



Universidad de Zaragoza
Zaragoza (Aragón), Spain

YEAR PLAN

Subject of foreign languages: English
Year: 1st of E.S.O.

Máster Universitario en Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanzas de Idiomas, Artísticas y Deportivas.

Subject: Diseño Curricular de Lenguas Extranjeras.

Authors: Ana Pintado, Alba Morte, Marina Peralta.

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INDEX OF CONTENTS

1. Contextualization	1
1.1. Introduction and justification	1
1.2. School context	1
2. Syllabus design development	2
2.1. Contribution of the subject 'Foreign Languages' to the key competences	2
2.2. Competences in the foreign language	2
2.3. Objectives of the subject for the year chosen	3
2.4. Contents	4
2.5. Methodology	4
2.6. Evaluation	5
2.7. Attention to diversity	6
3. Units of work	7
Unit 1	7
Unit 2	9
Unit 3	11
Unit 4	14
Unit 5	16
Unit 6	19
Unit 7	21
Unit 8	23
Unit 9	25
Unit 10	28
Unit 11	30
Unit 12	32

APPENDIX: MATERIALS USED (separated document)

1. Contextualization

1.1 Introduction and justification

Our year plan is devised based on the objectives, contents, procedures and methodology described in the Real Decreto 1631/2006 (29 December) and the Ley Orgánica 2/2006 (3 May) respectively. In addition, the underlying principles of this year plan are detailed in the Aragonese Curriculum for compulsory secondary education (ESO).

These pieces of legislation include information about the language skills that should be taught in the ESO stage, including its first year, which is the one our plan is designed for.

The year plan is focused on presenting the students the diversity existing in our society. For this reason, all the contents are studied within the context of the world's continent. According to Kumaravadivelu¹ (2012), the “twenty first century society, because it is fast becoming a globalized and globalizing society, demands that we rethink the teaching of culture in our second language classrooms”. In agreement with this statement, “developing L2 language competence also includes developing L2 cultural competence, that cultural assimilation is the desired destination, and that integrative motivation is the desired path to get there”. Therefore, we do not consider the English language just as an instrument for transmitting the culture and customs of native speakers of English but rather, as the key for global communication and worldwide cultural flow.

Moreover, Spain is an example of an intercultural society due to the recent increase of foreign population. For this reason, we believe that presenting this cultural diversity to our students is a current need. Therefore, this year plan will as a whole will reflect these two basic beliefs: English as a globalization tool and the cultural diversity as an enriching element.

1.2 School Context

The I.E.S ‘Valle del Ebro’ is a High School located in the outskirts of Zaragoza, in one of the new districts of the city. It has 800 students and it is the biggest High School of the neighbourhood. The surroundings of this educational institution was in its origins predominantly industrial. Currently, this district is under a restructuring process; many industries are moving to other places and it is becoming a middle class residential area. This school offers not only the compulsory secondary education but also FP Education and Bachillerato.

Most of the students of this educational institute live in the same district, so there is no school bus service available. In this district there is also a primary school “El Nogal”. The majority of the students of this primary school continue their studies in this high school.

The immigrant students rate has sharply increased in the last years, which has implied the creation of integration programmes and new diversity plans in order to

1 Kumaravadivelu's interview for *Marco ELE: Revista Didáctica Español como Lengua Extranjera*: “The World and the World. Interview to B. Kumaravadivelu” (núm. 14, 2012)

integrate this new group of students. This high school has the following education offering:

- Compulsory Secondary Education
- Bachillerato
- Ciclos Formativos

Due to this wide educational offering, this high school has big and new facilities in order to provide a good atmosphere to all the students.

This year plan is designed for 1st year of ESO with a total of 85 students divided into three different classes. One of the defining features of this year is the high rate of foreign students amounting for almost 20%.

2. Syllabus design and development.

2.1 Contribution of the subjects 'Foreign Languages' to the key competences.

The learning of foreign languages develops six of the key competences outlined in the BOE and these should be regarded as crosscurricular and are interrelated. Although it has traditionally been thought that learning a foreign language contributed exclusively to the *linguistic competence*, this subject provides the appropriate context to develop some other basic competences:

- *Linguistic competence* is achieved in this subject through the exposure of students to the structures of the language and its internal functioning processes.
- *Cultural competence* is promoted exploration of diverse cultures, dramatization of activities, narrative texts, artistic tasks, etc.
- *Digital competence* is achieved by using digital devices to access information and as a means of communication.
- *Interpersonal and Civic competence* is encourage through the raising of intercultural awareness, respect, tolerance and interest in other cultures and languages.
- The competence of *learning to learn* is promoted through the development of the students' metacongnitive skills implied in the L2 learning process.
- *Personal Initiative and Autonomy* are achieved through individual, pair and group work.

2.2 Competences in the foreign languages

The process of learning a foreign language contributes in great numbers to the development of the students' skills to understand better the reality that surrounds them and to communicate with members of other cultural backgrounds. Therefore, the development of the communicative competence is one of the aims of the subject foreign languages, and in our case English language.

Bearing this in mind, the subject is structured into four different blocks of competences which contribute to the improvement of the students' communicative

competence, meaning the intuitive command that a speaker has when using the language and interpreting it fittingly during the course of an interaction and in relation with an specific social context. These four blocks previously mentioned are the following:

- *Morphosyntactic competence* which involves all lexical, grammatical and phonological aspects of the target language.
- *Pragmatic competence* which includes all sociolinguistic, discursive and functional aspects of the language.
- *Procedural competence* which refers to all interpersonal and intra-personal aspects related to the understanding of the students themselves as learners of a foreign language. At the same time, it also involves the abilities that the students' have to manage their feelings and personal attitudes, their learning to learn capacity and their development of an autonomous ability and interaction skills.
- *Intercultural competence* which refers to the students' ability to relate their own culture to a foreign one and to behave in a appropriate sociocultural manner overcoming detrimental stereotypes.

This year plan here presented, has been designed bearing in mind all these aspects above mentioned for each of the units. All contents, objectives, methodologies and evaluation criteria contribute to the development and improvement of the students' communicative competence.

2.3 Objectives of the subject for the year chosen

The objectives included in this section are the ones designed the subject of 'Foreign Languages' without specification of the year they will be applied to, just as it is indicated in the Aragonese Curriculum. Therefore, it is important to bear in mind, that the objectives described here should be adjusted to a basic level, such as 1st year of E.S.O.

These are:

- To be able to follow and understand general and specific information delivered orally through a variety of communicative situations, and to be able to participate effectively in different communication situations.
- To be able to express oneself, make oneself understood and interact orally with a certain level of autonomy in a repertoire of everyday situations.
- To be able to read and understand written pieces of text, which are appropriate for the students' abilities and interests, with the aim of extracting general and specific information, and to foster reading for pleasure and personal development.
- To be able to write simple pieces of text for a variety of purposes using appropriate cohesion and coherence devices.
- To be able to use the phonetic, lexical, structural and functional components of the language in real, communicative contexts.
- To develop autonomous learning and to reflect on one's own learning process, and to transfer knowledge and communicative strategies

learnt through other languages to the learning process of the target foreign language.

- To use learning strategies and all available means, including ICT, to obtain, choose and present information both orally and in written form.
- To understand that the foreign language is an instrument for accessing information and a tool to learn a variety of contents.
- To acknowledge that the foreign language, and languages in general, are means of communication and help foster the understanding with people from different cultures and linguistic backgrounds, and to discourage any form of discrimination or stereotyping based on languages or cultures.
- To develop and display a receptive and self- confident ability in learning and using the foreign language.

2.4 Contents

All the contents used in this year plan are based on the ones described in the Aragonese Curriculum for the 1st year of E.S.O.

2.5 Methodology

The methodology used in this year plan, follows the underlying principles and indications described in the Aragonese Curriculum. In this piece of legislation, it is also outlined that the active role of the students is one of the main factors in the learning process. The students are the ones who modify and re-elaborate their knowledge framework, creating their own learning and being the protagonists of the whole process at all times. The teachers, on the other hand, acquire the role of guides and helpers. They encourage the students to actively use their knowledge, promoting the interconnection between new contents and their background knowledge and personal experiences.

Moreover, the teaching-learning process must guarantee the usefulness of the contents learnt and the development of the key competences in a globalized way. It should also give way to an application of the theory to practice. The teaching-learning process should also tackle the acquisition of other contents in an organized manner.

In addition to this, contents from the subject will be presented in a clear way, showing the interrelation between them and those of other subjects. Teachers will guide the students in the organization of the new information in meaningful groupings fostering a meaningful learning.

In the same way, the adaptation of the basic principles of the scientific method into the different subjects contributes to the development different cognitive processes, self-adjustment and assessment of the students personal learning. For this reason, it is necessary to promote the approach and resolution of problems as well as the research, selection and processing of the information in the different activities of the subject.

Furthermore, ICTs and communication will construct a daily tool in the educational activities and in the learning of the different subjects, as a work instrument to explore, analyse and exchange information.

Finally, the methods used are closely related to the classroom atmosphere and to the living together of the students which is one of the basic social learnings. For this reason, the methods should be varied, adapted and well-balanced between students' personal and cooperative work. The methodology used will promote the students' self-confidence, cooperation abilities and the maximum profit of the teaching-learning process.

2.6 Evaluation

The evaluation criteria of this year follow those indicated in the Aragonese Curriculum for the 1st year of E.S.O.

This year plan will follow a continuing assessment, formative in nature (providing feedback to the students on their progress and identifying possible problems at an early stage allowing corrective action) and distinguished from that of other subjects. However, this differentiation will not jeopardize the conception of the learning process as something globalized and interrelated.

The continuing assessment of the students' progress will allow the teacher to know at all times the progress of the class in general and that of each one of the students. This will be done through the use of diverse evaluating instruments such as rubrics, reflections done by the students, questions and answers and several others. The following table is an example of a simplified rubric that could be used:

<i>The student...</i>	Always	Often	Never
Picks up the material and cleans up after the activity			
Shows respect for his/her classmates			
Shows interest in the activities			
Asks doubts to the teacher			
Solves possible problems with autonomy			
Makes effort in the understanding of the subject			

The fact that this evaluation will follow a continuous assessment and will be based on several evaluating techniques, procedures and instruments will enable the teacher to observe the progress made by each of the students, bearing in mind the initial state of the learning-teaching process and the specific needs (depending on the attitudes, learning characteristics and diversity of capacities).

In addition, due to its formative nature, the evaluation will be used as a tool to adapt the learning-teaching process to the successful acquisition of the learning objectives.

The evaluation process is structured into three key stages:

- *Initial Evaluation*: this evaluation will enable the teacher to understand the previous knowledge and learning necessities of each student in order to adapt the learning-teaching process to them.
- *Continuous Evaluation*: consisting on the process of adjusting the learning-teaching process to the students' necessities during the course of the year.
- *Final evaluation*: this evaluation will give the teacher and students some feedback on the learning-teaching process, showing whether the objectives initially stated have been successfully reached.

Finally, all the activities done in class will be taken into account for a final grade, avoiding the pressure for the student of being evaluated only through a final test. Contrary to the traditional way of evaluating the subject of foreign languages (in which grammar and vocabulary gathered more importance for the final grade), all the basic skills will be worth the same (Grammar and vocabulary, reading, speaking, writing) so that the students develop a general language awareness and acknowledge the importance of being able to communicate in all senses.

2.7 Attention to diversity

Within the course of the year, activities will be designed to respond to any kind of the students' necessities. Nobody learns in the same way as a response to the existence of what has been known as 'multiple intelligences' (linguistic, logic-mathematical, kinetic, visual and spacial, musical, interpersonal, intra-personal, naturalistic intelligences). It is highly advisable for the teacher to be able to recognize which 'intelligences' are more developed in each student so that activities could be adapted to increase the motivation degree and interest of the students.

Therefore, all the contents and activities will be adapted to the academic level and personal capacities of the students aiming at the achievement of the basic competences and objectives previously mentioned. All the proposed activities have an integrating approach favoring the development of a comprehensive training and equal opportunities for all.

Moreover, when dealing with the class' diversity, different strategies will be followed such as: different grouping types, flexible non-discriminatory activities, individual attention, reinforcement activities, extension activities, complementary activities and so on. If necessary, evaluation could be adapted to respond to all the students' needs.

3. Units of work.

UNIT 1: LET'S HIT THE ROAD!

1. Introduction and justification

In a globalized society, we believe that being aware of the existing diversity in our world is vital for the students. Understanding that the English language is a major tool towards the opening of our social horizons will help the students regard our subject as a very practical one.

This year plan will allow the students to discover several countries maybe unknown to them until this moment. For this reason, we will invite them to take a trip around the world.

2. Contribution to the key competences.

Every unit presented in this year plan develops the eight basic competences. However, in each one of them, we will specify which competences are more thoroughly worked. In this first unit, these are:

1. Competence in linguistic communication (L1 and foreign languages)
2. Knowledge of and interaction with the physical world (science and technology).
3. Interpersonal and civic competence.
4. Cultural and artistic competence.
5. Learning to learn
6. Personal initiative and autonomy.

3. Learning objectives

BLOQUE 1- Listening, Speaking and Conversation.

- To participate in oral interactions.
- To express their personal interests.
- To understand simple oral texts in different communication contexts.

BLOQUE 2- Reading and writing.

- To understand general ideas of a simple text related to different countries.
- To elaborate an informal e-mail.

BLOQUE 3 – Language awareness.

- To identify and use specific vocabulary to communicate in different situations
- To use the English language as a means of communication.

BLOQUE 4 – Sociocultural Aspects and Intercultural Awareness:

- To recognize certain social patterns.
- To show a positive and receptive attitude towards foreign people.

- To respect different cultures.
- To identify some customs and habits of other countries.

4. Contents

Grammar:

- Have got
- Verb 'to be'
- There is, There are.
- Possessive pronouns
- Possessive adjectives

Vocabulary:

- Different countries.
- Different continents.
- Likes/ dislikes

Writing:

- Informal e-mail to a friend

Reading:

- Riddle about the continents.

Speaking:

- Song about continents

Phonetics:

- Sentence stress

5. Methodology

In this introductory unit, the basic methodology followed will be based on individual work. Yet, we will encourage our students to participate in small groups in certain occasions so that they can get used to it for further units. The common translation method will be avoided. In case of doubt, the teacher will try to explain the specific word and never give a direct translation in the native language.

6. Evaluation criteria

At the end of this unit, the students will be able to:

BLOQUE 1 Listening, Speaking and Conversation.

- Participate orally in several communicative situations related to various cultures
- Express their personal interests.
- Understand the general idea and the specific ones of simple oral texts.

BLOQUE 2 Reading and writing.

- Understand the information of the written texts related to some cultures.
- Elaborate an informal e-mail.

BLOQUE 3 Language awareness

- Identify and use specific vocabulary to communicate in different situations.
- Use the English language as a means of communication.

BLOQUE 4– Sociocultural Aspects and Intercultural Awareness:

- Identify certain social patterns.
- Demonstrate a positive and receptive attitude towards foreign people.
- Show respect for different cultures.
- Identify some customs and habits from other cultures.

7. Materials and resources

- Video: “Seven Continents” <http://www.youtube.com/watch?v=NhUy-G1r9Mo>
- World map
- Worksheet: “*Discussing languages*”
- Riddle: Continents.
- Song: Continents.

8. Approximate timing: Six hours.

UNIT 2- FIRST STOP: IRELAND!

1. Introduction and justification

In this unit, an Anglophone country will be introduced to the students. Not being the typical country studied in other year plans, Ireland offers us the opportunity to show typical aspects of an English speaking country without forgetting its unique way of life. In addition to that, bearing in mind the Irish context, we will focus our attention on the study of the different means of transport and trip planning aspects.

2. Contribution to the key competences

In this unit, all competences are worked but we will focus on the development of the following ones:

1. Competence in linguistic communication (L1 and foreign languages)
2. Interpersonal and civic competence.
3. Cultural and artistic competence.
4. Learning to learn
5. Personal initiative and autonomy.
6. Digital competence.

3. Learning objectives

BLOQUE 1- Listening, Speaking and Conversation.

- To participate in simple oral interactions.
 - A typical conversation in a bus/train station.
 - A typical conversation with friends.
- To understand simple oral texts in different communication situations:
 - Planning a weekend trip in Ireland and in their countries of origin.
 - Choosing a means of transport to travel.

BLOQUE 2- Reading and writing.

- To understand the general idea of a simple text related to the Irish culture.
- To elaborate a list of elements.

BLOQUE 3 – Language awareness.

- To identify and use vocabulary related to travelling, means of transport and Irish culture.
- To develop language awareness.

BLOQUE 4 - Sociocultural Aspects and Intercultural Awareness:

- To identify Irish customs and lifestyle.
- To discover Irish folklore.

4. Contents

Grammar

- Present simple: affirmative
- Time adverbs.
- Can / Can't

Vocabulary

- Means of transport (nouns and verbs)
- Ireland related vocabulary: clover, hurling, Saint Patrick's day, etc.

Reading

- Irish tales.

Writing

- List of the aspects needed to plan a trip to Ireland.

Phonetics

- -s third person singular.

5. Methodology

In this unit, a communicative approach will be used. Students will be encouraged to use the English language as a means of communication and groupwork will be introduced through dynamic activities.

6. Evaluation criteria

At the end of this unit, students will be able to:

BLOQUE 1- Listening, Speaking and Conversation.

- Participate and understand simple conversations in a bus/ train station.
- Understand simple oral texts in different communication situations

BLOQUE 2 Reading and writing.

- Understand the general idea of a simple text related to the Irish culture.
- Write a list of elements needed for a trip to Ireland.

BLOQUE 3 – Language awareness.

- Identify and use vocabulary related to travelling, means of transport and Irish culture.
- Develop language awareness.

BLOQUE 4 — Sociocultural Aspects and Intercultural Awareness:

- Recognize Irish traditions and way of life.
- Discover the Irish folklore.

7. Materials and resources

- The story of The Children of Lir.
- Worksheet: “*Ramdon Riddles*”
- E-twinning program.

8. Approximate timing: Eight hours.

UNIT 3– SUN AND SEA: MALTA.

1. Introduction and justification.

Because whenever we think about an English speaking country in Europe, we tend to imagine a grey, cold and rainy land, we have chosen Malta as an example of the diversity of the European anglophone countries. This unit will show our students not only the usefulness of the English language but also the diversity within the old continent.

2. Contribution to the key competences

In this unit, all the basic competences are worked but the following ones are more thoroughly developed:

1. Competence in linguistic communication (L1 and foreign languages)
2. Interpersonal and civic competence.
3. Cultural and artistic competence.
4. Learning to learn
5. Personal initiative and autonomy.
6. Digital competence.

3. Learning objectives

BLOQUE 1- Listening, Speaking and Conversation.

- To participate in oral interactions.
 - Giving some opinions about the differences between beach and mountains.
 - Describing routines.
 - Speaking about likes and dislikes.
- To understand simple oral texts in different communicative situations:

BLOQUE 2- Reading and writing.

- To understand the general idea of a simple text related to Malta's geography.
- To elaborate a blog entry.

BLOQUE 3 – Language awareness.

- To identify and use the unit vocabulary.
- To use the English language as a means of communication.

BLOQUE 4 – Sociocultural Aspects and Intercultural Awareness.

- To recognize social patterns typical of Malta.
- To discover Malta's cultural traditions.
- To appreciate linguistic diversity as a rewarding element.

4. Contents

Grammar:

- Present simple negative and interrogative
- Wh-question words: what, when, where, who, why.
- Place adverbs ('behind', 'in front of')

Vocabulary:

- Weekday routine.
- Ocean-related vocabulary.
- Nouns related to Malta's geography.

Phonetics:

- /h/ sound.

Writing

- Blog entry on Malta's geography.

Reading

- Online text about Malta's geography:
<http://www.ducksters.com/geography/country.php?country=Malta>

Listening

- “21 things you have to know about Malta”
<http://www.youtube.com/watch?v=XR3uBFZSC0c>

5. Methodology

This unit will emphasize team work instead of individualization. The teacher will encourage the students to be autonomous in their work letting some space for them to take their own decisions in terms of their curriculum (e.g. allowing the pairs to choose between two activities they want to do, how they want to organize their work, etc). The common translation method will be avoided.

6. Evaluation criteria

At the end of this unit, the students will be able to:

BLOQUE 1 Listening, Speaking and Conversation.

- Participate in oral interactions giving opinions, describing routines and speaking about preferences.
- Understand simple conversations in different communicative situations.

BLOQUE 2 Reading and writing.

- Understand the information of a written text about Malta's geography.
- Write a blog entry.

BLOQUE 3 – Language awareness.

- Identify and use the unit vocabulary.
- Use the English language as a means of communication.

BLOQUE 4– Sociocultural Aspects and Intercultural Awareness.

- Appreciate linguistic diversity as a rewarding element.
- Recognize Maltese social patterns.
- Be aware of Malta's cultural traditions.

7. Materials and resources

- “20 things you have to know about Malta: a Maltese love story”
<http://www.youtube.com/watch?v=XR3uBFZSC0c>
- E-twinning program
- Text on Malta's geography:
<http://www.ducksters.com/geography/country.php?country=Malta>

8. Approximate timing: Eight hours.

UNIT 4: LET'S EAT SOME CUSCUS IN MOROCCO!

1. Introduction and justification.

Although most of the English year plans deal with aspects related to the English language and culture, our aim this year is to make our students aware of the diversity present in the whole world and the importance of the English language as a basic tool for communication. Therefore, we have chosen Morocco as our first stop in Africa because it is a very proximate location to us yet, very exotic and unique, and it might result familiar to some of our students whose cultural background may be different from the Spanish one. This unit will be specially devoted to the study of Morocco's national gastronomy so that our students can learn about foods and restaurants.

2. Contribution to the key competences

In this unit, the competences worked are:

1. Competence in linguistic communication (L1 and foreign languages)
2. Interpersonal and civic competence.
3. Cultural and artistic competence.
4. Learning to learn.
5. Personal initiative and autonomy.

3. Learning objectives

BLOQUE 1- Listening, Speaking and Conversation.

- To participate in oral interactions.
 - Requesting food and taking notes.
 - Discovering Morocco's national gastronomy.
- To understand simple conversations in a restaurant.

BLOQUE 2- Reading and writing.

- To understand the general idea of a simple text about Africa.
- To write a menu for a Moroccan restaurant.
- To elaborate a Cuscus recipe.

BLOQUE 3 – Language awareness.

- To develop general language awareness.
- To conceive the English language as a means of globalization.

BLOQUE 4 – Sociocultural Aspects and Intercultural Awareness

- To recognize and practise social patterns.
- To show a positive and receptive attitude towards foreign people.
- To identify some customs and habits from Morocco.

4. Contents

Grammar

- Countable and uncountable nouns
- 'Some' and 'any'
- Indefinite pronouns.

Vocabulary

- Nouns and verbs related to breakfast, lunch and dinner.
- Starters and main courses typical from Morocco.
- African spices.
- Typical food from Africa and cooking methods.

Phonetics

- /ð/ vs /tʃ/

Speaking

- Dialogue in an African's restaurant.

Reading

- What's Wild about African Wild Dogs?

Writing

- Menu

5. Methodology

In this case, pair-work will receive a significant importance. Students will have to elaborate a dialogue emulating a situation happening in a restaurant and consequently, they will have to cooperatively work with another classmate. The teacher in this case will act mainly as guidance, supervising the work the students will do autonomously. Individual work will also take place during this unit. No translation method will be allowed and as usual, the language of communication within the class environment will be English.

6. Evaluation criteria.

At the end of this unit, students will be able to:

BLOQUE 1 Listening, Speaking and Conversation.

- Take part in oral interactions related to the unit topic.
- Understand simple conversations in a restaurant.

BLOQUE 2- Reading and writing.

- Understand the general idea of a simple text about Africa.
- Write a menu for a Moroccan restaurant.
- Elaborate a Cuscus recipe.

BLOQUE 3 – Language awareness.

- Develop language awareness.
- Regard the English language as a means for globalization.

BLOQUE 4 – Sociocultural Aspects and Intercultural Awareness:

- Recognize and practise social patterns.
- Show a positive and receptive attitude towards foreign cultures.
- Identify some customs and habits from Morocco.

7. Materials and resources

- E-twinning program
- Text: “What’s Wild about African Wild Dogs?”

8. Approximate timing: Eight hours.

UNIT 5: ACROSS THE NILE RIVER.

1. Introduction and justification

Our next stop in Africa will be Egypt. Land of the ancient Egyptian culture which was very influenced by the existence of the Nile river, we will study here the importance of water in our daily lives. From drinking necessities to healthy habits, everything related to the old such a fascinating land as Egypt.

2. Contribution to the key competences

In this unit, the competences more thoroughly developed are:

1. Competence in linguistic communication (L1 and foreign languages)
2. Interpersonal and civic competence.
3. Cultural and artistic competence.

4. Learning to learn
5. Personal initiative and autonomy.

3. Learning objectives

BLOQUE 1- Listening, Speaking and Conversation.

- To participate in oral interactions.
 - Expressing personal interests.
 - Expressing hygiene habits.
- To comprehend the general idea of a movie.

BLOQUE 2- Reading and writing.

- To understand the general idea of a text about the Nile River.
- To elaborate a wiki entry.

BLOQUE 3 – Language awareness.

- To develop language awareness.
- To regard the English language as a means for globalization.

BLOQUE 4 – Sociocultural Aspects and Intercultural Awareness:

- To recognize and practise social patterns typical of Egypt.
- To be aware of the importance of water and hygiene habits for our society.
- To respect linguistic and cultural diversity.

4. Contents

Grammar:

Revising and increasing the knowledge of:

- Present simple
- This, that, these, those.
- Language connectors
- Question marks

Vocabulary:

- Hygiene utensils ('toothbrush', 'toothpaste', 'shower', etc.)
- Water-related vocabulary ('river', 'lake', etc.)
- Specific verbs ('to brush' 'to wash')

Phonetics:

- /æ/ vs /ə/

Reading:

- The Nile River

Writing:

- A wiki entry

Speaking:

- Role-play explaining some of the students' actions related to hygiene (at a Doctor's appointment)

5. Methodology

In this unit we will have the opportunity to learn by playing an interesting game. “Hygiene Party” will motivate our students to practice the target language but also to learn about proper hygiene habits and the importance of a responsible consumption of water. Teamwork will be encouraged throughout this unit without forgetting about the importance of developing the ability to work autonomously. Direct translations will be avoided.

6. Evaluation criteria

At the end of this unit, the students will be able to:

BLOQUE 1- Listening, Speaking and Conversation.

- Participate in oral interactions dealing with personal interests and hygiene habits.
- Understand the general idea of a movie.

BLOQUE 2- Reading and writing.

- Understand the general idea of a text about the Nile River.
- Write a wiki entry.

BLOQUE 3 – Language awareness.

- Develop language awareness
- Regard the English language as a means of globalization.

BLOQUE 4 – Sociocultural Aspects and Intercultural Awareness

- Recognize and practise social patterns typical of Egypt.
- Value the importance of water and hygiene habits for our society.
- Respect linguistic and cultural diversity.

7. Materials and resources

- Text: “The Nile River”.
- The Egypt Prince (movie).
- Table game “Hygiene party”.

8. Approximate timing: Eight hours.

UNIT 6: WILD CHINA

1. Introduction and justification

This unit is devoted to the introduction of a vast, unique and distant land such as China. The reason for this choice is that within that country, it is possible to find a wide range of geographical elements and climate differences that our students can study. Furthermore, China is opening itself to the world and it is becoming a world power, with an increasing interest from Chinese people in the study of English.

2. Contribution to the key competences

In this unit, the competences more thoroughly worked are:

1. Competence in linguistic communication (L1 and foreign languages)
2. Interpersonal and civic competence.
3. Cultural and artistic competence.
4. Learning to learn.
5. Personal initiative and autonomy.

3. Learning objectives

BLOQUE 1-Listening, Speaking and Conversation.

- To participate in oral interactions:
 - Discussing about weather conditions.
- To understand simple oral texts in different communication contexts:
 - Understanding a simple weather forecast.

BLOQUE 2- Reading and writing.

- To understand the general idea of a text about China.
- To write a simple weather forecast.

BLOQUE 3 – Language awareness.

- To identify and use the unit vocabulary.
- To regard English as a language for globalization.

BLOQUE 4 – Sociocultural Aspects and Intercultural Awareness:

- To recognise Asian typical social patterns.
- To show a positive and receptive attitude towards other cultures.

4. Contents

Grammar:

- Future: will + verb
- Comparative structures with 'more' and 'less'

Vocabulary:

- Weather related terminology (rainy, cloudy, foggy, etc.)
- Chinese culture terminology.

Reading:

- Text about China.

Writing:

- Simple Chinese weather forecast.

Phonetics:

- Sound /i:/ vs. /i/

5. Methodology

This unit will acquire a very practical approximation. We will often use a book designed for Chinese students that will allow us to graphically show our students certain aspects of China. Furthermore, we will make use of real materials like weather forecasts and will ask them to represent one on their own. Group work will be highly encouraged and as usual, English will be the language of communication. No translation from Spanish to English or viceversa will be allowed in the class context.

6. Evaluation criteria

At the end of this unit, students will be able to:

BLOQUE 1 Listening, Speaking and Conversation.

- Participate in oral interactions about weather conditions.
- Understand a simple weather forecast.

BLOQUE 2- Reading and writing.

- Understand the general idea of a text about China.
- Elaborate a simple weather forecast.
-

BLOQUE 3 – Language awareness.

- Identify and use the unit vocabulary.
- Regard English as a means for globalization.

BLOQUE 4– Sociocultural Aspects and Intercultural Awareness.

- Recognise Asian typical patterns.
- Show a positive and receptive attitude towards other cultures.

7. Materials and resources

- Book and questions: *China*
- Worksheet

- “International Weather forecast- simple skits”
<http://www.youtube.com/watch?v=gpBuaU5OPi8>

8. Approximate timing: Nine hours.

UNIT 7: GO ORIENTAL! TRIP TO INDIA!

1. Introduction and justification

Following our trip around the world, we will stop now in India. Famous for its markets and ancient culture, India will give us the opportunity to study everything related to grocery shopping with a very exotic point of view. In addition to this, Indian has hold a colonial status for a long time giving us the chance to see how much England has influenced in the Indian lifestyle.

2. Contribution to the key competences

In this unit, the competences more thoroughly worked are the following one:

1. Competence in linguistic communication (L1 and foreign languages)
2. Interpersonal and civic competence.
3. Cultural and artistic competence.
4. Learning to learn
5. Personal initiative and autonomy.

3. Learning objectives

BLOQUE 1-Listening, Speaking and Conversation.

- To participate in oral interactions.
 - Dialogue in a shop.
- To understand the general idea of a movie.
- To reinforce self-confidence when speaking in public.

BLOQUE 2- Reading and writing.

- To elaborate a recipe.
- To understand the structure of a recipe.

BLOQUE 3 – Language awareness.

- To develop general language awareness.
- To regard the English language as a means for globalization.

BLOQUE 4 – Sociocultural Aspects and Intercultural Awareness:

- To recognize social patterns within the Indian culture.
- To show interest in the national gastronomy of India.

4. Contents

Grammar:

- Contrast between present simple and present continuous.
- Reinforce previous grammatical contents.

Vocabulary:

- Groceries
- India related vocabulary (spices, street market, Buddhism, etc.)

Phonetics:

- Linking r.

Speaking:

- Oral presentation in groups/ role play.

Writing:

- Indian recipe.

5. Methodology

In order to motivate our students, we will encourage them to work in groups but coupling up with people they do not usually work with. Teamwork and coordination will be highly considered in this unit as there will be more group activities than usual.

6. Evaluation criteria

At the end of this unit, students will be able to:

BLOQUE 1 Listening, Speaking and Conversation.

- Participate in oral conversation in a shop.
- Understand the general idea of a movie.
- Speak confidently in public.

BLOQUE 2- Reading and writing.

- Elaborate a recipe.
- Understand the general structure of a recipe.

BLOQUE 3 – Language awareness.

- Develop general language awareness.
- Regard the English language as a means for globalization.

BLOQUE 4– Sociocultural Aspects and Intercultural Awareness.

- Recognize social patterns within the Indian culture.
- Show interest in the national gastronomy of India.

7. Materials and resources

- Movie: “Slumdog Millionaire”
- Worksheet: “ Shopping Role Play”
- “Easy Greek Salad” recipe.

8. Approximate timing: Eight sessions.

UNIT 8: NEW ZEALAND: THE LAND OF KIWIS AND MAORIS!

1. Introduction and justification.

In our 'learning trip' around the world, we arrive now at our antipodes: New Zealand, former colony of the British Empire and part of the Commonwealth realms. This country preserves many of the English traditions and we will study now some of the features from family life in such a distant country as New Zealand.

2. Contribution to the key competences

In this unit, the competences worked are:

1. Competence in linguistic communication (L1 and foreign languages)
2. Interpersonal and civic competence.
3. Cultural and artistic competence.
4. Learning to learn
5. Personal initiative and autonomy.

3. Learning objectives

BLOQUE 1-Listening, Speaking and Conversation.

- Participate in oral interactions.
- To understand simple oral texts in different communication situations.
 - Understanding a phone call.

BLOQUE 2- Reading and writing.

- To understand the general idea of a simple text such as a note left on the fridge.
- To write an informal letter.

BLOQUE 3 – Language awareness

- To develop language awareness.
- To regard the English language as a means of globalization.

BLOQUE 4 — Sociocultural Aspects and Intercultural Awareness:

- To identify divergent social patterns.
- To show a positive and receptive attitude towards foreign people.

- To recognize family customs from New Zealand.
- To identify some cultural features from New Zealand.

4. Contents

Grammar:

- Differences between 'much' and 'many'
- Imperative affirmative and negative

Vocabulary:

- Furniture terms.
- Household appliances.

Writing:

- Informal letter to a friend.

Speaking:

- A phone call.

Phonetics:

- Aspirated /p, t, k/

5. Methodology

Although individual work will be the basis for this unit, we will encourage the students to follow the THINK-PAIR-SHARE methodology at certain moments (like representing dialogs, asking open questions, etc). The students will be asked to think about a task, pair with the person next to them and share their ideas in order to reach a conclusion. The teacher will collect all the pairs' opinions and expose them to the class. English will be the language of communication at all time.

6. Evaluation criteria

At the end of this unit, students will be able to:

BLOQUE 1-Listening, Speaking and Conversation.

- Participate in oral interactions.
- Understand simple phone calls.

BLOQUE 2- Reading and writing.

- Understand the general idea of a note left on the fridge.
- Write an informal letter.

BLOQUE 3 – Language awareness

- Develop language awareness.
- Regard the English language as a means of globalization.

BLOQUE 4 — Sociocultural Aspects and Intercultural Awareness:

- Identify divergent social patterns.
- Show a positive and receptive attitude towards foreign people.
- Recognize family customs from New Zealand.
- Identify some cultural features from New Zealand.

7. Materials and resources

- Gymkhana of the house.
- Spending committee
- Telephone.

8. Approximate timing: Eight sessions

UNIT 9: JUMP KANGAROO, JUMP!

1. Introduction and justification

Continuing with our trip around the world, Australia is our next stop. This vast country is the homeland of several unique natural species that will be the focus for our study. Showing our students that there is an almost infinite number of animals (apart from those they are used to from their home countries) will surely call their attention and motivate them.

2. Contribution to the key competences

In this unit, the competences worked are:

1. Competence in linguistic communication (L1 and foreign languages)
2. Interpersonal and civic competence.
3. Cultural and artistic competence.
4. Learning to learn
5. Personal initiative and autonomy.

3. Learning objectives

BLOQUE 1- Listening, Speaking and Conversation.

- To participate in oral interactions.
 - Dialogue about animals.
- To understand simple oral texts in different communicative situations:
 - Taking part in a conversation at the zoo.
 - Understanding and explaining certain characteristics of animals.

BLOQUE 2- Reading and Writing.

- To understand the general idea and specific ones of a simple text about animals.

- To be capable of relating new information about animals to background knowledge.
- To write a simple and short article about an Australian animal.

BLOQUE 3 – Language awareness.

- To develop language awareness
- To use the English language as a means of globalization

BLOQUE 4 – Sociocultural Aspects and Intercultural Awareness

- To identify the typical fauna and flora of a different country.
- To recognize different social patterns.
- To show positive and receptive attitude towards foreigners.
- To notice different animal species from different countries.

4. Contents

Grammar

- Regular Past Simple (-ed)
- Comparatives (-er)
- Superlative (-est)

Vocabulary

- Flora and Fauna vocabulary from Spain and Australia.

Reading:

- Short pieces of information.

Listening:

- 'Video: Animals of Australia':
<http://www.youtube.com/watch?v=GyjLbLyhcjg>

Writing:

- Short story.

Speaking:

- Oral presentation on a favourite animal.

Phonetics:

- /dʒ/
- Introduction to the Australian accent.

5. Methodology

This unit will follow a very communicative perspective. Students will be encouraged to work on their own and use the technologies available (Internet, encyclopedia, etc.) to look for the features that characterize the fauna and flora of Australia. English will be the language of communication in class.

6. Evaluation criteria

At the end of this unit, students will be able to:

BLOQUE 1- Listening, Speaking and Conversation.

- Participate in a dialogue about animals.
- Understand a simple oral conversation at a zoo.
- Understand and explain certain characteristics of animals.

BLOQUE 2- Reading and Writing.

- Understand the general idea and specific ones of a simple text about animals.
- Relate new information about animals to background knowledge.
- Elaborate a simple short article about an Australian animal.

BLOQUE 3 – Language awareness.

- Develop language awareness
- Use the English language as a means of globalization

BLOQUE 4 – Sociocultural Aspects and Intercultural Awareness:

- Identify the typical fauna and flora of a different country.
- Recognize different social patterns.
- Show positive and receptive attitude towards foreigners.
- Notice different animal species from different countries.

7. Materials and resources

- True and false stories.
- Text of Komodo Dragon, Giant Panda and Amur Tiger.
- Video “Animals of Australia”
- Worksheet of the video.
- Short adapted book: *The Secret Garden* (Burlington Book) .

8. Approximate timing: Eight hours.

UNIT 10: ÁNDALE MARIACHI!

1. Introduction and justification

We now take a big leap in our trip and land in Mexico. This unit responds to the special bond existing between Spain and Mexico as both are Hispanic countries. Here we will study one of the most salient features of both countries: their musical culture.

2. Contribution to the key competences

This unit develops thoroughly the following competences:

1. Competence in linguistic communication (L1 and foreign languages)
2. Interpersonal and civic competence.
3. Cultural and artistic competence.
4. Learning to learn
5. Personal initiative and autonomy.

3. Learning objectives

BLOQUE 1-Listening, Speaking and Conversation.

- To participate in oral interactions:
 - Expressing musical tastes.
 - Making plans suggestions.
- To understand simple oral texts in different communication situations:
 - Understanding a simple interaction at a music shop.
 - Understanding the general idea and specific ones of a song.
 - Acknowledging different types of music and instruments.

BLOQUE 2- Reading and writing.

- To understand the general idea of an example of music lyrics.
- To describe briefly the characteristics of a music genre.
- To write a short summary.

BLOQUE 3 – Language awareness.

- To develop general language awareness.
- To regard the English language as a means of communication in class.

BLOQUE 4 – Sociocultural Aspects and Intercultural Awareness:

- To recognize social patterns from Mexico.
- To regard music as part of a specific culture.
- To appreciate the cultural similarities between Hispanic countries.

4. Contents

Grammar:

- Order of adjectives.

- Adverbs of manner.

Vocabulary:

- Musical instruments.
- Music genres.
- Typical instruments in Mexico.

Speaking:

- Role-play.

Phonetics:

- Pronunciation of past ending -ed

Writing:

- Summary.

Listening:

- Song

5. Methodology

This unit will be based on an active methodology focused on promoting the students' motivation through the use of appealing materials such as songs, internet, videos, etc. Therefore, the use of the different ICT available will increase the students' interest in the subject.

Furthermore, we will focus this unit on the reinforcement of the students' ability to confront daily life situations using the English language. Group work will be encouraged and English will be the language of communication in class. Direct translations will be avoided.

6. Evaluation criteria

At the end of this unit, the student will be able to:

BLOQUE 1-Listening, Speaking and Conversation.

- Participate in oral interactions expressing musical tastes and making plans suggestions.
- Understand simple oral texts related to the unit topic.

BLOQUE 2- Reading and writing.

- Understand the general idea of a song's lyrics.
- Describe briefly the characteristics of a music genre.
- Elaborate a short summary.

BLOQUE 3 – Language awareness.

- Develop general language awareness.
- Conceive the English language as a means of communication in class.

BLOQUE 4 – Sociocultural Aspects and Intercultural Awareness

- Recognize social patterns from Mexico.
- Regard music as part of a specific culture.
- Appreciate the cultural similarities between Hispanic countries.

7. Materials and resources.

- Game of sing star (videogame)
- Song.

8. Approximate timing: Eight hours

UNIT 11 – THE FAR WEST: UNITED STATES OF AMERICA

1. Introduction and justification

The United States of America has been for the last few decades the representing country of the Occidental culture. This has been exported to the rest of the world especially through its artistic and social characteristics which have been portrayed on movies, tv series and music productions.

Using the topic of cinema and TV, we will now introduce some of the defining features of the North-American society.

2. Contribution to the key competences

This unit will thoroughly develop the following competences:

1. Interpersonal and civic competence.
2. Cultural and artistic competence.
3. Learning to learn
4. Personal initiative and autonomy.

3. Learning objectives

BLOQUE 1- Listening, Speaking and Conversation.

- To participate in oral interactions.
 - Expressing future intentions.
 - Inviting someone to the cinema.
 - Allowing and forbidding.
- To understand simple oral texts in different communication situations:
 - A dialogue discussing a movie.
 - Understanding a TV commercial.

BLOQUE 2- Reading and writing

- To write an advert.
- To understand the general idea of a movie synopsis.

BLOQUE 3 – Language awareness.

- To develop language awareness.
- To use the English language as a means of globalization.

BLOQUE 4 – Sociocultural Aspects and Intercultural Awareness

- To identify social patterns characteristic of the United States.
- To understand the concept of the American Dream.
- To identify the divergences and similarities between Oriental and Occidental cultures.

4. Contents

Grammar:

- Future: 'going to' and 'will'
- Present continuous with future meaning.
- Must/ mustn't
- Invitation expressions: 'Let's' 'what about...?'

Vocabulary:

- TV
- Cinema

Speaking:

- Interview.

Phonetics:

- Weak form of 'must'

Writing:

- An advert.

Listening:

- TV commercial.

5. Methodology

This unit, as the previous one, will use an active methodology focused on increasing the students' motivation through the use of appealing materials such as songs, films, adverts, videos, etc. Therefore, the use of the different ICT will be encouraged throughout the unit.

Moreover, students will continue to improve their abilities to use new technologies and their group work skills.

6. Evaluation criteria

At the end of this unit, students will be able to:

BLOQUE 1- Listening, Speaking and Conversation.

- Participate in oral interactions expressing future intentions, invitations to the cinema and basic rules (allowing and forbidding).
- Understand simple oral texts in different communication situations:
 - A dialogue discussing a movie.
 - Understanding a TV commercial.

BLOQUE 2- Reading and writing

- Create an advert.
- Understand the general idea of a movie synopsis.

BLOQUE 3 – Language awareness.

- Develop language awareness.
- Use the English language as a means of globalization.

BLOQUE 4 – Sociocultural Aspects and Intercultural Awareness:

- Identify social patterns of the United States.
- Understand the concept of the American Dream.
- Distinguish typical features from both, Oriental and Occidental cultures.

7. Materials and resources

- Movie trailer: 'Harry Potter and the Sorcerer's Stone'
<http://www.youtube.com/watch?v=czFqCdNRHqQ>
- TV commercial: 'I am Canadian' <http://www.youtube.com/watch?v=BRI-A3vakVg>
- Synopsis: Harry Potter and the Sorcerer's Stone (on-line on imdb.com)

8. Approximate timing: Eight hours

UNIT 12- BACK HOME, FOR GOOD?

1. Introduction and justification

This final unit will be as a wrap up of all the contents learnt during the year. We believe that revising what has been previously studied will help the students settle all the notions.

Moreover, because in every unit we have introduced different cultures and linguistic aspects, this final unit will give the students the opportunity to get a more globalized idea on what they have learnt.

2. Contribution to the key competences

This unit will thoroughly develop the following competences:

1. Competence in linguistic communication (L1 and foreign languages).
2. Knowledge of and interaction with the physical world (science and technology).
3. Digital competence.
4. Interpersonal and civic competence.
5. Cultural and artistic competence.
6. Learning to learn
7. Personal initiative and autonomy.

3. Learning objectives

BLOQUE 1- Listening, Speaking and Conversation.

- To participate in oral interactions:
 - Expressing the general opinion about the cultures studied.
 - Taking part in orally interactions to give personal opinions about the variety of languages in the world.
- To understand simple oral texts dealing with any of the previous topics studied.

BLOQUE 2- Reading and Writing.

- To understand the general idea of a simple text related to different countries.
- To extract general information about cultural themes.
- To elaborate a postcard.

BLOQUE 3 – Language awareness

- To develop language awareness.
- To use English as a means of communication and globalization.
- To reflect about the English language learned throughout the year.

BLOQUE 4 – Sociocultural Aspects and Intercultural awareness

- To identify social patterns belonging to the countries studied.
- To show a positive and receptive attitude towards foreign people.
- To show respect for different cultures.
- To distinguish some customs and habits from other countries.
- To conceive linguistic diversity as a rewarding element.

4. Contents

Grammar:

Revision of the contents studied:

- a. Present simple

- b. Present continuous
- c. Pronouns
- d. Can/ can't
- e. Past simple affirmative
- f. Adverbs
- g. Present continuous with future meaning
- h. Must / mustn't
- i. Will/ going to

Vocabulary:

- Continents and countries.
- Transport/ sports
- Food and drink
- The weather
- Shops
- Hygiene
- House and furniture.
- Flora and fauna.
- Music and TV

Listening:

- A film

Speaking:

- Debate

Writing:

- Personal reflection

5. Methodology

In this unit, the methodology will allow students to develop their critical ability to make choices and their autonomy as they will be asked to choose between different activities.

In addition to this, we will use a methodology based on small working-teams (*rincones de trabajo*) which will allow the students to take part on different activities at the same time depending on their personal taste.

6. Evaluation criteria

At the end of this unit, students will be able to:

BLOQUE 1- Listening, Speaking and Conversation.

- Participate in oral interactions expressing general opinions on different cultures studied.
- Understand simple oral texts dealing with any of the previous topics studied.

BLOQUE 2- Reading and Writing.

- Understand the general idea of a simple text related to different countries.
- Extract general information about cultural themes.
- Write a postcard.

BLOQUE 3 – Language awareness

- Develop language awareness.
- Regard the English as a means of communication and globalization.
- Reflect about what has been learned throughout the year.

BLOQUE 4 – Sociocultural Aspects and Intercultural awareness:

- Identify social patterns belonging to the countries studied.
- Develop a positive and receptive attitude towards foreign people.
- Respect different cultures.
- Distinguish some customs and habits from other countries.
- Conceive linguistic diversity as a rewarding element.

7. Materials and resources

- Where would you live?
- Lifestyle
- Film up to the students' choice: Aladdin, Mulan, etc.

8. Approximate timing: 6 hours

MATERIALS USED

*In this section, only printed materials will be included. Audiovisual, own material and any other ones whose format does not allow the inclusion of them in this section, have been indicated in the corresponding unit or will be brought into the class the day of the presentation (table games, gymkana).

UNIT 1 : LET'S HIT THE ROAD

MATERIALS AND REFERENCES.

“World Map”

-Google Images

“Worksheet: discussing languages”

Budden, John (2010) “Discussing languages” from BBC British Council

<http://www.teachingenglish.org.uk/activities/discussing-languages>

“Riddle and song about Continents”

proteacher.org



Discussing languages

Submitted by Jo Budden on 29 April, 2010 - 08:22

This is a discussion activity that you can use to find out about your students' opinions of language learning and how important they think it is. It gets your students talking and sharing opinions but also gives you a chance to listen in and to understand their motivation and attitudes towards languages.

This activity was originally published as part of a lesson plan on languages. The activity first appeared on the [Language Assistant](#) website. The rest of the plan can be found [here](#).

Preparation

Make a copy of the discussion statements and cut them into strips so those students can take one statement at a time and discuss it. Add some statements of your own if your students have specific language issues they may want to discuss.

Procedure

- Put your students into groups of four or five and give each group a statement.
- Let them discuss the statement for a few minutes while you monitor and feed in any language they need.
- Then rotate the statements around the groups.
- Once all the students have discussed all the statements you might want to have a class vote to see what the consensus of opinion is on these statements and share some of your own opinions and insights.

Discussion statements

Everybody should speak at least two languages.
In the future there won't be so many different languages in the world.
Tourists in my country should make an effort to speak my language.
Life would be easier if all countries spoke the same language.
I think learning languages is really important these days.
Girls are normally better at learning foreign languages than boys!
If languages disappear, different ways of thinking also disappear.
I would like to know more foreign languages.
Some languages are more important than others.
English is an 'international language'.
Knowing foreign languages helps you to get a good job.

Riddle about continents

Oceans
Of all our planet's oceans,
three are bigger than the rest.
One is just gigantic.
Do you know it? Have you guessed?
See if you can name the three.
And say the biggest first.
If you name these oceans right,
Your teacher will just burst!

PACIFIC, ATLANTIC, INDIAN.

Lyrics 'Continents song' (music: The Adams Family)

Continents of Earth (snap, snap)
Continents of Earth (snap, snap)
There's Asia and there's Europe
There's North and South America
There's Africa and Australia
Don't forget Antarctica
Continents of Earth (snap, snap)
Continents of Earth (snap, snap)

Oceans of Earth (snap, snap)
Oceans of Earth (snap, snap)
There's Pacific and Atlantic
Indian and Arctic
They all salt water
The four oceans of the Earth
Oceans of Earth (snap, snap)
Oceans of Earth (snap, snap)

UNIT 2- FIRST STOP, IRELAND!

MATERIALS AND REFERENCES

“The story of the children of Liar”

www.babynamesofireland.com

“Worksheet: Random riddles”

www.mansioningles.com

The story of The Children of Lir Irish legend:

The Children of Lir Irish story – Long ago there lived a king called Lir. He lived with his wife and four children: Fionnuala, Aodh, Fiachra and Conn. They lived in a castle in the middle of a forest. When Lir's wife died they were all very sad. After a few years Lir got married again. He married a jealous wife called Aoife.

Aoife thought that Lir loved his children more than he loved her. Aoife hated the children. Soon she thought of a plan to get rid of the children.

One summer's day Aoife took the children to swim in a lake near the castle. The children were really happy to be playing in the water. Suddenly Aoife took out a magic wand. There was a flash of light and the children were nowhere to be seen. All there was to be seen was four beautiful swans, with their feathers as white as snow.

Aoife said, "I have put you under a spell. You will be swans for nine hundred years," she cackled. "You will spend three hundred years in Lough Derravaragh, three hundred years in the Sea of Moyle and three hundred years in the waters of Inish Glora," Aoife said. She also said, "You will remain swans for nine hundred years until you hear the ring of a Christian bell."

She went back to the castle and told Lir that his children had drowned. Lir was so sad he started crying. He rushed down to the lake and saw no children. He saw only four beautiful swans.

One of them spoke to him. It was Fionnuala who spoke to him. She told him what Aoife had done to them. Lir got very angry and turned Aoife into an ugly moth. When Lir died the children were very sad. When the time came they moved to the Sea of Moyle.

Soon the time came for their final journey. When they reached Inish Glora they were very tired. Early one morning they heard the sound of a Christian bell. They were so happy that they were human again. The monk (some even say it was St. Patrick himself) sprinkled holy water on them and then Fionnuala put her arms around her brothers and then the four of them fell on the ground. The monk buried them in one grave. That night he dreamed he saw four swans flying up through the clouds. He knew the children of Lir were with their mother and father.

THE PHOTOGRAPH

A man is looking at a photograph when someone asks him "Whose picture is that?"

The man replies "I have no brothers or sisters, but this man's father is my father's son"

Whose photo is the man looking at?

THE ACCIDENT

Mr. Jones and his son Alfred are travelling together when their aeroplane crashes. The father is killed, and Alfred is seriously injured. Arriving at the hospital emergency room, the head surgeon cries "I cannot operate on this patient, he's my son Alfred!"

How can you explain this?

ENGLISH YOLK OR EGG YOLK?

Which of these two phrases is correct?

"The egg's yolk is white" or "the egg yolk is white"

THE ROBBERY

Following a robbery, three suspects, Richard, David and Tommy are taken to the Police station for questioning. Here are the facts that emerged from the investigation.

No one other than these three was implicated in the crime.

Richard never works alone, he always employs at least one accomplice.

Tonny is innocent.

Is David guilty or innocent?

A PROBLEM OF TIME

A train leaves London for Edinburgh. an hour later another train leaves Edinburgh for London. The two trains travel at

exactly the same speed. Which of the two will be closest to London when they meet?

HANGED OR DROWNED?

A man has committed a crime punishable by death. The man must make a statement. If the statement is true he will be drowned; if the statement is false he will be hanged. What statement should he issue in order to confuse his executioners?.

Soluciones:

THE PHOTOGRAPH

The man in the photograph is the man's own son.

THE ACCIDENT

The head surgeon is the Alfred's mother.

EGG'S YOLK OR EGG YOLK?

Neither. Egg yolks are yellow, not white.

THE ROBBERY

If Richard is innocent and Tommy is innocent, David must be guilty. If Richard is guilty and Tommy is innocent, Richard's only possible accomplice is David. David must therefore be guilty in either case.

A PROBLEM OF TIME

Obviously, when they meet, they will both be the same distance from London.

HANGED OR DROWNED

All he need say is "I'll be hanged"

UNIT 3- SUN AND SEA: MALTA

MATERIALS AND REFERENCES

On-line materials consulted in class.

(videos and texts)

UNIT 4- LET'S EAT SOME CUSCUS IN MOROCCO!

MATERIALS AND RESOURCES

“What's Wild about African Wild Dogs?”

www.havefunteaching.com Text by

<http://kids.nationalgeographic.com>

What's Wild About African Wild Dogs?

By: Catherine Clarke Fox

What's the difference between African wild dogs and the dogs we know as pets?

For one thing, African wild dogs, which live in Africa, south of the Sahara desert, only have four toes, while domestic dogs and wolves have five. But you wouldn't want to count for yourself, because these are truly wild animals.

Wild dogs are not somebody's domestic dogs that ran away and didn't come back, although some people used to think that," explains Dr. "Tico" McNutt, who studies these animals at Wild Dog Research Camp in the African country of Botswana. "They are actually Africa's wolf, and just like wolves, they do not make good pets. They need to be out in the wild doing what they are supposed to be doing - ranging many miles every day and hunting to find the food they need to survive and feed pups."



In fact, they travel so far that researchers use radio collars to keep track of them. The collars send out radio signals that tell people where the dogs are. African wild dogs are a separate species from domestic dogs: *Lycaon pictus*, which means painted, wolf-like animal. No two wild dogs have the same pattern to their coats, so it is easy to tell them apart.

Roaming through grasslands, savannas, and wooded areas, they hunt gazelles and other antelopes, baby wildebeests, warthogs, birds, and rats. Incredible hunters, they can run up to 35 miles per hour (56 kilometers per hour).

What's Wild About African Wild Dogs?

Page 2

African wild dogs are smart and sociable, like pet dogs. They enjoy each others' company and live in packs of about six to 20 animals. Both males and females look out for young dogs and make sure they have food. Dr. McNutt was surprised to learn that they like pups so much, they will even take care of orphans that don't belong to them.

African wild dogs talk to each other with two common types of calls, says Dr. McNutt. "The 'hoo' call is a call that they make when lost or when a pack member is missing. It sounds almost like an owl." The dogs can hear the call two or three miles away and easily find each other.

On the other hand, says Dr. McNutt, "The twitter calls are intended to carry only very short distances, and are used to wake up the pack members and rally them to go hunting. They are very high pitched and sound almost like songbird calls."

There's one huge difference between domestic or pet dogs and African wild dogs. Millions of domestic dogs live on the planet, but there are probably fewer than 6,000 African wild dogs left.

Lions and hyenas eat them, but most of all, African wild dogs are threatened by people. Humans hunt them, and ranchers and farmers who don't want them going after cows and sheep poison them. Humans are also destroying the wild, natural habitat they need to survive.

Researchers like Dr. McNutt are working to help people understand how rare and special these animals are. Today more ranchers are finding other ways to protect their cows and sheep from African wild dogs instead of killing the rare and special animals.

What's Wild About African Wild Dogs?

By: Catherine Clarke Fox

Read the story. Use the information in the story to answer the questions below.

1. In the sentence, "Wild dogs are not somebody's domestic dogs that ran away and didn't come back," what does the word, "domestic" mean?
 - A. Wild
 - B. Circus
 - C. Home
 - D. Hot
2. How do researchers keep track of how far wild dogs travel?
 - A. They hunt them
 - B. They use radio collars
 - C. They use infrared goggles
 - D. They live with them
3. "Lycaon pictus" is the scientific name for the African wild dog, which means:
 - A. The spotted bearded lady
 - B. The queen of the hunt
 - C. Painted, wolf-like animal
 - D. The queen thought the princess looked tired
4. What is the purpose of the twitter call?
 - A. To wake up the pack to go hunting
 - B. To chat online with 140 characters or less
 - C. When they are lost or a dog is missing
 - D. Something bad is about to happen
5. Other than lions and hyenas, what is the biggest threat to African wild dogs?
 - A. Starvation
 - B. Not getting enough sleep
 - C. Tigers, Leopards, and Wolves
 - D. Humans and habitat destruction

What's Wild About African Wild Dogs?

By: Catherine Clarke Fox

ANSWER KEY

Read the story. Use the information in the story to answer the questions below.

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UNIT 5- ACROSS THE NILE RIVER

MATERIALS AND REFERENCES

Text: “The Nile River”

<http://www.chiddingstone.kent.sch.uk/homework/egypt/nile.htm>

Table game: “Hygiene party”

Own material.

The River Nile

The River Nile is about 6,670 km (4,160 miles) in length and is the longest river in Africa and in the world. Although it is generally associated with Egypt, only 22% of the Nile's course runs through Egypt.

In Egypt, the River Nile creates a fertile green valley across the desert. It was by the banks of the river that one of the oldest civilizations in the world began. The ancient Egyptians lived and farmed along the Nile, using the soil to produce food for themselves and their animals.

Where is the River Nile?

The River Nile is in Africa. It originates in **Burundi**, south of the equator, and flows northward through northeastern Africa, eventually flowing through Egypt and finally draining into the Mediterranean Sea.



Where is the source of the River Nile?

Lake Victoria, Africa's biggest lake, is generally thought of as the source of the River Nile. On the northern edge of the lake, water pours over a waterfall, known as Ripon Falls, into a narrow opening which some people believe is the beginning of the River Nile.

The true source of the River Nile

Ripon Falls may be the starting-point of the river, but the many streams that flow into Lake Victoria could claim to be the true source.

Much of Lake Victoria is surrounded by mountains with streams tumbling down into the lake. The largest tributary of Lake Victoria is the **Kagera river**. The Kagera and its tributary the Ruvubu, with its headwaters in **Burundi**, is

now considered to be the true source of the Nile. It is from here that the Nile is measured as the world's longest river.

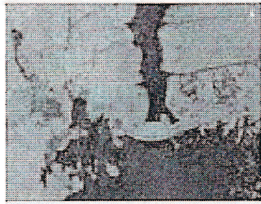
What are the two main rivers that flow into the River Nile?

The River Nile is formed from the **White Nile**, which originates at Lake Victoria and the **Blue Nile**, which originates at Lake Tana in Ethiopia. These rivers meet in Sudan and then go on their long journey northwards towards the sea.

The White Nile is a lot bigger than the Blue Nile, but because of losses along the way it only contributes about 15% to the flow of the combined Nile. The Blue Nile, rising in Ethiopia, contributes about 85% to the flow of the Nile that passes through Egypt to the Mediterranean.

[Back to the top](#)

Why did the Ancient Egyptians live near the River Nile?



Most Egyptians lived near the Nile as it provided water, food, transportation and excellent soil for growing food.

Why was the Nile River so important to the Ancient Egyptians?

Ancient Egypt could not have existed without the river Nile. Since rainfall is almost non-existent in Egypt, the floods provided the only source of moisture to sustain crops.

Every year, heavy summer rain in the Ethiopian highlands, sent a torrent of water that overflowed the banks of the Nile. When the floods went down it left thick rich mud (**black silt**) which was excellent soil to plant seeds in after it had been ploughed.

The ancient Egyptians could grow crops only in the mud left behind when the Nile flooded. So they all had fields all along the River Nile.
Find out about Egyptian Farming

What else did the Nile provide for the Ancient Egyptians?

Reeds, called papyrus, grew along side the Nile. The Egyptians made paper and boats from the reeds.

Find out about Egyptian Writing

The Nile also gave the ancient Egyptians food. They used spears and nets to catch fish. They would also use the nets to catch birds that flew close to the surface of the water.

Another way the Nile helped the ancient Egyptians was in trade. The Nile was the quickest and easiest way to travel from place to place.

Back to the top

What was the area next to the River Nile called?

This area was known as the **Black Land**. Further away from the river was the **Red Land**, a region of inhospitable desert.

When did the Nile flood?

The River Nile flooded every year between June and September, in a season the Egyptians called akhet - the inundation.

Why did the Nile Flood?

Melting snow and heavy summer rain in the Ethiopian Mountains sent a torrent of water causing the banks of the River Nile in Egypt to overflow on the flat desert land.

Why does the Nile not flood now?

The construction of the Aswan Dam in the 1960's meant that from 1970 the annual flood was controlled.

Back to the top

Who was the Nile God?

Hapi was the Nile god. Honouring a god was very important, so when a flood came the Egyptians would thank Hapi for bringing fertility to the land.

Interesting Facts about the River Nile:

The Nile River is the longest river in the world.

The Nile flows into the Mediterranean Sea.

The largest source of the Nile is Lake Victoria.

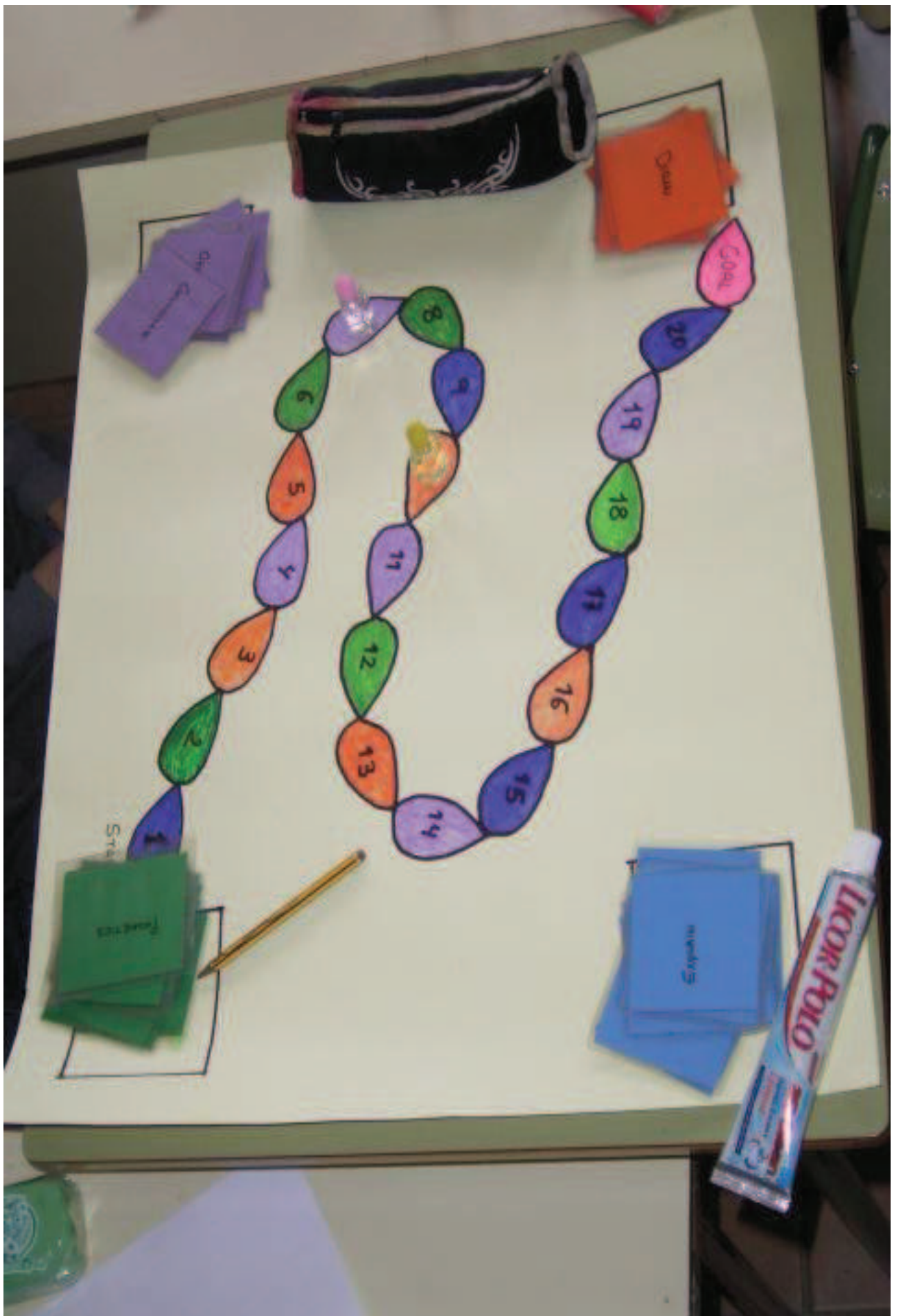
The Nile has a length of about 6,695 kilometers (4,160 miles).

Its average discharge is 3.1 million litres (680,000 gallons) per second.

The Nile basin is huge and includes parts of Tanzania, Burundi, Rwanda, Congo (Kinshasa), Kenya.

The name Nile comes from the Greek "neilos", which means valley.

The Ancient Egyptians called the river Ar or Aur (black) because of the colour of the sediment left after the river's annual flood.



UNIT 6- WILD CHINA!

MATERIALS AND REFERENCES

Book: “China”

reading-z.com

Worksheet: “Riddles”

www.mansioningles.com

“Questions about China”

own material

China

A Reading A-Z Level Q Leveled Reader

Word Count: 950



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China
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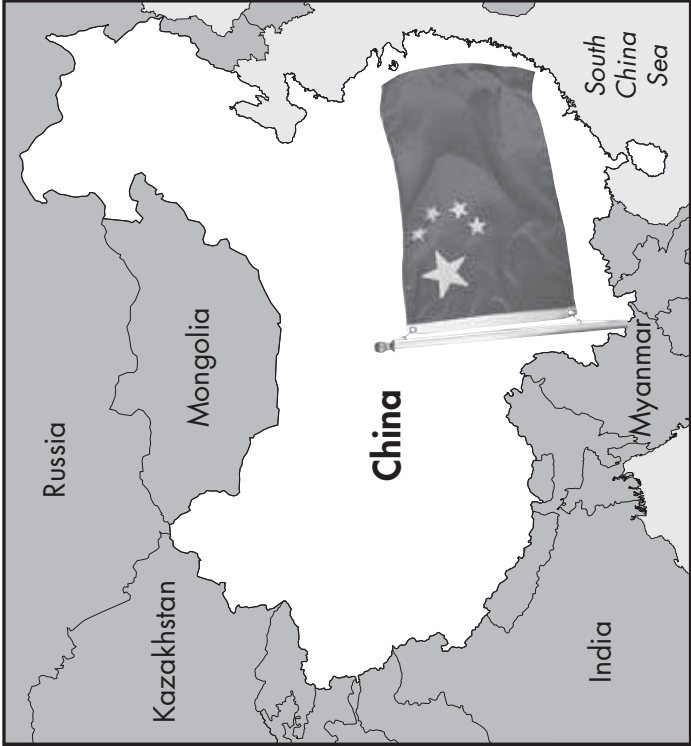
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www.readinga-z.com

Correlation

LEVEL Q	
Fountas & Pinnell	N
Reading Recovery	21
DRA	30



China: An Amazing Country!4

Wild China8

Celebrating China:
From Dragons to Food10

China: Past, Present, and Future14

Glossary19

Index20

China’s cities are crowded with people.

China: An Amazing Country!

If you were to travel west to the edge of the Pacific Ocean, you’d come to Asia. Asia is the largest continent on the planet with more land and people than anywhere else in the world. Asia is also home to one of the biggest, most diverse countries in the world—China.

China has an incredible mix of people, landscapes, and wildlife. It is the third largest country in the world (only Russia and Canada are bigger). And it has the largest population in the world. In fact, one out of every five people in the world live in China—that's more than 1.3 billion people!

Do You Know?

China has more than 1,500 rivers—including some of the biggest rivers in the world. The longest river in China is the Yangtze (yank-SEE), which is the third longest river in the world. (Only the Amazon River in South America and the Nile River in Africa are longer!)



Gobi Desert



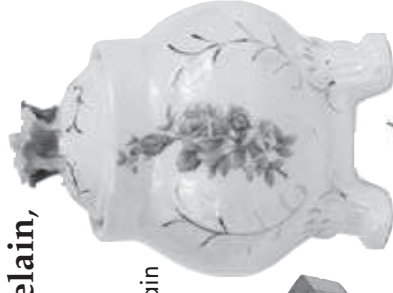
rice paddy



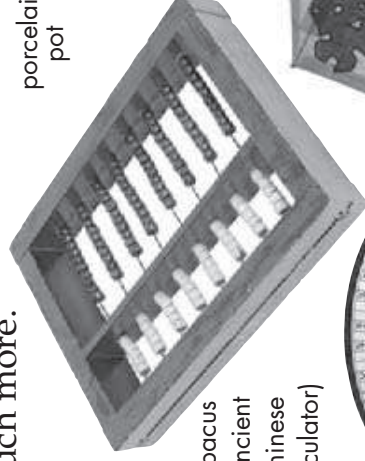
Yangtze River

China is also a country alive with art, music, dance, food, and celebrations. And it's known for amazing cultural sites—from temples and palaces to statues, canals, and the longest hand-built wall in the world.

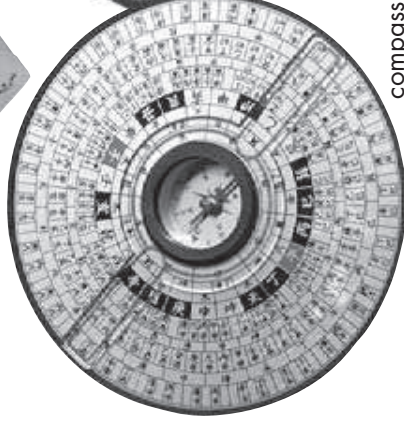
The Chinese also have a long, rich history of learning and inventing. They were the first people to make and use paper, ink, writing, silk cloth, printing, kites, **porcelain**, gunpowder, the compass, and much more.



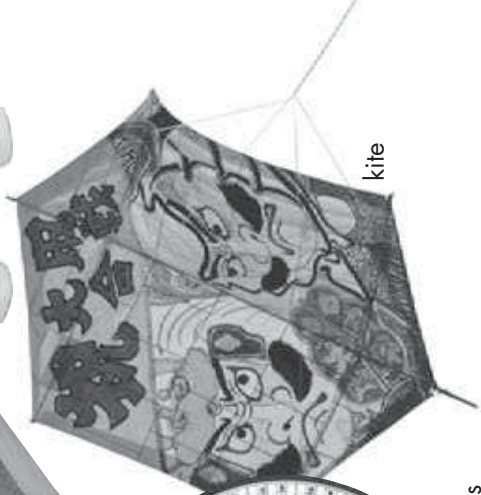
porcelain
pot



abacus
(ancient
Chinese
calculator)



compass



kite



The Great Wall of China

More than 2,000 years ago, the first emperor of China, Qin Shi Huangdi (Chin Shih Hwong-DEE), started building the Great Wall. It was designed to keep hostile tribes from invading China. The Great Wall, which was mostly built by slaves, is the longest wall in the world. It's also the largest structure ever built by hand. It is more than 6,437 kilometers (4,000 miles) long. It was built wide enough so as many as 10 soldiers could march side by side when they patrolled the countryside. It's so big, it can be seen from a space shuttle orbiting Earth! Although parts of the Great Wall are crumbling, you can still see many of the more than 20,000 watch towers that served as look-out points thousands of years ago. The Great Wall crosses northern China between the east coast and north-central China.

Wild China

One thing that makes China special is that it has many different kinds of natural places. There are rugged mountain peaks, rocky deserts, tropical forests, and lush valleys.

And because China is such a big country with so many different habitats, it has many different kinds of living things. There are giant pandas in the bamboo forests of central China. There are tigers and monkeys in the tropical forests in the south. And there are all kinds of animals and plants that live in and near China's many rivers and streams—including the giant salamander.



On the Li River

Giant Panda

The Chinese people are so proud of the giant panda that these animals have become a symbol of their country.

Giant pandas live in the steep bamboo forests of China, feeding almost nonstop on these tall, quick-growing grasses. Many pandas will spend more than 16 hours a day eating bamboo, or about 10,000 pounds in a year.



Scientists attempt to breed pandas in captivity to preserve the species.

Unfortunately, China's population has grown so quickly that many plants and animals are losing their habitats. For example, scientists say there are fewer than 1,000 pandas left in the wild. The bamboo forests where pandas live are being cut down for farming and houses.

Celebrating China: From Dragons to Food

In addition to many natural treasures, China has a rich **culture** filled with special celebrations, art, music, dance, sports, and food. If you visit China, one of the first artistic things you might notice is the writing. The official language of China is **Mandarin**, which uses more than 6,000 characters instead of the 26-letter alphabet used in the English language. Each character stands for a word or a part of a word.



Chinese Characters

Here are the Mandarin characters for:

火

fire

山

mountain

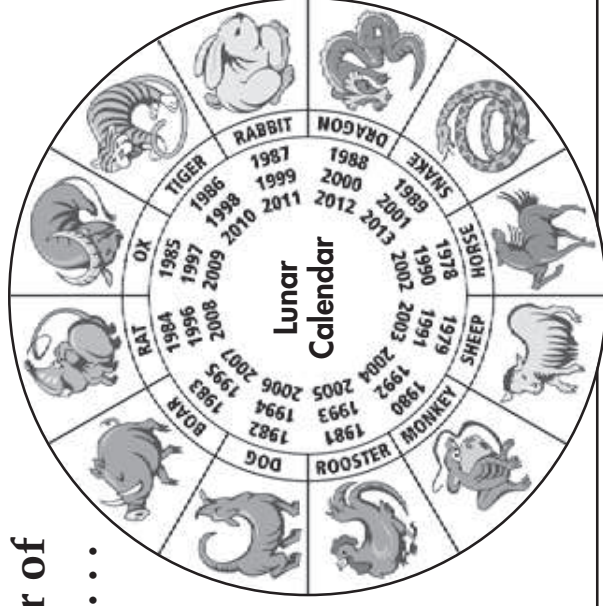
森

forest

女

woman

Year of the . . .



Each Chinese year is named after one of 12 animals. It repeats every 12 years. Look at the calendar to find the animal name for the year you were born.

If you visit in late January or early February, you might be lucky enough to take part in the celebration of the New Year. This is one of China's most important festivals and is celebrated throughout the country.

To celebrate the New Year, people take part in colorful parades, wearing bright costumes and often dressing up as dragons. The dragon is a sign of good luck in China. Fireworks are also a big part of the festivities.

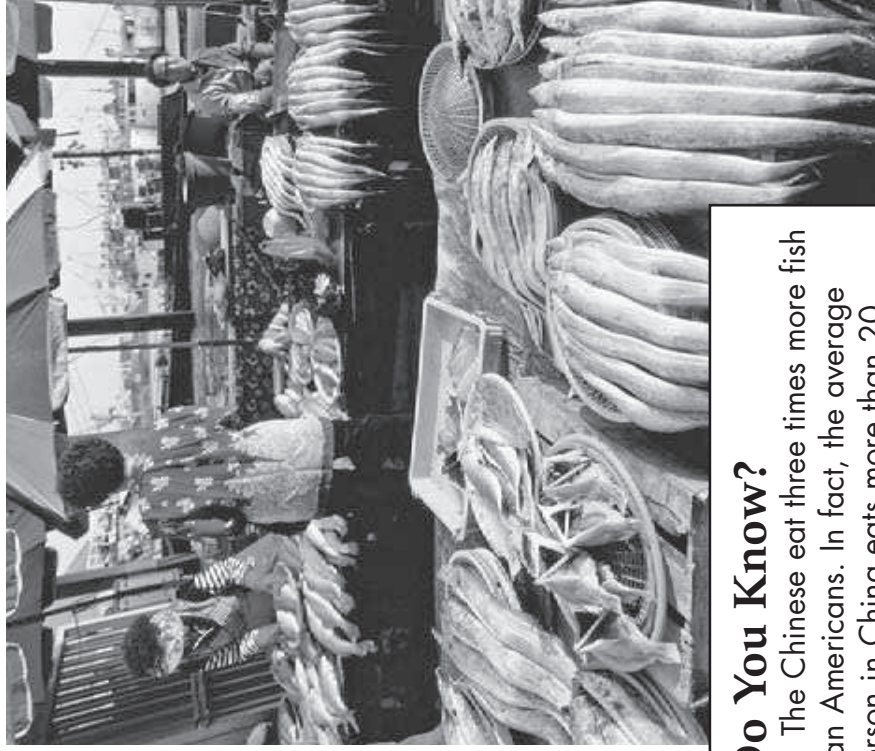


Many people ride bikes to get around China's congested cities.

Sports are also important to the Chinese. You'll probably see a lot of people playing table tennis (Ping-Pong™). The Chinese are some of the best table tennis players in the world! You'll also see a lot of bike riders, since most people get around by bike.

Food and Chinese culture go hand in hand. If you've eaten in a Chinese restaurant, then you know that there are many flavors and spices that make Chinese food special. Different regions of China are known for different kinds of food. For example, food from southwestern China is very spicy and often uses chili pepper oil. You might also notice that the Chinese only use two **utensils**: chopsticks and a soup spoon.

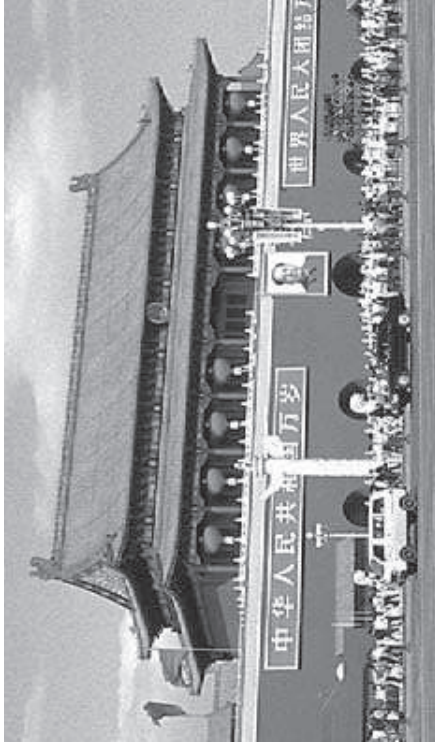
The Chinese eat a lot of rice. Rice is grown in flooded fields called **paddies**. In many parts of China, rice is served with all meals and is an important part of the Chinese diet. You'll also see people eating noodles, soups, fish, soybeans, and other foods.



A fish market

Do You Know?

The Chinese eat three times more fish than Americans. In fact, the average person in China eats more than 20 kilograms (45 lbs) of seafood each year.



Tiananmen Square, also called Gate of Heavenly Peace

China: Past, Present, and Future

China has a long and rich history, which has helped shape the country today. Most **historians** think the country was settled more than 5,500 years ago—making China one of the earliest **civilizations** in the world that is still thriving today.

The capital of China is Beijing (BAY-jing). It is a city of almost 14 million people. Beijing is the center of government. It is also known for its many tourist sites, like Tiananmen (TEEAHN-un-men) Square, also named the Gate of Heavenly Peace—a large square in the city's center that is used for special events.

China also has many other thriving cities. Shanghai (shang-HI) is the largest city in China and one of the biggest ports in the world. And Hong Kong, in the southern part of China, is a major business center known for its many shops and markets.

Even though many of China's more than a billion people live in cities, most people still live in rural towns and villages. Many of them are farmers or herd sheep and goats in the grasslands.



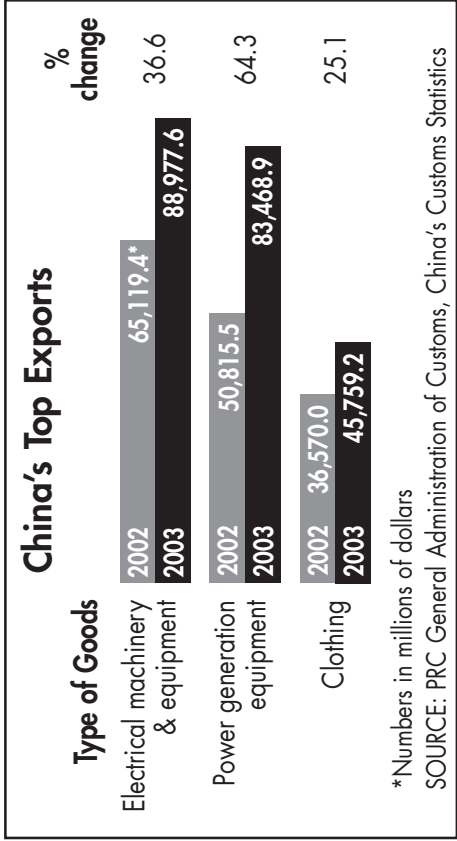
Gantou village

Land of the Silk Moth

Most of the world's silk is produced in China. Silk comes from the caterpillar of a silk moth—the only **domesticated** insect in the world. The caterpillar spins a silken cocoon, and people harvest the silk threads from the cocoon. The Chinese discovered silk about 2640 B.C., and kept it a secret for almost 3,000 years.



Today, China has the second largest **economy** in the world. It is a leader in making and selling many products to other countries—from toys to televisions and textiles, such as silk. It also has a huge tourist industry and was picked to host the 2008 Olympics in Beijing.



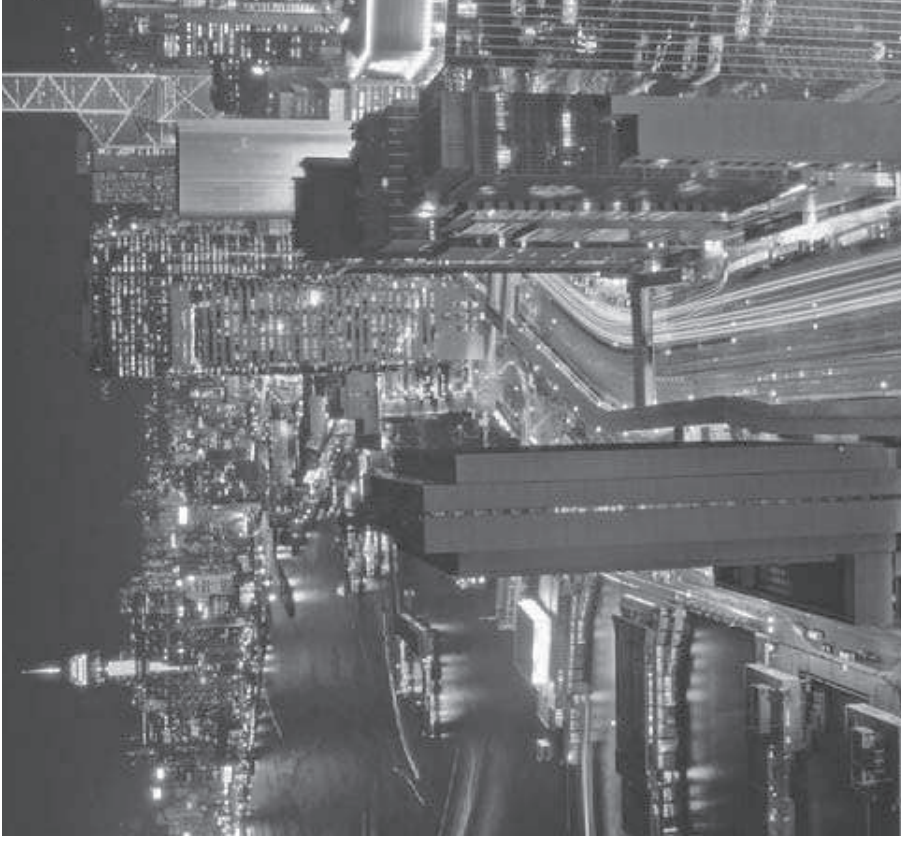


Hu Jintao, left, China's president in 2004, votes in 2002 for a policy that will make China's economy grow.

But China faces big challenges. Recent reforms by the **Communist government** mean more private businesses will grow. The move away from a system where everyone works for the government means China has many unemployed workers. The "opening up" of the economy is expected to be better in the long term, but this kind of change does not come easily.

Do You Know?

The Communist government discourages religion, so most people do not belong to a church or other religious institution. However, many people believe in the teachings of Buddhism, Taoism, and other religious thinking that promotes harmony and compassion.



Hong Kong at night

As China's population grows, people will need more water, energy, food, and other resources. The country faces the challenge of providing enough jobs and resources for its population while still protecting the environment and people's rights.

Glossary

civilizations	organized societies with advanced culture (p. 14)
Communist Government	form of government where the state plans and controls the economy; emphasis on the whole and not the individual (p. 17)
culture	ideas and customs of a certain group of people that are passed on to future generations (p. 10)
domesticated	raised to be used by people (p. 16)
economy	a system of managing a country's wealth (p. 16)
historians	experts on history (p. 14)
Mandarin	main language spoken in China (p. 10)
paddies	fields that are flooded to grow rice (p. 13)
porcelain	hard, white, very delicate clay (p. 6)
utensils	something used to eat or serve food (p. 12)

Index

abacus, 6	habitats, 8, 9
Asia, 4	history, 6, 7, 14
bamboo, 8, 9	Hong Kong, 15, 18
Beijing, 14, 16	lunar calendar, 11
Buddhism, 17	Mandarin, 10
Chinese characters, 10	New Year, 11
chopsticks, 12	Pacific Ocean, 4
Communist Government, 17	population, 5, 18
culture, 10, 12	Qin Shi Huangdi, 7
dragons, 11	religion, 17
economy, 16	rice, 5, 13
environment, 18	Shanghai, 15
farming, 9	silk, 16
food, 12, 13	table tennis, 12
giant panda, 8, 9	Taoism, 17
Gobi Desert, 5	Tiananmen Square (Gate of Heavenly Peace), 14
Great Wall, 6, 7	Yangtze River, 5
gunpowder, 6	

1. Decide if the following sentences are true or false. Copy the part of the text which justifies your answer.

- **Canada is bigger than China.**
- **Chinese people did not invent the ink.**
- **The Great Wall of China is 6,437 kilometers long.**
- **The deserts of China has a lot of rocks.**
- **The Giant Panda spends less than a half day eating bamboo.**
- **Each character of English language and Mandarin language stands for a word.**

2. Answer the following questions:

- **Where can we find paddies?**
- **Why do historians think that China is one of the oldest civilizations?**
- **What are the most popular jobs in China?**
- **Where does silk come from?**
- **What does it mean the reform done by Communist Government?**
- **What does the Government do while still protecting the environment and people's right?**

1 A man is writing a letter. The power goes out and he dies. Why?

2 A man lives on the 24th floor. He goes to the lobby on the bottom floor every morning to get the newspaper. He rides the elevator up to the 19th floor, then walks up the stairs the rest of the way. Why?

3 A man is in the middle of a room hanging from the ceiling. There is a puddle of water under his feet. There is nothing else in the room. How did he hang himself?

4 A man walks into a bar and asks the bartender for a glass of water. The bartender looks at him for a minute, then pulls out a gun and points it at the man. The man says "Thank You!" and leaves. Why?

5 A man is lying dead in the middle of a desert. He is wearing a back pack and has a full canteen of water. How did he die?

6 A man lives in a big tower with no windows. The bathroom is at the very top, and his bedroom is at the very bottom. One day he goes up to take a bath. While he was filling the tub, his cat chases a mouse by the door and accidentally slams it shut. The guy tries to open the door, but it is stuck. He then tries to shut off the water, but the knob breaks off, and the water won't shut off. The tub begins to overflow and slowly fill the room. How does he survive?

7 A man is riding the elevator down. The lights go out and the elevator stops. He realizes his wife is dead. How does he know this?

8 Two explorers are traveling in the arctic. They come across two bodies frozen solid in the ice, and they immediately know that it is Adam and Eve. How?

9 There is a man lying face down in a cabin, which is in the middle of the forest. The cabin has windows that do not open. He is dead. What happened?

10 Gertrude and Zelda are lying on the floor, dead. There is glass and water all around them. What happened?

11 Two identical twins walk into a bar and have the exact same drink. One drinks it fast, and survives. The other drinks it slow, and dies. How?

12 A girl doesn't want to go home because there is a guy who is wearing a mask waiting for her there. What's happening?

Soluciones:

- 1 He is in an airplane. The motor quits, he crashes and dies.
- 2 The man is a midget, he can't reach the button for the 24th floor!
- 3 He stood on a big cube of ice. It melted.
- 4 The man had the hiccups. The bartender used the gun to scare the man, thus curing his hiccups.
- 5 He was a skydiver, and his parachute didn't open.
- 6 He pulled the plug on the drain in the tub.
- 7 He is in a hospital, and his wife is a patient. She lives only by a life-support system. The power went out, thus the life-support system went off.
- 8 The two bodies in the ice did not have bellybuttons.
- 9 He is in the cabin of a plane. The plane crashed and he died.
- 10 Gertrude and Zelda are fish. The fish tank fell and broke on the floor, thus killing the two fish.
- 11 The ice in both drinks was laced with poison. The ice had a chance to melt in the glass of the twin who drank it slowly.
- 12 They are playing baseball. The man in the mask is the Referee, and the girl is on third plate.

UNIT 7 – GO ORIENTAL! TRIP TO INDIA

MATERIALS AND REFERENCES

Role play guidances: “A shopping role play”

British Council www.teachingenglish.org.uk

Recipe: “Easy Greek Salad Recipe”

<http://www.simplebites.net/knife-skills-for-toddlers/>

A shopping role play

Worksheet A: Shopping lists

List 1

Here are the things you need to buy

- a blank CD to burn some music on your laptop
- a newspaper, preferably 'The Guardian' or 'The Independent'
- Some low-fat milk
- Half a kilo of nectarines
- A monolingual dictionary, English – English, but small enough for your pocket

You also need to change a 10 pound note for 10 one pound coins

List 2

Here are the things you need to buy

- An extension lead for your MP3 player
- This week's 'Film Review' magazine
- Some wholemeal bread
- Some bananas, but the ones used for cooking
- A good grammar practice book for your level

You also need to find out what time it is, as you have lost your watch

List 3

Here are the things you need to buy

- Some high quality paper for your printer
- Some chewing gum, strawberry flavour
- A couple of packets of instant noodles – you like them spicy
- A kilo of oranges
- A good guide to grammar in English

You also need to know where the nearest bank is

List 4

Here are the things you need to buy

- Some headphones for your computer so you can use the internet to make telephone calls
- A book of first class stamps, preferably 10.
- Four mangos, not quite ripe would be best
- Some black pepper corns for your pepper mill
- A bi-lingual dictionary, English – your language

You also want to put a card in the window of a shop saying that you are looking for a private teacher to help with your English

List 5

Here are the things you need to buy

- Some unsalted butter
- A black pen that you can use to write on CDs
- a telephone card to make international calls
- half a kilo of apples. You like them red and sweet
- a dictionary of phrasal verbs

You also want to know if there is somewhere to post your letters nearby

A shopping role play

Worksheet B: Shopkeepers

List 1

You have a **computer shop**. You have the following in stock:

- Blank CDs to burn music – these are on special offer
- You are out of stock of extension leads for MP3 players
- Paper for printers – you have low, medium and high quality, but the high quality is very expensive
- Headphones for computers – you have them with a microphone or without
- Pens that you can use to write on CDs – you have blue and red only

You don't let people put cards in your window and don't know what time it is, or where the nearest bank is. You do know where the nearest post office is, and you have change for 10 pounds.

List 2

You have a **newsagent's**. You have the following in stock:

- Newspapers. You only have the 'Independent', the 'Sun' and the 'Mirror'
- 'Film Review' magazine. This week if people pay extra they can get the special guide to summer films also
- Chewing gum. You have peppermint, cherry and banana.
- Stamps. You have first and second class, in books of 10 and 20. Some wholemeal bread
- Telephone cards to make international calls, at different values

You let people put cards in your window but don't know what time it is, or where the nearest bank or post office is. You have no change.

List 3

You have a **bookshop** specialising in learning languages. You have the following in stock:

- Bilingual dictionaries for English and Spanish, French, Chinese and Arabic.
- Guides to English grammar for intermediate levels and below
- Vocabulary practice books, but no grammar practice books at the moment
- Special dictionaries for idioms and also for phrasal verbs
- Monolingual dictionaries, English-English, for all levels but only large size editions

You don't let people put cards in your window and don't know what time it is, but you do know where the nearest bank is. You have no change.

List 4

You have a **shop selling fruit and vegetables**. You have the following in stock:

- Mangos, ripe and ready to eat today
- Oranges
- Bananas, for both dessert and cooking
- Peaches, which you are trying to get people to buy instead of nectarines
- Apples, green and crispy

You don't let people put cards in your window and don't know where the nearest bank or post office is. You have no change but do know what the time is.

List 5

You have a small **supermarket**. You have the following in stock:

- Salted butter
- Instant noodles, in pots and packets, but only spicy ones
- Full-fat and low-fat milk
- Black pepper, in powder and as corns
- White bread

You let people put cards in your window but don't know what time it is, or where the nearest banks or post offices are. You have change for 10 pounds.

Example of a Recipe: GREEK SALAD Ingredients

- ☐ 2 cloves garlic
- ☐ 1/2 medium sized red onion
- ☐ 1/2 cup olive oil
- ☐ 1 tbsp red wine vinegar
- ☐ 1 tbsp dried oregano
- ☐ 3 tomatoes
- ☐ 1 red pepper
- ☐ 1 long english cucumber or 4 salad cucumbers
- ☐ 1/2 red onion
- ☐ 1 cup crumbled feta
- ☐ 1/2 lemon, juiced
- ☐ pepper to season

Instructions

- ☐ Mince garlic and thinly slice the red onion. Toss with olive oil, vinegar, and dried oregano. Set aside until you are done the rest of the chopping. I do this first, then call the girls in to help. Mincing and thinly slicing onions are tasks best left to the adults.
- ☐ Chop the tomatoes, pepper, and cucumbers. Toss with feta, onions and lemon juice. Add in olives and/or lettuce here if desired.
- ☐ Serve at room temperature.

UNIT 8 – NEW ZEALAND: THE LAND OF KIWIS AND MAORIS

MATERIALS AND REFERENCES

Gymkana

own material

Worksheet: Spending Committee

British Council BBC

Worksheet: Telephone

British Council BBC

Every family has the right to a decent house and to have it you have to achieve a number of facilities. In our world, as you know, to obtain what we want is something impossible without money. Therefore to get everything you need for your house you are going to work hard!

To do this activity you need:

- A map
- An envelope

You have to look for the mission that the teacher is going to mark on your map, once you have the paper you have to come to the teacher and do what is written in order to obtain what you need for your house.

Good luck!!!!

TV: Your old television is broken. To guess which film is on TV now you have to pay attention to gestures.

3 of you are going to be actors and the rest of the group is going to be the viewers. The actors have to represent 3 films and the viewers have to guess them.

Remember: You only have 1 minute for each film!!!! Hurry up!!!!

BEDS: Someone is in your bed and you don't know who. To discover it one of you is going to be blindfolded and with his/her hands he/she has to recognise at least 3 of the members of the group.

Remember; You CAN'T talk!!!!

FRIDGE: The door of your fridge closes very fast, so you have to pay attention to what's inside. The teacher is going to show you a picture with 5 shelves and 4 objects in each shelf. You have only 5 seconds to see the picture. Then you have to put each object in the correct shelf.

TABLE: A table is something essential in a house. Besides it can be used for a lot of things like eating, playing games...

Your mission is telling the teacher 3 different uses of this 3 objects apart from the original one.

WASHING MACHINE: Your washing machine doesn't work very well.

You have to seem you are a washing machine. Once you create it you've to move the distance the teacher says without destroying the figure!

PLAYSTATION: Every child wants a Playstation at home, but you know that it is only possible if you get good marks. Let's study.

You have to ask teacher's questions. Try to do it in the right way because if your answer is correct you'll leap forward but if your answer is wrong...

CROCKERY: (VAJILLA) It is essential to have lunch so be careful, you can break it!! You are going to sit down one after the other with your legs straight. You have to pass a tray with glasses of water above your head to the next partner.

CHAIRS: In this house we have only a chair.
Try to sit down on it at least 3 persons. Your feet can't touch the floor.

MUSIC PLAYER: In this house listening to music is something impossible. You have 10 minutes to invent and sing a song in English!

LADDER: Oh no!!! you have to paint the rooms and you haven't got a ladder!!!. You have to buy a ladder but there is a problem THE SELLER IS DEAD (He/she CAN'T hear) You have to explain the teacher that you want to buy a ladder without talking.

KEYS: Unfortunately one member of your family has lost the keys and you can't open your house's door. To have them again every member of the group has to pronounce this two twister tongues:

“A good cook can cook as much cookies”

“Three witches watch three Swatch watches. Which witch watches which Swatch watch?”

Spending committee

Submitted by TE Editor on 22 January, 2008 - 13:00

This is a group activity where students imagine they are going to be part of the committee that will decide how money is spent in their school. They should discuss the advantages and disadvantages of a list of possible new resources for their school and try to come to a decision about the importance of the items. They should try to prioritise. If it is too difficult for them to order them all, ask them to choose the top three.

This activity was first published on the British Council's [Language Assistant](#) website.

Preparation

Prepare a list of items and make sure your students understand them.

Example list:

- Books for the library
- New furniture for the classrooms
- A new sports centre
- More teachers
- A new computer room
- MP3 players for every student
- Laptops for every student
- Interactive whiteboards for every classroom
- A new dining area for lunchtime
- A common room for students to relax

Procedure

- Get the students to work in small groups.
- Tell them to imagine your school has been given a large sum of money to spend on new materials. They are part of the committee that will decide how to spend the money.
- Ask the students to put the items in order from the most important to the least important.
- Make sure they discuss it together and are able to defend their choices.
- After the groups have decided you might like to join two groups together so they compare and justify their choices. You could also award points to the group that has the best plan and the best justification for their choices.

Follow up

To follow this up you could ask the students to imagine the school of the future and design their own school. Offer them unlimited funds and see what they can produce

Telephone role-play cards

<p>1a</p> <p>You need to telephone your doctor. You have an appointment on Tuesday the 3rd at 16.45 but you need to change it to Thursday the 5th at 15.00. On Monday 9th you are busy all day, but Tuesday 10th you have a free day.</p> <p>Telephone the doctor's clinic and speak to the receptionist. Make a new appointment.</p>	<p>1b</p> <p>You are the receptionist at Medical centre, the doctor's clinic. You have no free appointments on Thursday 5th as the doctor will be away that day. The next day the doctor is free is Monday 9th.</p> <p>Answer the telephone and help the patient make a new appointment.</p>
<p>2a</p> <p>You need to telephone your partner at his or her office. You planned to be home early today so you could go out for dinner together but you have to stay at work until very late.</p> <p>Telephone your partner's office and tell him/her the bad news! Make sure you say sorry.</p>	<p>2b</p> <p>You work at Smith and Jones Publishing Limited, in an office with one other person. He or she is in an important meeting and you are taking messages if anyone telephones.</p> <p>Answer the telephone and take a message.</p>
<p>3a</p> <p>You need to telephone a flower shop and order some flowers for friends who are having their 20th wedding anniversary. They love red roses. You want the flowers to be delivered to their house tomorrow.</p> <p>Telephone the shop and order the flowers. Don't forget to include a message saying congratulations.</p>	<p>3b</p> <p>You work at Blooming Wonderful, the flower shop. One of your services is delivery of flowers ordered by telephone.</p> <p>Answer the telephone and take an order. Remember you need the address and details of the message. Don't forget to ask what kind of flowers the customer would like.</p>

Telephone role-plays – Try - Activities © BBC | British Council 2005

<p>4a</p> <p>You need to travel from London to Glasgow tomorrow on urgent business. Your company has a travel advice section which can help you. You are not worried about the cost but you need to be in Glasgow by 11 o'clock in the morning and travel back to London in the evening.</p> <p>Telephone the travel advice section and find out what the best way is to travel.</p>	<p>4b</p> <p>You work in the travel advice section of your company. Your job is to help colleagues find the best way to travel.</p> <p>Answer the telephone. To help your colleague, you need this information:</p> <p><i>London to Glasgow by train, leaves 8.00, arrives 12.30. Returns to London in the evening.</i> <i>London to Glasgow by coach, leaves 7.00, arrives 15.00, returns to London next day</i> <i>London to Glasgow by air, leaves 7.30, arrives 8.45. Flights back to London all day.</i></p>
<p>5a</p> <p>You need to find out what the homework was from your last English class. As you missed it.</p> <p>Telephone your friend Joe and ask him/her to tell you about the class you missed and the homework.</p>	<p>5b</p> <p>Your name is Joe. Your friend is going to telephone you.</p> <p>Answer the telephone.</p>
<p>6a</p> <p>You work for United Engineering. You need to ask Express Delivery Services to collect a parcel from your office.</p> <p>Telephone Express Delivery Services and ask them to help you. Have your office address details ready to give them.</p>	<p>6b</p> <p>You work as a receptionist at Express Delivery Services.</p> <p>Answer the telephone. Connect the customer to the correct office (for collection of parcels they need to speak to Customer Services).</p> <p>Unfortunately there is no one in the Customer Services Office at the moment. Apologise and take a message. You need to find out what the parcel is and where the office of the customer is.</p>
<p>7a</p> <p>You want to stay at the Spring Waters Hotel in Hawaii for your next holiday. Before you make a booking, you want to ask the hotel for some information. You need to find out these things:</p> <ul style="list-style-type: none"> - are pets OK? - is there a special price for families? - what sports can you play? - is the weather good in September? <p>Telephone the hotel to find out the answers to your questions.</p>	<p>7b</p> <p>You work in the reception of the Spring Waters Hotel in Hawaii. You answer telephone enquiries from clients about the hotel.</p> <p>Answer the telephone. You need the following information:</p> <ul style="list-style-type: none"> - no pets are allowed - there are special family discount prices - you have football, swimming, tennis and water sports - the weather in September is warm but windy

Telephone role-plays – Try - Activities © BBC | British Council 2005

<p>8a</p> <p>You met someone new in your class. You want to invite your new friend out for a coffee on Saturday.</p> <p>Telephone your friend and make a date!</p>	<p>8b</p> <p>You met someone in your class but you didn't really like them very much and you don't want to be with them outside the class.</p> <p>Answer the telephone. Try to be polite but say 'no'.</p>
<p>9a</p> <p>You are going to miss a month of your English classes at Wordsworth Language School because you have to travel abroad for work. You want your teacher to e-mail you the homework and class work you will miss.</p> <p>Telephone the school and speak to your teacher. Leave a message if necessary.</p>	<p>9b</p> <p>You work in the reception of the Wordsworth Language School. Today all the teachers are away on a training course.</p> <p>Answer the telephone.</p>
<p>10a</p> <p>You need to talk to your bank manager, Mr Jones. You are not sure of the telephone number but think you have the right one.</p> <p>Telephone your bank. Ask to speak to Mr Jones</p>	<p>10b</p> <p>You work in a special garage as a mechanic. Your job is to repair sports cars.</p> <p>Answer the telephone.</p>

UNIT 9- JUMP KANGAROO, JUMP!

MATERIALS AND REFERENCES

Worksheet: “True/False stories”

British Council BBC

Texts: “Komodo Dragon” “Giant Panda” “Amur Tiger”

www.enchantedlearning.com

Worksheet: “Animals of Australia”

own material

True / False stories

Submitted by TE Editor on 23 June, 2002 - 13:00

This speaking activity is very effective for practising the telling of stories and for learning fascinating things about the students in the class.

Preparation

You don't need any materials for this, just an invented story that you are ready to tell.

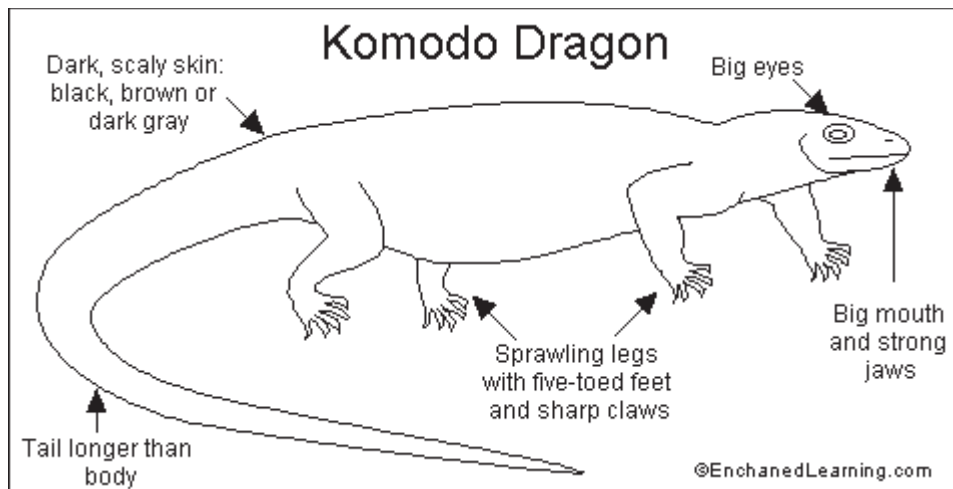
Procedure

- Tell the students an interesting story about yourself and describe in detail what happened. At the end of the story, give them an opportunity to ask you questions about the story. Finally, ask them to decide if they think the story is true or false. (This must be the first point at which you indicate it may not be true). Of course the story was untrue and now it's the students' turn to make up stories.
- Put the students into groups of two or three and tell them to prepare two stories for the class. Each student must have one story to tell, in a pair one story must be true and one must be false. In a group of three you can have one true and two false, or two true and one false. The important thing is that the false stories must be realistic and the true stories must be unusual.
- Make yourself available to help the students with language for the stories and make notes for problem areas to work on during the final feedback session. Also, give the students the opportunity to practise telling their stories to each other before they do them in front of the whole class. You may even let them make notes to use while telling the story, but try to avoid letting them write down the whole of the story.
- Ask each group in turn to come to the front and tell the rest of the class their stories. After each story is told, the class can ask some questions. When all in the group have told their stories, ask the students to decide which are true and which are false. Finally, reveal to the class the truth about the stories.
- When all the groups have finished their stories, conduct a feedback session and highlight the effective language that was used as well as the language that needs to be worked on.

Variations

It can be very intimidating and time-consuming talking in front of a large class so if you feel it is appropriate, it would be a good idea to match groups (e.g. three groups together) to tell each other their stories.

Komodo Dragon



The Komodo dragon is the world's biggest lizard and a fierce predator. This solitary meat-eater is a reptile, a cold-blooded animal. It is **diurnal**, most active during the day. The Komodo dragon is a fast runner; it can run up to 11 mph (18 kph). It is also a good tree climber and swimmer.

The Komodo dragon's scientific name is *Varanus komodoensis* (genus and species). It is in danger of extinction due to loss of habitat. Its life span is about 20 years.

Habitat: Komodo dragons live on islands in Indonesia, including the island of Komodo. They live in hot, humid, grassy lowlands and in rainforests. They sun themselves to increase their body temperature.

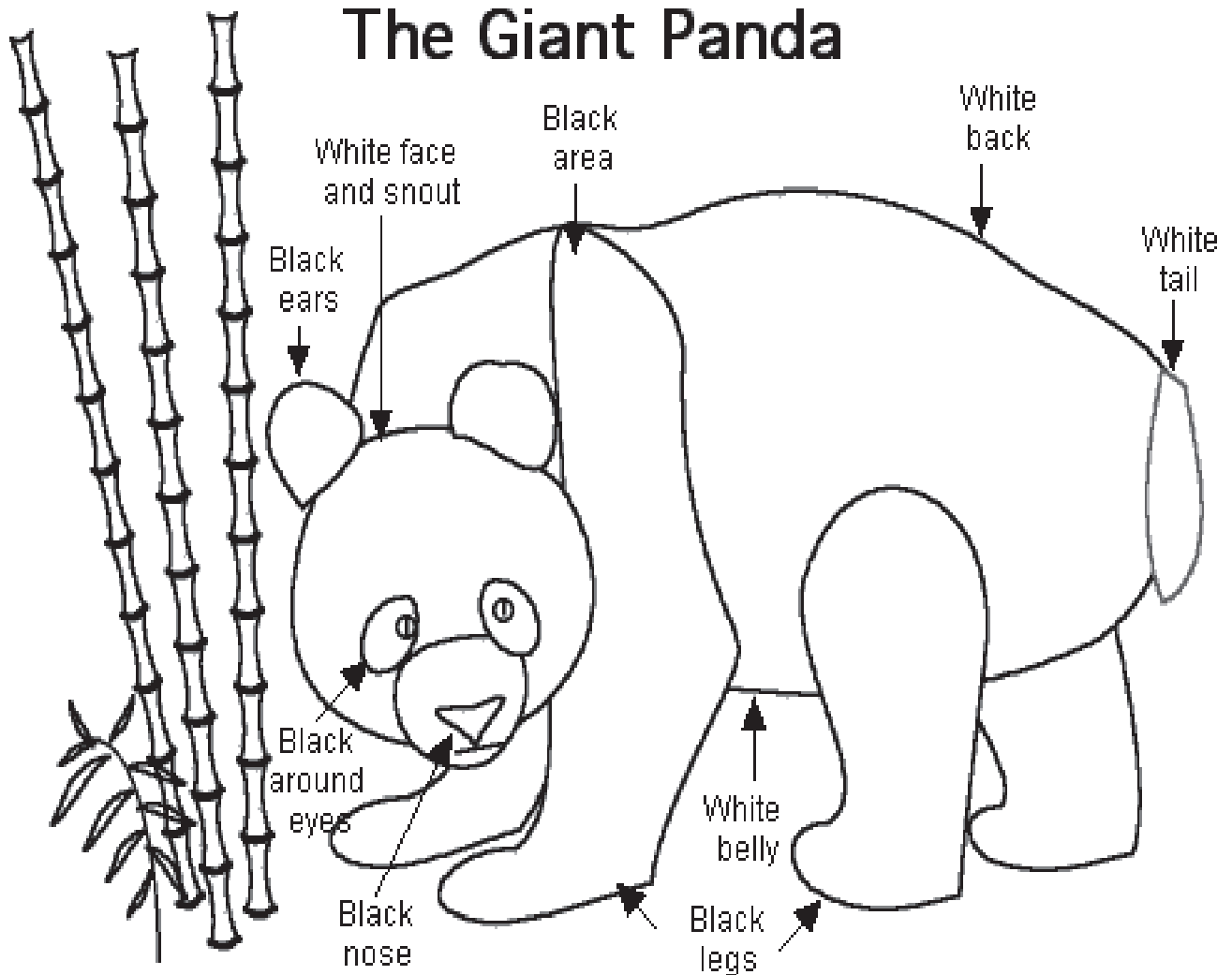
Anatomy: The Komodo dragon averages almost 9 feet (2.8 m) long, but can get up to 10 feet (3 m) long and weighs up to 300 pounds (135 kg). The Komodo dragon has four short legs and five-toed feet with sharp claws. The tail is longer than the body. It has sharp teeth in large jaws, but it has a weak bite. The Komodo dragon senses chemicals with a long, yellow, forked tongue. There are large venom glands near the mouth.

Diet: The Komodo dragon is a **carnivore** (meat-eater). It eats almost anything that it can catch or find, including goats, deer, wild boars, other lizards, and **carrion** (dead meat that it finds). It used to be thought that the Komodo dragon had disease-ridden bacteria in its mouth, and, after biting its prey, the victim sickened and died from blood poisoning within a day or two. In 2008, Australian scientists discovered that the Komodo dragon is venomous -- when it bites prey, the Komodo dragon injects the victim with a venom that prevents blood clotting and widens the blood vessels, causing a drop in blood pressure.

in the victim, which soon goes into shock and is helpless against the Komodo dragon. Komodo dragons have been known to kill people.

Reproduction: The female digs a hole in the ground, lays 20-40 eggs, and then covers them up with dirt. The eggs hatch in about 7 months. Hatchlings eat mostly insects and live in trees.

The Giant Panda



The giant panda is an endangered bear from bamboo forests in the mountains of China.

This black and white mammal gets to be about 3 to 4 feet tall at the shoulders and weighs about 250 pounds.

The panda mostly eats bamboo. It spends most of the day eating bamboo shoots and leaves.

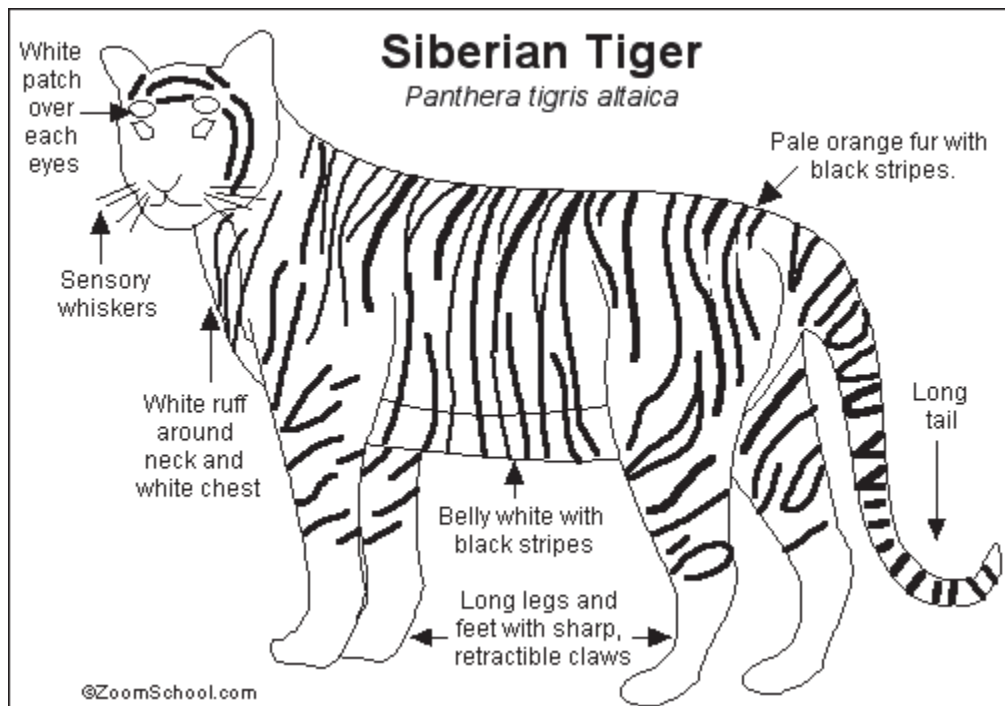
The panda is different from other bears. It has cat-like eyes and unusual hands with 5 clawed fingers plus a wrist bone that moves like an opposable thumb.



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Siberian or Amur Tiger

Panthera tigris altaica



The Siberian Tiger (also called the Amur Tiger) is the largest member of the cat family. These huge, territorial cats are found in the Amur-Ussuri region of Siberia (in northeastern Russia) and in northern China and Korea. They live in mountainous conifer forests at elevations up to 3,000 feet. There are only about 400 of these magnificent tigers left in the wild; they are an endangered species.

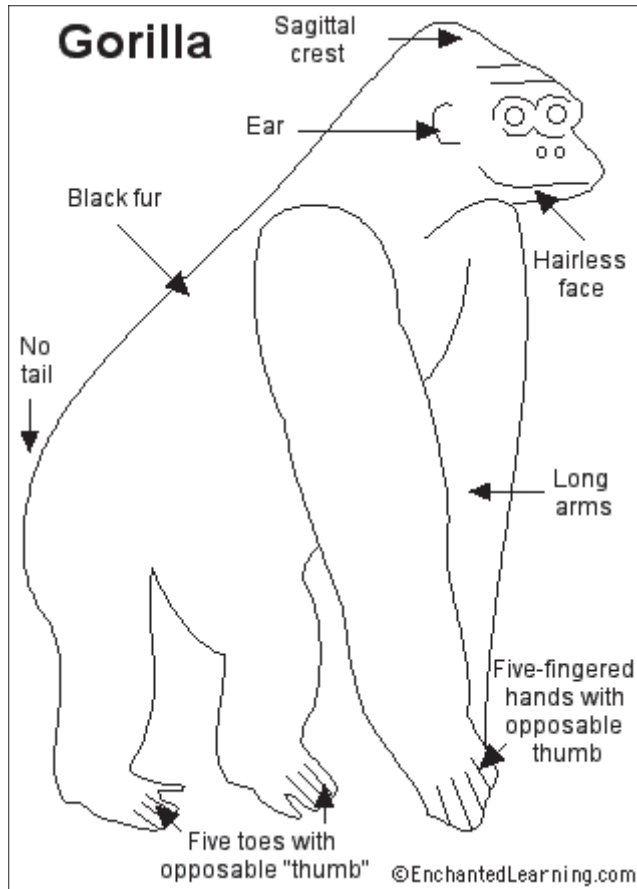
Anatomy: Male Siberian tigers are up to 10 3/4 ft (3.3 m) long and weigh up to 660 pounds (300 kg); females are up to 8 1/2 ft (2.6 m) long and weigh up to 370 pounds (165 kg). The fur is usually pale orange-brown with black stripes; they are paler than most other tigers. The fur on the belly and chest is white with black stripes. There is a white ruff around the neck.

Diet: The Siberian tiger is a fast-moving **carnivore** (meat-eater). The tiger often kills its prey with a bite on the neck. It eats deer, pigs, antelopes, cattle, young elephants, and buffalo. Tigers are **nocturnal** (most active at night).

Gorilla

Gorilla gorilla

[Animal Printouts](#)
[Label Me! Printouts](#)



Gorillas are large, quiet, shy apes that live in Africa. They live in small groups (or bands) of 6-7 individuals, including one silverback (adult male), a few females, and their young. Because of loss of habitat, these majestic primates are on the verge of extinction.

Anatomy: Gorillas have very long arms (the arms are longer than the legs), and a short, bulky body with a wide chest. They are covered with brownish hair on most of their body (except their fingers, palms, face, armpits, and bottoms of the feet). Gorillas have a very large head with a

bulging forehead, a crest on top (larger on males), tiny ears, and small, dark-brown eyes. Gorillas have no tail. Gorillas range from 4.6-5.6 ft (1.4-1.7 m) tall.

Diet: Gorillas are mostly **herbivores**, eating mostly plant material. Occasionally, gorillas eat termites and ants. An average adult male eats about 50 pounds of food a day. They rarely drink water.

QUESTIONS ABOUT THE LYNX

- 1- What is a lynx?
- 2- Where do they live?
- 3- Where does the Iberian lynx live?
- 4- Which animals can catch the lynx?
- 5- How many Iberian lynx remain?
- 6- Describe what the lynx is like (fur, jaw, claws...)
- 7- Which animals are caught by the lynx?
- 8- How does the lynx hunt?
- 9- After chasing its prey, how does it kill it?
- 10- What type of animal is the lynx?

UNIT 10 – ÁNDALE MARIACHI!

MATERIALS AND REFERENCES

Lyrics: “Yellow Submarine”

www.sing365.com

YELLOW SUBMARINE

In the town where I was born,
Lived a man who sailed to sea,
And he told us of his life,
In the land of submarines,

So we sailed on to the sun,
Till we found the sea green,
And we lived beneath the waves,
In our yellow submarine,

We all live in a yellow submarine,
yellow submarine, yellow submarine,
We all live in a yellow submarine,
yellow submarine, yellow submarine.

And our friends are all aboard,
Many more of them live next door,
And the band begins to play.

(Trumpets play)

We all live in a yellow submarine,
yellow submarine, yellow submarine,
We all live in a yellow submarine,
yellow submarine, yellow submarine.

(Full speed ahead, Mr. Barkley, full speed ahead!
Full speed over here, sir!
All together! All together!
Aye, aye, sir, fire!
Captain! Captain!)

As we live a life of ease(life of ease)
Every one of us(every one of us) has all we need,(has all we need)
Sky of blue,(sky of blue) and sea green,(sea of green)
In our yellow(In our yellow) submarine.(submarine) (Haha!)

We all live in a yellow submarine,
yellow submarine, yellow submarine,
We all live in a yellow submarine,
yellow submarine, yellow submarine.

(fading)

We all live in a yellow submarine,
yellow submarine, yellow submarine,
We all live in a yellow submarine,
yellow submarine, yellow submarine.

UNIT 11- THE FAR WEST: UNITED STATES OF AMERICA

MATERIALS AND REFERENCES

Audiovisual materials

UNIT 12 – BACK HOME, FOR GOOD?

MATERIALS AND REFERENCES

Speaking activity guidelines: “Lifestyle”

British Council BBC

Activities: “Where would you live?”

British Council BBC

Lifestyle

1. What are your eating habits? Do you tend to eat healthy food?
 2. Tell me about the place where you live.
 3. What kind of clothes do you like wearing?
 4. Are you more of a country person or a city person?
 5. How important is money to you?
 6. What do you do in your free time?
 7. Describe your personality.
 8. What are your friends like?
 9. What kind of job do you see yourself doing in the future?
 10. Which countries/cities would you like to travel to?
- www.teachingenglish.org.uk

Where would you live?

Submitted by TE Editor on 14 June, 2006 - 13:00

In this activity, students compare the advantages and disadvantages of living in different countries. It takes 90 minutes and it is designed for intermediate students.

Preparation

Write these phrases on the board:

- standard of living
- mentality
- cuisine
- political situation
- environment
- climate
- culture

Ask your students what they understand by these terms. If necessary, explain what they mean.

Procedure

- Tell your students they have to choose a different country to go to live in.
- To make their choice, they have to rank the phrases in the introduction in order of importance. Tell them to do this in writing.
- Ask your students to get into groups of four people and compare and discuss the order that they have put the phrases in.
- Reconvene as a whole class. Ask some of the students what they had in first position etc. Ask them to say why.
- Encourage some class discussion on the topic.
- Ask each student to make a note of any cause-effect relationships between the phrases. Give them time to think and write these down.
- Ask each student to state and explain the cause-effect relationship.
- Encourage a class discussion on this.

Why

it

works

This activity encourages students to speak, because they have to make individual decisions before talking to the group. This means that they will definitely have something to say.

Learning Unit:

Can we save the world?

Subject: Diseño, Organización y Desarrollo de Actividades para el Aprendizaje del Inglés.

Year for the Learning Unit: 3rd E.S.O.

Student: Marina Peralta Mateo

Máster Universitario en Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanzas de Idiomas, Artísticas y Deportivas

INDEX

1. Introduction	3
a)Justification	3
b)Contextualization	3
c)Organization of Learning Unit	4
2. Learning Unit of Work	5
a) Contribution to the Key Competences	5
b)Objectives	6
c)Contents	6
d)Methodology	7
e)Evaluation Criteria	8
3. Lessons	9
4. Conclusions	30
5. References	30

I. Introduction.

a) Justification

This learning unit has been designed following the objectives, contents, procedures and methodology described in the Real Decreto 1631/2006 (December 29th) and Ley Orgánica 2/2006 (May 3rd) respectively. Moreover, the underlying principles for this learning unit are enclosed in the Aragonese Curriculum for compulsory secondary education. These pieces of legislation contain information on the different language skills subject to be taught in the the whole secondary education cycle, including its third year, which is the one this learning unit is designed for.

The focus of this learning unit is concerned with the current problems affecting our world and the possible ways to help. This topic has been chosen as a means of making students aware of the importance their actions have to the environment and society they live in. Together with this aim, this particular learning unit also provides the opportunity for students to conceive English not only as the language spoken in certain countries (USA, UK, Australia, etc.) but also, as a main tool towards globalization and worldwide communication. This idea is in accordance with the main theory postulated by Kumaravadivelu¹ (2012) who stated that “the twenty first century society, because it is fast becoming a globalized and globalizing society, demands that we rethink the teaching of culture in our second language classrooms”. Therefore, we do not longer consider English just as an instrument belonging to a specific number of countries or cultures, but rather as the key towards worldwide cultural flow and communication.

This learning unit (which is the first one of the third term) will be developed in seven consecutive lessons with different activities proposed. The order in which these activities will be displayed corresponds to a progression in the difficulty of the topic (from easy-starting activities to more complex ones) and the main focus of the lesson (reading, writing, etc). The last lesson will consist on a recapitulation of all the contents taught throughout the unit.

Finally, this unit will give us the opportunity to work on all four language skills although an special emphasis will be done on speaking skills as the other three (listening, reading and writing) have been thoroughly studied in the previous units of the year.

b) Contextualization

'Escuelas Pías' is a charter High School located in the urban area of Zaragoza (Conde de Aranda 2, C.P. 50003), in one of the main districts of the city. It has approximately 1000 students in total and it is the biggest high school of the neighborhood. The educational offer of this institution covers all possible cycles: infant, primary, compulsory secondary and 'bachillerato' education programs. There are two English teachers assigned for the E.S.O. cycle, one in charge of the first two years and the other one of 3rd and 4th year of E.S.O. In addition to this, all classes receive a

¹ Kumaravadivelu's interview for *Marco ELE: Revista Didáctica Español como Lengua Extranjera*: “The World and the World. Interview to B. Kumaravadivelu” (núm. 14, 2012)

conversation assistant once per week (assigned by the government).

'Escuelas Pías' belongs to the Catholic Piarist Order present in Zaragoza for a long time. Already in the XVIII century, two members of this Order started teaching youngsters in the streets of Zaragoza. Since that moment on, its popularity has progressively increased up to the point where 'Escuelas Pías' has become one of the most reputed schools of the area. Its facilities, participation in international programs (Comenius, bi-lateral agreements, etc), incorporation of ICTs into the classrooms, qualified instructors, etc. have made the school earn a lot of popularity in the city of Zaragoza. In terms of English teaching, 'Escuelas Pías' has incorporated innovative resources: all classes have WiFi connection, projectors, etc., they also have a native English speaker visiting the school everyday, 'Escuelas Pías' has incorporated the AMCO² program for primary education and offers English as language of instruction for certain subjects at secondary education level, etc. All these efforts have been translated into their successful acceptance as a bilingual school for the following 2013-2014 school year.

Furthermore, and despite its Catholic condition, one of the main features that characterizes this school is its high rate of foreign students (first and second generation immigrants) amounting for almost 30% of the total. This fact has implied the creation of integration programs and new diversity plans aiming at fostering a positive cohabitation and achieving one of the schools' most important underlying philosophies: to fully educate students not only from the curricular perspective but also in civic and sociocultural values that will help them to become a positive asset for society.

In addition to this, the school has a wide range of facilities which are subject to be used by all the courses (indoors backyards, outdoors backyards, computer rooms, laboratories, theater, etc). One feature that should be noted is that the 'bachillerato' cycle is held in a part of the main building, as it is shared with six other institutions from the Order. Moreover, students themselves are the ones who usually go to the classroom, as the school has opted for assigning particular classrooms for certain specific subjects ('English classroom', 'Computer classroom', etc).

Finally, this learning unit is designed for 3rd year of E.S.O. which has 76 students divided into 3 different classes (A, B, C). A and C sections hold a more or less homogeneous level whereas section B is devoted to the 'diversification group' (referring to students who have struggled in the course of their education; out 27 students in total, 11 have repeated an academic year). It is in this section where this learning unit will be implemented. Students from 3rd E.S.O. B have serious lack of motivation issues and have experienced different obstacles which have jeopardized their teaching-learning process. Aiming at encouraging these students, activities proposed in this learning unit are varied, including different working methods, games, etc.

c) Organization of Learning Unit

The development of this learning unit is structured following a very systematic scheme. The

2 AMCO is an innovative program which promotes English teaching from different subjects. For more information: www.amco.es

unit shall be developed in the progress of seven consecutive sessions of 55 minutes each.

For each of the lessons, a template has been included in this document with a corresponding explanation of all the steps to follow and the materials needed (see annexes). Lessons have been designed following a gradual increase of difficulty, from basic-introductory activities towards more complex ones. Furthermore, activities proposed have been designed in a way that, at the end of the unit, all four basic language skills will have been worked, with an special emphasis on speaking skills (as the rest have already been thoroughly developed throughout the year).

In addition to this, lessons have been designed in a way that enables students to reflect on their learning process and their performances in class so that the teacher has a continuous source of information on the students' progress. Self-assessment will also be done on the part of the instructor.

II. Learning unit of work

a) Contribution to the key competences

The learning process of a foreign language directly encourages the development of some of the basic competences outlined in the BOE, which are interrelated one another and maintain a cross-curricular relation with other subjects, being this the key towards a global and significant learning process. Despite the fact that learning a foreign language has traditionally been considered as an exclusive contribution to *linguistic competence*, this subject offers the appropriate setting for some other basic competences to be developed. More precisely, out of the eight basic competences outlined in the BOE, these six underneath specified are the ones more thoroughly developed:

- *Communicative Competence*: it is often divided into three different fields *linguistic* (syntactic, morphosyntactic and phonological elements), *pragmatic* (language functions, conversation) and *sociolinguistic* (social conventions, communicative intention, etc). This general competence is acquired by the students via their exposure to the structures and internal functioning processes. In this learning unit, it will be developed through oral expositions, study of vocabulary in context, use of English as the language of communication between all the class members, etc.
- *Cultural competence*: it fosters the acknowledgment of certain linguistic and cultural manifestations which can be acquired through different activities and methodology. Furthermore, it is related to the expression of personal opinions and preferences. This competence will be developed through some activities such as powerpoint presentations, reflections on world problems, countries affected by them, etc.
- *Digital competence*: Acquired through the use of digital devices to communicate and access information (powerpoint, internet, videos, etc).
- *Interpersonal and Civic competence*: encouragement of respect, tolerance, intercultural awareness and interest in other cultures. Languages enable speakers to communicate, transmit their own culture and learn from their interlocutors.

Furthermore, learners of a second language also acquire the ability of expressing their opinions and listening to others. In this learning unit, this skill will be developed through group work, expressing opinions, etc.

- The competence of *learning to learn* is encouraged via the students' development of metacognitive skills implied in the L2 learning process. Students of a second language have to interpret and represent reality through the construction of hypothesis, opinions and information received from different sources.
- *Personal Initiative and Autonomy*: encouraged in the classroom through collaborative work, individual work, management of personal resources and cooperation skills and making decisions through the L2 teaching-learning process.

b) Objectives

The objectives for this learning unit follow the underlying principles and aims indicated in the Aragonese Curriculum. More specifically, this learning unit has been designed to fulfill the following objectives:

- To express obligation and prohibition statements.
- To discuss world problems and solutions.
- To read, understand and produce simple written pieces with the aim of extracting general and specific information on world problems.
- To express opinions and feelings on the unit's topic.
- To use the phonetic, lexical, structural and functional components in real communicative contexts.
- To develop autonomous learning and to reflect on one's own learning process.
- To understand English as a means of communication and cultural transference.
- To develop group work skills.

c) Contents

All the contents described in this learning unit are based on the principles and indications included in the Aragonese Curriculum for 3rd year E.S.O.

More specifically, the contents for this learning unit are:

<i>Grammar</i>	<i>Vocabulary</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening</i>	<i>Phonology</i>
- Have to/ don't have to. - Don't have to vs. Mustn't.	- World problems and solutions for them: natural disaster, volcanic eruption, hunger, war, pollution, sickness, poverty, homelessness, flood, earthquake, charity. - Places: hospital, police office, supermarket, school, post office, train station.	- Article: Famous helpers: 'Sting'	- A letter to the UN.	- Interview: 'Saving the Earth'	- Word-stress. - Intonation patterns.

d) Methodology

The methodology used for this learning unit follows all the underlying principles and indications described in the Aragonese Curriculum. This piece of legislation emphasizes the importance that active participation on the part of the students have for the teaching-learning process, which is what this learning unit aims at. Bearing in mind the characteristics of the students for which this learning unit has been designed for, students are given an active role in which they modifying, re-elaborate their knowledge framework, creating their own learning strategies and making decisions in the teaching-learning process. The teacher, on the other hand, acquires the role of a helper and guidance. This methodology is in direct opposition to the traditional 'passive students' in which teachers merely lectured their audience who passively received the information.

Moreover, the teaching-learning process for this learning unit guarantees the usefulness and practicality of the contents learnt together with the development of the key competences in a globalized and inter-curricular way. The activities proposed encourage the use of English in real communicative situations so that the students are able to appreciate the appliance of theory to practice and the understanding of English as a tool for global communication. Vocabulary is learnt in context, in opposition to the traditional 'memorizing-vocabulary-lists' that students seem to disgust so much.

Contents are taught in a organized way (with warm-up activities and more complex ones), introducing those which might result more difficult to understand towards the end of the unit. All four skills will be worked through different kinds of activities (listenings, discussions, writing a letter, pronunciation exercises, etc). Furthermore, contents for this learning unit will be presented in

a clear way, showing the interrelation between them and those students' might learn in other subject.

In addition to this, diverse working methods will be undertaken. This learning unit provides the appropriate setting for individual, pair and group work. In the case of group work activities, the teacher will make sure that the groups are heterogeneous and well-balanced so that all students can benefit from the activity, as a way to deal with the diversity of students. These various ways of working promotes the development of students' skills for research, selection and processing of information together with the acquisition of important values such as cooperation, respect and tolerance.

Finally, ICTs will also be included in the development of this learning unit. The inclusion of technological advances promotes the students' interest to explore, analyze and exchange information. In addition to this, ICTs allow real-time communication and work as an infinite source of information.

e) Evaluation Criteria

The evaluation criteria of this learning unit follow those principles established in the Aragonese Curriculum for 3rd year of E.S.O. This piece of legislation encourages continuous assessment of the teaching-learning process which is formative in nature, providing feedback to the students on their progress and identifying possible problems at an early stage in the course of the unit. Furthermore, the evaluation of the student's performance will be done taking into account the basic competences, objectives, contents and evaluation criteria described in this document.

This type of assessment enables the teacher to know their progress at all times. This will be done via different evaluation instruments such as rubrics, students' self-reflection on their progress, questions, in-class corrections, observation for spoken interaction, etc. In addition to this, students will take a global test at the end of the term that will cover all the units studied in that span of time. In this case, because this is the first unit of the third term of the year, no test will be provided until the rest of the units have been studied.

However, evaluation will not be exclusively restricted to students' performance. Teachers will also evaluate their performance and the success of the activities proposed. This will enable teachers to include possible improvements or changes for future times.

Moreover, the evaluation procedures will be based on direct observation of students' work and participation in class, their performance on activities done in class and at home, their own self-assessment and the results obtained in the term-test. All the activities proposed, together with the students' attitude towards the subject, will be worth for the final grade.

Finally, because students have different learning abilities and rhythms, teachers will take into consideration the progress made by each one of them in the consecution of the objectives set for this learning unit, considering also the set evaluation criteria.

UNIT: CAN WE SAVE THE WORLD?			
Lesson 1			
Teacher: Marina Peralta	Level: Pre-intermediate	Length: 55'	Students' age: 14-15 years old (3º E.S.O)
<p>Context:</p> <p>It is the first lesson belonging to the first unit of the third term. The unit deals with the world's most important problems nowadays and the possible solutions to them.</p> <p>This theme has been included as an opportunity for our students to acquire a series of civic and social values which, at the same time, enables them to receive a comprehensive formation through the use of the English language. Being aware of the impact their actions have for the environment helps them acknowledge a series of civic values basic for co-habitation.</p> <p>This lesson will focus on the study of the unit's vocabulary through a series of games and activities. Furthermore, the activities underneath presented will also serve our students to improve their speaking skills which is one of the main concerns of the unit.</p> <p>In addition to this, these activities allow our students to practice their communicative and producing abilities in English through a very motivating way. Also, group work is encourage throughout the lesson, as a way of fostering cooperation and respect between all the students.</p> <p>Anticipated difficulties:</p> <p>Some of the difficulties that may arise during the course of this lesson are that students might not understand some of the vocabulary terms prior to the explanation. In addition to this, some other aspects which could jeopardize this lesson are that students may not respect nor understand the rules of the games and that they speak to each other in their native language.</p> <p>Another difficulty that could happen is that students might not work well in groups.</p> <p>Solutions:</p> <p>In order to solve the first and third difficulties, the teacher will organize the students into heterogenous groups including each one of them some low-ability, mid-ability and upper-ability students. This will be done in an indirect manner so that students do not feel categorized by the teacher.</p> <p>Rules will be stated and thoroughly explained at the beginning of each activity and the teacher will make sure that everything is correctly understood through questions and examples.</p> <p>Finally, to ensure that students communicate in English, the teacher will state at the beginning of the lesson that those groups speaking constantly in English to each other will be positively rewarded.</p>			
<p>Main aims:</p> <ul style="list-style-type: none"> - To understand and actively use the unit's vocabulary. - To define vocabulary items in English. - To match lexis with definitions. - To speak in English between each other. <p>Subsidiary aims:</p> <ul style="list-style-type: none"> - To associate world problems with specific geographic locations. - To work cooperatively in groups. - To respect given rules. <p>Teacher personal aims:</p> <ul style="list-style-type: none"> - To manage time correctly. - To explain rules clearly. - To give suitable examples. 			

- To make sure everything is fully understood by students.
- To create an integrating and positive class atmosphere.
- To encourage students to actively use the English language.
- To motivate students.

Language to be taught and practice

Vocabulary related to *world problems* and *solutions*

Work on skills

<i>Reading</i>	<i>Listening</i>	<i>Speaking</i>	<i>Writing</i>
		X	X

ACTIVITIES

1. Warm-up: 'Hangman'

Timing: 15'

-Students will play this classic game to start getting in touch with the vocabulary that will be learnt throughout the unit.

-The teacher will be in charge of choosing the word for each game turn, as the students are not yet familiar with the unit's vocabulary.

-Teacher will choose a word from the list (see Lesson 1-Annex) and will write lines in the board corresponding to the number of letters contained in the word chosen. Students will start guessing letters (from their seats) until they find out which word the teacher has thought of.

Procedure:

Individual:
teacher \rightarrow students.

Teacher will guide this activity.

2. Vocabulary activity: 'Match'

- Students will be divided into groups of 5.

This will be done by the teacher in an indirect way so that students do not feel categorized. The teacher will give a colored card (red, green, yellow, blue or orange) to every student and those receiving the same color will be in the same group. This method enables the teacher to actively deal with the diversity of the class, assigning low-ability, medium-ability and high-ability students into different.

Timing: 15'

(included the time used in making the groups with the cards which very likely will take longer than traditional group making procedures)

Procedure:

- Each group will receive some cards with pictures and others with definitions (see Lesson 1-Annex). All the cards will be facing down.

Group work:
students → students

- Students will take turns inside their groups to pick up two cards and see if the definition and the picture match each other. If they do, they get the cards, if they don't they lie them down again (mixing them with the rest).

Teacher:
Acts as activity controller and guidance, supervising the game and solving doubts.

3. Speaking activity: 'A little bit of geography'

- Taking into account the world problems appearing in the previous activity, students will associate a country with a world problem.
e.g. 'poverty' with Tanzania.

Timing: 20'

Group work:
students → students

- In the same groups as before, students will take turns to explain in

English to the rest of the group why they have made that association. <i>(in case there is still enough time)</i> -Afterwards, teacher will choose one member of each group to explain to all the class its association.	<u>Teacher:</u> Guidance Supervising the game and solving doubts.
4. Self-assessment - Teacher will hand out to the students a self-assessment rubric (see Lesson 1-Annex) to reflect on their performance during the lesson. - Teacher will also fill in a rubric assessing the success of the activities.	Timing: 5' Procedure: -students work on their own. -Teacher collects their responses.
Expecting learning outcomes	
<ul style="list-style-type: none"> - Be able to understand and actively use the unit's vocabulary. - Be able to define vocabulary items in English. - Be able to match lexis with definitions. - Be able to speak in English between each other. - Be able to associate world problems with specific geographic locations. - Be able to work cooperatively in groups. - Be able to respect given rules. 	
Materials and resources	
<ul style="list-style-type: none"> - Blackboard. - Cards included in Lesson 1 – Annex - Colored sheets (red, green, blue, yellow and orange) 	
Total Timing: 55'	

Assessment and Feedback
<ul style="list-style-type: none"> - Students will self-assess their performance. - Teacher will also assess the development of the lesson. - Teacher will give feedback to students while supervising the lesson (teacher will pass around taking notes)
Evaluation of learning-teaching process Students' self-assessment will enable the teacher to know if changes (increase in the number of vocabulary items, reducing the words learnt, variations in the activity, etc.) have to be introduced for future years. Furthermore, teachers' self-assessment will enable the teaching-learning process to be improved if necessary
Homework 1. Students should write down (in a paragraph) the reasons they gave to the rest of the group when associating a specific country with a world problem. It will be handed in during the course of the next lesson (teacher will correct them in office hours and will give them back to the students next day).

UNIT: CAN WE SAVE THE WORLD?			
Lesson 2			
Teacher: Marina Peralta	Level: Pre-intermediate	Length: 55'	Students' age: 14-15 years old (3º E.S.O)
<p>Context:</p> <p>It is the second lesson belonging to the first unit of the third term. The unit deals with the world's most important problems nowadays and the possible solutions to them. The context for this lesson corresponds to the one for Lesson 1.</p> <p>This lesson will be devoted to the study of vocabulary but also to the development of reading skills. Furthermore, ICTs will be introduced into the classroom context through the use of powerpoint presentations.</p> <p>Anticipated difficulties:</p> <p>Some of the difficulties that may arise during the course of this lesson are that students might have problems remembering the vocabulary from Lesson 1. In addition to this, some other aspects that could jeopardize this lesson are that students may not respect nor understand the rules of the activities proposed and that they speak to each other in their native language. Another difficulty that could happen is that students might not work well in pairs.</p> <p>Solutions:</p> <p>In order to solve the first possible problem, the teacher will start the lesson with a warm-up activity that would help all the students remember the vocabular previously studied.</p> <p>Rules will be stated and thoroughly explained at the beginning of each activity and the teacher will make sure that everything is correctly understood through questions and examples. In addition to this, pairs will be done according to working rhythms determined by the teacher so that all students can benefit from this methodology.</p> <p>Finally, to ensure that students communicate in English, the teacher will walk around the class giving positive feedback to those that actively use the language.</p>			
<p>Main aims:</p> <ul style="list-style-type: none"> - To consolidate the unit's vocabulary previously learnt. - To express their opinion on celebrities helping the world. - To understand a simple text on 'famous helpers'. - To speak in English comparing opinions. <p>Subsidiary aims:</p> <ul style="list-style-type: none"> - To work cooperatively in pairs. - To respect given rules. - To appreciate environment-friendly behavior. <p>Teacher personal aims:</p> <ul style="list-style-type: none"> - To manage time correctly. - To explain rules clearly. - To give suitable examples. - To make sure everything is fully understood by students. - To create an integrating and positive class atmosphere. - To encourage students to actively use English. - To motivate students. 			

Language to be taught and practice			
<div>-Vocabulary related to <i>world problems</i> and <i>solutions</i></div> <div>-Vocabulary related to <i>celebrities</i>.</div>			
Work on skills			
Reading	Listening	Speaking	Writing
		x	x
ACTIVITIES			
<div>1. Warm-up: 'Refreshing vocabulary'</div> <div>- Aiming at refreshing and consolidating the vocabulary studied in Lesson 1, the teacher will write on the blackboard the first letter of a world problem.</div> <div>-Students will try to guess (from their seats) what is the hidden word.</div>			<div>Timing: 5'</div> <div>Procedure:</div> <div>Individual work: students will try to guess the words.</div> <div>Teacher: guides the activity and controls it.</div>
<div>2. Pre-reading task: 'Famous helpers'</div> <div>- Teacher will show a powerpoint presentation with a series of pictures of famous people helping the world. Then, the teacher will ask the students about the people in the picture and the activity they are doing.</div> <div>-Students will give their opinions outloud (just a few of them) and then will complete the sheet (see Lesson 2- Annex).</div> <div>-Students will compare their answers to those of their partners (speaking).</div>			<div>Timing: 15'</div> <div>Procedure:</div> <div>Individual work: students will guess on the pictures and will write down their answers.</div> <div>Pair work: students will talk about their answers with their partners.</div>
<div>3. Reading: 'Sting'</div> <div>-Students will read the text on the famous singer Sting and complete the activities proposed (see Lesson 2 – Annex)</div> <div>-Students could use the help of a dictionary (preferably monolingual)</div> <div>- Exercise correction will be done during the last minutes of the class. The sheet will be collected by the teacher so that the teacher can correct the written exercise (act. 3) and the rest, in case they didn't have time to finish corrections in class.</div>			<div>Timing: 35'</div> <div>Procedure:</div> <div>Individual work: students will read the text and complete the activities.</div> <div>Teacher: will act as guidance, controller and correction provider.</div>
Expected learning outcomes			
<div>- Be able to actively use unit's vocabulary.</div> <div>- Be able to express their opinion on celebrities helping the world.</div> <div>- Be able to understand a simple text on 'famous helpers'</div>			

<ul style="list-style-type: none"> - Be able to orally compare opinions in English. - Be able to work cooperatively in pairs. - Be able to respect given rules. - Be able to appreciate environment-friendly behavior.
Materials and resources
<ul style="list-style-type: none"> - Blackboard - Powerpoint presentation (Lesson 2- Annex) - Worksheet on 'famous helpers' (Lesson 2 - Annex) - Text and activities: 'Sting' (Lesson 2 – Annex)
Total timing: 55'
Assesment and feedback
<ul style="list-style-type: none"> - Teacher will assess the development of the lesson. - Teacher will give feedback to students while supervising the lesson. - Teacher will correct the exercises in class or will collect them if any time managing problems occur.
<p>Evaluation of learning-teaching process</p> <p>Correcting (or collecting the exercises) will enable the teacher to acknowledge whether students are in need of some kind of reinforcement of their reading skills.</p> <p>Furthermore, supervising how the students communicate in English will also enable the teacher to know whether or not lesson concepts are being acquired by students.</p>
<p>Homework</p> <p>1. Students will write a short letter to famous 'helping' celebrity thanking him/her for their efforts. Letters will be handed in next day and the teacher will correct them.</p>

UNIT: CAN WE SAVE THE WORLD?			
Lesson 3			
Teacher: Marina Peralta	Level: Pre-intermediate	Length: 55'	Students' age: 14-15 years old (3º E.S.O)
<p>Context:</p> <p>It is the third lesson belonging to the first unit of the third term. The unit deals with the world's most important problems nowadays and possible solutions to them. The contextualization for the theme chosen is in correspondance to that from lessons 1 and 2.</p> <p>This lesson is concerned with the acquisition of an specific grammar structure: obligation with <i>have to</i> and <i>don't have to</i>. However, a short speaking activity has also been included as it is the skill we are overall most interested in (for unit 7).</p> <p>In addition to this, these activities allow our students to practice their communicative and producing abilities in English in a very motivating way and ICTs are included in the classroom context.</p> <p>Anticipated difficulties:</p> <p>Some of the difficulties that may arise during the course of this lesson are that students might be reluctant to speaking in English or work with a partner. In addition to this, some other aspects which could jeopardize this lesson are that students may not respect nor understand the rules of the activities. Another difficulty that could happen is that students might not enjoy learning grammar.</p> <p>Solutions:</p> <p>Aiming at finding a solution for the first anticipated difficulty, teacher will state at the beginning of the class that English should be the language to be spoken throughout the lesson and that those respecting that rule will be positively rewarded. Moreover, to overcome any difficulties arising from a grammar dislike, teacher will make the explanations short and appealing. Grammar in this unit will be given through short, clear explanations on powerpoint that will be called 'Grammar pills'.</p> <p>Main aims:</p> <ul style="list-style-type: none"> - To understand <i>obligation structures</i> with 'have to' and 'don't have to' - To actively use 'have to' and 'don't have to' when speaking in English. - To express their opinion on celebrities helping the world. <p>Subsidiary aims:</p> <ul style="list-style-type: none"> - To work cooperatively in pairs. - To respect given rules. - To appreciate respectful behavior towards the environment. <p>Teacher personal aims:</p> <ul style="list-style-type: none"> - To manage time correctly. - To explain rules clearly. - To give suitable examples. - To make sure everything is fully understood by students. - To create an integrating and positive class atmosphere. - To encourage students to actively use the English language. - To motivate students. 			
Language to be taught and practice			
<ul style="list-style-type: none"> - Vocabulary related to <i>world problems</i> and <i>solutions</i>. - Vocabulary related to <i>famous helpers</i>. 			

- Grammar structures: <i>have to</i> , <i>don't have to</i> , interrogative form (<i>do famous people have to...?</i>)			
Work on skills			
<i>Reading</i>	<i>Speaking</i>	<i>Listening</i>	<i>Writing</i>
x	x		x
ACTIVITIES			
1. Warm-up: 'Famous people have to.../ don't have to'			Timing: 10'
<p>To start up the lesson, the teacher will hand out a 'tick list' (Lesson 3-Annex) to each of the students. This sheet has two columns with things famous people have to/don't have to do. Each student will mark a tick on what s/he thinks celebrities should do to help the world. Once finished, they will speak about their answers with their classmates.</p> <p>Teacher will pass around checking that students speak to each other in English.</p>			Procedure: <u>Individual:</u> Students will decide on what they consider celebrities should do to help the world. <u>Teacher:</u> will supervise the development of the activity, providing feedback while passing around.
2. 'Grammar pill!! <i>Have to</i>, <i>don't have to</i>'			Timing: 10'
<p>Teacher will give a short 'grammar pill' to the students. This consists on a ten-minute explanation on a the suitable grammar structure that they will be using. The explanation will be done through a powerpoint presentation.</p> <p>Students might raise their hands in case they have questions.</p>			Procedure: Teacher explains to students. Students might ask the teacher questions in case they don't understand.
3. Working on the 'Grammar Pill'			Timing: 25'
<p>Students will work on the activities proposed to consolidate the Grammar Pill just explained. Exercises are included in Lesson 3-Annex.</p> <p>Teacher will devote the last 6 minutes to correct the exercises in class.</p>			Procedure: <u>Individual:</u> students work on their own filling in the exercises. <u>Teacher:</u> will answer questions should they arise. Teacher will also correct the exercises.
Expected learning outcomes			
<ul style="list-style-type: none">- Be able to understand <i>obligation structures</i> with 'have to' and 'don't have to'- Be able to actively use 'have to' and 'don't have to' when speaking in English.- Be able to express their opinion on celebrities helping the world.			

- Be able to work cooperatively in pairs.
- Be able to respect given rules.
- Be able to appreciate respectful behavior towards the environment.

Materials and resources

- Worksheet on *Famous people have to/ don't have to...* (Lesson 3- Annex)
- Powerpoint for the 'Grammar pill'
- Exercises included in Lesson 3 – Annex.

Total timing: 55'

Assessment and feedback

- Teacher will assess the development of the lesson.
- Teacher will give feedback to students while supervising the lesson.
- Teacher will correct the exercises in class.
- Students might ask questions should doubts appear.

Evaluation of learning-teaching process

Correcting (or collecting the exercises) will enable the teacher to acknowledge whether students are in need of some kind of reinforcement on the 'Grammar Pill' taught in the lesson. Furthermore, supervising how the students communicate in English will also enable the teacher to know whether or not lesson concepts are being acquired by students.

Homework.

1. Students should write at home 6 sentences referring to what they have to/don't have to do to have an environment-friendly behavior.

UNIT: CAN WE SAVE THE WORLD?			
Lesson 4			
Teacher: Marina Peralta	Level: Pre-intermediate	Length: 55'	Students' age: 14-15 years old (3º E.S.O)
<p>Context:</p> <p>It is the fourth lesson belonging to the first unit of the third term. The unit deals with the world's most important problems nowadays and possible solutions to them. The contextualization for the theme chosen is in correspondance to that of the previous lessons.</p> <p>This specifi lesson is concerned with the acquisition of an specific grammar structure: difference between <i>don't have to</i> and <i>mustn't</i>. This 'Grammar Pill' will be worked via a motivating speaking activity. In addition to this, ICTs are included in the classroom context through a powerpoint.</p> <p>Anticipated difficulties:</p> <p>Some of the difficulties that may arise during the course of this lesson are that students might be reluctant to speaking in English or work with a group. In addition to this, some other aspects which could jeopardize this lesson are that students may not respect nor understand the rules of the activities. Another difficulty that could happen is that students might not enjoy learning grammar.</p> <p>Solutions:</p> <p>Aiming at finding a solution for the first anticipated difficulty, teacher will state at the beginning of the class that English should be the language to be spoken throughout the lesson and that those respecting that rule will be positively rewarded. Moreover, to overcome any difficulties arising from a grammar dislike, teacher will make the explanations short and appealing and will work on the structure taught through a very artistic activity. Students will work in groups (the same as in Lesson 1, heterogeneous groups).</p> <p>Main aims:</p> <ul style="list-style-type: none"> - To understand the difference between <i>don't have to</i> and <i>mustn't</i>. - To actively use both grammar structures. - To speak on appropriate behavior according to different places. - To speak in English in front of a large crowd. <p>Subsidiary aims:</p> <ul style="list-style-type: none"> - To work cooperatively in groups. - To respect given rules. - To appreciate respectful behavior towards the environment. - To develop their artistic abilities through the use of English. <p>Teacher personal aims:</p> <ul style="list-style-type: none"> - To manage time correctly. - To explain rules clearly. - To give suitable examples. - To make sure everything is fully understood by students. - To create an integrating and positive class atmosphere. - To encourage students to actively use the English language. - To motivate students. 			
Work on skills			
<i>Reading</i>	<i>Speaking</i>	<i>Listening</i>	<i>Writing</i>
	x		x

Language to be taught and practice
<ul style="list-style-type: none"> - Vocabulary related to <i>world problems</i> and <i>solutions</i>. - Vocabulary concerning <i>places</i>. - Grammar structure: <i>don't have to</i> vs. <i>mustn't</i>

ACTIVITIES	
1. Warm-up: 'What do you have to do at home?' Following with the homework given in the course of the last lesson, students will talk to their partners about the things they have to do/don't have to do at home. Teacher will supervise that students have completed their homework and will pass around the class providing feedback and checking students communicating in English.	Timing: 10' Procedure: <u>Students:</u> work in pairs. <u>Teacher:</u> supervises and controls the activity. Provides feedback and notes down whether students have completed their homework.
2. Grammar Pills: <i>don't have to</i> vs. <i>mustn't</i> Teacher will give a short 'grammar pill' to the students. This consists on a ten-minute explanation on a suitable grammar structure that they will be using. The explanation will be done through a powerpoint presentation. Students might raise their hands in case they have questions.	Timing: 10' Procedure: Teacher explains to students. Students might ask the teacher questions in case they don't understand.
3. Group activity: 'What signs would you find in...' -Students will be divided in the same groups as in the first lesson (colored cards). The teacher will hand out to each of the groups a series of cards with pictures of places (hospital, police office, etc.) and some cards with stop signs on them. The teacher will also hand out one posterboard to each group. -Students will have to complete stop signs for each place referring to the things you can't do when you find yourself there. -Then they will choose one of the places and its corresponding stop signs. - These will be pasted on the posterboard. Students should designate a group member to be the 'representative' of the whole group. -The representative will stand up and present to the rest of the class what the group has done.	Timing: 30' Procedure: <u>Students:</u> work in groups. <u>Teacher:</u> supervises the development of the activity. Checks that everyone is participating in the group.

(See Lesson 4 – Annex)	
4. Self-assessment	Time: 5'
Students and teacher will complete some questions related to their performance throughout the class.	Procedure:
(See Lesson 4 - Annex)	<u>Individual work</u>

Expected Learning Outcomes	
<ul style="list-style-type: none"> - Be able to understand the difference between <i>don't have to</i> and <i>mustn't</i>. - Be able to actively use both grammar structures. - Be able to speak on appropriate behavior according to different places. - Be able to speak in English in front of a large crowd. - Be able to work cooperatively in groups. - Be able to respect given rules. - Be able to appreciate respectful behavior towards the environment. - Be able to develop their artistic abilities through the use of English. 	
Materials and resources	
<ul style="list-style-type: none"> - Homework from previous day. - Powerpoint presentation. - Cards included in Lesson 4 – Annex - Cardboard - Blue-tack. 	
Total Timing: 55'	
Assessment and Feedback	
<ul style="list-style-type: none"> - Teacher will assess the development of the lesson. - Teacher will give feedback to students while supervising the lesson. - Teacher will collect the 'self-assessment sheet' from the students. - Teacher will complete his self-assessment sheet. - Students might ask questions should doubts appear. 	
Evaluation of learning-teaching process The last of the activities proposed will enable the teacher to acknowledge whether students have understood or not the difference between <i>don't have to</i> and <i>mustn't</i> . Furthermore, supervising how the students communicate in English will also enable the teacher to know whether or not lesson concepts are being acquired by students.	
Homework. 1. No homework for this lesson as it had a heavy conceptual charge.	

UNIT: CAN WE SAVE THE WORLD?			
Lesson 5			
Teacher: Marina Peralta	Level: Pre-intermediate	Length: 55'	Students' age: 14-15 years old (3º E.S.O)
<p>Context:</p> <p>It is the fifth lesson belonging to the first unit of the third term. The unit deals with the world's most important problems nowadays and possible solutions to them. The contextualization for the theme chosen corresponds to that of the previous lessons. This specific lesson is concerned with phonological issues: segmental features (word-stress) and suprasegmental (intonation patterns).</p> <p>Anticipated difficulties:</p> <p>Some of the difficulties that may arise during the course of this lesson are that students might be reluctant to speaking in English or work with a group. In addition to this, some other aspects which could jeopardize this lesson are that students may not respect nor understand the rules of the activities. Another difficulty that could happen is that students might not clearly see the difference of word-stress patterns and intonation patterns in English.</p> <p>Solutions:</p> <p>Aiming at finding a solution for the first anticipated difficulty, teacher will state at the beginning of the class that English should be the language to be spoken throughout the lesson and that those respecting that rule will be positively rewarded. Moreover, to overcome any difficulties arising from a lack of phonological knowledge, teacher will make the explanations short and appealing and will work on these features through motivating activities. Students will work in groups (the same as in Lesson 1, heterogeneous groups).</p> <p>Main aims:</p> <ul style="list-style-type: none"> - To understand and use different word-stress patterns and intonation patterns. - To discriminate the word-stress patterns in the unit's vocabulary. - To discriminate sentence intonation patterns. - To speak in English within the group. <p>Subsidiary aims:</p> <ul style="list-style-type: none"> - To work cooperatively in groups. - To respect given rules. - To improve pronunciation in English. <p>Teacher personal aims:</p> <ul style="list-style-type: none"> - To manage time correctly. - To explain rules clearly. - To give suitable examples. - To make sure everything is fully understood by students. - To create an integrating and positive class atmosphere. - To encourage students to actively use the English language. - To motivate students. 			
Language to be taught and practice			
<ul style="list-style-type: none"> - Vocabulary related to <i>world problems</i> and <i>solutions</i>. - Word-stress and intonation patterns. 			
Work on skills			
<i>Reading</i>	<i>Speaking</i>	<i>Listening</i>	<i>Writing</i>

	x	x	
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ACTIVITIES	
1. Word-stress Bingo. -This activity's aim is to work on the vocabulary's word-stress. Students will work in the same groups that were done for the Lesson 1. - One of the students from the group (student A) will get a list of words with a syllable underlined (see Lesson 5 – Annex). The rest of the group members will have some cards with word-stress patterns facing up. - Student A will read aloud to another student from the group (B) a word from the list. Student B will have to pick up the card corresponding to the adequate word-stress pattern. If he guesses it right, he then gets the word list and becomes student A. Another member of the group will have to perform the role of Student B, and so on. (see Lesson 5- Annex)	Timing: 15'
	Procedure: <u>Students:</u> will work on groups. <u>Teacher:</u> will act as a guidance (giving examples before the game) and as a supervisor.
2. Odd-one-out. - Each group member will get a list of words. In each line there are three words; two have the same word-stress pattern and one doesn't (Lesson 5-Annex). -Individually, students will have to mark the odd-one-out. - Once finished, they compare their answers with the rest of the group members.	Timing: 10'
	Procedure: <u>Students:</u> they work individually on the discrimination of the odd-oneout. Then, they work in groups comparing the answers. <u>Teacher:</u> supervises the development of the activity and provides feedback while walking around.
3. Phonological pill: Intonation patterns! Teacher gives a short 'grammar pill' to the students. This consists on a ten-minute explanation on a the suitable phonological structure that they will be using: falling, rising, falling-rising intonation. The explanation will be done through a powerpoint presentation. Students might raise their hands in case they have questions.	Timing: 10'
	Procedure: Teacher explains to students. Students might ask the teacher questions in case they don't understand.
4. Intonation patterns activity. -Students will be working in the same groups. Each member of the group will get a card (Lesson 5-Annex) with a sentence. S/he will have to read the sentence three times with different intonations. The rest of the group will have to guess the order of the intonation patterns in which the student has read his sentence. Once finished, it will be the turn for another group's	Timing: 20'
	Procedure: <u>Students:</u> will be working in groups. <u>Teacher:</u> will act as a

member. -Teacher will supervise that students participate and speak in English throughout the process.	guide and supervisor.
5. One-minute-paper To assess the lesson's success and the overall general success for the unit, on the part of the students, they will complete a one-minute-paper answering the following questions: - Which of the activities did you like best? - Do you think you need more practice on word-stress and intonation patterns? - What is the most interesting thing you have done in the course of these five lessons? Teacher will collect the answers and make the suitable improvements.	Timing: 5'
Expected learning outcomes.	
- Be able to understand and use different word-stress patterns and intonation patterns. - Be able to discriminate the word-stress patterns in the unit's vocabulary. - Be able to discriminate sentence intonation patterns. - Be able to speak in English within the group. - Be able to work cooperatively in groups. - Be able to respect given rules. - Be able to improve pronunciation in English.	
Materials and resources	
- Materials included in Lesson 5 – Annex (cards) - Powerpoint presentation	
Total timing: 55'	
Assessment and feedback	
- Teacher will assess the development of the lesson making the suitable notes. - Teacher will give feedback to students while supervising the lesson. - Teacher will collect one-minute-paper from the students. - Students might ask questions should doubts appear.	
Evaluation of learning-teaching process This lesson is very compact in terms of phonological teaching. Therefore, these activities help to understand better the concepts. The fact that students are asked to complete a one-minute-paper will enable the teacher to know if students need more time to consolidate those concepts. Furthermore, teacher will be able to assess and control whether understood the notions while they are performing the activities.	
Homework. 1. Taking as a basis the list of words for the 'odd-one-out' activity, students will have to add a word with the same word-stress pattern to each of the lines.	

UNIT: CAN WE SAVE THE WORLD?			
Lesson 6			
Teacher: Marina Peralta	Level: Pre-intermediate	Length: 55'	Students' age: 14-15 years old (3º E.S.O)
<p>Context:</p> <p>It is the sixth lesson belonging to the first unit of the third term. The unit deals with the world's most important problems nowadays and possible solutions to them. The contextualization for the theme chosen is in correspondance to that from the rest of the lessons. This lesson is devoted to listening and writing skills, which will be worked through a series of activities that include ICTs use.</p> <p>Anticipated difficulties:</p> <p>Some of the difficulties that may arise during the course of this lesson are that students might find difficult to understand the listening activity. In addition to this, students could also find boring to write a text.</p> <p>Solutions:</p> <p>Aiming at finding a solution for the first difficulty, the oral text chosen for the listening activity is short and clear. It will be played a few times and support with a transcript so that all the students understand it. Finally, to solve the last difficulty, the writing piece has been presented in an appealing way (a letter to a UN competition).</p> <p>Main aims:</p> <ul style="list-style-type: none"> - To understand an oral interview in English. - To understand vocabulary used in the text. - To implement that vocabulary into a written piece. - To express their opinion on world problems in written format. - To orally express their opinion on world problems. <p>Subsidiary aims:</p> <ul style="list-style-type: none"> - To acknowledge international organizations. - To respect given rules. - To appreciate respectful behavior towards the environment. <p>Teacher personal aims:</p> <ul style="list-style-type: none"> - To manage time correctly. - To explain rules clearly. - To give suitable examples. - To make sure everything is fully understood by students. - To create an integrating and positive class atmosphere. - To encourage students to actively use the English language. - To motivate students. 			
Language to be taught and practice			
- Vocabulary related to <i>world problems</i> and <i>solutions</i> .			
Work on skills			
<i>Reading</i>	<i>Speaking</i>	<i>Listening</i>	<i>Writing</i>
X	X	X	X
ACTIVITIES			

<p>1. Listening activity: 'Saving the Earth'</p> <p>a) Pre-listening task. → Students will name the three most important world problems today and proposed solutions for them (in pairs). → Teacher asks students what do they think the listening is going to be about.</p> <p>b) Listening task. While listening for the first time, complete exercise A. While listening for the second time, complete exercise B. Play the record again to complete any possible answers left in blank.</p> <p>c) Post-listening task. Students read the transcript for the record which will be handed out by the teacher. Teacher will explain vocabulary doubts if needed.</p> <p>Last minutes will be devoted to exercise correction.</p> <p>See Lesson 6 - Annex</p>	<p>Timing: 30'</p> <p>Procedure for pre-listening task: Students working in pairs and teacher supervising. Teacher asking students who answer him/her.</p> <p>Procedure for Listening task: <u>Students:</u> work individually. <u>Teacher:</u> controls the activity.</p> <p>Procedure for post-listening task: <u>Students:</u> work individually. <u>Teacher:</u> supervises the activity and provides feedback, correcting the activity.</p>
<p>2. Writing 'A letter to the UN'</p> <p>Teacher hands out the 'announcement made by the UN' (See Lesson 6 – Annex). Students will be asked to write a letter to the UN chairman to participate in the competition. Students will have to write from 150-200 words on what they think are the most important world problems and solutions for them.</p> <p>Teacher will collect the letters, in class if they finish them on time or the next day if they don't finish them in the course of the lesson.</p>	<p>Timing: 25'</p> <p>Procedure:</p> <p><u>Students:</u> will work individually.</p> <p><u>Teacher:</u> will provide feedback once the letters are written. He will act as a supervisor and guide.</p>
<p>Expected Learning outcomes</p> <ul style="list-style-type: none"> - Be able to understand an oral interview in English. - Be able to understand vocabulary used in the text. - Be able to implement that vocabulary into a written piece. - Be able to express their opinion on world problems in written format. - Be able to orally express their opinion on world problems. - Be able to acknowledge international organizations. - Be able to respect given rules. - Be able to appreciate respectful behavior towards the environment. 	

Materials and resources
- Materials included in Lesson 6 – Annex: <ul style="list-style-type: none">• Listening link, activities, writing announcement and letter.

Total timing: 55'

Assessment and feedback

- | |
|--|
| <ul style="list-style-type: none">- Teacher will assess the development of the lesson making the suitable notes.- Teacher will give feedback to students while supervising the lesson.- Teacher will collect the written letters to correct them.- Teacher will correct the listening exercises.- Students might ask questions should doubts appear. |
|--|

Evaluation of learning-teaching process
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<p>This lesson is strictly devoted to listening and writing skills. The written letter will be assessed by the teacher to check whether students have difficulties when writing in English.</p> <p>The listening activity will be evaluated when correcting the exercises.</p>
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Homework.

- | |
|---|
| <ol style="list-style-type: none">1. Students will finish the UN letter if they do not have time to do it in class. |
|---|

UNIT: CAN WE SAVE THE WORLD?			
Lesson 7			
Teacher: Marina Peralta	Level: Pre-intermediate	Length: 55'	Students' age: 14-15 years old (3º E.S.O)
<p>Context: It is the last lesson belonging to the first unit of the third term. The unit has dealt with the world's most important problems nowadays and possible solutions to them. This final lesson works as a general wrap-up.</p> <p>Anticipated difficulties: Some of the difficulties that may arise during the course of this lesson is that students do not remember some of the aspects learnt in the course of the unit.</p> <p>Solutions: Aiming at finding a solution for this, different exercises dealing with all the notions learnt will be included.</p>			
<p>Main aims:</p> <ul style="list-style-type: none"> - To consolidate the vocabulary learnt. - To consolidate grammar structures <i>have to</i> and <i>don't have to</i>. - To consolidate the acknowledgement of the differences between <i>don't have to</i> and <i>mustn't</i>. - To match possible solutions for world problems. - To discriminate when to use <i>don't have to</i> and <i>mustn't</i>. <p>Subsidiary aims:</p> <ul style="list-style-type: none"> - To work cooperatively in groups. - To respect given rules. <p>Teacher personal aims:</p> <ul style="list-style-type: none"> - To manage time correctly. - To explain rules clearly. - To give suitable examples. - To make sure everything is fully understood by students. - To create an integrating and positive class atmosphere. - To encourage students to actively use the English language. - To motivate students. 			
Language to be taught and practice			
<ul style="list-style-type: none"> - Vocabulary related to <i>world problems</i> and <i>solutions</i>. - Grammar: <i>have to</i> vs. <i>don't have to</i>. - Grammar: distinction between <i>don't have to</i> and <i>mustn't</i>. 			
Work on skills			
<i>Reading</i>	<i>Speaking</i>	<i>Listening</i>	<i>Writing</i>
X			X
ACTIVITIES (All materials are included in Lesson 7 - Annex)			
<p>1. Order the letters Students will do exercise 1 from the Annex. They have to order the letters to make up words from the vocabulary studied.</p>			<p>Timing: 7'</p> <p>Procedure:</p>

Last two minutes devoted to correction.	<u>Students:</u> work individually. <u>Teacher:</u> supervises and corrects.
2. How would you help charity?	Timing: 7'
Students will complete exercise 2 from Lesson 7-Annex. They will have to match column A with column B to create possible ways to help charity. Last two minutes will be used for corrections.	Procedure: <u>Students:</u> work individually. <u>Teacher:</u> supervises and corrects.
3. Order the cards.	Timing: 15'
In the same groups that were used for the rest of the activities, students get a series of piles of cards that they will use to create sentences. They have to put the words in order and each one of them should write the final sentence in their notebooks. Final minutes will be used for corrections.	Procedure: <u>Students:</u> will be working in groups. <u>Teacher:</u> will supervise the course of the activity and provide the final corrections.
4. <i>Don't have to</i> and <i>Mustn't</i> exercises.	Timing: 15'
Students will have to complete exercise 4 from the Annex. Final minutes will be devoted to corrections.	Procedure: <u>Students:</u> work individually. <u>Teacher:</u> will provide the corrections for the exercise. Teacher will act as a guide and controller.
5. Final self-assessment.	Timing: 8'
Students will complete a final self-assessment for the unit which is included in Lesson 7 – Annex. This final evaluation will enable the teacher to know the general opinion students have on the unit. Teacher will collect the sheet and will make the suitable notes in his personal notebook to keep them for next courses.	Procedure: <u>Students:</u> work individually. <u>Teacher:</u> collects the sheets and makes his/her considerations.

Expected Learning outcomes
<ul style="list-style-type: none"> - Be able to use the vocabulary learnt. - Be able to use the grammar structures <i>have to</i> and <i>don't have to</i>. - Be able to acknowledge the differences between <i>don't have to</i> and <i>mustn't</i>. - Be able to match possible solutions for world problems. - Be able to discriminate when to use <i>don't have to</i> and <i>mustn't</i>.

- Be able to work cooperatively in groups.
- Be able to respect given rules.

Materials and resources

- Exercises included in Lesson 7 – Annex.
- Cards included in Lesson 7 – Annex.

Total timing: 55'

Assessment and feedback

- Teacher will assess the development of the lesson making the suitable notes.
- Teacher will give feedback to students while supervising the lesson.
- Teacher will correct the exercises.
- Students might ask questions should doubts appear.

Evaluation of learning-teaching process

This lesson will work as a final wrap-up for all the unit. Teacher will be able to know whether some changes should be introduced for future years, which activities have resulted to be more successful and which haven't.

Homework.

1. Students will start studying for the global test that will take place at the end of the term.

V. Conclusions

This learning unit (included in the third term of the year) has provided students with the opportunity to approach problems that are affecting our world nowadays. As citizens of a globalized society, students must be aware of the impact their actions have to the world that surrounds them and the potential power they have to change controversial issues affecting society. Citizens of a society such as the current one have to be aware at all times of the consequences their actions have and must work together to achieve a positive cohabitation.

That was the underlying argument for this unit which, at the same time, has enabled students to actively use English and regard this language not only as a 'curricular subject' but as key tool for international communication and cultural transfer.

The conjunction of such a varied learning unit (with activities designed to work all four basic skills) have made of this unit a very appealing and motivating one. Furthermore, integration of ICTs in the classroom context has contributed to make of this learning unit a very profiting one.

After having implemented only a few activities that were included here (as for example 'what signs would you find in...?') I can conclude that students enjoy activities which are challenging

for them; tasks in which they are invited to express their opinions freely and decide on aspects from their teaching-learning process.

Students, especially those with the characteristics I mentioned in section 1, abhor traditional 'memorizing methods' and 'passive listeners' position. They like being active, complete appealing tasks which not only are designed to promote English learning but also to encourage some other abilities they have (e.g. in the case of 'What signs would you find in...?', students liked having the opportunity to develop some of their artistic skills in the English classroom context).

Furthermore, activities in which vocabulary and grammar structures are learnt in context seem to have more success, on a long and short-term basis, than those in which students are asked to memorize. In addition to this tasks which enhance independent learning are more valued by students than those that are tightly controlled by the teacher or materials given (e.g. gal-filling exercises, etc).

Unfortunately, I was not able to implement much of my learning unit but just a few exercises which resulted to be very successful (e.g. 'hangman', 'what signs would you find in...'). However, this very first approach to teaching made me realize how important it is to manage time correctly and I did a few corrections on the primary timing schedule I had thought of for this learning unit.

VI. References

Cole, A (2010) *Macmillan Secondary Course* (worksheet unit 7), Macmillan, Oxford.

Kumaravadivelu, B (2012) *Marco ELE:Revista Didáctica Español como Lengua Extranjera*: “The World and the World. Interview to B. Kumaravadivelu” (núm. 14)

Internet sources for pictures included in each Annex.

VII. Annexes

(separated document)

Annexes for Learning Unit

LESSON 1 – ANNEX

1. 'Hangman' game

Possible list of words for hangman.

Hunger
Poverty

War
Homelessness

Pollution
Flood

Sickness
Volcanic Eruption

Natural disaster
Earthquake

2. 'Match!'

All the cards will be facing down. Students will have to guess which definition goes with which picture.



Natural Disaster



Poverty



(Air) Pollution



War



Homelessness



Hunger

A terrible situation caused by nature
(hurricane, volcanic eruption, flood,
etc.)

**When you haven't got
enough money**

**The process of destroying the natural
atmosphere with chemicals or other
substances.**

**Violent conflict between one or more
countries.**

**When you don't have a house to live
in.**

When you don't have enough food.

Source for the images: *Google Images*

1. Natural disaster → <http://ireneimmink.com/wp-content/uploads/2012/05/Natural-Disaster.jpg>
2. Poverty → <http://spanish.ntdtv.com/noticias/mundo/mexico-no-reduce-pobreza-a-pesar-de-aprobar-examen-de-crisis/>
3. Air pollution → <http://www.deepgreenresistance.org/fieldguide/air-pollution/>
4. War → <http://www.wired.com/dangerroom/2012/06/yemen-war/all/>
5. Homelessness → <http://www.reporteindigo.com/reporte/mexico/hay-mas-pobres-que-hace-seis-anos>
6. Hunger → <http://www.definicionabc.com/general/hambre.php>

3. Self-reflection on the part of the students.

<i>Please, mark with a cross the suitable answer.</i>	YES	NO
1. Have you learnt any new words today?		
2. Had you heard any of these words before?		
3. Did you like the activities?		
4. Have you spoken in English throughout the class?		
5. Which of the activities done do you like best? <i>Circle your answer</i>		
<div>Hangman</div>	<div>Match</div>	<div>Speaking activity</div>

4. Self-reflection on the part of the teacher.

	YES	NO
1. Have I managed time correctly?		
2. Have I given suitable examples?		
3. Did you like the activities?		
4. Which activity had more success? Why? <div> <div>Hangman</div> <div>Match</div> <div>Speaking activity</div> </div>		
5. Which activity was least succesful? Why?		
6. Comments/improvements.		

LESSON 2 – ANNEX

1. 'Famous helpers'

a) *These pictures will be displayed in a powerpoint.*



Sources:

1. **Angelina Jolie** http://images.forbes.com/media/2010/06/28/0628_angelina-jolie-charity_390x220.jpg
2. **Brad Pitt** <http://cdn.smartmoneydaily.com/wp-content/uploads/2008/08/brad-pitt2-thumb.jpg>
3. **Cristiano Ronaldo** <http://i53.tinypic.com/34xor6d.jpg>
4. **Messi and Pinto** http://es.fifa.com/mm/photo/worldfootball/clubfootball/01/56/42/06/1564206_full-Ind.jpg

b) Students should answer these questions after seeing the pictures.

FAMOUS HELPERS!

Please, answer these questions briefly in this sheet of paper.

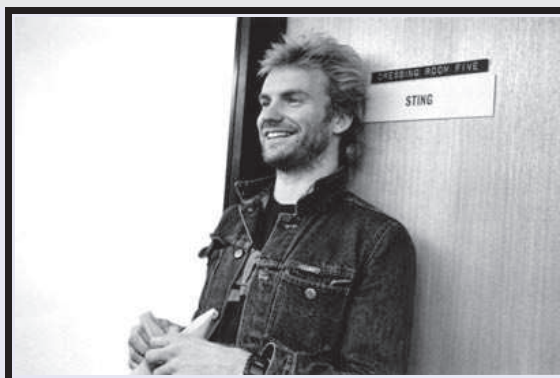
1. Do you think celebrities can help change the world? Why?

2. Do you think it is nice from them to help charities?

2. Reading: **STING** (Source: SM activity file 3º E.S.O.)

STING

Gordon Matthew Sumner was born in 1951 in Newcastle-on-Tyne in the north of England. After quite a strict education, young Gordon himself became a teacher. At the same time, he taught himself the guitar, playing Beatles and Rolling Stones hits. He then began to play with several small groups. He often wore yellow and black striped T-shirts which earned him the nickname 'Sting' since people thought he looked like a wasp!



In 1976, Sting went to London to try his luck. One year later, he and Stewart Copeland formed 'Police'. The group has now disappeared, but their successes such as Roxanne, Can't stand losing you, and Message in a bottle, have become classics. Sting's first solo was Spread a little happiness in 1982. In 1983, Police made their last tour together with the album Synchronicity, which contained hits such as Every breath you take and Wrapped around your finger. It was Number 1 in the United States and Great Britain. When the group split up, Sting started his career as an actor in David Lynch's film Dune.

Around 1980, long before the idea become fashionable, Sting created an association called Outlando's Trust for the underprivileged. He then took part in the Amnesty International tour with Phil Collins, Eric Clapton and others. He made his political position clear, for example, in 'Invisible Sun' about Northern Ireland.

In 1985, Sting took part in the Live Aid concert at Wembley to help collect money in aid of famine victims in Ethiopia. This was followed by the Band Aid record 'Do they know it's Christmas?' The group Police came back together again for three concerts in the United States for Amnesty International. At the end of 1986, Sting –solo again– took part in the Amnesty Conspiracy of Hope tour with Bob Dylan, Peter Gabriel, and U2.

He went on to make records in aid of the disabled. He opened the show for the liberation of Nelson Mandela at Wembley in 1988, and toured for Amnesty in 'Human Rights Now' with Bruce Springsteen, Tracy Chapman and Youssou N'Dour. Sting then disappeared from the world of music to devote his time to the struggle for the Amazonian Rainforest with Chief Raoni. The Rainforest Association, that he helped to found, now has offices all over the world.

In 1991, Sting released the album The Soul Cages. His career as a musician had been relaunched. Since then, he has continued to combine music with his other preoccupations –acting, ecology, concern for human rights. He shows no signs of slowing down.

1. Comprehension check.

- a. Where did Gordon Summer get his nickname from?
- b. Which succesful group was Sting a member of?
- c. What other career has Sting been involved in, apart from music?
- d. What has Sting done in support of Human Rights?
- e. What has Sting done in support of ecology?

2. Can you explain what these words mean?

Wasp

Underprivileged

Collect money

Disabled

Struggle

Relaunched

3. Imagine you are a celebrity and you want to help solving a world problem. Write a short text explaining: who you are, what problem you want to solve, how you will try to solve it.

4. Fill in the blanks with the corresponding words.

the in to a the for in into the

Sting trained become a teacher and played guitar in his spare time. He played the group Police but later left group and went solo. He has had very varied career which has included acting and work defence of Human Rights. He has worked favour of ecological groups and has lent his name many good causes. Despite all this activity, he has also managed get married and have several children!

LESSON 3 – ANNEX

1. Famous people have to/don't have to. Students will mark with a 'tick' what they think famous people should or shouldn't do. Then, they will compare their answers to those of another classmate.

Famous people have to/don't have to....

They have to give money to charity		They don't have to give money to charity	
They have to adopt a child		They don't have to adopt a child	
They have to cooperate with natural disasters		They don't have to cooperate with natural disasters	
They have to do parties to collect money		They don't have to do parties to collect money	
They have to stop driving cars because cars cause air pollution		They don't have to stop driving cars	
They have to work with a charity group		They don't have to work with a charity group	
They have to adopt their pets		They don't have to adopt their pets	

2. 'Grammar Pills!!'

This grammar explanation will be done via Powerpoint.

3. Grammar exercises.

Source: Cole, A (2010) *Macmillan Secondary Course* (teacher's book), Macmillan, Oxford, p. 174.

Exercise 1

Choose the correct alternatives.

- a You *have to/don't have to* pass a test before you can drive a car alone.
- b A doctor *has to/doesn't have to* be a man.
- c You *have to/don't have to* be a doctor to help someone with a headache.
- d You *have to/don't have to* be healthy to run a marathon.
- e A student *has to/doesn't have to* be able to read and write to study at university.

Exercise 2

3 Complete the sentences with the correct form of *have to* and the verb in brackets.

- a My mum _____ (wear) a uniform because she's a police officer.
- b The concert is free. You _____ (pay) to get in.
- c _____ footballers _____ (work) in an office?
- d My dad _____ (get up) early because he starts work at 8 am.
- e _____ you _____ (go) to university to be a rock star?

4a Complete the dialogue about helping at home with the words in the box.

have	to	does	make	has
do	tidy	don't	doesn't	

Tina What (a) _____ you have to do at home to help your parents?

Kevin I (b) _____ to wash the dishes.

Tina Do you have (c) _____ cook?

Kevin No, I (d) _____. Sometimes my older sister has to (e) _____ dinner, but not very often.

Tina Do you have to (f) _____ your bedroom?

Kevin Yes, I do, but I don't have to make the bed.

Tina What (g) _____ your sister have to do?

Kevin She (h) _____ to take the rubbish out.
But she (i) _____ have to do the ironing.

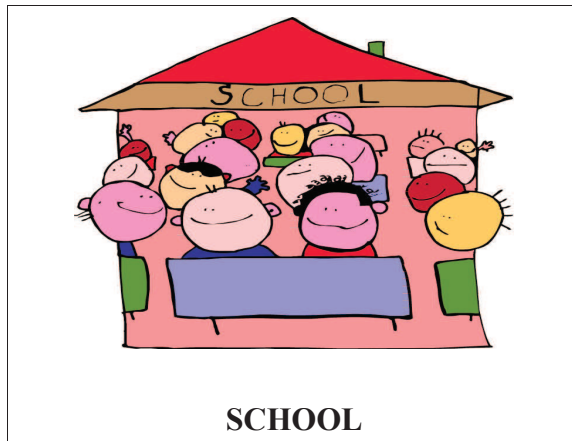
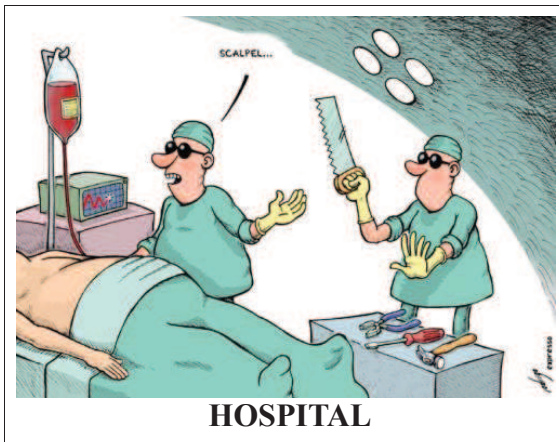
b Listen to the dialogue and check

LESSON 4 - ANNEX

1. Grammar pills: don't have to/mustn't!!

This will be done through a powerpoint presentation.

2. Places cards and Prohibition sign (which will be printed several times → many copies for each group)





Source

1. **Hospital** http://www.toonpool.com/user/1631/files/blind_hospitals_555915.jpg
2. **Police office** http://i.istockimg.com/file_thumbview_approve/22048583/2/stock-illustration-22048583-cartoon-police-station.jpg
3. **Supermarket**
<http://us.123rf.com/400wm/400/400/goodshotalan/goodshotalan1203/goodshotalan120300026/12804036-vector-cartoon-of-woman-shopping-in-supermarket.jpg>
4. **School** <http://www.yepod.com/wp-content/uploads/2011/06/children-school-cartoon.jpg>
5. **Post office**: http://jimbaker.files.wordpress.com/2012/01/post_office.gif
6. **Train station** <http://www.parisvoyage.com/images/cartoon23.jpg>
7. **Stop sign**
http://t1.ftcdn.net/jpg/00/50/25/02/110_F_50250229_t6RmNXU9U8Dva1XRiWfQ8qigZvK78KVr.jpg

3. Self-assessment

Students should complete these questions in a piece of paper.

1. *Do you think you have correctly understood the difference between don't have to and mustn't?*
2. *Did the last activity help you to understand that distinction better?*

Teacher should complete these questions in his personal notebook.

1. *Have I explained the Grammar Pill clearly and within time limits?*
2. *Have students worked cooperatively in groups?*
3. *Have the last activity worked well?*
4. *Have students participated actively?*
5. *Any comments for future undertaking:*

LESSON 5 – ANNEX

1. Working on 'Word stress'

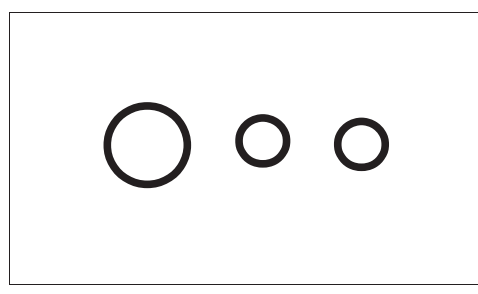
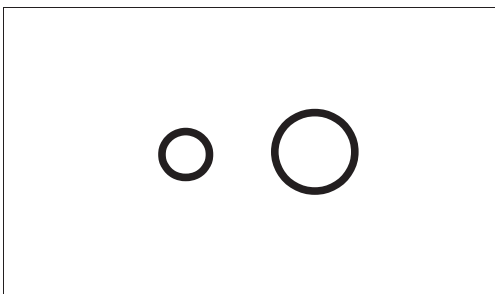
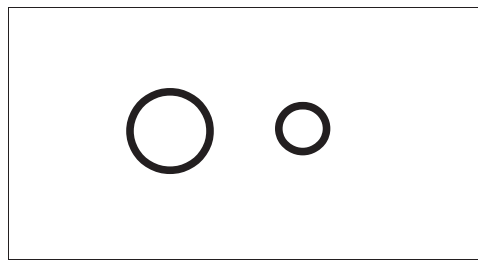
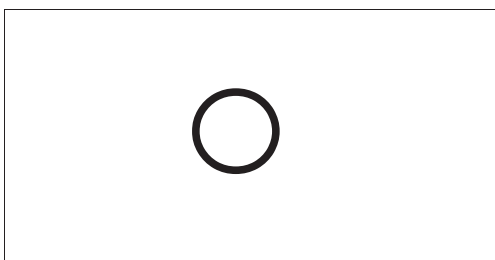
a) list of words with the stressed syllable underlined.

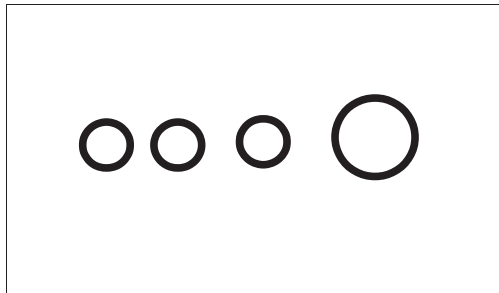
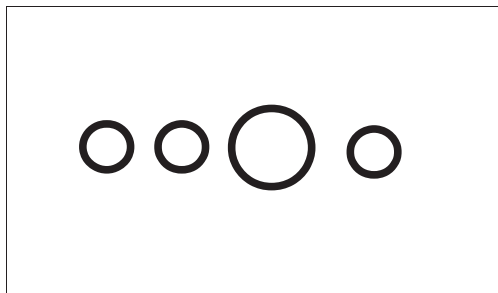
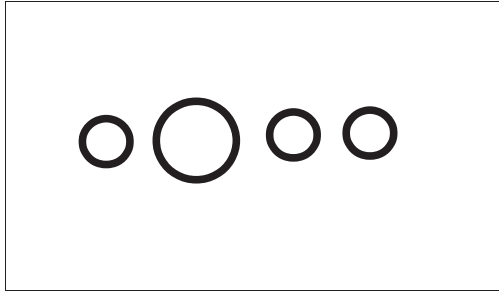
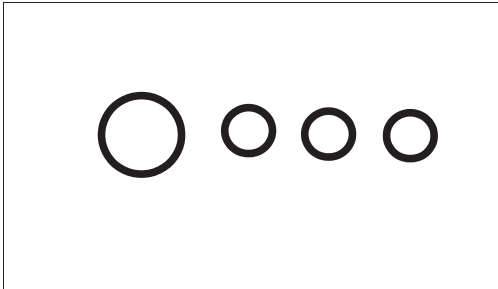
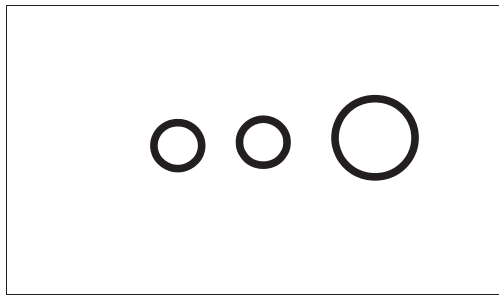
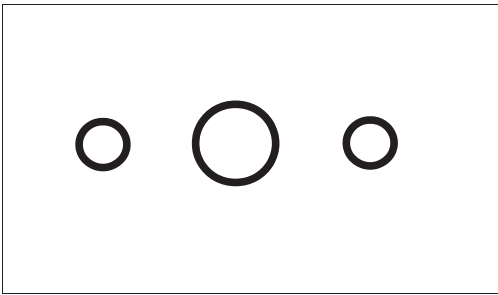
WORD LIST			
(underlined syllables correspond to stressed ones)			
oblig <u>a</u> tion	prohib <u>i</u> tion	<u>h</u> unger	<u>w</u> ar
<u>h</u> omelessness	<u>s</u> ickness	<u>p</u> overty	poll <u>u</u> tion
<u>n</u> ature	dis <u>a</u> ster	<u>h</u> urricane	<u>f</u> ood
<u>m</u> oney	<u>h</u> ome	<u>v</u> iolence	<u>f</u> lood
<u>c</u> hemicals	<u>c</u> harity	col <u>l</u> ect	<u>f</u> ire
edu <u>c</u> ation	<u>h</u> ealth	<u>c</u> risis	<u>p</u> etrol

b) Word-stress-patterns cards

Big circle represents → stressed syllable.

Small circle represents → unstressed syllable.





2. 'Odd-one-out'

ODD-ONE-OUT

*For each line, there are two words that have the same 'word-stress' pattern.
Mark the one that is different.*

OBLIGATION

PROHIBITION

POLLUTION

CRISIS

HOME

HEALTH

NATURE

DISASTER

HUNGER

SICKNESS

MONEY

HOME

DISASTER

POLLUTION

FLOOD

COLLECT

FOOD

WAR

POLLUTION

HURRICANE

HOMELESSNESS

3. Sentence intonation pattern.

a) Grammar pill: Sentence intonation patterns (explained with a powerpoint)

*b) Cards with sentences to be read with 'falling', 'rising', 'rising-falling' intonation.
Students will have guess which intonation pattern has been performed first.*

We must do something to help the world.

Celebrities have to collect money for charity.

People must stop producing air pollution

I want to be part of a charity organization.

It is too late to help climate change.

Natural disasters can be avoided.

AIDs is one of the most dangerous sickness.

**Homeless people suffer more in the winter
than in the summer.**

LESSON 6 – ANNEXES

1. Listening → Source: 'Saving the Eart' <http://www.esl-lab.com/enviro1/enviro1.htm>

TRANSCRIPT

Interviewer: Today, I'm interviewing nine-year-old Alex about her feelings on how people can help save the environment. So, Alex, how can we save the environment?

Alex: By saving water.

Interviewer: Well, how can we do that?

Alex: By not using too much water when we wash dishes, take a bath, and when we do other things, like watering the plants outside.

Interviewer: Oh, I think I can do that. What else?

Alex: When drinking or eating something outside, you should keep the garbage until you find a trashcan to put it in because littering makes our planet dirty. Do you like seeing trash all over the ground?

Interviewer: No, I don't. Do you have any final suggestions?

Alex: Yes. We shouldn't waste paper because trees are being cut down to make the paper. By recycling paper, we save the forests where animals live.

Interviewer: So, how can children recycle paper, I mean, everyday?

Alex: Well, for example, when I was in kindergarten, I used to save the newspapers so that I could make things make out of them, like paper trees, instead of just throwing them away. Now, the children in our neighborhood collect newspapers once a month to take them to a recycling center.

Interviewer: That's great. Well thanks Alex for your ideas.

I. Pre-Listening Exercises

- Name the three most important environmental issues today and propose solutions for each.
- What problem/-s do you think the listening activity is going to deal with?

II. Listening Exercise

EXERCISE A

1. What is the name of the girl being interviewed?
 - a. Alice
 - b. Ellen
 - c. Alex
2. She says we should save water when _____.
 - a. washing cars
 - b. cleaning clothes
 - c. taking a bath
3. The girl's second suggestion is about _____.
 - a. Separating different types of garbage
 - b. disposing of trash properly
 - c. having a family clean-up party
4. By recycling paper, we can _____.
 - a. protect the forests
 - b. cut down on waste
 - c. save money
5. What does the girl do once a month?
 - a. She visits a recycling center
 - b. She cleans a neighborhood park.
 - c. She collects newspapers.

EXERCISE B – Listen to the track again and complete with the suitable word.

Interviewer: Today, I'm interviewing nine-year-old Alex about her _____ on how people can help save the environment. So, Alex, how can we save the environment?

Alex: By saving water.

Interviewer: Well, how can we do that?

Alex: By not using too much water when we wash _____, take a bath, and when we do other things, like watering the _____ outside.

Interviewer: Oh, I think I can do that. What else?

Alex: When drinking or eating something outside, you should keep the _____ until you find a trashcan to put it in because littering makes our planet dirty. Do you like seeing trash all over the _____?

Interviewer: No, I don't.

2. Writing exercise: 'A letter to the UN'

- Read this announcement made by the UN

United Nations announcement

Competition: 'What should we fix first?'

Procedure: Write a letter to the President of the UN telling him about what you think is the most urgent world problem and giving possible solutions.



Winners will be granted with a one-week trip to the UN headquarters in Paris!

HELP CHANGE THE WORLD.

- Write a 150-200 letter to the President of the UN.

LESSON 7 – ANNEXES

1. 'Order the letters'

pyoervt	
sesnciks	
hsnsesmeloes	
tnlaurisatdser	
runehg	
lecloct	
ynemo	
rwa	
hlaeht	
lotrep	
loofd	

2. How would you help a charity organization? Match a word from column A with another one from column B.

SOURCE: Cole, A (2010) *Macmillan Secondary Course* (worksheet unit 7), Macmillan, Oxford.

a. do a	for a lottery
b. bake cakes	a CD
c. sell tickets	sponsored run
d. sell your	cars
e. organize	a party
f. wash	old possessions
g. wear	Something silly
h. record	And sell them

3. 'Order the cards' (to make a sentence)

a) Solution: famous people don't have to donate money to charity.

Famous charity money to
to people have
don't donate

b) Solution: Volcanic eruptions are a common natural disaster.

vulcanic disaster are natural
eruptions a common disaster

c) Solution: Floods often happen in Spain.

Spain happen in often floods

d) Solution: You have to eat healthy.

healthy you to have eat

e) Solution: People mustn't drive cars everyday.

everyday mustn't people drive cars

f) Solution: Maria is a volunteer at a charity organization.

Maria organization volunteer a
is at charity a

g) Solution: Students must be aware of their actions' impact to the environment.

Students aware actions' their impact the
of must be environment to

4. Complete the sentences with mustn't or don't have to

- a. It isn't obligatory for celebrities to donate money.

Celebrities don't have to donate money.

- b. Eating in class is prohibited.

You _____ in class.

- c. It isn't necessary to bring your own food.

You _____ your own food.

- d. Smoking is prohibited inside the hospital.

You _____ inside the hospital.

- e. It is not necessary to be quiet.

You _____ to be quiet

- f. It isn't obligatory to speak in Spanish.

You _____ to speak in Spanish.

5. Final self-assessment

1. Generally speaking, did you like the activities proposed for this unit?
2. What activity did you like best?
3. Do you think you need more time to understand any of the concepts taught in the unit?
4. Have you enjoyed working in groups?