media is fundamental to both socialize and get updated. Also, people tend to group each other in communities, depending on their beliefs and interests (TV series, radio programs, etc).

Learning Objectives:

- To understand pieces of news, commercials, weather forecasts and other sources related to media. Students should get as much information as possible from all of these sources so as to later express opinions about them.
- To bring to class materials they may have at home such as old newspapers or videos showing them as children on TV, which may interest their mates.
- To see Journalism as a potential profession for the future, understanding its value and

empathizing with famous journalists.

- To be able to use Word processor autonomously in order to write reviews or pieces of news, with the help of the Materials they are exposed to in all the units.
- To use audiovisuals for the creation of projects, imitating the processes followed by real journalists.

Contents:

- To understand appropriate messages delivered by different sources: Students will be introduced to the reading of British newspapers, with which they will work in order to understand the “politics” which are under their surface. Besides, they will also have to understand and get information from TV programs or radio podcasts.
- To analyse and reflect about the use and meaning of different morpho-syntactic issues through different media: The use of Passive Voice in newspapers (written language) and TV series (oral language). Previously, students will review the use of passive voice and they will be given instructions.
- To identify common features and the most significant differences that exist among the customs, uses, attitudes and values from the society whose language is studied and the own; respect towards them: British newspapers are said to be sensationalist. Students will read on this issue and they will have to give their own opinions about it: The 'Tabloids'. (See Materials 7 and 8 in this unit)

Methodology: Communicative approach. Students have to express orally their particular opinions about media. Lessons are thought to be visual and organized to be learner-centered. The students have to show their subjectivity while watching short filmic texts. Productive skills will be improved through this topic and also the receptive ones. The use of the media to encourage the debate about the issue itself.

Evaluation Criteria:

- To show interest towards the target language and its culture, understanding them as part of their learning process and establishing comparisons among different aspects of the foreign culture and the own: The use of press as a “politic weapon”. Is it that different from our culture? TV Series culture, a huge hobby in United States. Are Spanish people following that process?
- To understand the general information and all the relevant data that are part of texts, being able to differentiate information and opinions and identifying the author's intention: Not everything we read in press is information. After this unit, students should get the idea that many times, media makes us reflect rather than give us pieces of information.
- To use ICT's progressively and autonomously in order to look for information, produce texts, send and receive emails and establish personal relationships both orally and in written form. Students should have coped with the issue of media through ICTs, being able to understand the change in the perspective press has developed nowadays: the loss of value of written press and the increasing use (due to its immediacy) of social networks and online press materials.

Materials and resources:

- 1.- Different items for media. Identify them and talk about them.
- 2.- One purpose of debate about a picture on media. Students' subjectivity will be improved.
- 3.- Photocopy about the importance of facebook in the language teaching process.
- 4.- Photocopy on digital gap. Definition and discussion on it in class.
- 5.- Photocopy on manipulation on media. The dangerous consequences of the

phenomenon. (Extra activity: Poltergeist).

6.- <http://www.saberingles.com.ar/lists/media.html> (Vocabulary on media)

7.- http://www.huffingtonpost.co.uk/chris-godfrey/benefits-welfare-statistics_b_3603923.html

8.- <http://www.buzzle.com/articles/british-tabloids.html>

Approximate timing: 8 sessions (50' per session).

DIDACTIC UNIT 7
Name: 'AN APPLE A DAY KEEPS THE DOCTOR AWAY'
Introduction and justification: The aim of this unit is to introduce the students to learn about eating habits, which play a key role in students' integral education. Besides, unit 7 will help students to keep up mind and body in balance, showing beneficial habits and in few words, giving health the importance it does have.
Contribution to the Key Competences: The Key competence that stands out in this unit is Knowledge and Interaction with the physical world. It will allow students to rationalize thoroughly and think of adopting good habits for life and a healthy mental state. Likewise, all these matters will serve them to reflect on previous units; namely, beauty (Unit 6) or sports (Unit 2), which do have a strong link with the topic addressed in this Didactic Unit.
Competences in the foreign languages: The fact that health embraces both being in a good shape (physique) and handling emotions and stress (mental state) means that students will deepen their knowledge about them and cope with situations that may alter their mood or development. That is, 'An apple keeps the doctor away' contributes to the development of Procedural Competence.
Learning objectives: <ul style="list-style-type: none"> - To appreciate what the good and bad habits are in life. - To value life and the responsibility that lies on us to make the most of it. - To apply what has been learnt about good habits, developing strategies for a better healthy lifestyle. - To understand information coming from Websites, videos from Youtube (BBC) or written texts. (See activities)
Contents: <ul style="list-style-type: none"> - To understand instructions in different contexts: Students should understand conversations between doctor and patient (See Material 5 in this unit) - To understand and identify general and specific information in authentic texts, taken both from paper and digital sources, about daily subjects of general interest and those connected with other subjects of the curriculum, by developing specific tasks for the purpose: Health has many things in common with other subjects such as Ethics and also Science. Therefore, students should try and establish connections between the issues deal in the texts (see Materials 1,2 and 3) and the contents of those.
Methodology: Communicative approach. Although the assessment criteria for this unit have more to do with written skills, lessons will be organized again according to the communicative approach. Debates among students will be the center of the teaching process in this case, having the texts shown in "Materials and Resources" as the basis for those debates. Students should also learn to express their state, knowing how to behave and what to say in case they have to go to the doctor in a foreign country.
Evaluation criteria: <ul style="list-style-type: none"> - To understand general and specific information, the key ideas and other particular

issues from oral texts, which are close to students' interests and which are transmitted by an interlocutor or with the help of audiovisuals. At the end of the unit, students should understand language connected with health and Medicine, they should be able to reproduce conversations connected with it.

- To participate spontaneously in communicative situations of personal interest with several communicative outcomes, using strategies to solve difficulties during interaction. Besides, students should also know how to express their situation, knowing strategies to communicate with doctors and nurses and being able to solve the difficulties arising in communicative situations.

Materials and resources

1- Video the truth about food from the BBC:

<http://www.youtube.com/watch?v=mue6z0igQIU>. Discuss in groups what was most interesting about the BBC documentary.

2- Video of the relationship between food and mood: <http://www.youtube.com/watch?v=9MpeSudXyRs>. Students will express their own eating habits and comment their opinions with their partners' eating habits.

3- Text about the preventable diseases caused by bad eating habits. <http://www.livinghealthy360.com/index.php/preventable-diseases-caused-by-bad-eating-habits-75575/>. Afterwards, students will analyze which disease is suffered the most in Spain due to bad eating habits after reading the text provide.

4- Text of eating habits and traditions around the world <http://www.pregelamerica.com/vftt/index.php/2013/03/feature-article-eating-habits-and-traditions-around-the-world/>

5- <https://www.youtube.com/watch?v=VPM2WYQetEo>; Doctor-patient conversation

Approximate Timing: 8 sessions (50' per session)

DIDACTIC UNIT 8
Name: 'THE WORLD IS A MELTING POT, ISN'T IT?'
Introduction and Justification: Students should learn and be aware of the great variety of races, cultures and ways of living. Besides, this topic will serve to introduce the different English accents in the world: British English, R.P, American English, Jamaican and any other accent. Therefore, students will see English as a tool to be used across the world, regardless of where they go or to whom they speak.
Contribution to the Key Competences: Social and Civic Interaction is the reference upon which the unit spins around. Through the different activities concerning multiculturalism, students will be able to be open-minded and ready to live in a 'plural society', as well as to improve the fact of living and getting along with people, participating actively in activities, events, making decisions and learning how to behave in certain situations. This will help them to understand better socialization, its challenges and also its advantages.
Competences in the foreign languages: The competence that is worked in this unit regarding English is the intercultural competence. Its function is to establish links between the own culture and the others and to behave and express politeness overcoming stereotypes and misunderstandings that may occur in the communication

process. Students will also learn how to be more indirect so as to adapt themselves to a new language, being conscious that 'directness' is only particular of some languages and therefore, they should learn how to think in English, a new form of expression which works differently from others.

Learning Objectives:

- To summarize given texts and create new ones, using the material provided (See Postcard activity)
- To show initiative and interest towards the subject, integrating in *in-class* activities (discussions, debates and

Contents:

- To communicate personally with native speakers using ICTs. (Greetings, farewells, use of polite expressions that allow for a better communication - Functional competence: ask questions, descriptions about habits or events using Present Simple, Continuous and Past Tenses-).(See material 3 and 4).
- To identify common features and the most significant differences that exist among the customs (See material 1 and 2), language, uses, attitudes and values from the society whose language is studied and the own; respect towards them. (For example, differences in the stress pattern and rhythm between Spanish and English; differences in phonology: /z/ versus /s/, variety of vowels and diphthongs /ɔ:/, /ɑ:/, /ɜ:/, /ʌ /, /æ/, /i/ /ɪ/, /u:/, /ʊ/, /ɒ/. Use of aspiration in the plosives /p/, /t/, and /k/.
- To know the main cultural manifestations from the countries where the target language is spoken: literature, art, music, cinema...obtaining the information through different means, such as the Internet and other ICTs.(Use of flags, national anthems, different habits and timetable, classics, top10 music chart, films coming out soon, etc.) (See material 3 and 6)
- To show interest and initiative when doing communicative exchanges with native speakers, using paper or digital formats.(Willingness to initiate turn-taking, follow the conversational topic, open a new one and control it). (See Material 3 and 4).
- To show interest in order to make the most of the learning opportunities created in and out of the classroom. (See Material 3 and 4)

Methodology: Communicative approach. As in all the didactic units, this will be our main concern when dealing with students in class. However, as you will see in “Materials and Resources”, we will try to justify our claim in “Space” section (“some activities will be carried out outdoors”). With that purpose on mind, we will try to drive our students closer to native people. Therefore, they will not only practice English among themselves, but above all with native counterparts, using social networks and e-mail.

Evaluation Criteria:

- To use ICT's progressively and autonomously in order to look for information, produce texts, send and receive emails and establish personal relationships both orally (Skype date) and in written form (collection of e-mails later shown in the diary).
- To show interest towards the target language and its culture, understanding them as part of their learning process and establishing comparisons among different aspects of the foreign culture and the own.

Materials and Resources:

- 1.- Reading: 'Expressing Politeness'. Link
[:http://www.myenglishteacher.eu/blog/polite-expressions-in-english-words-phrases-and-questions-to-be-kind/](http://www.myenglishteacher.eu/blog/polite-expressions-in-english-words-phrases-and-questions-to-be-kind/)

- 2.- Most outstanding events of England, on occasion of the students interchange with Nottingham. (Photocopy ISL: Interesting facts about England).
 - 3.- Chat through 'Skype' in class with a native speaker (teacher from The Nottingham Emmanuel School') (1 session)
 - 4.- Afterwards, students will interchange e-mails addresses with native peers from The Nottingham Emmanuel School.
 - 5.- To Fill a postcard: "Holiday Postcard" and create your own with your city or a place you love so that you can share it with the exchange student.
 - 6.- Flags of Europe: <http://www.sporcle.com/games/g/europeflags>
- Approximate Timing:** 8 session(50' per session)

DIDACTIC UNIT 9
Name: 'BRING TO LIFE'
<p>Introduction and Justification: This unit is one of the most reflective. It will allow students to think of previous events in their lives and compare them with those with the present, exploring how they have changed and most importantly, what events have affected them through life. Besides, they will be able to discuss the essence of life, talk about past and future actions and overall, realize that life is a never-ending process of learning.</p>
<p>Contribution to the Key Competences: Competences in linguistic communication and Learning to learn are the reference for the development of the Key Competences in unit 9. The former refers to students' capacity to express both orally and in written form their thoughts, experiences and ideas using verbal and non-verbal communication; the latter, learning to learn refers to the idea of being conscious of the long yet rewarding learning process that they are still to discover.</p>
<p>Competences in the foreign languages: Morphosyntactic competence and Pragmatic competence are both present. Students will have to answer questions proposed for the topic and try to communicate effectively, controlling the discourse and formal conventions (orally) and structuring a text into paragraphs and main ideas (written form).</p>
<p>Learning Objectives:</p> <ul style="list-style-type: none"> - To simulate a role-play (See Interview activity) and be able to act and placing themselves in a yet coming future context. - To express an acceptable and correct behaviour (making eye contact, use of good body language) in those contexts which require responsibility and quick and sensible responses (See Interview activity). - To apply ICT's knowledge to some of the activities proposed for the unit (See Project) - To appreciate the learning process and work or abilities of classmates.
<p>Contents:</p> <ul style="list-style-type: none"> - To use communicative strategies to solve the difficulties during the interaction and to initiate and finish communicative exchanges. (<i>What I mean is the following..., Put it differently,....That is to say...., In other words...., sorry for the inconveniences 'X' may caused</i>). - To use different resources, paper, digital or multimedia, with the aim of solving problems related to their interests, the learning of the language and other matters. (Use of power point presentations, Prezi, or any other material that helps to enhance and clarify the content presented in class. Also, this would be useful not only in English,

but also in any other lectures and modules.)

- To use appropriately linguistic formula specific to the context (politeness - *Thank you for your comments, Thanks for listening, ..please..*, agreements- *I agree with my partner's viewpoint* - disagreement -*I totally disagree, I do not think so since...*).

- To reflect on their learning needs in relation to the objectives established by the Curriculum: Students should reflect on what they think they could improve for the next academic year, together with thinking on the contents they were supposed to acquire and the objectives they were asked to reach. Students will make a statement dealing with the needs that were not covered and some improvement measures they may suggest.

- To identify events in life and be able to express them both orally and in written form (See *How important are failures and successes in life* -activity?)

Methodology: Communicative approach. This unit looks back to the previous ones and tests students' capacity of synthesis and connection. Through the oral activities they will be encouraged to express their experiences and know what makes them the person they actually are. They will also exchange ideas and opinions with classmates about some moving topics such as life, our success and failures along it and the capacity to overcome those difficulties that may interfere in the learning process and in life, in general. Besides, through the simulation of a job interview, students will learn how to reply, behave and make use of good body language and eye contact when facing with situations out of the class that require strength, energy in order to show confidence and decision.

Evaluation Criteria:

- To participate spontaneously in communicative situations of personal interest with several communicative outcomes, using strategies to solve difficulties during interaction.(See material 3).

- To show interest towards the target language and its culture, understanding them as part of their learning process and establishing comparisons among different aspects of the foreign culture and the own. (See material 3 and 4). The important of successes depending on the different cultures.

Materials and Resources:

1.- Film: Watch *About time*, 2013. Director: Richard Curtis. (2h 3')

- At the end of the movie, students will analyze a clip taken from the film. Clip: <http://www.youtube.com/watch?v=H3i6rPsIWAY>.

2.- Project: Written assignment and Oral presentation.

3.- Interview activity: Students have just entered an office and are about to have a job interview. There are 3 students sat on chairs who play the role of the interviewers and ask the other students several questions which must be answered professionally. Exchange of roles. (5' each student)

4.- Write individually in the 'diary' about the following topic: *How important are failures and successes in life?* 400 words.

Approximate Timing:

- 8 sessions (50 ' per session)

DIDACTIC UNIT 10

Name: 'GOING BACK TO BASIS'

Introduction and Justification: The name of this Unit plan is directly connected with the idea of 'recycling' knowledge. The meaning of the idiom itself means a return to the beginning, and we, teachers, see this an opportunity to integrate all the previously seen contents. It is time to look back and test what has been 'soaked' by students and what they considered most useful or they retained the best. It must be said that the idea of 'recycling' is not particular of this single unit, but as a way to finish off and integrate everything. It is an opportunity to let students do and create and demonstrate themselves what they are able to do.

Contribution to the Key Competences: Unit 10, as a whole, develops all the Key Competences: linguistic communication, mathematical, knowledge and interaction with the physical world, digital competence, interpersonal and civic, cultural and artistic, learning to learn and personal initiative and autonomy. The last one (personal initiative and autonomy) stands out from the rest because it is the climax of the course, in which students will be asked to tell and demonstrate what has been learnt (control of emotions, capacity of fit criticism, responsibility towards the subject, etc.). Put it differently, students' progress and advance could be seen from the very beginning of the course to the very last unit.

Competences in the foreign languages: It is worth mentioning that this last unit develops the procedural competence for various reasons. Firstly, it engages the intrapersonal; that is, knowing oneself, being motivated, recognize personality, recall one's beliefs. Secondly, it builds up the interpersonal communication; for example, working in groups and therefore, accepting numerous ways of learning of different partners in the class and cooperating with different viewpoints and perspectives, negotiating layouts, presentations and). Apart from this, through filming, students will have to learn how to put into practice knowledge, content and ideas they might come up with for the creation of the project and the sketch. In other words, they will learn to take initiative and come to an agreement in the project-making, using imagination and creativity.

Learning Objectives:

- To collaborate actively on the group work and show cooperativeness and disposition when working with partners (See group work, filming project).
- To accept diverse opinions and ways of learning (See group work, filming project)
- To apply previous knowledge (See activity: Write a story integrating the idioms that form part of the units plan titles).
- To built coherent and cohesive texts using discourse elements and markers that allow for a better comprehension of it -firstly, in addition, besides, however, to finish.- (See project; free topic).

Contents:

- To use communicative strategies to solve the difficulties during the interactions and to initiate and finish communicative exchanges.(Learn how to rephrase and make use of structures that appeared during the lectures).
- To develop attitudes, procedures and strategies which allow group working. (Distribution of roles and tasks among the members, facilitating the work and always looking for strengthens that each person may have; therefore, all people will contribute and commit to the work).
- To recognize and apply the basic sociolinguistic keys in connection with the context, using different registers (formal, politeness or daily communication).
- To show interest and keep a careful presentation of written texts, both in paper or digital formats. (Keep margins at both sides, indent paragraphs, design the layout of

what will be handed in: introduction (*The aim of this essay/assignment is to...*, body paragraphs (argue and support the ideas previously stated) and conclusion (*To finish, All in all, To conclude...*)

- To participate in the evaluation process, shared evaluation and to use strategies for self-assessment. (For that, students will talk about one's and other people's skills (making use of grammar: modal verbs adverbs and comparative adjectives) - *I speak politely when...*, *My partner is faster than I am in....* and making suggestions for improvement - *I would rather... I would not, Why don't we...next year?, What about....?, How about...?-.*

Methodology: As the ultimate goal of the communicative approach is interaction in the target language, in 'Going back to basis', students will have to create interaction among themselves: carefully planned, in the case of the filming activity and spontaneous in the debate that will be opened in class for its commentary.

Evaluation Criteria:

- To use ICT's progressively and autonomously in order to look for information, produce texts, send and receive emails and establish personal relationships both orally and in written form. (See material 4).
- To show initiative and interest towards the learning process and to integrate in all the activities, autonomously working in the planning and control of the own learning process. At the end of this unit, students should have reflected on their learning process and taken conclusions from the whole course.

Materials and Resources:

- 1.- Project: Free Topic.
- 2.- Study the structure of a Curriculum Vitae and its different sections (CV). See Anexos: Material taken from REMACHA ESTERAS., S., Infotech, *English for Computer Users*. 2010. 4th Edition, Cambridge.
- 3.- Write a story integrating all the idioms or expressions (present in the unit titles) seen along the ten didactic units in the course.
- 4.- Film a 5-minute-clip (sketch) about any topic related to the ones dealt in class. The video will be converted to a specific format (.wmv or .mp4) to be played in class and commented by the protagonists (students themselves), their partners and the teacher. It should contained dialogues or conversation among the participants, music at the background (seen in Unit 1) and should demonstrate the integration of all the knowledge they have acquired.

Approximate Timing: 7 sessions (50' per session).

IV. Conclusion

Several are the ideas that have leaked through the work on this Year Plan. This last section will not only summarize these ideas that came out during its *making-off* and but it will also reflect on the importance that a Year Plan has on the participants taking part in the educational environment. Teachers and students, among others, are the ones to whom the organization and Year-planning directly falls and affects. Precisely because of this, the elaboration of it needs time-dedication, organization and a before-hand plan in order to get a productive result.

The creation of a Year Plan has shown us the multiple tasks that have to be first considered and later on carried out before a course starts. In the educational field it requires hours, days, even months and, over time, several academic courses so as to get feedback and keep on working with those references in mind and subsequently, improving and making a better design of all the elements that are present in its elaboration. Apart from time, there has to be congruity and coherence between the theory and in-class practice. All elements and sections should be melted in such a way that all fits as much as possible and creates a structure, otherwise the lack of structure and organization passes on to students and it would destabilize the learning process.

Another issue that may be interesting to consider is the array of different levels of specification that Unit Plans cover and over the Year Plan spins around, from the official documents (laws, decrees...) through materials, contents, methodology... to the individual. That is, it expands to the point that it is humanized, it reaches the personal, the difficulties and interests that students may have with the purpose of creating students who will do have in the future the right tools for becoming efficient and eager for learning, thinking and therefore, practicing and creating. Although there is yet much specification concerning Unit Plans as single units, that will be the purpose of next semester in the course, in which a Unit Plan will be extended and *split* into more sections and further specification.

Also, a Year Plan elaboration includes many things to be considered; once more, there is a huge importance over the 'what' - to teach - and the 'how'- to teach it-, which has been matter of discussion and interest of our previous work. Nevertheless, they ('what' and 'how') are not the only ones *in* this process; it also enters the 'when' in the design of an academic course. This last participant is fundamental, since a course depends to a certain extent in the hours available for lectures. However, this should not function as an impediment or pressure, only as a guide or reference, being supreme other factors such as the willingness for teaching or the positive energy and attitude when doing it and to which the students are exposed.

Finally, if we were asked to define this task in one word, our one-word-answer would be: integration. In other words, nothing makes fully sense if there is not a tight bond between the different elements that integrate a Year Plan, the Unit Plans themselves and the collaboration of those who are working *behind the scenes*. To the point that, reaching for an agreement is not only essential in bureaucracy but also in

hand to hand work. There should be agreements, decisions and time conscience. Integration, by all means, is what drives goals to their way.

Annexes

V. Anexos

In this very last section of the Year Plan we include the materials included in some of the Units Plan, which do not have a direct access (link) that permits its viewing, either because they have been designed by our group or required a person to be registered in the source where have been taken from.

Anexo 1:

Year Plan's Evaluation

I.E.S. PUERTAS ABIERTAS.

1.- Which topic did you find most interesting? Why?

Topic: _____.

2.- Which topic did you find most boring? and why?

Topic: _____.

3.- What have you learnt from this course?

4.- If you could choose 3 topics to include in the Year Plan course, which ones would you include? _____, _____,

_____.

5.- Can you think of more activities to be put in practice in class?

Anexo 2:**I.E.S. PUERTAS ABIERTAS.**

English Department.
Teacher assessment sheet.

This questionnaire is to evaluate your teacher. You are asked to be as accurate as possible in your answers. When answering the questions the student has to understand that the **number 1** means that you give to the answer the **highest** punctuation and if you answer the **number 5** you give the **lowest** punctuation. You have to cross the square with the chosen number.

1) How do you feel in the classroom?

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

2) Do you find interesting the contents given in classroom?

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

3) Do you find those contents easy to understand?

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

4) While your teacher is teaching, is he/she looking at you from time to time?

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

5) Are you given the chance to participate actively in class?

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

6) Do you find it difficult to participate in class?

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

7) Are your opinions taken into account?

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

8) Does your teacher tell you clearly the objectives to reach?

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

9) Does your teacher help you when you do not understand something in class?

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

10) Does your teacher make use of the ICT properly in class?

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

11) Does your teacher encourage autonomous learning?

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

12) Are the contents acquired adapted to your needs?

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

13) What is your global opinion about your teacher?

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

Thank you for your answers and for your time. They are very important to improve our task as teachers.

Anexo 3:

PROJECT GUIDELINES I.E.S. PUERTAS ABIERTAS.

WRITTEN ASSIGNMENT (30%)

The written assignments should be handed in the following dates:

1st TERM	2nd TERM	3rd TERM
----------	----------	----------

Project (Free topic): 5/11/20__	Project (Free topic): 4/02/20__	Project (Free topic): 3/05/20__
Project (Assigned topic): 5/12/20__ Group 1 : Group 2 : Group 3 : Group 4: Group 5:	Project (Assigned topic): 27/03/20__ Group 1 : Group 2 : Group 3 : Group 4: Group 5:	Project (Assigned topic): 6/06/20__ Group 1 : Group 2 : Group 3 : Group 4: Group 5:

- Length: 1.200 words approximately.
- Use 1,5 spacing
- Indented paragraphs
- Font: 12
- Text should be justified
- Include bibliography
- A4 paper, word-processed

Structure: Introduction / body / conclusion.

Aim: The projects have been designed not only to get students used to speaking English in front of an audience (classmates and teachers), but also to improve their communicative skills and pronunciation. Besides,

ORAL PRESENTATION (30%)

Dates for the oral presentations will be organize as the course unfolds. The project should follow the next points:

- ✓ Duration: 15 minutes approximately.
 - ✓ Use of ICT (Internet applications, CD-ROMS, video technology, Power Point...).
 - ✓ Must show clarity, coherence and cohesion.
 - ✓ Body Language (Eye-contact, gestures, implication towards the topic).
 - ✓ Accuracy and capacity of self-correction.
 - ✓ Creativeness and originality.

DIDACTIC UNIT 1: 'THIS IS MUSIC TO MY EARS'

Different types of music

There are many musical manifestations all around the world. Identify and discuss with your partners all the different sorts of music. What is the one you like most? Give details to your mates.





Imagine

John Winston Ono Lennon, MBE (9 October 1940 – 8 December 1980) was an English musician, singer and songwriter who rose to worldwide fame as one of the founder members of The Beatles, one of the most commercially successful and critically acclaimed acts in the history of popular music. Together with Paul McCartney, he formed one of the most celebrated partnerships of the 20th century.

Source: adapted from wikipedia.org



Exercise I. Listen to the song and correct the mistakes. Some of the words transcribed are incorrect.

Imagine there's a seven
It's cheesy if you cry
No hell to toe us
Above us only tries.
Imagine all the people heaving for the clay

Imagine there's no bounties
It isn't hard to fool
Nothing to bill or lie for
And no pigeons too
Imagine all the steeples living life in Greece

You, you may pray
That I'm a screamer, but I'm not the honey bun
I hope someday you'll coin us
And the whole will be as gone



Imagine no regressions
I blunder if you're ham
No need for seeds or younger
A motherhood of hams
Imagine all the people caring for the whole

You, you may pray
That I'm a screamer, but I'm not the honey bun
I hope someday you'll coin us
And the whole will be as gone

GLOSSARY

Cheesy	<u>scadente; dozzinale</u>
To heave	<u>sollevare/alzare</u>
Bounty	<u>taglia/ricompensa</u>
Steeple	campanile



All the materials used are available by clicking on the links provided.

DIDACTIC UNIT 3: 'BEAUTY IS IN THE EYE OF THE BEHOLDER'



Let's talk about BEAUTY



Conversation cards

Who's the most beautiful person in your country? What about your family? Explain.

How much time and money do you spend on beauty and appearance? Give details.

Would you rather be beautiful, rich or intelligent? Choose one. Explain.

Who's the prettiest woman on the planet? Who's the most handsome man on Earth?

Have you ever been to a beauty salon? What happens in there?

Have you ever had plastic surgery? Would you consider it? Why or why not?

How can you improve your appearance? Give some tips and tricks.

Do you watch beauty pageants? Is being beautiful enough to win such a contest? Explain.

How popular is plastic surgery where you live? What are some common procedures?

Give your own definition of beauty. Work in a group. Compare with others.

Do you think appearance and beauty is linked to success? Explain.

Do you have any piercings? Would you ever get one? Why or why not?

Is beauty the same worldwide? What should the ideal man or woman in your country look like?

Would you prefer your children to be beautiful (and dumb) or talented (and ugly)? Explain.

Do tattoos make a person more attractive? Why do people get them? Give your views.

What is inner beauty? Which personality traits might be considered beautiful?

'Beauty is only skin deep.' Explain (use a dictionary if necessary) and discuss.

'Beauty is in the eye of the beholder.' Explain. Do you agree?



Match

beauty pageant	
beauty queen	
beauty salon	
eyebrow piercing	
face mask	
nose job	
plastic surgeon	
tattoo	



Quotes

- No object is so beautiful that, under certain conditions, it will not look ugly. (Oscar Wilde)
- Joy is the best makeup. (Anne Lamott)
- Everything has its beauty, but not everyone sees it. (Confucius)

Do you agree? Discuss.

DIDACTIC UNIT 4 : 'HITTING THE ROAD'

Is travelling a pleasure or a nightmare?



- 1) What does this picture suggest to you?
- 2) From your point of view, what is the best destination to spend your holidays?
- 3) And what is the worst destination to go?
- 4) Do you find travelling a pleasure or a nightmare?

Write down the answers and later comment in groups the following questions :

- 1) do you often travel by plane?
- 2) How do you feel being on a plane?
- 3) What things do you enjoy most?
- 4) What do you dislike about flying?
- 5) Are you afraid of flying/ do you know anyone who is afraid of flying?
- 6) Have you ever had any problem/frustrating experience when you were flying?
- 7) What advantages/disadvantages does flying have over other means of transport?
- 8) Would you like to pilot a plane? Why/not?

- 9) Would you like to be a flight attendant? Why/not?
- 10) What are the advantages/disadvantages of being a pilot/flight attendant?



IN THE PLANE



- Describe as much as you can all you can see in the picture.
- Tell your partner which is the best place to fly in this flight, and explain why.
- Do you feel whether this plane belongs to a Spanish company or a foreign one? Explain why.

DIDACTIC UNIT 5: 'MONEY BEGETS MONEY'

- 1) Do you really understand the message?
- 2) Is it true or false? Give details of your point of view.
- 3) What does the message point to?
- 4) Do you imagine a world without money?
- 5) Is money needed for all actions in life?
Name as many as you know.

Link: http://economics.about.com/cs/neoclassical/a/value_of_money.htm

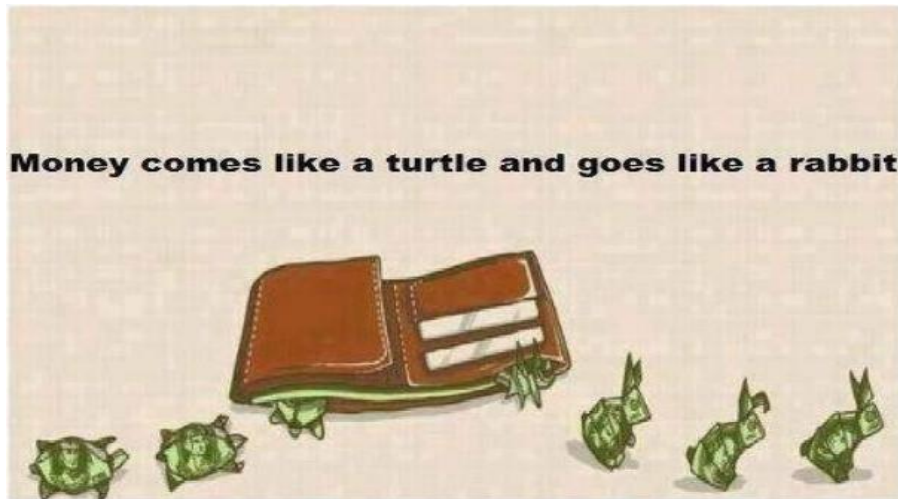
Why does money have value?

Money doesn't have any inherent value. It is simply pieces of paper or numbers in a ledger. A car has value because it can help you get where you need to go. Water has a value because it has a use; if you don't drink enough of it you will die. Unless you enjoy looking at pictures of deceased national heroes, money has no more use than any other piece of paper.

It didn't always work this way. In the past money was in the form of coins, generally composed of precious metals such as gold and silver. The value of the coins was roughly based on the value of the metals they contained, because you could always melt the coins down and use the metal for other purposes. Until a few decades ago paper money in different countries was based on the *gold standard* or *silver standard* or some combination of the two. This meant that you could take some paper money to the government, who would exchange it for some gold or some silver based on an exchange rate set by the government. The gold standard lasted until 1971 when President Nixon announced that the United States would no longer exchange dollars for gold. This ended

the [Bretton Woods system](#), which will be the focus of a future article. Now the United States is on a system of [fiat money](#), which is not tied to any other commodity. So these pieces of paper in your pocket are nothing but pieces of paper.

- **Jokes on Money.** Explain what both pictures mean:




50 Things Money Can't Buy

1. Respect
2. Well-adjusted kids
3. Work-life balance
4. Natural beauty
5. Manners
6. Common sense
7. A clear conscience
8. Purpose in life
9. Integrity
10. Good friends
11. A long life
12. Close-knit family
13. An open mind
14. A worry-free day
15. Trust
16. A new beginning
17. Clean arteries
18. A great idea
19. An honest politician
20. Peace of mind
21. A good hair day
22. Patience
23. Luck
24. A good epitaph
25. Happy memories
26. Time to relax
27. A strong work ethic
28. A positive attitude
29. A happy home
30. Everything you may want
31. Good karma
32. Appreciation of the simple things
33. True love
34. A new shot at a missed opportunity
35. Peace in the world
36. A golden anniversary
37. Talent
38. A second chance in life
39. Quality time with your kids
40. Wisdom
41. Happiness
42. Humility
43. A good reputation
44. 25-hour day
45. Relationship with your kids
46. Youth
47. Class
48. Justice
49. A proper perspective
50. Selflessness



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- **‘Money makes the world go round’**



Money makes the world go around

The world go around

The world go around

Money makes the world go around

It makes the world go 'round.

A mark, a yen, a buck, or a pound

A buck or a pound

A buck or a pound

Is all that makes the world go around,

That clinking clanking sound

Can make the world go 'round.

Questions to reflect on:

- 1) do you agree with the title of the song?
- 2) Why does it really mean?
- 3) Why does the female singer wear so rich jewels?
- 4) Try to imagine an African child living in poverty. Do you think that this child could agree with that statement? Why/not?

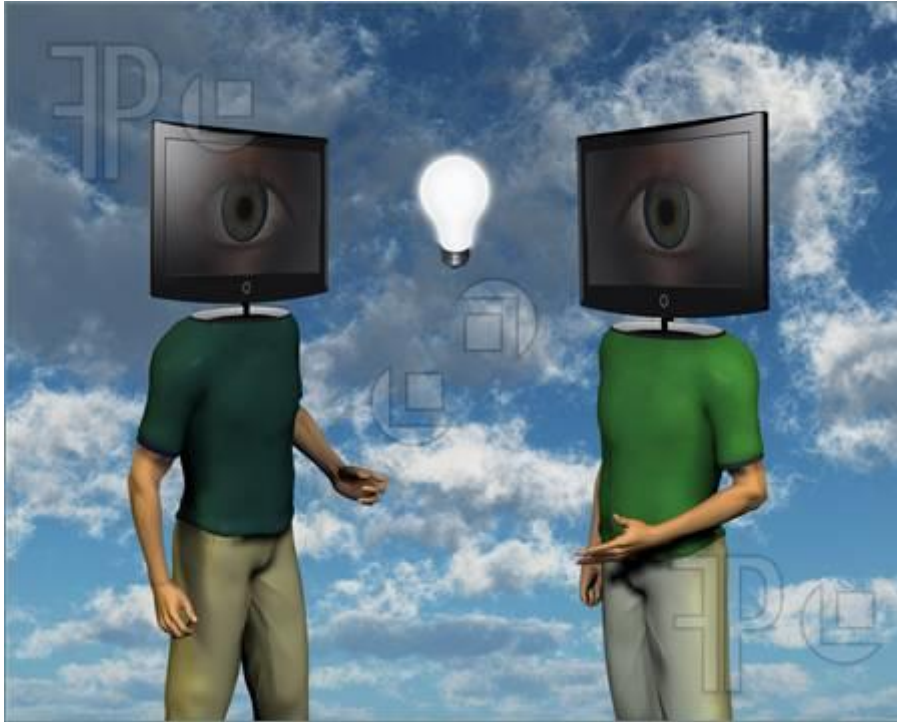
DIDACTIC UNIT 6: ‘ON AIR’

- **Media Vocabulary**

Different items for media. Identify them and talk about them:



- 1) Do you recognize all the different media shown in the picture?
- 2) What's the most important for you?
- 3) Is there any of them which is obsolete? Why/not?
- 4) Will you increase any other media device which is not in the picture?
- 5) Which is the one you normally use?



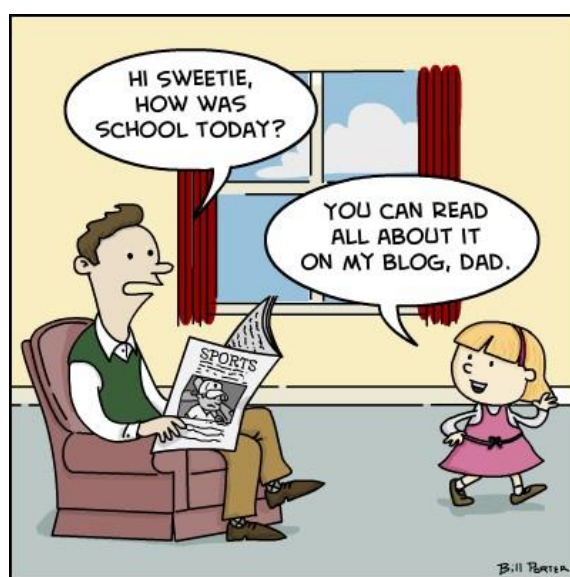
- 1) What does the picture mean?
- 2) Do you think the picture is realistic?
- 3) Are you able to describe in full detail the whole picture giving it of certain meaning to your mates?
- 4) What do you think these people are doing?
- 5) Debate with your mates about the benefits and the dangers of the media



- 1) Do you have a facebook account?
 - 2) Do you think that facebook is a good method to teach some subjects?
 - 3) Will you give your facebook account to your teacher to be informed about the new things to be seen in class?
 - 4) Do you think that facebook is just to have fun and meet friends?
 - 5) Is it a good way of communication or do you prefer to meet your friends in real situation?
-

- **Digital Gap**

<http://www.wikinomics.com/blog/index.php/2009/07/21/digital-gap-generation-lap/>



- 1) What's happening in the picture?
 - 2) What's the girl talking about?
 - 3) Is it a real situation? Do you have a blog?
 - 4) What do you think the father is thinking about the girl's answer?
 - 5) Why the father is still reading a newspaper in this era of technological revolution?
-

- **Read the following text and discuss with your partners about it.**

Digital Gap & Generation Lap

While browsing the web last week, I came across a variety of news sources that were buzzing about an article that some Morgan Stanley intern had written regarding media

use among youth today. I wanted to see what all the hype was about, and set out to read 15 year old [Matthew Robson's research paper](#). This is what he had to say about each of the following types of media:

Radio: Teenagers do not listen to traditional radio because they are able to listen to online streaming music that is advertisement free and enables them to choose which songs they want to hear.

TV: Most teenagers still watch television but the consumption varies seasonally with popular programs (i.e. Teenage boys watch more TV when it's football (soccer) season). Advertisements are a turnoff so many turn to internet channels to watch ad free programming. It's getting harder for youth to find the time in their busy schedules to watch TV.

Newspapers: "No teenager I know of regularly reads a paper." Most are reluctant to pay for a newspaper and when they do, prefer those that are compact for easy reading on the go.

Gaming: Girl gamers are becoming more numerous. Consoles that enable chat via internet are popular and negatively impact phone usage. PC gaming has no place in the market as it can be downloaded for free.

Internet: Most teenagers engage heavily in social networking. "Teenagers do not use Twitter"

Music: Teenagers listen to a lot of music but are very reluctant to pay for it. Most do not listen exclusively to music but rather do so while multitasking

Mobile phone: 99% of teenagers have a cell phone, and upgrade it every 2 years.

These revelations are not groundbreaking and if you are familiar with our research or [Don's books](#) (Growing Up Digital and Grown Up Digital), you would find uncanny similarities between Matthew's anecdotal findings and our 8 Norms of the Net Generation.

However, what IS surprising are the reactions that this paper is getting from the business community. Edward Hill-Wood, Matthew's supervisor, claims that dozens and dozens of fund managers and CEOs have been [e-mailing and calling all day](#). Others cite that this report has generated [5 to 6 times](#) more feedback than the average Morgan Stanley research report. This goes on to show really how large the generation gap is between baby boomers and today's digital natives. It seems that the impact of an internet savvy generation can no longer be ignored as executives turn their undivided attention towards understanding the Net Gen.

But before taking Matthew's views for granted, I'd like to point out a few areas of caution. First, the findings are not supported statistically but rather represent solely the views of Matthew and his friends. Secondly, it's important to take into account the context in which this research was conducted. Matthew is from London, England and being a 15 year old intern at a bank, must come from a solid educational background. In other words, his views may not be indicative of other teenagers... Net Geners in Japan

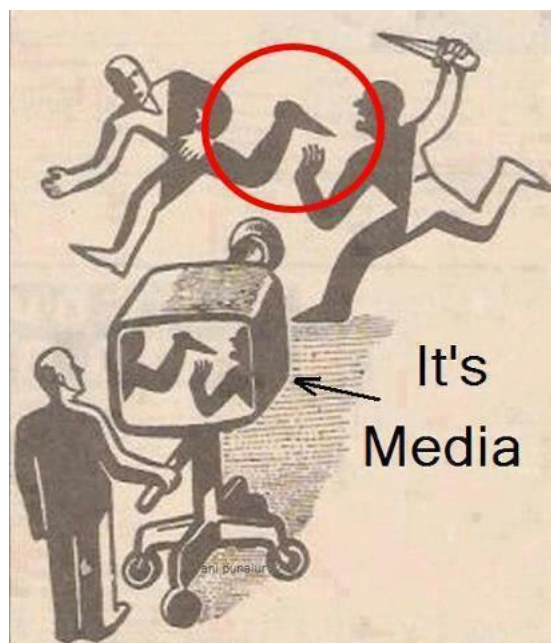
certainly update their phones more frequently than once every two years and I for one do use Twitter as well as read newspapers on a regular basis...

- **Manipulation on media:**

Describe what you can see in the pictures below to your mates in class.



Is it happening in media nowadays? Debate that in classroom with your mates.



- **Extra Activity: Poltergeist.**

Now, do you remember the movie **Poltergeist**?

The plot:

Steven and Diane Freeling live a quiet life in a California planned community called Cuesta Verde, where Steven is a successful real estate developer and Diane is a housewife who cares for their children Dana, Robbie, and Carol Anne. Carol Anne awakens one night and begins conversing with the family's television set, which has started transmitting static following a sign-off. The following night, while the Freelings are sleeping, Carol Anne becomes fixated on the television set as it transmits static again. Suddenly, an apparition emerges from the television screen and vanishes into the wall, creating a violent earthquake within the house in the process, to which Carol Anne announces "They're here."

Do you think that the fact that the girl is contacting with other dimension through television has anything to do with media manipulation? Is it a metaphor? Discuss with your partners.

DIDACTIC UNIT 7: 'AN APPLE A DAY KEEPS THE DOCTOR AWAY'

All the materials used are available by clicking on the links provided.

DIDACTIC UNIT 8: 'THE WORLD IS A MELTING POT, ISN'T IT?'

Interesting facts about England



Sherwood Forest is in Nottingham, on 100.000 acres. The 1200s were popularly thought to be the time of **Robin Hood**. Who was Robin Hood? No one knows for sure whether the legend was based on a real historical character. His name became a nickname for an outlaw. The story of Robin Hood, the most popular English folk of all the times. Everybody knows his friends (Little John, Brother Tuck, Will Scarlet) The legendary hero and his fellows stole from the rich and gave to the poor. Unfortunately, there is no evidence that Robin Hood really existed. Ballads and chronicles, all talk about the famous hero. Today, the legend of Robin Hood has turned Nottinghamshire into a large tourist attraction. In the centre of Nottingham can be found Nottingham Castle. Sherwood Forest has an excellent visitors' centre with an attractive display and shop, in which, according to tradition, Robin Hood and Lady Marion were married. It is one of the visitors favourite sites.

Megaliths, **Stonehenge** is certainly the best known prehistoric monument. It stands on the Salisbury Plain. How did stones get there? An early mention of Stonehenge was made by Geoffrey Monmouth, who claimed that it was brought by a tribe of giants from Africa to Ireland. Another legend claims that the stones were stolen from an Irish woman by the Devil. In fact, it is one of the most visited monuments in England and it is a part of the World's Heritage. The most interesting fact that these megaliths have had a Pre-Stonehenge form, which was made of wood. People used them as a religious place in autumn time. Was it a religious place or a place where people were watching stars and planets? Nobody knows the answer, although it has an inner circle which is consisted of arches made by laying one stone across the tops of two others. It shows the position of the rising sun on Midsummer's Day.

A few years ago there was a Tropical Stonehenge which has been found and made by sophisticated indigenous people in the Brazilian Amazon.

The Palace of Westminster is also known as the **Houses of Parliament**, where the two Houses of Parliament of the United Kingdom (the House of Lords and the House of Commons) conduct their sittings. It is the place where laws governing British life are debated and passed. From the middle of 11th century until 1512, the Palace of Westminster was the royal home to the Kings and Queens of England, hence the name. The building contains the bell-Big Ben that struck each quarter of an hour. **Big Ben** is the bell in the clock tower of the British Parliament. A light in the clock tower tells when the House of Commons is in session. The clock tower is situated on the bank of the River Thames. The whole tower is known as St. Stephen's Tower, with its 13 ton bell.

The first **St. Paul's Cathedral** was built in 604 AD but burnt down in 675 and the rebuilt cathedral was again burnt down in the Great Fire of London in 1666. The present cathedral was built by Christopher Wren. Its first dome is the second biggest dome in the world.

Buckingham Palace is a popular landmark. It is the home of the British Royal family since 1837. The palace with 600 rooms is surrounded by a 40-acre garden. Today it is also an office and used for the monarch's administrative work. Originally, it was a grand house built by the Duke of Buckingham for his wife. George IV began transforming it into a palace in 1826. The Queen's other homes are Windsor Castle and Balmoral in Scotland. A familiar sight at Buckingham Palace is the changing of the Guard ceremony that takes place in the forecourt each morning. It has been guarded by the Household Troops since 1660.

Windsor Castle is not far from London. It is an official residence of the Queen and the largest castle in the world. It gave the Royal family's surname.

Stratford-upon-Avon was **Shakespeare's** birthplace. He is one of the most famous poets and writers. The 'Swan of Avon' wrote several plays, sonnets and most of his

works were performed in the famous Globe Theatre in London. It was built in 1599 on the bank of the river Thames and it was a round building with a stage in the centre open to the sky. Shakespeare died and is buried in the Holy Trinity Church in Stratford, but his bust can be found in the Poets' Corner of Westminster Abbey.

Answer the questions.

1. Who was Robin Hood? _____
2. Where can you find the Stonehenge? _____
3. What is the whole tower's name in the Palace of Westminster? _____
4. Who is the 'Swan of Avon'? _____
5. Where does the QUEEN live?(2) _____ and _____
6. What did C. Wren do? _____

Is it true or false? T/F

Shakespeare was born in Nottingham. _____
ST. Paul's Cathedral was rebuilt. _____
Buckingham Palace was built by George IV. _____
There are different legends that are connected to the Stonehenge. _____
The changing of the Guard is a familiar sight at the Buckingham Palace. _____

Which is which?

Write down their names under the pictures.



Write down where would you like to go to England the above mentioned places and why.

Holiday postCard 27

Read the postcard and fill in 'a' or 'the' where necessary.

Dear Uncle Josh,

We're on holiday in London. weather's great for sightseeing. sun's shining. We met Watsons here.

They saw British Museum and National Gallery.

We visited Hyde Park and went on boat trip on

..... Thames to Tower Bridge. Yesterday we visited

Buckingham Palace hoping to see Queen. Unfortunately,

..... Queen Elizabeth II wasn't at home at the time.

After dinner I'm going with Mrs Watson to

Harrods to do some shopping there. Tomorrow we're visiting

..... Tower of London and London Eye.

That's all for now.

Love,

Tina



Mr Josh Green

8 Hills Street

Cardiff CF12

UK



DIDACTIC UNIT 9: 'BRING TO LIFE'

About time, 2003

- After watching the film and this clip

(<http://www.youtube.com/watch?v=H3i6rPsIWAY>), answer the following questions:



1) What is the 'family secret' about?

2) What do they have to do to travel back in time?

3) What does really imply 'travelling back in time'?

4) Would you do that once in life? What would you like to change and why?

5) What will be the cons of changing something about the past? Do you consider it a good idea?

DIDACTIC UNIT 10: GOING BACK TO BASIS'**Curriculum vitae****Personal information**

Name: María Quintana

Address: Avda Séneca, 5, Madrid 28040

Telephone: 00 34 91 5435201

Email: mquintana0782@telefonica.net

Date of birth: 28/07/82

Education and Training

- | | |
|-----------|---|
| 2006 | Online diploma in web-based technology for business, www.elearnbusiness.com |
| 2005 | Course in web design at the Cybernetics College, London: HTML, Java and Macromedia Dreamweaver |
| 2004 | Course in computer hardware and networking at the Cybernetics College, London |
| 1999–2004 | Degree in Computer Science and Engineering, University of Madrid |

Work experience

- | | |
|--------------------------|--|
| January 2006 – present | Part-time Webmaster at www.keo.es ; responsible for updating the site and using Adobe Flash to create animations |
| May 2005 – December 2006 | IT consultant at Media Market, specializing in e-commerce and IT strategies |

IT skills

Knowledge of multiple computer platforms (Windows, Mac and Linux); strong database skills (including the popular open source MySQL database); complete understanding of graphics formats and Cascading Style Sheets

Personal skills

Social and organizational skills
Good communication skills

Languages

Spanish mother tongue; English (Cambridge CAE); Arabic (fluent)

Hobbies and Interests

Web surfing, listening to music and travelling

References

Miguel Santana, Manager, keo.es

Sam Jakes, Lecturer, Cybernetics College

ANNEX 2: LEARNING UNIT

LEARNING UNIT: SANTA MARÍA DEL PILAR MARIANISTAS SCHOOL

“AGAINST THE LAW”

Guillermo Herrero Casamayor

Master Profesorado Educación Secundaria y Bachiller

Grupo 2

**Diseño, Organización y Desarrollo de Actividades para el Aprendizaje
del Inglés**

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1- SCHOOL AND CLASS CONTEXTUALIZATION

Santa María del Pilar-Marianistas is a State Financed School located in “Zona 5” in Zaragoza, which includes the Romareda, Casablanca, Montecanal and Centre suburbs. It is a wide area, joining the most traditional settings of the city with some new-built residential areas and including most of the best known schools in the town. The school is divided into four different buildings, each of them belonging to a stage, meaning Pre-School Education, Primary Education, Secondary Education and Bachillerato. There is yet another building, connected with the rest of them by a large corridor, in which all the administrative tasks are developed, in order to speed up the working of each stage.

Around 1,200 children are currently studying at the School, and nearly 100 teachers are responsible for educating those students. If we focus on the Secondary stage, to which this Unit Plan is aimed at, there are four classrooms for each course, and each classroom has approximately twenty-five pupils.

The school has a very particular idiosyncrasy, since its huge background (the school was founded, at its current placement, in 1971) has meant an increasing fame with the passing of time. Families bringing their children to Marianistas usually belong to middle and high classes, approximately half of the parents have studied at University and they are self-employed or they work in liberal professions. Statistics show that every year, families’ typology changes, since many parents are getting divorced and some mono-parental families are coming to the school.

Bearing in mind that this is a Catholic School, and with all the background that has been exposed in the previous paragraphs, the School implements many projects related to cohabitation and interchange. To enumerate some of them, the School has a

Scouts group, which joins together twice per month to develop several activities in favor of the community. Besides, the School is also immersed in the so-called “Comenius Project”, which enables the school to send and receive students from Sweden, Turkey and Ireland. This is a huge tool to increase the students’ cultural background and, regarding English as a subject, it opens a wide range of possibilities. Finally, the project “Juntos Crecemos” is also important and key for students’ personal success, since it implies that Secondary students take responsibilities and help Primary students with whatever problem they may have.

There are not many conflictive situations at the School. Since all the students belong to similar social contexts, and taking into account that the school is isolated (which does not allow students to get into conflict with students from other schools, for instance), the conflictive situations are reserved to what happens inside the classroom. Nevertheless, although the dynamics are not always a flat path, the truth is that the number of huge divergences which need a third person to be solved can be rapidly counted. Although this may seem a utopian description, it is what can be observed daily both inside and outside the classrooms.

This didactic unit is aimed at 4th of ESO students. To be more specific, the target classroom is 4th D of ESO. The main reason for my choice is that this is the class which my tutor is responsible for, what enables me to get into deeper contact with the students. The class is integrated by twenty eight students, all of them have been at the School for at least three years and they are all Spanish. None of them have any disability which deserve mention, although the level of the students in respect to the subject is variable. In fact, they have four English lessons per week, but the one dedicated to conversation with a native speaker coming from the United States divides students into two groups according to their level. Therefore, students with a high level will work with the native

speaker their communicative competence, while students who need reinforcement work with their tutor without burying that communicative purpose.

In the remaining three sessions, students usually work hand in hand with the textbook. To be more precise, the textbook they work with belongs to Burlington Books series and, specifically, it is entitled “Advanced Real English 4”. Both my observation before implementing this didactic unit and the chance to interview some of the students have proved that teachers in this course follow the textbook to a great extent, although students are also assessed by a Project they have to develop which has nothing to do with the textbook itself. In the case of this term, students will have to make a Project on “Billy Elliot”, dealing with the topic they choose but relating it to the movie.

In terms of assessment, this is not the only issue that deserves mention. Students have to make an exam per term, which is divided into different sections which mainly belong to three skills (listening, reading and writing). Each section has an equal value, and the types of tasks/activities they are asked to do are very similar to what has been traditionally done. Reading skill is evaluated through a series of questions about the text and students also have to summarize the text’s main idea. Listening is more flexible, because sometimes students have to answer questions, but they can also fill in some blanks or look for exact data. Finally, writing is assessed by a composition about a topic they have dealt with in a unit from the textbook. Vocabulary, coherence and cohesion, good grammar and correct punctuation are issues that the teacher bears in mind when correcting and giving feedback. The last skill, speaking, is not assessed in the exam, although students have to make an oral presentation on each Project they develop for each term. Besides, daily tasks are also a source of information for the teacher, who is

constantly taking notes in order to check progress, look for common mistakes and also as part of students' final mark.

2- OFFICIAL CURRICULUM BACKGROUND

This didactic unit, as any other planning a teacher would make, is based on the Aragonese Curriculum (Orden 9th May, 2007). The official institutions describe some general objectives for this course (4th of Secondary Education). They are divided into four different “bloques”, and obviously the objectives in this didactic unit, despite being more specific and concrete due to the kind of planning it implies (this is not a Year Plan, but a Unit Plan), will be based on these prescriptions. Furthermore, the Aragonese Curriculum also gives detail about the evaluation criteria. There are eight and they are also the basis from which I must build the evaluation criteria for this didactic unit, although they have to be closely connected with the objectives (in fact, the evaluation criteria shall be the starting point for any further planning); thus, it makes no sense to directly transcribe them, but they have to be adapted to what students will be asked in each session.

3- THE UNIT PLAN

Once the basic framework has been introduced, it is time to start dealing with the didactic unit. The learning unit is organized into six lessons, because I feel they are enough to cover the objectives I outlined when making my decisions. First of all, it is necessary to deal with the title and the justification of my choice. Then, I will also develop the basic competences students will work with throughout the unit. The competences will be enumerated and defined, although the exemplifications will be found in the diverse lesson plans. Finally, I will also deal with contents, methodology

and materials, explaining the way lessons will be delivered and the different materials that will be needed in order to develop the whole Unit Plan. Once again, more specific information will be given for each lesson.

3.1. “Against the Law”

This is the title I have chosen for my didactic unit. The reasons for this choice are various. On the one hand, it is the title given by the textbook for the unit students are going to “miss” because of my stay there. It is evident that using the textbook is by no means my “planning motif”, but I wanted to keep a link with what students were used to do during their academic training. Besides, in that way students can feel that they are going to be evaluated and assessed also on my learning unit, removing the idea from their minds that these two weeks are going to be a kind of enjoyment. Because, although I will assess students from the contents and tasks I am going to prepare, it is evident that this unit will be also part of the final exam students will have to do at the end of the term.

Furthermore, I think this is a very interesting topic. Students in 4th of Secondary Education are absolute teenagers, full of vitality and changing moods. They are constantly making new relationships, and this issue sometimes leads them into different problems that, many times, can imply breaking rules. In fact, this is teenagers’ living motif. They always want to break the established government at many different scales, because that is the way teenagers will feel liberated and self-assured. Therefore, I see it as an opportunity to cope with some of the problems that may arise when someone breaks a rule or goes against the law. Also, it is a good way of linking the English subject with Ethics, which usually focuses on more theoretical approaches, not giving

the opportunity to students to express themselves about different topics and controversial issues.

Finally, my ultimate goal is to prepare students to confront different situations in a foreign country. The communicative outcome is definitely something to be insistently pursued, because it is what students demand. Thus, this topic can also be useful to teach students how they should behave when they have been robbed in an airport, when they have committed some minor crime and they have been arrested, when they have to fill in a report...many different situations that have to do with rules and laws and which can certainly happen to teenagers and young adults when travelling abroad.

3.2. Key principles

When organizing the learning unit, I had to think about the key methodological principles I wanted to follow in order to design the lessons and deliver them. First of all, I strongly believe in the use of authentic materials, and therefore, most of the materials students will be surrounded by will be authentic. For instance, they will watch Youtube videos, they will read newspaper articles, they will see formal documents...The reason for this choice is that this is what students are going to encounter when going abroad. The communicative outcome makes no sense without authentic materials, because if a teacher turns the learning process into something artificial, then students are not encouraged to get into contact with real life learning opportunities.

Besides, skills will be integrated. I will try to cope with all the skills in all the lessons, although in some cases it may seem difficult. Listening, for instance, is a skill which is not only learnt explicitly (I mean, with listening tasks), but also by paying attention to teacher's instructions, for instance. Therefore, I should be careful when

preparing my speech, because it is undoubtedly a learning opportunity I will not want to miss.

Grammar is certainly an issue that worries all teachers. It is not going to be my main focus, but it is going to be present. To be more specific, I would like to focus on modal verbs and their applications in real-life situations. In this learning unit, Grammar is going to be taught inductively, because that implies a further reasoning process, not as teacher-centered as the deductive way. Besides, I would like students to notice grammatical uses and applications rather than acquiring them by practicing grammar exercises. As it is shown in the lessons' descriptions, there is no explicit grammar exercise, but modal verbs are present in several occasions.

The same happens with vocabulary. I do not believe in the fact of giving students long lists of new words, although many teachers are tempted to do so and even do it with no objection. I want my students to learn new words by being exposed to them in authentic materials. That way, students may guess the meaning of a word by its context, and if they need a further explanation, I will give a definition. I do not trust translations, and that is the reason for not letting my students to use dictionaries unless they are "native dictionaries", in which they will find a definition, but not a translation.

Finally, and as it will be seen below, I believe in students' interaction as the first and main step to learn English. Being exposed to authentic materials is going to increase their motivation. Being in touch with ICTs is also going to be a good tool to make them closer to the language itself. But there is no way of interacting without mates, and therefore I want my students to work in groups, to assume different roles and to be talkative and have active participation.

3.3. Objectives

In this section, I will enumerate the main objectives I want to accomplish with the implementation of this didactic unit. However, each lesson will contain the learning outcomes, which are much more specific and refer to the actual objectives students must get in each session.

3.3.1. General stage objectives

The objectives for Secondary stage are gathered in the Aragonese Curriculum (Orden 9th May 2007). They deal with both affective issues and academic ones. The section that covers these objectives is the “Artículo 6”.

3.3.2. Objectives for English subject

The information above focuses on general objectives. However, the Aragonese Curriculum (Orden 9th May 2007) also describes the objectives that Foreign Languages subject must reach. They refer to the acquisition of the skills (reading, writing, speaking and listening), but also to other issues such as the acquisition of learning procedures to favour autonomous learning and the acknowledgement of the importance foreign languages have as a tool to access other cultures.

3.3.3. Objectives for the Unit Plan

Taking into account the legal framework (see above), I also have to focus on the objectives I want my students to accomplish with the development of this learning unit. I want my students to:

- Be able to understand news articles dealing with issues connected with crime or accidents.
- Be able to tell anecdotes about events they have experienced, such as the witnessing of a crime, a loss in the airport...
- Be able to identify the differences between British English and American English on podcasts or videos.
- Be able to write formal letters and critical reviews, demanding an exemption or telling other people issues on a TV series.
- Be able to work together and assume different roles among the groups.
- Be able to use electronic devices and dictionaries as tools to learn new words, structures and formula in order to improve their autonomous learning.
- Be able to understand modal verbs in their context, identifying the meaning of each of them and the subtle differences among them.

3.4. Competences

In this section of the learning unit, I will explain its contribution to the competences. Taking into account that key competences are defined as “the ability to integrate knowledge, skills and attitudes in a practical way to solve problems and react appropriately in a variety of contexts and situations”, I should first make the distinction among the two types of competences defined by the Aragonese Curriculum: the key competences and the foreign language competences.

3.4.1. Key competences

These key competences (also called “general”) are eight: competence in linguistic communication, mathematical competence, competence in knowledge of and interaction with the physical world, competence in processing information and use of ICT, competence in social skill and citizenship, cultural and artistic competence, learning to learn and autonomy and personal initiative.

This learning unit tries to contribute to some of them, and I will explain it in the following lines in order to synthetize them in the lesson plans themselves (in the lesson plans, only the number will appear).

- 1- **Competence in linguistic communication.** This is obviously the main contribution. English as a subject is aimed at helping students to develop their communicative abilities, encouraging them to speak and interact, to adapt to the context and use different registers, to cope with accents and with other suprasegmental features. This learning unit will emphasize all these issues, focusing on pronunciation, peech, fluency and accuracy. Besides, linguistic communication also has to do with written ability to express opinions, tell narrations or requesting information. Each lesson focuses on one or several of these issues, and they will be reflected on them.
- 2- **Competence in processing information and use of ICT.** As it will be shown below, ICTs will play a key role in the development of this learning unit. Students will be asked to deliver some things using their e-mails account or other electronic issues. Powerpoint presentations will support teacher’s explanations. In few words, students will have to know how to use ICTs in order to make the most of their learning process. Problems will be solved more

efficiently if students know how to use technological resources, and students will also have to select the information available on the Internet that can improve their tasks' development.

- 3- **Competence in social skills and citizenship.** It is closely related to the “Teaching Values” section that can be read below. This competence has to do with diversity and interaction. When acquiring it, students will be prepared to live peacefully with their mates, knowing the individual behaviour patterns they have to integrate in order to cooperate with the others. It implies the understanding of the context they live in and the acquisition of certain indispensable values that will guarantee their personal quality. This learning unit will contribute to this competence as shown below. Being critical (Lesson on “trials”), respecting rules despite not being in agreement with them (Lesson on “intellectual property”) are some values which are emphasized. By letting them establish their own rules, teacher is also contributing to develop their individual values.
- 4- **Cultural and artistic competence.** It implies knowledge, interpretation and appreciation of the different cultural and artistic manifestations each country has. Music, painting, architecture, dancing...are all common features shared by all countries. English language definitely contributes to the understanding and appreciation of these manifestations in the Anglophone countries. Although a learning unit is not enough to test all of them, some of them are likely to appear in different tasks. At least the way people behave in different situations will be part of many tasks, because that is one of my main objectives, to prepare students to cope with those situations which may be unknown for them before

starting the unit. In the unit, concepts such as “intellectual property”, “insurance companies”...are part of our culture but also of other countries’ ones.

- 5- **Learning to learn.** It is closely related to the “autonomy capacity” (see below). Students spend many hours at school, but they spend even more time outside the classrooms, being at home, meeting friends at street...If we limit the learning process to what happens inside the classroom, we are restricting the opportunities they have to be better. Therefore, teachers do also have to teach students how to learn, how to take advantage of the uncountable devices and resources that are available online or in the real world (libraries, bars, clubs...) in order to be more prepared. This learning unit will also try to contribute in this sense. For instance, Lesson 5 includes a “listening diary”, and students will learn how to structure the ideas they find most remarkable from a video, a movie, a podcast...This is also a way of learning new things, to take the most from what they are exposed to.
- 6- **Autonomy and personal initiative.** Students must also be able to make choices, to know what path to follow in order to get what they want. The topic chosen for this learning unit also wants to contribute to the improvement of this capacity, and students will have to show their values and make their choices when asked to.

3.4.2. Competences in the foreign language

This learning unit tries to contribute to all the competences related to the foreign languages. Therefore, I will try to explain its main concerns regarding foreign language competences and, inside the lessons themselves, competences will be referenced:

- 1- **Pragmatic competence:** It refers to the many different ways English can be used in order to convey different things in variable contexts. It has to do with the

use and the purpose. In this learning unit, students will be taught to do something, to use English as the means and not as the end. Therefore, pragmatic competence will be omnipresent in order to fulfill the communicative outcome that is the basis of the methodology for the whole unit.

- 2- **Interpersonal competence:** If interaction is the key strategy used to develop most of the activities in the unit, students will also deal with the interpersonal competence, which has to do with respecting turns, getting different roles in a conversation, acquiring the abilities to adapt to the context...
- 3- **Intrapersonal competence:** Students will not succeed in learning to communicate and to adapt to different contexts if they are not prepared to do so. Motivation plays a key role in language teaching and learning and students should be taught to control their emotions in order to make the best of their procedural capacities.
- 4- **Procedural competence:** One of the main premises for this learning unit is to let students learn by doing. Therefore, it will also try to contribute by teaching them how to gain time, how to do things with the language itself. As a teacher, I am interested with the process rather than the product itself.

3.5. Contents

Finally, there are course contents that must be defined. The Aragonese Curriculum (Orden 9th May, 2007) differentiates four different blocks referring to the linguistic skills and to the cognitive aspects of the learning process. That information is very useful, but it makes no sense to establish contents which are not connected with the evaluation criteria and the objectives. Therefore, these contents are the basis for the learning outcomes and are obviously in close relation to the evaluation criteria:

- 1- To be able to express themselves in English fluently
- 2- To understand information (both listening to it and reading it) dealing with themes students find entertaining and encouraging.
- 3- To participate actively in oral activities developed inside the classroom such as debates, role playing or other games
- 4- To be interactive, showing willingness to help other students and answering doubts that may appear in class.
- 5- To read frequently about matters that interest them.
- 6- To use adequately and academically the written language when asked to do so.
- 7- To learn and put into practice the basic presentation norms in order to show careful written materials such as a formal letter.
- 8- To understand the different uses English has depending on the context they are dealing with. Therefore, students will have to understand the situation in which they are placed to use the strategies they estimate.
- 9- To use properly ICTs they are supported to use, showing a good knowledge of the digital applications.
- 10- To develop good skills regarding group working, showing that they can play different roles within a group and that they respect those roles.
- 11- To understand the structure of formal documents they may cope with in real-life situations, such as an insurance company form (etc).

3.6. Methodology

The group of students this learning unit is aimed at is, in few words, homogeneous. Although their level is variable, they are all prepared to follow the same methodology. Teacher will have to adapt contents or to let more time to those students requiring it, but there is not any student who cannot do the same kind of tasks his/her mates do.

With that background in mind, my main purpose is to deal with the communicative approach, using interaction both as the means and as the ultimate goal students have to reach. With that purpose on mind, lessons will consist of several kinds of activities, but they will all have a communicative purpose, trying to make them as closer to real life situations as possible. Interaction obviously requires group working, and students will be prepared to make the most of the allocated time by being exposed to the circumstances they will find when travelling abroad. All the tasks will be connected by a common thread, the one providing the title for this learning unit (crime, laws, breaking norms...). Besides, methodology should be moldable and elastic and most importantly, it should help students to develop their own autonomy, to express their thoughts and to contribute with their decisions in order to create a better and more efficient learning-teaching process.

So that this purpose can be fully accomplished, teacher will need students' active participation as the means to gather learning and enjoying, because that will make it easier for everybody. Furthermore, grammar and vocabulary will not be mistreated, but they will need to be incorporated into more complex tasks, linking the diverse skills every language must cope with (listening, writing, speaking and reading). All these claims will be shown and supported by the way students will be assessed, meaning that these principles would make no sense if students were asked to do the kind of examinations they are used to do.

Ideally, students will be also allowed to change the setting of the lessons. However, for this purpose to be accomplished, teacher depends on further instances, such as the School Direction. There is a room called “aula verde”, which in fact is not a room, but an open space with some wooden tables in which some lessons are delivered. If the weather is good and the room is not occupied, students will have the opportunity to go there, because some mates have acknowledged that they feel liberated and more engaged with their own learning process. Whenever they are in the classroom, however, teacher will try to gather them into different “grouping situations”, because movement and variable circumstances improve students’ engagement with the lesson, and it is also a way of letting them some “mini-vacations”, which will improve their concentration when the task starts again.

3.6.1. Teaching Values

Teachers’ ultimate goal should go beyond academic sphere: to provide students an integral education, not only to retain and pass pure academic knowledge and information. Put if differently, students need a solid education as far as moral values are concerned. Therefore, teacher will constantly emphasize the importance of getting good values, such as respecting the mates, helping them when needed, taking turns when speaking and doing oral tasks in groups, listening when teacher is giving instructions. There are two ways teacher will do it. On the one hand, at the beginning of the first lesson (or even sooner, if there is an opportunity to get into contact with his students), teacher will give students some rules which will have to be respected in order to create a good atmosphere and to let all students be confident and self-assured. On the other hand, the topic chosen for this learning unit, is also a great opportunity to teach certain values that cannot be broken if students want to live peacefully in society and cohabitate with those people who are closest to them. Therefore, teacher will call attention on these

aspects during his lessons' deliveries. For instance, Lesson 4 includes traffic signs, something that has to be respected but which most young people seem not to care about.

Furthermore, the subject itself, English, can be potentially useful for instilling those values and others related to the English Culture: cultural characteristics that make the native-speaking countries particular, new habits, geography, monuments, etc. This approach to a new culture enriches and broadens our view towards other countries different from ours and people and enhances solidarity and tolerance.

All in all, these values should be present and permanent not only in the planned topics and exercises but also in teachers' daily presence at school, so that students can learn them by observing and subsequently by imitation. That is, by capturing little moments in class (interventions, commentaries...) students do know how they should be or behave and how they should not. The class, as a space, its participants and audience do have a big influence on teenagers for their yet-coming personality and social interaction.

3.6.2. Reading Encouragement

Reading and making students read constitute one of the current obsessions school institutions seem to have. With the emergence of electronic devices and the huge amount of amusement opportunities that are available for teenagers nowadays, students do not feel like reading for its own sake. In fact, when they are asked to do at school (for subjects such as Literature, History or Ethics), they always think about it as a punishment rather than as a learning opportunity.

This learning unit will encourage reading. Subsequently, it will be of great importance when dealing with students' assessment. Although six sessions are not

enough to accomplish the whole objective (to get the interested in reading, whatever the genre or the author) and it should be planned for a whole academic year, a stage and even the whole “training period”, some tasks will be surrounding the importance of reading, interpreting what authors mean, the different styles that can and have to be used depending on the context. In connection with setting, “Aula Verde” is also a great space to develop some reading sessions, in which students could read in English whatever they want and then do some Projects connected with it, or even a debate in which they tell their mates what they have read, what their interpretation is and issues that may have shocked them or make them think. However, this will not be part of my planning, due to the lack of available time.

Reading is seen as a must that strengthens both reading comprehension, writing and oral abilities since new expressions, idioms and vocabulary come up gradually through the different books suggested.

The ultimate objective of the Reading Plan is to contribute to increase learners' taste for books and reading. Reading different kinds of genre will make them aware of the variety that exists and they will possibly sign up for one in particular that they find most interesting in a Second Language; discovering more authors, sagas, top-selling books, etc.

3.6.3. ICTs, a learning tool

Although in the section above I have dealt with ICTs as something which has led teenagers into a virtual world, preventing them from reading and enclosing them into their own sphere, there is no doubt that ICTs have also contributed to accelerate and improve both the teaching and learning processes.

ICTs are a good tool for teachers. In order to implement this learning unit, teacher will use some online materials such as videos, texts (written and oral) and even songs that can contribute to achieve the learning outcomes proposed for each lesson and which, at the same time, improve students' attention just for being online. As stated in the contextualization, each classroom has a projector and a screen, and also a computer in the teacher table. However, teacher should always bear in mind that electronic devices can fail sometimes and, therefore, teacher should prepare some alternative materials or at least be able to improvise if needed. Powerpoint presentations will also be used for two purposes: On the one hand, there will be one presentation per lesson showing the itinerary students are going to go through the lesson, in order to make them clear, from the very beginning, what they will be asked to do in that hour. On the other hand, teacher will also use presentations if needed to explain certain concepts or tasks' developments that may be a bit complex.

However, there is yet another potential use of the ICTs. Students can use them in order to look for information (finding new words, for instance) but also to develop the tasks themselves. The disadvantage is that students do not have a computer to work with except for the "computer room", which will be used in case some tasks require it. Nevertheless, if they are asked to do some homework, project or even if they want to go on with their learning process at home, e-mail correspondence will be emphasized to get into contact with the teacher to hand them in or in case some doubts arise.

3.6.4. Differentiation

It makes no sense to expect all students to be equally efficient. In every human group, there are many people sharing certain qualities, but they will still be much different among themselves. The same happens in a classroom. Some students are more

gifted for certain subjects than others, and teachers' objective should be to get/obtain the best capacities from their students.

In the case of this learning unit, this is a really homogeneous in terms of background context. They all come from the same kind of social and cultural background. Besides, they have been a group for three years, and therefore they are really integrated and the class atmosphere is really good. All of them have received the same kind of methodology up to now. In connection with academic level, there is no student retaking neither the subject nor the whole course, and therefore the staff meeting itself claims that is it one of the best classes in the whole school. Furthermore, the educational diagnostician, who evaluates students periodically, also told me that there are no students with concentration or attention problems.

Nevertheless, it is true that not all students have the same level at English. Languages are usually subjects in which some students have problems to acquire, many times due to genetic factors but also to lack of motivation and interest. I will not use any particular strategy to attend differentiation, simply because there are no many differences among students. However, I will try to design my instructions in order to make myself understood by the vast majority of students. Besides, when giving homework or designing activities including questions, I will always go from the easiest to the most difficult, in order to increase those not so good students' motivation at the same time I let the best ones to go on with their learning process. This is definitely a strategy to be used in all the subjects, since starting with a very difficult or complex task may be a barrier to interfere with our real purpose, being none other than making our students efficient and motivated. I will also give my students the opportunity to come to see me out of their school hours whenever they have any doubt, and therefore, I could

say that individual attention will be given to those students requiring it and who are, besides, interested in it.

3.7. Assessment and evaluation

There is no possibility of confronting any learning process without being able to assess it after being implemented. Students must be assessed, but not as a way to worry them or advising them that they will be checked. On the contrary, students will be monitored in order to see whether they have not assimilated certain features from the lessons, and if this is a common situation or only the case of some students who will need reinforcement. Therefore, dealing with “Assessment tools”, informal observation will be one of the ways to assess students.

Due to the school policy, no final examination will be made at the end of the unit because this unit is only one-third of the whole term, and each term contains a unique exam. However, this unit will be part of the “term exam”, although I will not take part of it for two reasons. First, the exam is done at the end of the course, and I will not have the opportunity of being at the school. And second, the exams students usually do are paper and pencil language tests, assessing grammar, vocabulary, language structures, rephrasing, looking for synonyms and all that stuff, whose main and unique goal is to test students’ achievement. I definitely do not agree with this way of assessing students, but there are issues I cannot control and, therefore, I will forget about that exam.

However, that does not imply that students are not going to be assessed. I strongly believe that marks are less important than the feedback teachers provide to their students. Therefore, I will not design any scale or rubric for students in order to

“pass my learning unit”. Students will be assessed daily, during their tasks’ development, teacher will take notes, observing whether all students are working or not, the communicative abilities adapting to the different contexts that will be set, checking reading cohesion when students are asked to produce written materials and also monitoring their comprehension of oral texts. All skills will be integrated, and all of them will be assessed, but what matters is the feedback I will be able to give students and the implications I can extract from students’ mistakes or failures, which will be part of my final reflection for each lesson. If students interact, if they accomplish the learning outcomes and if they are able to imagine themselves into real-life situations where they can use strategies and produce language that is adapted enough to the situation, then no exam is needed, because students will be ready to confront those situations out of the classroom.

To sum up, the assessment tools I will use will be included in the lessons themselves, and to be more concrete they will be part of the Annexes. I will base these assessment tools on the issues we have covered during the whole course, in order to test whether they are applicable for 4th of Secondary Education students or not. I am interested in evaluating and assessing the process rather than the product.

The learning unit itself will also be evaluated. It will be done by two ways. On the one hand, a questionnaire will be filled in by students (Other Annexes: Annex 1), showing their feelings about the whole learning unit and the methodology that was used. On the other hand, at the end of each session, I will make my own reflection objectively based on both my tutor observation (she will give me feedback after each lesson) and students’ behavior during the session. That way, I ensure that I will learn from my mistakes, and I may be able to produce or design some improvement

tools/measures/tasks which will guarantee students' performance will be better next time I am able to design a learning unit.

4. LESSON PLANS

The last section of the learning unit is the description of the lesson plans themselves. There will be six lessons to cover the whole unit and no tables will be used to describe them. Instead, I will explain all the specifications for each lesson in the same format, in order to let the reader have a clear depiction of what each lesson consists of. Each lesson has certain learning outcomes, connected with the evaluation criteria, which are much more specific than the ones stated in the sections above. Then, each activity will be described in terms of teacher talk, groupings, timing and classroom management. Besides, if the task is going to be assessed, it will be also explained, although rubrics and tables will be part of the Annexes. Finally, there will also be a section on evaluation of the teaching and learning process, which will be filled in after the implementation of the activities. However, for further details on it, reader can look at Practicum II essay, which was connected with timing and how the teacher could have been more efficient in connection with this issue.

The learning unit, meaning the sessions and the activities that were done during the lessons, suffered some variations due to external factors (see also Practicum II essay), such as teachers' interruptions, activities that were developed by the school and which had not been notified to the teacher, some students being ill, which meant some rearrangements in terms of grouping and even some technological problems to show certain slides. However, these problems will not be "fixed" in the learning unit, but they will be part of a final reflection on how teacher could improve the learning unit, his own behavior and how to cope with these issues causing disturbances and changes.

4.1. Schedule

	<u>Date</u>	<u>Title</u>
Lesson 1	24/03/2014	Laws: Creating our own regulations
Lesson 2	25/03/2014	Travelling abroad: How to make decision and complaints
Lesson 3	27/03/2014	On court: A Jury Member
Lesson 4	28/03/2014	Driving carefully: Respecting rules
Lesson 5	31/03/2014	Against intellectual property
Lesson 6	01/04/2014	Writing a review

LESSON 1: 24/03/2014

Grade: 4 th D of Secondary Education	Allocated time: 55'
Number of students: 28	Title: "Laws: creating our own regulations"

Expected Learning outcomes:

- Students will be able to identify modal verbs in its context, and they will be able to explain the different meaning they have.
- Students will be able to design their own rules following the model they are provided with.
- Students will be able to use appropriately modal verbs (especially "Must", "Mustn't", "Have to", "Don't have to", "May", "Might" and "Should"), depending on the degree of obligation/prohibition they want to express.

Activities' description:

- 1- Warm-up activity:** "Dumblaws" (7'). Students will be exposed to a photocopy (See Material 1 for Session 1 in "Annexes") in which they will face a series of dumblaws from the United States. Teacher will then explain the concept of "dumblaw". In groups of four people, students will have to choose the five dumblaws they find most shocking or funny, and they will have to discuss the reasons why they are that funny. Then, a spokesman or spokeswoman from each group (the student whose birthday is later in the year) will come to the front of the class and they will explain the reasons for their choice.

Teacher talk: "To start with, I would like you to work with the photocopy I have just handed in to you. As you see, the title is "dumblaws", and I guess some of you will not know what this concept means. "Dumb" is an adjective that is used to qualify people who are neither too smart nor intelligent; instead they are clumsy or do abnormal things. So, if we connect with adjective with "law", can you guess the meaning of this expression?"

Procedure: T-S interaction + S-S interaction

Materials: Photocopy + website (see Annexes)

2- Warm-up activity 2: “Creating dumblaws” (4’). Students will work individually and they will have to create their own dumblaws. Each student will have to write one, and they will all be connected with their city or their own home. Students will have to use one of the structures they have previously acknowledged when reading the photocopy, meaning a modal verb expressing obligation or prohibition, a clause such as “it will be fined”, “it is forbidden” or “it is not allowed”. Teacher will collect students’ papers at the end of the lesson, in order to observe students’ writing abilities and grammatical applications for practical purposes.

Teacher talk: “Now, it is time for you to think about some funny laws you could create in your own context, such as your city, your home...Remember that, when designing a law, you have to be strict, and English makes use of different strategies or language devices to express so, as you have seen in the photocopy before. Each of you has to create one law and I will collect them at the end of the lesson”.

Procedure: Individual working

Materials: No materials are needed.

3- Teacher starts talking about laws at School. He introduces the topic by analyzing some of the rules connected with the school and students can interrupt him by raising their hands whenever they want in order to say something about it. (4’)

Teacher talk: “Well, now we are going to focus on school laws. As you know, there are certain rules/norms you cannot break when being at Marianistas. For instance, you cannot use your mobile phones inside the classrooms, and if you do so and a teacher notices it, we will take them for one week. You also know that you have to respect the “Clothes code”, which implies not wearing very short trousers, sleeveless T-shirts and so on. Although when you register in this school, you agree with this Behavior Code, I guess you all have some disagreements. Which rule are you against? What norms would you change?”

Procedure: T-S and S-S interaction.

Materials: No materials are needed.

- 4- Students will join in groups of four. They will think about the rules they would establish for our school (modifications of the ones that are already present or completely new rules). They will have to make sense, no jokes will be allowed. In the brainstorming, students will be given numbers from one to four, and they will give one idea each. If someone lacks an idea, he/she will say "Pass". After ten minutes, number threes will come to the front of the class and will read the norms they have thought about. The rest of the class will choose two per each group. These rules will be written in a notice board which is placed in the corridor. (15')

Teacher talk: "I want you to create your own normative code. Remember we use Modal Verbs for this purpose, and each of them expresses certain meaning. You must be strict and consistent, because if you say "Must" you are establishing an obligation, whereas if you use "May", you are letting some kind of "discrepancy gap".

Procedure: S-S interaction.

Materials: Marker + cardboard.

- 5- Groups will be re-arranged. Teacher will pose a series of questions on the blackboard and in each group they will brainstorm a list of items responding to those questions. The brainstorming process will follow the same pattern as in the activity above. Questions will have to do with students, teacher and subject qualities. It is the first step to establish our own rules for these six lessons. Teacher will choose a student, who will come to the blackboard to note down the other students' answers. (10')

Teacher talk: Not remarkable. Only instructions on the activity.

Procedure: S-S interaction.

Materials: List of questions (Annex 3 for Lesson 1)

- 6- Teacher will call the attention of all the students. There will be a vote in which students will choose two answers/qualities for each question. Then, teacher will ask some students to paraphrase each chosen answer into a rule. New norms will be written on a cardboard and it will be pasted on the classroom walls for the whole week. (10')

Teacher talk: “To paraphrase the answers into new rules, remember the mechanisms or structures we have learnt throughout the lesson. The answers to the last question shall be paraphrased with “Mustn’t”, the modal verb expressing prohibition. The rest of them can be paraphrased with different modal verbs or structures, but always bearing in mind that, depending on the modal verb you select, you are being more or less rigid”.

Procedure: T-S + S-S interaction.

Materials: Marker + cardboard

Contribution to the key competences: 1, 3, 6

Contribution to the competences in the foreign language: 1, 2, 3, 4

Assessment: Teacher will take notes through informal observation about students’ participation. Since this is the first lesson, my purpose is to establish a good classroom atmosphere, without creating any anguish or stress. That is the reason for getting students in small groups and letting them communicate about issues they find close to their own experience.

Homework: ---

Evaluation of teaching and learning process: I finished really satisfied with the first lesson. Students looked really interested in working with me as a teacher, and they were really caring. The fact that I gave them the opportunity to create our own regulations was a success, because it meant students were really engaged with the activities. They also laughed a lot at the “dumblaws”, which contributed to increase my confidence. However, students tended to speak among themselves in Spanish, and that was a rule that had not merged from the previous debate. Therefore, I had to make it clear that Spanish was not allowed in my lessons. The rest of the lessons will be a test in this sense, because I have noticed that students are not encouraged to use English constantly in class.

LESSON 2: 25/03/2014

Grade: 4 th D of Secondary Education	Allocated time: 55'
Number of students: 28	Title: "Travelling abroad: how to make decisions and complaints"

Expected Learning outcomes:

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

- Understand standard speech on familiar matters dealing with personal anecdotes which are close to students' personal lifestyle.
- End other speaker's stories using background knowledge or personal schemata having to do with crime narrations.
- Narrate a true story about the witnessing of a crime using short sentences, providing the context for other speakers' understanding and being able to respond to any question that his/her listeners may come up with.
- Interact with their mates, give his/her own opinions about his/her priorities when selecting which University Hall he/she would live in.
- Understand the structure of a claim form, find specific information on it and fill it in with correct data for each item.

Activities' description:

- 1- Teacher will tell an anecdote about a situation he witnessed or "suffered" in which some illegal act was committed. He will introduce words belonging to the semantic field students are going to deal with "crime and laws". He will not end the story, and students will try to guess how the story finished. Students will then have to tell their own stories. (10').

Teacher talk: "Good morning, guys. I am going to tell you a story that happened to me when I was studying at Nottingham. I was living at a student's residence and my corridor mates were two Asian girls, a Nigerian girl and an Armenian boy. I remember that the Nigerian girl was really nice from the very beginning, and she was all the time bringing people to her flat. One evening, while I was having a shower, I heard some screams coming from her room, and she started knocking my door. I opened it and she

told me that her laptop, her wallet and some other issues had disappeared. We went to the reception desk and she informed the employees. The police came and asked me and some other people if we had witnessed the situation. They also searched our rooms. She then told the police that she was having a relationship with a British boy, but they were all the time arguing and he had even tried to abuse her and harass her. Besides, she also told the police that she had some dates with a psychologist at her country...how do you think the story finished? Who was the burglar? Then you can share your own stories”.

Procedure: T-S interaction

Materials: No materials are needed

- 2- Teacher will show a slide with a list of items related to University Halls. Students will work in groups of four and they will have to rank the items according to their priorities. They will have to reach an agreement as a group. Then a spokesman/spokeswoman (the one leaving closest to the school in each group) will tell the rest of the class the reasons for their choices (12’).

Teacher talk: “Imagine yourselves being at University. Most of you will want to spend a year abroad, taking advantage of the Erasmus experience. I guess all of you know what an Erasmus is. First thing you have to do is to choose where you are going to live that year. Flats are an option, but perhaps the most selected one is University Halls, especially in countries such as the UK. When taking the final decision, you will have to decide on which factors/items you are more concerned about. Thus, you now have to join in groups of four and rank the items you see on the slide according to the importance you give to them. All groups must reach an agreement and you will then comment on your choices to the rest of the class”.

Procedure: S-S interaction

Materials: Slide (Powerpoint). See Annex 2 for Lesson 2.

- 3- Teacher will expose students to a burglary insurance claim form. Students will be asked to recognize its structure with the help of the headings. Then, they will have to fill in the form with their own data and inventing the rest of details. (15’)

Teacher talk: “Now, you are facing a burglary insurance claim form. By its look, I think all of you can define what the purpose of these forms is. Obviously, you will not be able to fill in this form if you had not previously hired the services of an insurance company. Do you all know what an insurance company is? What kinds of services do they offer? Once you have acknowledged the different sections this form is divided into, you will have to fill it in with your own data. I will collect them at the end of the lesson.”

Materials: Burglary insurance claim form. See Annex 3 for Lesson 2

- 4- Teacher will end the lesson by introducing a topic to his students: lost luggage in an airport. He will give a copy from a website article (see Materials) to each student, but they will not read it during the lesson. On the contrary, students will tell anecdotes about some time when they lost their luggage and they will share them with the rest of the students. Students will have to tell what they did (or their family) when that situation happened. (10’)

Teacher talk: “When we are travelling abroad for a long time, we always get much luggage with us. Many times, due to the airlines lack of professionalism, luggage is lost, and many times we do not what to do. I will like you to share any anecdote you have lived about “lost luggage” and what you did when it happened. For homework, you will have to read the article I have just given to you and you will have to summarize, in two paragraphs, its main ideas”.

Materials: Website article “Lost Luggage”.

Contribution to the key competences: 1, 3, 6.

Contribution to the competences in the foreign languages: 1, 2, 3, 4.

Assessment: Active participation will be assessed with teacher’s notes both for Activity 1 and 2. Teacher will collect claim forms for Activity 3 in order to evaluate students’ interest. Homework (see below), will also be assessed (Annex 5 for Lesson 2).

Homework: Students will have to write a summary (2 paragraphs approximately) about the text they were presented at the end of the lesson. Teacher will collect the papers next session.

Evaluation of teaching and learning process: I think this session worked well. When planning it, I left more than five minutes without any activity to avoid making students run in order to finish what I had planned (what happened to me in the first lesson). Transitions between one activity and the other always cause time disruptions and teacher have to bear it in mind when designing a lesson. Students were really talkative when telling their anecdotes about “crime experiences”, and I did not correct their mistakes in order to get a fluent lesson. I did not have time to let all of them talk (the ones who wanted to talk), and perhaps this is a mistake, because they were doing well and the activity was engaging more and more students. Something I did not do well was in Activity 2. When students were working in groups and they had to reach an agreement, I observed that in many groups there was a leader convincing the rest of the students. Some of them did not say a word in the whole debate. Besides, I noticed that some of them did not have a very good relationship. The problem, then, was that I did not know their affective laces, which is really important if we want students to cooperate among them. Finally, I think students saw the purpose for activity 3, and in fact I think they were engaged with the claim forms, mainly because they found it closer to real life.

LESSON 3: 27/03/2014

Grade: 4 th D of Secondary Education	Allocated time: 55'
Number of students: 28	Title: “On court: A jury member”

Setting: This lesson will be carried out in the computer room, because students will have to work with the ICTs.

Expected Learning Outcomes:

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

- Understand the structure of a formal letter and produce one asking court institutions to be exempted from attending a trial.
- Show their own opinion regarding a crime and try to convince other students to join their position.
- Pronounce properly when reading aloud an official document.

Activities' description:

- 1- Teacher will introduce the lesson by asking students some questions about the issue itself. Answers will not be assessed.

Teacher talk: "Good morning, guys. In today lesson we are going to deal with judges and court scenarios. Can someone tell me how trials work in the United States? (Give some seconds to answer, in the answer I expect the term "jury" to appear). Exactly, and do you know how jury members are selected? (Give some seconds to answer, which may not be correct). All American citizens can be selected if they are above 18 years old or if they have a driving license and they have a good English domain. Lawyers can also select the jury members by having an interview with them. It is the process they call "Voir Dire" (write it on blackboard)." (3')

Procedure: T-S interaction

Materials: No materials are needed

- 2- Teacher will play a video on the screen about a Jury Verdict, at the same time he writes the word "verdict" on the blackboard. Students will watch the video (2')

Teacher talk: ---

Procedure: ---

Materials: Video (Annex 2 for Lesson 3).

- 3- Teacher will show students the exemptions from jury service that are allowed in the United States on the blackboard in the computer room. Students will

read the exemptions one by one in loud voice, so that teacher can test students' pronunciation. (5')

Teacher talk: ---

Procedure: Students reading.

Materials: Document (Annex 3 for Lesson 3)

- 4- Students will have to write a letter in which they show their excuses for not being able to be jury members or jurors, based on the document they previously read. They will send it by e-mail to the teacher's account. Teacher will assess it and he will give feedback as soon as possible (20').

Teacher talk: "Imagine you are a U.S. citizen and you have been requested to take part of a popular jury. However, you will not be able to attend the trial for a particular reason. Now, you have to write a letter in which you show your excuses. It has to be reliable and well structured. Remember this is a formal letter, therefore you should pay attention not only to the language itself but to its structure. Therefore, have a look at the sample I have sent you by e-mail, and if you have any doubts, please ask me before you start writing yours. Please, send it to me by e-mail as soon as you finish it."

Procedure: Students' individual working.

Materials:

One computer per student + Internet connection.

Formal letter sample (Annex 4 for Lesson 3)

- 5- Students will join in groups of six. All groups will be given the same "unsolved case". Students will have to determine whether Gary Condit was guilty or not. However, they will be assigned roles, and in each group, three students will defend Condit's innocence and three will state that he was guilty. They have to try to convince the other three people in their group and, when the time is over, they must have reached an agreement. The process will be similar to what they may experience if they are selected as jurors. Students

will be assessed in terms of participation and because of their reasoning abilities. At the end of the activity, each group will have a spokesman/spokeswoman (the one who had lowest marks in English last term), who will give details about their discussion.

Teacher talk: “Now, imagine you are jury members. In each group, three of you will stay for Condit’s innocence and three of you for his guilt. You have to defend your position and try to convince the rest of the members, by giving good arguments. I will be monitoring the process. Please, you have to develop a good reasoning in order to be reliable”.

Procedure: T-S + S-S interaction

Materials: Document. (Annex 5 for Lesson 3).

Contribution to the key competences: 1, 2, 3, 4, 6

Contribution to the competences in the foreign language: 1, 2, 4

Assessment: Teacher will take notes about students’ participation in the last activity. Oral skills will be also assessed by informal observation for those students reading the “exemptions” and those explaining their discussion. Writing abilities will be assessed when delivering the letter by e-mail (Annex 6 for Lesson 3)

Homework: ---

Evaluation of teaching and learning process: In this lesson, we wasted a bit of time because I was not intelligent enough to tell students to go directly to the computer room. Therefore, the fact that we had to go all together made us waste five minutes. I think students enjoyed the role-playing activity a lot, because they were actively participating and giving good reasons for their position. The fact that I chose the students with lowest marks was to guarantee that they were part of the conversation. Some of them tried to write some ideas on a paper, which is fine, but the problem is that when coming to the front of the class, they simply read them. This is something I should have made explicit in my instructions. Something I also did wrong is that I did not prepare any activity for those students who finished Step 4 earlier, and therefore they were looking for their

favorite websites on their computers rather than spending some more time learning. This is something I should have taken into account when planning.

LESSON 4: 28/03/2014

Grade: 4 th D of Secondary Education	Allocated time: 55'
Number of students: 28	Title: "Driving carefully: respecting rules"

Setting: This lesson will be carried out in the computer room, because students will have to work with the ICTs.

Expected Learning Outcomes:

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

- Understand and explain the meaning of US and British traffic signs, comparing them to the ones present in the Spanish code.
- Identify the structure of an accident report form, understanding its use and purpose.
- Get concrete data from a piece of news in a newspaper article.
- Get the different suprasegmental patterns (intonation, stress patterns, weak and strong forms...) news readers use to report an accident.
- Get the difference among British pronunciation and American English one, at least the main ones (stress, speed, word contractions...).

Activities' description:

- 1- Teacher will expose students to twenty-eight different traffic signs (as much as the number of students). Each of them will have to tell what the sign means. If the student is not able to answer because he/she does not know its meaning, teacher will allow any student knowing the meaning to answer. If the student does not know how to express the meaning, he/she can ask for help to any other mate. (10')

Teacher talk: “Today we are going to deal with driving and respecting traffic signs. You are 15-16 years old and, in two or three years’ time, you will be allowed to get your driving license. Therefore, I would like you to look at these signs and, one by one, tell me their meaning or implications. You have some words on the blackboard such as “roundabout”, “pedestrian”, “hitchhiking”...which may help you to make yourselves understood. And remember that modal verbs are used to express what someone can do and cannot do, and you can also use those structures you learnt in Lesson 1 (“you will be fined if...”, “it is not allowed to...”) The signs are taken from the US and the British code, so I would like you to guess which sign come from where.”

Procedure: T-S interaction

Materials: Traffic signs. (Annex 2 for Lesson 4).

- 2- The “driving test” activity: Teacher will then show a website link students will get into. The test comes from British Government official code. Students will answer all questions (fifty) individually, and they will see whether they have passed or not. In order to pass the theory exam, students should answer forty-three questions correctly. When time is over, students will share their results with the rest of the class (15')

Teacher talk: “Now it is time to test your knowledge individually. As you know, you all have to pass a theory exam before getting the practical lessons. The process is really similar in the United Kingdom. Remember that British people drive in a different way than we do, in fact their lanes are all the way round and drivers are also on the opposite side. Of course you have not studied the code yet, but this is part of our background knowledge and our civic education. Thus, you have fifteen minutes to answer the test and see if you are potentially good drivers”.

Procedure: Students working individually

Materials: Website link (Annex 3 for Lesson 4).

- 3- Teacher will show students a motor vehicle accident report. Students will look at it, bearing its structure in mind, with no other purpose than learning and knowing what to do in case they have an accident. The report is taken from the State of California, but it does not vary very much in other Anglophone places. (3').

Teacher talk: “Whenever there is an accident, and if there are no injured people (at least no one requires medical assistance at that moment), there is no specific need to call the police. What we do then is to fill in a report, which is something we should always take with us in our means of transport. It is what in Spain we call “parte amistoso”. Please, take two minutes to have a look at it, and remember it is indispensable for our insurance companies”.

Procedure: Teacher talk + students own reading.

Materials: Accident report form (Annex 4 for Lesson 4).

- 4- Students will read a text about a car accident. The text will be sent to them by e-mail, and it comes from “The Mirror”. Students will read the article and they will have to answer the following questions:

- Where did the accident take place?
- What physical consequences is Miss Hopkins going to suffer?
- Who found Miss Hopkins’ car? How long did it take to find her?
- How was she taken to hospital?

Students will answer the questions in a Word document and they will send the answers to the teacher. Then, students will watch the video that is included in the article itself (as they will be sent the article, they will be able to watch it as many times as needed) and they will have to answer the following questions. Again, answers will be collected:

- Are you used to listen to American English?
- What differences do you see with British English?
- When was Miss Hopkins reported as a missing person?

(20')

Teacher talk: Not remarkable. Teacher will only explain the task. He will solve doubts when arising.

Procedure: Students working individually.

Materials: (Annex 5 for Lesson 4)

Contribution to the key competences: 1, 2, 3, 6

Contribution to the competences in the foreign language: 3

Assessment: Teacher will give feedback to his students after receiving the e-mails for the last activity. No mark will be delivered. Teacher will analyze answers' coherence, students' ability to summarize their answers and the rightness of their answers. Feedback will be also given by e-mail.

Homework: ---

Evaluation of teaching and learning process: The topic chosen for this lesson was of great interest. Many students are planning to get the motorbike driving license in a year, and they were really interested in knowing about traffic signs. Some of these signs were confusing, because in Spain we use a different code, and therefore we wasted some time explaining the differences among British/American systems and ours. What I did wrong in this lesson was that there was no interaction, students worked on their own for much time. However, they were in silence and worked constantly, classroom management was not an issue, what tell me I managed to keep them engaged with the tasks. Nevertheless, if I had tried to develop more interactive activities dealing with the same topics, the lesson could have been a complete success. The learning process was really motivating, since students sent some very good responses, especially those to the most open questions (the ones connected with British and American pronunciation). There were also some time disruptions because the educational diagnostician entered the lesson twice and students were making jokes with him. Finally, this time I did control the transitions, because all students were in the computer room even before the lesson started.

LESSON 5: 31/03/2014

Grade: 4 th D of Secondary Education	Allocated time: 55'
Number of students: 28	Title: "Against intellectual property"

Expected Learning Outcomes:

- Students will be able to understand extended speech on lesson's main topic, intellectual property and piracy.
- Students will be able to show their own opinions on the issue, both orally and in written format.
- Students will be able to paraphrase a listening text's main ideas, identifying speaker's intention.

Activities' description:

- 1- Introduction to the topic: Students will join in pairs and they will tell each other their feelings about music and cinema/movies. Teacher will give each pair a handout (Annex 2 for Lesson 5) with a series of items they can talk about. After seven minutes of dialogue, teacher will ask some pairs to tell about their mates' experience. (10')

Teacher talk: Not remarkable, only activity's instructions.

Procedure: S-S interaction

Materials: List of items (Annex 2 for Lesson 5)

- 2- Teacher will introduce the term "intellectual property" and students will try to explain its meaning orally, trying to show their opinions on the issue. This is the

first step for the listening activity they are going to do in the rest of the lesson.
(5')

Teacher talk: “So, you all seem to like music and cinema, or at least they are an important part of your spare time. However, I am sure you all watch movies and listen to songs on your laptops or computers, and I guess you know that downloading them from illegal sites is not allowed. It goes against what is called “Intellectual Property”. Can someone explain the meaning of this term? What are your views on it?”

Procedure: T-S interaction

Materials: No materials are needed.

- 3- Students will watch a video on “Intellectual property”. While they are watching the video, they have to create a “listening diary” which will have two sections. One will be entitled “What the video says”, and students will be asked to write down everything they find remarkable about the contents of the video. The other section will be entitled “What I think about it”, and students will have to write down any thought connected with any issue that is dealt in the video. (22')

Teacher talk: “While you are watching this video, I would like you to pay attention to what it says but also to reflect on it. That’s why you are going to create a “listening diary”, with the following structure: On one section, called “What the video says”, you will have to note down anything you find interesting about what the author is saying. On the other one, called “What I think about it”, you can write connections and feelings that you have about the issue the author is dealing with. You can separate these sections into two different columns. Please, work individually, I will collect the diaries at the end of the lesson”.

Procedure: Students working individually.

Materials: Video (Annex 3 for Lesson 5) and listening diary created by students.

- 4- Students will have to answer some questions connected with the video in pairs. They will be able to look at their notes in order to answer the questions. Since many of them implied discussion, students will be able to give their arguments

before reaching an agreement, since they only have to give one answer per pair. The “questions sheet” will not be given to them until the video has finished, in order to avoid the fact that they can only pay attention to the sections from which the questions are taken. Teacher will collect the answers at the end of the lesson, together with the “listening diary”. (15’)

Teacher talk: Not remarkable

Procedure: Students working in pairs. S-S interaction

Materials: “Questions sheet (Annex 4 for Lesson 5)

Contribution to the key competences: 1, 3, 4, 5

Contribution to the competences in the foreign language: 2, 3, 4

Assessment: Teacher will assess listening comprehension (Annex 5 for Lesson 5) and also written expression (Annex 6 for Lesson 5). The first assessment will be based on the listening diaries and the second one on the answers they give to the questions.

Homework: ---

Evaluation of teaching and learning process: Students were a bit nervous at the beginning of the lesson because something had happened on the lesson before. Therefore, I had to waste some time making them stay quiet. When introducing the topic, students worked well, although they did not cope with more issues than the ones they were exposed to. My tutor told me after the lesson that I may have not given those issues to them, in order to make them think a bit more. The listening was a bit complex for them according to the answers they gave to me, because many of them did not understand the gist of the video and they did only write down some unimportant details. Despite that, they were all really paying attention to the video all the time. The answers to the personal questions were really good, they seem to have a good understanding of the issue, maybe because it is something they feel really close to them. Besides, my tutor told me that this was a good idea to deal with in the “tutorial classes”.

LESSON 6: 01/04/2014

Grade: 4 th D of Secondary Education	Allocated time: 55'
Number of students: 28	Title: Writing a review

Expected Learning Outcomes:

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

- Identify different types of crime, learning the terms defining each criminal action, and also the actors or criminals.
- Understand the structure of a critical review, acknowledging that it is not a mere summary of its plot.
- Write coherent and consistent critical reviews following a model provided, introducing the concepts learnt throughout the unit and making a good use of the resources such as dictionaries and other learning strategies.

Activities' description:

- 1- Teacher will join students in groups of three. Each group will receive a photocopy with vocabulary related to different types of crimes or actions breaking the law. They will have to join each term to a situation shown in the other photocopy. (10')

Teacher talk: "There are many ways in which people can break the law. You are now facing some terms which may sound more or less familiar to you. You are going to work in threes, in order to share your knowledge with the other members of the group. If you do not know the meaning of a certain word, you should try to guess it by the definition it is provided. Do not worry about translations. What matters is that you understand their meaning and their use so that you are able to apply it in future occasions."

Procedure: Students working in groups

Materials: Photocopies (Annex 2 for Lesson 6).

- 2- Teacher will expose students to some video clips from TV series or movies connected with crime. Students will watch them and they will be able to comment whatever they want on the clip, the film/series or any actor or character they find interesting. (15')

Teacher talk: Not remarkable.

Procedure: S-S and T-S interaction

Materials: Clips (Annex 3 for Lesson 6)

- 3- Teacher will show students a TV series critical review. Students will read it aloud and they will analyze its content. (8')

Teacher talk: "As you may have noticed, a critical review does not focus only on telling the story, the "what", but to think about and deal with other issues such as actors' interpretations, relationships, links...it is not a mere story. In the future, you may want to be journalists, and this is one of the specializations you can choose".

Procedure: T-S interaction

Materials: Review (Annex 4 for Lesson 6).

- 4- Students will write a review on a movie, TV series or chapter they like. The only condition is that it has to do with crime or something done against the law. The reviews will be collected at the end of the lesson (20')

Teacher talk: Not remarkable

Procedure: Students working individually

Materials: Dictionaries (and online dictionaries) are allowed.

Contribution to the key competences: 1, 2, 5

Contribution to the competences in the foreign language: 1, 4

Assessment: Teacher will assess students' reviews (Annex 5 for Lesson 6)

Homework: ---

Evaluation of teaching and learning process: Students were aware that this was the last day I instructed them, and they looked really interested. Besides, although the first

activity was a kind of warm-up and did not engage students as much as I wanted (perhaps the activity was a bit out of place, not connected with what we had done the previous lessons), when the time came of introducing TV series and movie trailers, students were completely motivated and engaged with what we were doing. That makes me think that teachers have to make use of the themes, topics or issues that are close to students, and there is no doubt that they all watch television and they enjoy going to the cinema. Some of them also acknowledged that they wanted to be journalists in the future, and they liked the way TV reviews are written. They also put much emphasis on writing some good ones, and even they committed less mistakes than they usually commit, what also makes me reflect and my conclusion is that when students are motivated, they do their best and they even improve their skills.

5- CONCLUSION

Designing this learning unit has been a complex experience, which has resulted really meaningful because I have had the opportunity of testing some things I had learnt in the whole year, others that were part of my “potential imaginary” of activities, tasks or procedures and I have also had the opportunity of observing the huge amount of factors affecting teachers’ performance when the time comes of facing students. I will summarize my main conclusions step by step.

- First of all, there is no doubt that planning plays a key role for teachers. Improvisation is a skill all of us should develop, but as a means of solving problems or any unexpected situation (it is clear that one cannot expect every single potential problem before entering the lesson), not as the only tool to deliver a lesson. Planning involves time, in fact, it involves much time, much more than what really happens in the classroom. In this sense, I think I should still study more on planning in order to be more efficient.
- There are some factors affecting lessons’ development that, in addition to be unexpected, are not teachers’ responsibility. For instance, if another teacher

takes more time to show students an exam and the School Direction allows that, the following teacher cannot do anything but to resign himself. Obviously, that will affect planning a lot, and even students' emotions can change, what also affects the lesson itself.

- Assessing is a complex issue that deserves mention. During this period, I have not been able to prepare any exam due to School Policy. However, I have tried to assess the four skills (speaking, reading, writing and listening) by different means. Creating rubrics is not an easy issue, and it becomes even more complex when I attempted to create a "level scale", because I certainly do not know where the boundaries separating each level are. Besides, when assessing, teachers have to take into account the previous knowledge students have, and that was an issue I could not deal with due to the lack of time I had to know my students before starting implementing the Learning Unit.
- Evaluating my own behavior constitutes one of the main learning tools I have had in this period. My teacher was constantly giving me feedback, which was useful to change some things I had planned for following lessons (once again, I had not taken into account the background knowledge they had, and therefore, if I had implemented those planned sessions, students would have been completely lost). Besides, her feedback was really encouraging to motivate me, since my good points were also shown in those personal interviews. Students' questionnaire has also been a good tool, although the data I can extract from it has to be filtered, because I cannot know whether their answers were sincere or not.

To sum up, I am really happy due to the many learning opportunities I have come across during this period. The design of the learning unit takes time, but once I had the opportunity to manage myself, getting in touch with students and teaching what I wanted them to be taught, I was glad to see that they were all responding really well to my methodology, which they found innovative and entertaining. I think I have managed to fulfill my main outcome, which was to motivate students to live real-life experiences inside the classroom, feeling the necessity they all have to learn English as a way of

knowing a new culture, being able to get in touch with people coming from many places and getting the strategies to solve problems that may arise during their travels.

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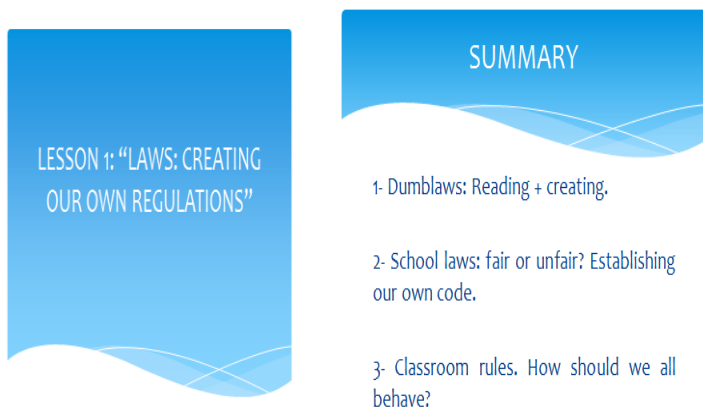
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1. LESSON PLANS' ANNEXES**Lesson 1: 24/03/2014**

Annex 1: Powerpoint presentation that summarizes lesson contents. Shown at the beginning of the lesson.



Annex 2: Warm-up activity:

<http://www.dumblaws.com/laws/united-states> (Website that will be referenced in the photocopy itself)

Photocopy**DUMBLAWS**

- 1- It is against the law to have sex with a corpse in Illinois.
- 2- It is a crime to use a dead person's handicapped parking sign or license plate.
- 3- Sex offenders in Illinois are prohibited from participating in holiday events like handing out candy at Halloween and Easter or dressing like Santa at Christmas, except under specific circumstances.
- 4- Those under 21 can drink legally, but they must be enrolled in a culinary program to do so.
- 5- Film producers must have permission from a pediatrician before filming a child under the age of one month.
- 6- Nudity is allowed, provided that male genitals are covered.
- 7- Rabbits may not be shot from motorboats.
- 8- A woman may not buy a hat without her husband's permission.
- 9- No civil arrests may be made on Sunday or on the Fourth of July.
- 10- It is illegal for more than five women to live in a house.
- 11- If a man and a woman who aren't married go to a hotel/motel and register themselves as married then, according to state law, they are legally married.
- 12- Bingo games may not last over 5 hours unless it is held at a fair.
- 13- Waitresses may not carry drinks into a restaurant or bar.
- 14- The value of Pi is 3.
- 15- Baths may not be taken between the months of October and March.
- 16- Mustaches are illegal if the bearer has a tendency to habitually kiss other humans.
- 17- The penalty for jumping off a building is death.
- 18- It is against the law to throw a ball at someone's head for fun.
- 19- It is illegal to cut a woman's hair.
- 20- Dogs must have a permit signed by the mayor in order to congregate in groups of three or more on private property.

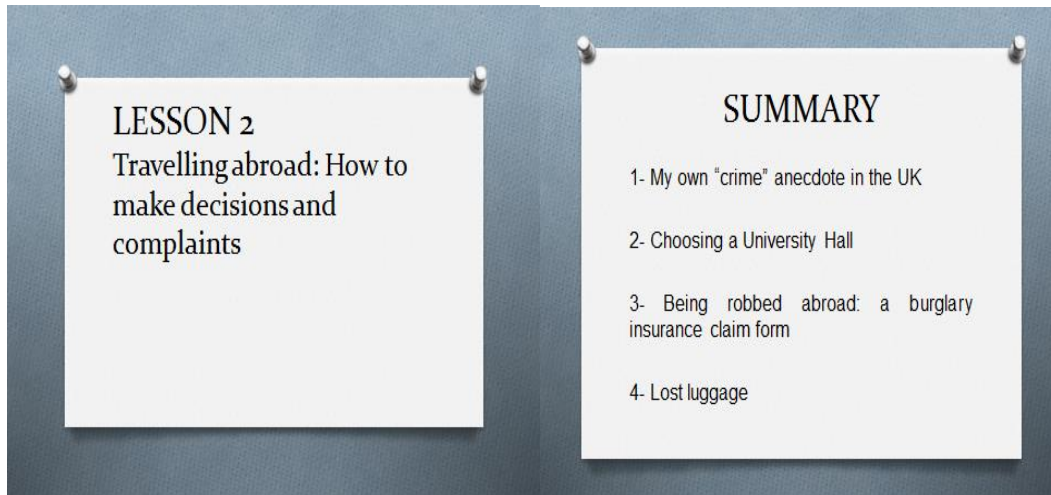
Annex 3: Questions to be answered in groups in order to create classroom rules

- 1- What do you, as students, expect from teacher's behavior? Enumerate qualities.
- 2- What do you, as students, think teachers expect from you? Enumerate qualities.
- 3- How do you think you can show respect to each other inside the classroom?

4- Which things do you think should never be allowed inside the classroom?

Lesson 2: 25/03/2014

Annex 1: Powerpoint presentation that summarizes lesson contents. Shown at the beginning of the lesson.



Annex 2: Slide



Annex 3:**Burglary Insurance Claim Form****Annex 4: Lost Luggage**

<http://www.independenttraveler.com/travel-tips/troubleshooting/lost-luggage>

Lost Luggage

You're standing at a baggage carousel for what seems like forever when the steady flow of bags onto the conveyor belt slows to a trickle, then stops. Your bags are nowhere in sight. Or your bags do show up, but look like an angry gorilla has been throwing them around his cage for sport. Who's responsible?

Delayed Luggage

If your bags are delayed, try not to panic. The airlines typically have ways to track them, and the vast majority of all misplaced luggage is returned eventually. If your bags are on the next flight, you could have them within a few hours. If they've been sent to the wrong airport, it could take a couple of days. Make sure to file your claim immediately at the airport and to give the attendant a hotel or home address, as well as a phone number where you can be reached.

The airlines will typically bring you your luggage when it is found; you will rarely need to return to the airport to pick it up. Additionally, many airlines will reimburse any unexpected expenses caused by the loss or delay (keep your receipts!). But be careful here -- the airline sometimes has the option to deduct any reimbursement or stipend from any subsequent awards.

Before you leave the airport, be sure you know how to check on your bag's status; some airlines have an online system while others will provide you with a phone number to call for updates.

10 Things Not to Do at Airport Security

Lost Baggage

If the airline loses your bags, make sure you get a written claim for damages. This may require a different form than the original "missing luggage" form. This can be done at the airport or by mail.

According to the Office of Aviation Consumer Protection and Enforcement, the maximum an airline pays on lost bags and their contents is limited to \$3,300 per passenger on domestic flights, and a varying rate per passenger for checked baggage on international flights based on the Warsaw Convention or the Montreal Convention. In the United States, if you paid a checked baggage fee for your lost bag, the airline must refund your fee. Check your carrier's website for specifics.

You may need to produce receipts to prove the value of items you had in your suitcase. If you have them, include copies in any documentation you send to the airline. (Keep in mind that you will be reimbursed for the depreciated value of your items -- so the airline won't give you the full \$1,000 you paid for that suit you purchased two years ago.) You can purchase "excess valuation" protection if your checked baggage is worth more than these limits (but before doing so, make sure the items aren't already covered by your homeowner's or travel insurance policy). Some credit card companies and travel agencies also offer optional or automatic supplemental baggage coverage.

The airlines typically have a long list of items for which they will not be held responsible; these include jewelry, money, heirlooms and other valuables. These sorts of items should always be left at home or packed in your carry-on bag.

Four Common Travel Disasters and How to Prevent Them

Stolen Bags

Head directly to the baggage carousel when you get off your flight to minimize the potential time for your bag to be stolen. Many airlines scan bags when they're loaded into the baggage claim area and keep records, especially at larger airports. If your bag goes missing after you've left the baggage claim area, your claim is no longer with the airline, but with the police. Your homeowner's insurance may cover a stolen suitcase; if it doesn't, consider purchasing travel insurance.

Damaged Baggage

Once you've gotten your bags off the carousel, immediately check them for damage or other signs of tampering or mishandling. Report any damage before leaving the airport; airline customer service will often want to inspect the bag. Keep in mind that most airlines won't cover minor wear and tear.

You will most likely need to produce a receipt for any repairs, or be required to use airline-sanctioned luggage repair vendors. Ask the baggage claim attendant for specific information. You don't want to find out that you have paid for a repair that isn't covered.

Share Your Lost Luggage Tales!

How to Prevent Lost Luggage

1. Put your name on the outside and inside of your bags. Even better, put a copy of your itinerary in each checked bag so the airline can locate you.
2. The most common causes of lost and delayed bags are late check-ins and tight connections. Avoid both when you can.
3. Pack all valuables in your carry-on bags. Cameras, computers, medication, wallets, heirlooms, jewelry, passports, as well as confirmation numbers, itineraries, contact

information and other documents necessary to your travel should never be in your checked baggage.

4. Itemize. It sounds tedious, but when an airline asks what was in your bag, you don't want to forget anything of value. If you make a packing list before you travel, hang on to it -- this is an easy way to remember everything you put into your bags.

Make sure the person who checks your baggage attaches the correct destination ticket to every bag, and get a claim ticket for each.

6. Pack a change of clothes in your carry-on bag so that you'll have something to wear if your checked bag is delayed. If you're traveling with a partner, consider spreading each person's clothes between your checked bags; this way if one of the bags is lost, you'll each still have some of your belongings.

7. Travel insurance is the best guarantee that you'll recoup any losses. See our guide to travel insurance for more information.

8. Consider using a baggage tagging service such as SuperSmartTag or ReboundTAG (see Four High-Tech Luggage Tags and Apps That Will Save Your Trip). These services offer luggage tags with unique serial numbers that can be linked to the suitcase owner via an online database. The site will contact you as soon as your lost item is found. (An annual fee applies.)

If All Else Fails

If your bag is lost, stolen or damaged, be sure to file a complaint immediately. If you still can't get satisfaction, or feel the need to report the airline, contact the Department of Transportation's Aviation Consumer Protection Division.

Finally, if you're wondering where lost bags go after they die, here's your answer: UnclaimedBaggage.com!

Annex 5:

Template or rubric to evaluate students' paragraphs on the text above.

A1	Students can understand ideas in the text, but they can neither select the most relevant ones nor building a coherent text to summarize them. They make a
----	---

	correct use of punctuation marks.
A2	Students understand the main ideas in the text, but they are not capable of building a coherent text to summarize them.
B1	Students understand the main ideas in the text, they use correct grammar and a wide range of vocabulary to paraphrase them, but their text lacks coherence.
B2	Students understand the main ideas in the text, they use correct grammar and a wide range of vocabulary to paraphrase them and they make a good use of connectors.
C1	Students understand the main ideas and also some subjacent ones in the text, they use grammar structures which are beyond their course knowledge, they manage to build coherent texts.
C2	Students are capable of getting the whole idea, they connect the text content with other readings they have made on the issue, they are also capable of giving their own viewpoint when writing the paragraphs and their texts are completely coherent.

Lesson 3: 27/03/2014

Annex 1: Powerpoint presentation that summarizes lesson contents. Shown at the beginning of the lesson.

LESSON 3: ON COURT: A JURY MEMBER

SUMMARY

- 1- Jury members or jurors: Structure + function.
- 2- Exemptions to be a jury member: How to write a formal letter.
- 3- Real case: Jury debate

Annex 2: Link to video shown in Step 2: <https://www.youtube.com/watch?v=JLs-BVDwcBU>

Annex 3: Exemptions from Jury Service

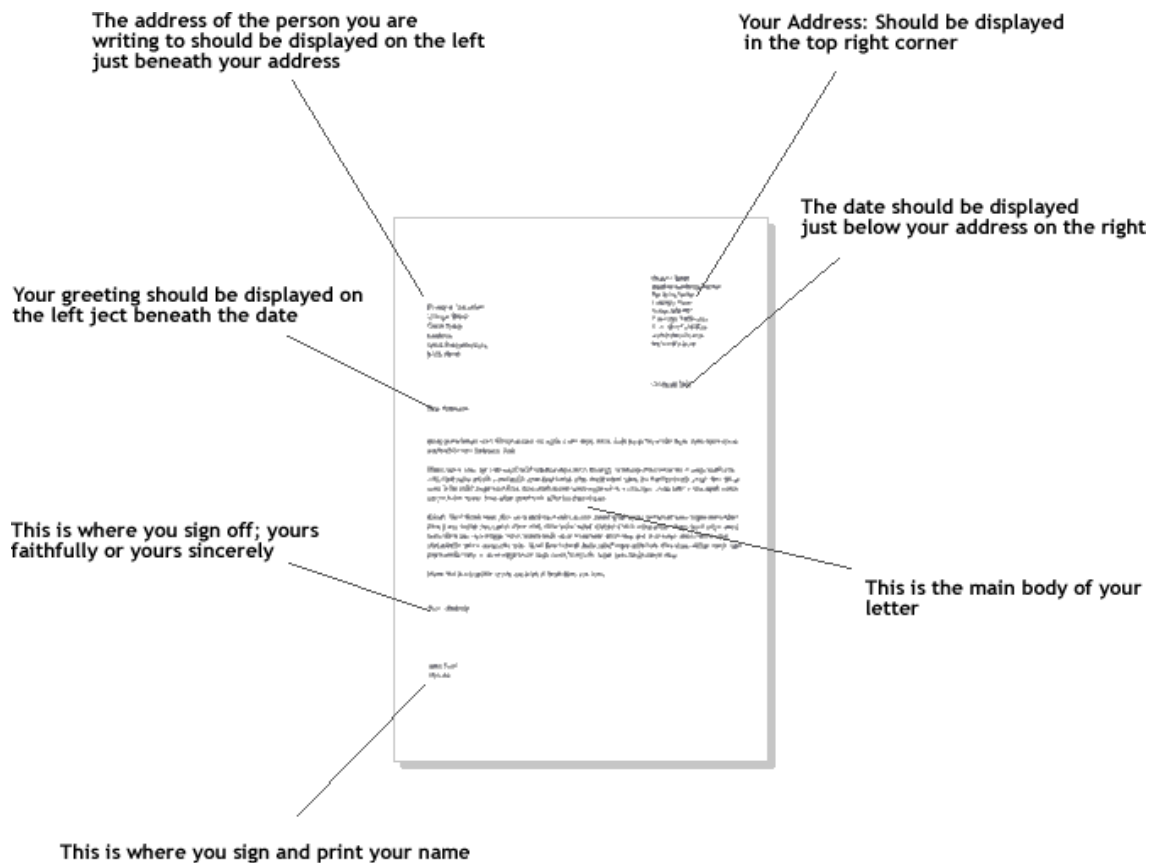
EXEMPTIONS FROM JURY SERVICE*
(Gov't Code, Section 62.106)

You *may* be excused from jury service if:

1. you are over 70 years of age and wish to claim permanent _____ or temporary _____ exemption;
2. you have legal custody of a child or children younger than ¹²~~18~~ years of age and service on the jury would require leaving the child or children without adequate supervision;
3. you are a student at a public or private high school;
4. you are enrolled and attend college;
5. you are an officer or an employee of the senate, the house of representatives, or any department, commission, board, office, or other agency in the legislative branch of state government;
6. you are the primary caretaker of a person who is an invalid unable to care for himself or herself. (This exemption does not apply to health care workers.)
7. you are a member of the United States military forces serving on active duty and deployed to a location away from your home station and out of the county of residence.

* You are not required to claim an exemption. It is your choice.

Annex 4: Sample for formal letter



Annex 5: Chandra Ann Levy's murdering

<http://crime.about.com/od/history/p/levy.htm>

Chandra Ann Levy:

Chandra Ann Levy, born April 14, 1977, was living in Washington, D.C. and working as an intern for the Federal Bureau of Prisons when she disappeared during the first week in May, 2001. She was last seen at a Washington gym on April 30, 2001, canceling her membership there.

Parents Contact Police:

Ms. Levy was expected to return to her hometown of Modesto, California on May 9, to attend her graduation from the University of Southern California. Her parents, Robert and Susan Levy, attempted to contact her by phone from May 1 to May 6. After failing to do so, they contacted the Metropolitan Police Department and reported her missing.

Police Had Little To Go On:

According to the Metropolitan Police Department, investigators checked Chandra Levy's residence and found no signs of a struggle; however, personal items, such as credit cards and her driver's license, and packed luggage, were inside her apartment. A release of web sites visited by Ms. Levy on May 1, was eventually released to the public in the hopes it would generate additional tips into her disappearance.

Condit's Involvement:

A controversy erupted when it became known that Ms. Levy was having an affair with U.S. Representative, Gary Condit (D-Calif.). Condit was married and at first denied the affair but later recanted this denial. Levy's family suspected Condit of withholding information that was connected to their daughter's disappearance. Condit did not help this suspicion when he dodged questions asked by news anchor Connie Chung during an August 2001 televised interview.

Vigils and Hope:

For several months the Levys held vigils in an effort to "bring Chandra home." They kept her picture out in the news, hoping that someone could provide information that could help them find their daughter. Search teams combed the woods in areas Levy was known to jog in but nothing connected to the case was found.

Skeletal Remains Found:

On May 22, 2202, a man who was walking his dog and looking for turtles around the Rock Creek Park located near to Chandra Levy's apartment in northwest D.C., discovered skeletal remains and various pieces of clothing. It was determined by the DC Medical Examiner's Office that the remains matched Levy's dental records and although they could not determine the cause of death, there was enough evidence to conclude that her death was a homicide. The case remains unsolved

Annex 6:

Template or rubric to evaluate students' letters.

A1	Students understand the structure of a formal letter, but they commit many grammar mistakes, they use short sentences and their intention is not fully accomplished.
A2	Students understand the structure of a formal letter, they commit some mistakes connected with grammar, and they can support their ideas with simple sentences.
B1	Students understand the structure of a formal letter, they show a good assimilation of the grammatical structures they have dealt with and they produce well-connected letters.
B2	Students commit very few mistakes, they give good information about themselves, they build complex sentences and the focus is clearly stated.
C1	Students do not commit mistakes, their letters are coherent, they use the appropriate style and register.
C2	Students use the polite language in such a way that their letters are complex but clearly focused. They know who they are addressing to and the greeting formula is above the average.

Lesson 4: 28/03/2014

Annex 1: Powerpoint presentation that summarizes lesson contents. Shown at the beginning of the lesson.

LESSON 4: DRIVING CAREFULLY: RESPECTING RULES

SUMMARY

- 1- Traffic signs
- 2- Driving theory test
- 3- Accident report form
- 4- Reading

Annex 2: Traffic signs



**Annex 3:** Driving theory test

<http://toptests.co.uk/mock-theory-test-1/>

Annex 4: Motor vehicle accident report form

<http://www.wikihow.com/images/sampledocs/0/Motor-Vehicle-Accident-Report.pdf>

Annex 5: Miss Hopkins' accident article and video

<http://www.mirror.co.uk/news/world-news/kirstie-hopkins-survives-six-days-3501515>

Lesson 5: 31/03/2014

Annex 1: Powerpoint presentation that summarizes lesson contents. Shown at the beginning of the lesson.



Annex 2: List of items for pairs' discussions. Each pair can talk about different issues from those shown below, although they will have to do with music and cinema.

- Music genre you enjoy the most
- Last concert you have been in
- Favorite group/singer
- What can music be used for?
- Time you spend listening to music
- Favorite movie
- Advantages and disadvantages of going to the cinema vs watching a movie at home

Annex 3: Youtube video: “Everything is a Remix – The Trouble with Intellectual Property”

<https://www.youtube.com/watch?v=NAKa0AJHhL4>

Annex 4: “Questions’ sheet” on listening

Answer the following questions on the video you have just watched

- 1- What does “emulation” mean?
- 2- What does “evolution” consist of?
- 3- “The core belief was in common good”. What does this expression from the video mean to us?
- 4- “Influential thinkers proposed that ideas are a form or property”. Do you agree with this idea?
- 5- Does the speaker agree with the situation on “intellectual property” nowadays? What do you think about it?

Annex 5: Assessment rubric of the listening diaries

A1	Students are not able to understand the gist of the video. They do not make connections with their own thoughts and there is also a lack of grammatical correctness in the diaries.
A2	Students understand some of the ideas given in the text, although they only copy what they have listened to. They do not show any ability to paraphrase. Besides, there is very few personal opinion in their diaries.
B1	Students paraphrase some ideas from the text, although the focus is on some details which are not the most important ones. They are also able to show their opinion, but with some mistakes.
B2	Students understand and paraphrase the main points of the videos. They are not able to compile the examples given in the video, but they are good at showing a critical attitude towards the video and the content.

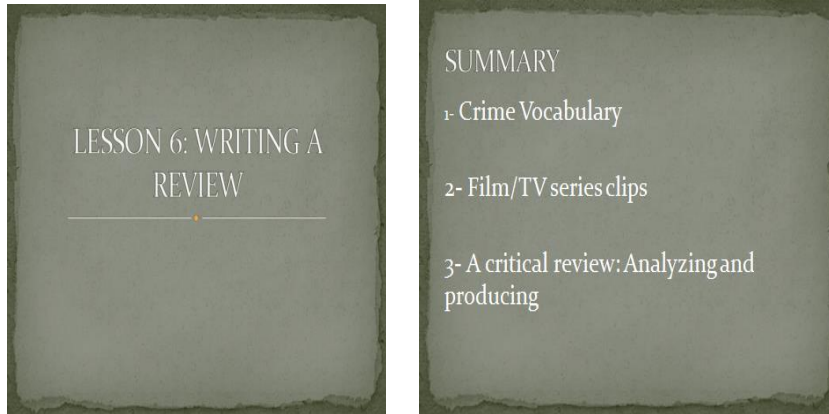
C1	Students are capable of reflecting many issues. They do not only paraphrase main ideas, but they also provide examples. Their notes are clear and they manage to give their opinion, despite being a bit vague.
C2	Students have a clear notion of what a listening diary is used for. They take good notes and from them, they derive their own feelings and thoughts. They provide good examples, not only the ones taken from the video. They take advantage of it in order to develop their own writing.

Annex 6: Assessment rubric for students' answers on the listening

A1	Students answer correctly the first two questions, which are short answers based on the video itself. However, they commit some mistakes when writing the answer.
A2	Students answer correctly the first two questions, which are short answers based on the video itself. They do not commit any grammatical mistake. However, they do not manage to give arguments for the other answers.
B1	Students answer correctly some "personal questions", but they seem redundant or not critical. Their answers are not consistent, and they commit some mistakes.
B2	Students answer most of the questions, even the personal ones. Their answers are coherent, there are not many mistakes although the answers are brief and lack further thinking.
C1	Students answer all the questions, their answers are well structured and there are no mistakes on them.
C2	Students answer all the questions, their answers are well structured and both coherent and consistent, since they show their viewpoint providing real-life examples and questioning some of the video contents.

Lesson 6: 01/04/2014

Annex 1: Powerpoint presentation that summarizes lesson contents. Shown at the beginning of the lesson.



Annex 2: Activity on vocabulary related to crime

Annex 3: Clips on “crime TV series or movies”

- 1- “True Detective”: <https://www.youtube.com/watch?v=FxXRkqXfhYM>
- 2- “CSI: Crime Scene Investigation”: <https://www.youtube.com/watch?v=2gJKh0-1maM>
- 3- “The Departed”: <https://www.youtube.com/watch?v=SGWvwjZ0eDc>
- 4- “Catch me if you Can”: https://www.youtube.com/watch?v=hFj3OXVL_wQ

Annex 4: Review on “The Big Bang Theory” chapter

Episode 23 - The Gorilla Dissolution

9 May 2014

It's been a touch too easy for Raj and Emily to get together. I would have preferred the story if he'd had his conversation with Sheldon half a season ago. Then he could have spent a bunch of episodes learning to be happy alone before running into her randomly. But I'll take what I can get and after all the years of misery it was nice to see him briefly triumphant.

Bernadette and Howard were pretty tiresome but then most plots centred around Howard's mother are. As indeed are many sit com couples. Once two people are well established (Carla-Turk, Monica-Chandler, Marshall-Lily) the writers tend to lean on the same structure over and over again. I.e. They argue and then they make up. It is dull and also tends to undermine the relationship by showing us their lack of tolerance and understanding. I'm dwelling on that point because now that everyone is in a couple, and Leonard and Penny are engaged, I'm afraid we are in for a lot more of the same. Next week's episode title hints at change but it could be Sheldon and Amy's relationship that goes through the shakeup implied. I could see the writers breaking them up only to bring them back together in a year. The group needs some conflict. If Sheldon were to have sex with Amy next week and Leonard and Penny don't break up again then you're left with an incredibly happy, stable group of people.

Leonard and Penny are among TV's longest running romantic partners and easily have the least chemistry of any of them. Their proposal fit easily into their established patterns. And as usual the underlying implications are ignored. I mean, if Penny's career

takes a big hit and she turns to marriage as a solution doesn't that strike anyone as more of a financial solution? I'm sure the show will ignore this until they are married and they can write dull stories about him teaching her how to economise. The way she and Wheaton were fired was weak.

Annex 5: Assessment rubric for students' reviews

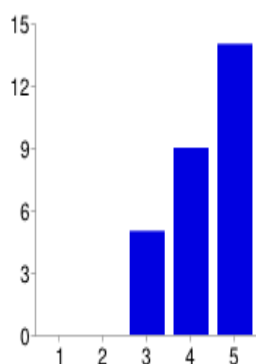
A1	Students did not identify the structure of a critical review, and they did not manage to tell more than the movie content itself.
A2	Students identified the structure of a critical review, but they only summarized the plot and they committed many grammatical mistakes.
B1	Students identified the structure of a critical review, they summarized the plot and also dealt with other issues with some grammatical mistakes and not much new vocabulary.
B2	Students wrote good critical reviews in terms of coherence and cohesion. Besides, they managed to talk about the film/TV series in a deep way, although the reviews contained some mistakes.
C1	Students used background knowledge about the topic, they also introduced new vocabulary. Their reviews were completely coherent, although more information about setting, characters...was needed.
C2	Students identified the purpose of a critical review. They showed a great domain of the vocabulary connected with crime, and also of technical aspects about filming.

2. OTHER ANNEXES

Annex 1: Questionnaire filled in by students after learning unit implementation

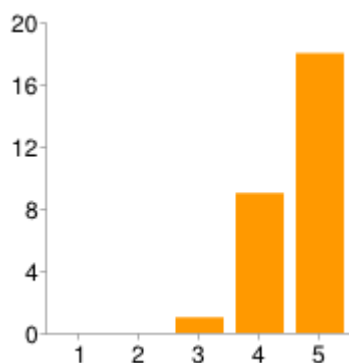
1- This unit has been entertaining and motivating

1	0	0%
2	0	0%
3	5	18%
4	9	32%
5	14	50%



2- We have worked most of the time in pairs or groups

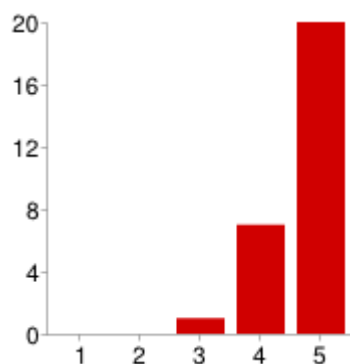
1	0	0%
2	0	0%
3	1	4%
4	9	32%
5	18	64%



3- Teacher was respectful towards me during the six lessons

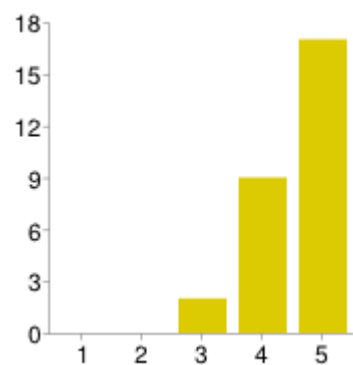
1	0	0%
2	0	0%

3	1	4%
4	7	25%
5	20	71%



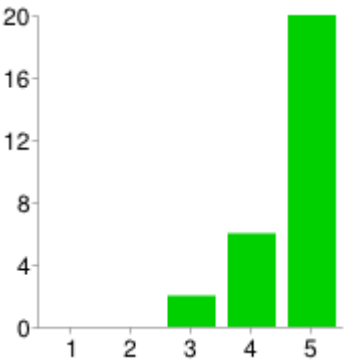
4- Most of the time we were working (time-on-task)

1	0	0%
2	0	0%
3	2	7%
4	9	32%
5	17	61%



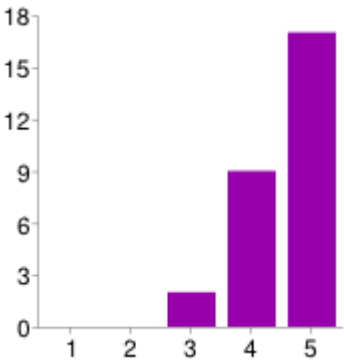
5- We have covered all the skills during the unit

1	0	0%
2	0	0%
3	2	7%
4	6	21%
5	20	71%



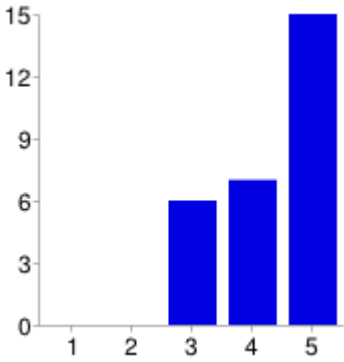
6- Teacher managed the class properly

1	0	0%
2	0	0%
3	2	7%
4	9	32%
5	17	61%



7- The tasks were adapted to our level

1	0	0%
2	0	0%
3	6	21%
4	7	25%
5	15	54%

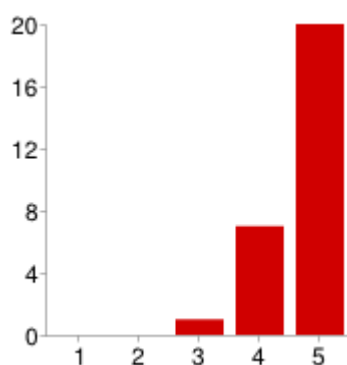


8- I like the feedback teacher gave me from my papers/activities and I can learn from it

1	0	0%
2	0	0%
3	0	0%
4	11	39%
5	17	61%

9- I think what I have learnt is meaningful

1	0	0%
2	0	0%
3	1	4%
4	7	25%
5	20	71%

**10- Teacher coped with Grammar in a productive/practical way**

1	0	0%
2	0	0%
3	2	7%
4	10	36%
5	16	57%