

ANNEX 1: UNIT OF WORK

GOLD MEDAL

3rd year E.S.O

TEACHING UNIT

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LEARNING UNIT: GOLD MEDAL

1. Introduction: Topic selection

The topic I have chosen to develop my teaching unit is “Gold Medal”, which refers to the world of sports and the body. It will deal with some achievements that some of the most important athletes in the world have fulfilled, and the students will be asked, by means of several activities, to reconsider why they have become such successful athletes.

I consider that the topic of sports has always been interesting for students. In most of the cases, it is something they are attracted to and they like acquiring more knowledge on the topic. However, this theme may be something boring for them at the stage in which I am going to implement it (3rd year ESO), because it is likely that they had to go through this kind of topic all over their educational life. Even though it can be a repetitive topic, I tried to develop it in a way that they had not seen it before in school. I tried to raise new points of view that the students had not thought of before. Besides, I believe it is important for them, at this stage of their schooling, to start awaking their social consciousness on some of the problems or concerns that the sports world is experiencing now. With this intention, I tried to develop a different sports topic, in which all the skills should be taken into practice and one in which students are given the opportunity to see another face of sports.

At the same time, the topic will include a review on the typical matters that are taught in sports' units, but this will be put into practice mostly in the introduction of the unit. Apart from this, in the six lessons the unit consists on I intend to include a whole pronunciation class, and all the objectives that the Aragonese Curriculum stipulates for this stage will be included. Moreover, the way in which students are going to be evaluated in the final lesson will consist on a debate, which is not the typical final exam students usually have in the units they study.

2. School setting and description of the class

This teaching unit is thought to be applied in a state Secondary Education placed in a middle-class district of Zaragoza. The sociocultural situation in this zone is characterized by a working class residential area, with a visible increase of the immigrant population in the last years. This immigration growth is notoriously reflected in the secondary school; according to the “Plan de Atención a la Diversidad” (Plan of Attention to Diversity) it makes up a 20% of the

total students. As the neighbourhood has changed along the years, the secondary school has also changed, trying to give an answer to the new kind of students that were arriving. However, it maintains the same principles of effort and commitment with the district, and it started, 7 years ago, a bilingual plan in French.

The class in which the teaching unit is going to be implemented is a perfect example of the previous description of the topic I have done above. It is a class of 3rd year ESO in which most of the students belong to the bilingual plan; they are taking some of the classes on other subjects (i.e. Natural Sciences) in French language. The class consists of 25 students, in which there is one of them that belongs to the integration plan. In the case of this student, his tutor says that he is quite lazy, but he is able to follow the classroom rhythm if he is motivated. Out from the 24 students, 16 of them belong to the bilingual plan and the rest of them, according to the tutor's words, can manage to pass the English subject with no problems at all. In the second evaluation there are four students who have not passed the subject (they had a 4 in their grades). The rest have passed and there are several A grades.

As a whole, this class is considered to be the best one in 3rd year ESO, and there should not be any problem in terms of behaviour. The students, as I have been able to see in the classes I have attended to, are exemplary ones, willing to learn, and they are aware that they belong to a privileged group within the school.

3. Contribution to the Key Competences

The Aragonese Curriculum highlights the necessity of developing key competences in our students.

- Linguistic competence: I believe that it is very important for them to use English as much as possible. Students will be asked to use the language as a tool for oral and written communication. Students should learn to express their opinions in front of an audience (debates), make descriptions, give advice, etc. They must respect turn-taking and listen to their classmates' opinions.

- Cultural and artistic competence: it involves an appreciation and enjoyment of Art and other manifestations of culture, keeping an open-minded attitude towards different types of art (in this case adapted to sports), encouraging one's own creative capacity. The English area contributes to the development of this competence because the cultural manifestations in artistic activities, such as literature, painting, sculpture, architecture, cinema and photography, reflect cultural contents from the community of speakers of the foreign language, so that they constitute essential sources for the teaching and learning of this language. This teaching unit on sports will make them be aware that all kind of sports, not just the common or typical ones, can also be a way to improve their knowledge on other cultures, and it can also be a kind of artistic manifestation.
- Social and citizen competence: Most of the topics of the year plan are directly or indirectly related to this key competence. Students should learn how to behave in society and how to be a democratic citizen. The acquisition of this competence involves being capable of putting oneself in the place of others, accepting differences, being tolerant and respecting the values, beliefs and cultures of those who are around one. In the debates that will take place in the classroom, students will have the opportunity to demonstrate their social consciousness about some issues and they will have to respect other classmates' opinions, which is an attitude that they will have to extrapolate in real life situations.
- Learning to learn: contents are related to the reflection about learning processes, so every student can identify how they learn better and which strategies are the best for them. They should focus on connecting the new knowledge with the previous one and using it in new contexts. The use of cognitive strategies should be encouraged in order to ease their task.
- Autonomy and personal initiative: contents should encourage the use of acquired knowledge in everyday life, carry it out in order to feel better and increase their self-esteem. Students will develop the capacity to work on their own, and they will be given the opportunity to show how creative they are, even though most of the activities are controlled and guided.

- Digital competence: information and communication technologies offer the possibility to communicate real time with any part of the world as well as the access to a great amount of information that is constantly increasing. Our students will have to get information from different sources, such as the internet, international digital encyclopedias, magazines or any other authentic source in order to be prepared for some of the activities that will be carried out in the classroom.
- Mathematical competence: Even though the English subject is not the best one in order to develop this competence, students will be asked to apply their mathematical knowledge to some of the activities that are presented in the teaching unit. Mostly in the reading comprehension activities, they will have to calculate some data given in the texts or in the activities. This way, they are applying their mathematical competence at the same time as they are learning the foreign language.

4. Objectives

- To be able understand an oral text in diverse communicative situations related to the topic on sports and the body (dialogues and interviews).
- To be able to listen to an oral text (dialogues or interviews) and give answer to specific questions about it.
- To be able to express and interact orally in usual communication situations about sports and the body, such as buying equipment or comparing athletes, in an understandable, adequate and certainly autonomous way.
- To be able to understand written texts about different athletes or advertising texts, adapted to their knowledge.
- To be able to extract general and specific information from written texts about athletes, sportsmen or sports' equipment.
- To be able to write simple texts about what has been read or debated in the previous classroom.
- To be able to use adequate resources of cohesion and coherence when writing and speaking.
- To be able to use appropriately the phonetic, lexical, structural and functional components, of the English language in real communication contexts (debates, pair discussions...).

- To be able to transfer appropriately what they know in their mother tongue to the English language when writing and speaking.
- To be able to use ICTs in order to obtain, select and present information that is useful for the development of the classroom activities.
- To be aware of the utility of the English language in order to learn other contents such as sports, and to communicate with other cultures.
- To be able to establish sociocultural comparisons and communicative exchanges (different genres in sports, differences between countries and sports...).
- To be able to carry out communicative exchanges.
- To be able to show a respectful and cooperative behaviour when interacting with the teacher and the classmates.

5. Contents

- Exercises on expressions and vocabulary used to talk about sports, athletes, sports competitions, prizes and history winners.
- Grammatical exercises on grammatical components such as adverbs (comparative form, as...as, negative comparison).
- Grammatical exercises on grammatical structures such as subject-object questions.
- Reading comprehensions on texts about athletes (Is it all in the Genes?), historical achievements (Felix Baumgartner) or adverts on sports equipment (AllSports Shop, Sports Equipment).
- Written texts such as interviews, discussions or debate class summaries or impressions.
- Oral texts comprehensions, such as dialogues (two people talking about sports and the body) or interviews (a sports' expert interview).
- Exercises on word stress, adapted to the topic on sports.
- Pair work discussions about making choices on what sports' equipment to buy.
- Class debates on several topics about sports (men-women in sports, drug-taking, talent or hard work...).

6. Methodology

The materials and lessons that have been designed will motivate the students in order to learn English focusing on some skills that they need so as to reach an authentic

communicative competence. It is a simple and structured method that will ease the acquisition of the key competences that the LOE stipulates. It is focused on the development of vocabulary, grammar, reading, writing, listening and speaking (communication strategies) skills. This lesson's methodology offers a variety of occasions to increase the students' knowledge about sociocultural and interdisciplinary topics, such as sports and the body, and each lesson is designed in order to provide the students who finish before the other classmates with more exercises.

This teaching unit has been designed in a way that vocabulary is given special emphasis, and that is why in all the lessons, even though each of them focus on different skills of the language, there is a space for vocabulary, or at least, in all the exercises, vocabulary is going to be practiced or reviewed. This special design of the exercises, in which vocabulary is practiced systematically, will provide the students with the basic tools to face the communicative situations regarding the topic on sports and the body.

Nevertheless, it is not only the vocabulary that is given emphasis in the teaching unit, but also the rest of the skills. Grammar is also given the importance it deserves, and that is why there are several lessons in which the main focus are the grammatical components to be learned. They are presented to the students at the beginning of the lesson and they are practiced throughout the activities of the lesson (reading, listening...), which are contextualized within the topic. Those grammatical components and structures are also taken into practice and evaluated in the speaking and writing activities. Writing activities will not be carried out in the classroom because, in six lessons, there is not enough time in order to assign one whole class to writing (it is something that would take a considerable amount of time). That is the reason why the writing tasks will be done for homework by the students and will be handed in in the following class. This way, we can make the most of our time. The speaking activities will be practiced in most of the lessons, and on many occasions, they will be taken into practice in the final parts of the lessons, moments in which students are more relaxed and may feel more confident.

As the main aim of the teaching unit is to develop the linguistic productive competences, the final lesson will consist of a whole class debate, in which students will have to show the tools and resources they have learnt in order to communicate, always within the nature of the topic we are dealing with. This final lesson will be a kind of "final exam" for the unit. When students are involved in active learning through discussion they are not simply listening, but are developing skills in handling concepts and ideas. The fact of taking an active

role in the learning process helps the student to open up and talk. Through discussion students learn to analyse, synthesise, and evaluate information by asking questions, and continually revisit their own ideas and attitudes. Discussion has a key role in intercultural education. It provides a basis for students to talk about their feelings and ideas and can enable students to develop or change their ideas or feelings. Students need to feel that they can speak their minds. For this, we need to create an atmosphere of trust and support that will help them give their opinion even though it can be different from others. This atmosphere has to be built from the very beginning otherwise it will be very difficult to create it.

As a whole, the teaching unit is designed in order to make students develop all the language skills, but it will focus on the desired outcome which is providing the students with the necessary tools so as to communicate in English.

7. Evaluation Criteria

The final mark will be the result of the application of the following percentages and qualification criteria:

- a) 30 % FINAL DEBATE LESSON
- b) 20% WRITING TASKS
- c) 40% CLASS PERFORMANCE (EXERCISES)
- d) 10% ATTITUDE

a) In the final debate lesson, students will be assessed following these criteria: Maximum grade (10 points)

- Participation (1 point)
- Use of adverbs (1 point)
- Construction of questions (1 point)
- Vocabulary (1 point)
- Fluency and accuracy (2 points)
- Turn-taking and others' ideas respect (2 points)
- Originality (1 point)
- Ability to express impressions (1 point)

b) In the writing tasks, students will be assessed following these criteria: Maximum grade 10 points

- Grammar (2 points)
- Use of adverbs (1,5 points)
- Construction of questions (1,5 points)
- Vocabulary (2 points)
- Accuracy and spelling (2 points)
- Originality (1 point)

c) Regarding the class performance of the students, they will be assessed according to these criteria:

- The four skills: Reading & Listening, Writing & Speaking.
- The three areas: Vocabulary, Grammar, Pronunciation.
- Using English in class.
- Perseverance at work.
- Correction of mistakes.
- Cleanliness

d) The 10% of attitude in class will take into account:

- Showing an appropriate behaviour in class.
- Respect their equals and the teacher.
- Attendance.
- Punctuality
- Stay in their chairs until the bell rings.

NOTES:

- 1) The teacher will have an observational rubric for each class, in which all the criteria mentioned is included.
- 2) The teacher will also self-evaluate after each lesson and will be evaluated by students at the end of the teaching unit.
- 3) As it is a summative and continuous assessment, it is essential for students to pass all of the 4 blocks of assessment.

8. Lesson Plans

LESSON 1

Lesson Plan 1 : Overview		
Teacher: Toni Albero Cirac	Length: 55'	Students' age: 3 rd ESO
Lesson type: Integrated		
<p>Context:.. It is the beginning of the Unit of Sports and Body. There are 25 students in the classroom, from which 16 are bilingual (French), so they may have less difficulties than the others, but the rest of the class is doing well. In the second evaluation, which has been done recently, there are four students with a 4/10 mark, the rest has passed and there are several “Sobresalientes”. In this lesson, we are going to initiate the unit and start with some vocabulary, listening, speaking and reading activities.</p> <p>Assumptions:</p> <ul style="list-style-type: none">- Most of the students are familiarized with the topic of sports and body. It is something they study since the first years of English language. This unit tries to go further in that knowledge.- Students already know who the famous sport celebrities are.- Students already know the parts of the body in Spanish. <p>Anticipated difficulties:</p> <ul style="list-style-type: none">- Students may not know who are the sport celebrities the text talks about.- Some of the activities may take more time to carry out.- Students may mislead the given instructions for the different activities.		

Solutions to the difficulties:

- If any student does not know who the famous person is, it is not important in order to accomplish the objective of the activities. The teacher will inform the student who the celebrity is.
- The teacher can shorten any activity if s/he considers it appropriate. Otherwise, if it is not appropriate, s/he can leave the last activity for the next session, or s/he can tell students to do it for homework.
- The teacher will give clear and planned instructions to the students. S/he will repeat the instructions for the activities if necessary. If this is not enough, the teacher will ask another student to try to explain what are the instructions to the activity. If no one has understood the instructions, the teacher will use Spanish to explain it.

Main aim: - To introduce new vocabulary about the body, relating it to sports.

- To understand oral texts about the body.
- To understand the specific and general meaning of a written text.
- To express their opinions.

Subsidiary aim:

- to practice the pronunciation of words about the topic.
- to learn sports and body vocabulary.
- To satisfactorily follow the instructions given by the teacher for the different activities.
- To respect and listen to their classmates' contributions, respecting turns when speaking.

Personal aim: - To give clear instructions.

- To give clear feedback.
- To talk in English as much as possible.
- To manage with class difficulties (chatter, behaviour...)
- To control the length of the activities and the lesson.
- To pronounce fluently and accurately.

Language to be taught and practised (language exponents)	Work on skills			
Cycling, Skating, Jet Sky, Basketball, Ice skating, Snowboarding, Formula 1, Kite Surf, Yoga, Horse-riding, Diving, Skiing, Tennis, Golf, Motorbike,	Reading	Listening	Speaking	Writing
	X	X	X	X

Surfing, Baseball, Football/Soccer,
Volleyball, Karate, Weightlifting,
American Football, Ice Hockey,
Archery, Climbing, Windsurf,
Gymnastics, Long-distance running

Balance, barefoot, blood, brain

Coordination

Endurance

Finger

Genes

Heart

Lung

Muscle

Speed

Strength

Toe

Index/Ring Finger

extremely

powerfully

top

issue

measured

Stage aims	Procedure	Timing	Interaction pattern
- to introduce the topic.	- T tells the Ss to look at the pictures and the title of the unit. Ask Ss what sports they recognize in the picture, what they think one needs in order to be good at sports and ask what they think the unit is going to deal with.	5'	T-S S-T

- to learn vocabulary on the body and practice its pronunciation.	- T tells the Ss to read the facts of the trivia aloud, one by one (T decides who), and Ss have to decide whether it is true or false.	8'	S-T S-S
- to give feedback.	- T will give Ss the answers to the trivia facts, and will explain further if Ss have doubts.	3'	T-S
- to give clear instructions.	- T tells Ss they are going to listen to a text and they will have to answer to the questions. T advises them to read the questions before.	1'	T-S
- to listen to an oral text about the body and understand specific aspects.	- T plays the record twice. First, Ss listen without answering questions. During the second playing, Ss answer the questions.	7'	
- to give feedback.	- T asks Ss for the answers to the questions, and in case they do not give the correct answer, T asks other S for the correct answer.	3'	T-S S-T
- to give clear instructions.	- T tells Ss to work in pairs, and talk about what qualities they think are most important for each sport.	1'	T-S
- to interact with their partners, expressing their opinions.	- Ss decide which quality is most important for each sport on the list.	4'	S-S
- to give clear instructions.	- T tells the Ss to read the article.	7'	T-S
- to extract the main idea of the text.	- T asks Ss what question is the writer trying to answer from the four possible ones.	2'	T-S S-T
- to give clear feedback.	- T will tell Ss which one is correct, and will explain why if any Ss does not understand why.	1'	T-S
- to give instructions.	- T tells Ss to answer to the questions. T can advice Ss to go through the text again.	1'	T-S

- to understand specific aspects of a written text.	- Ss answer to the questions	4'	
- to give feedback.	- T asks Ss, one by one, the answer to the questions.	2'	T-S S-T
- to give clear instructions.	- T tells Ss to find words in the article to match definitions.	1'	T-S
- to match words with definitions.	- Ss look at the text to find the words.	4'	
- to give feedback.	- T asks Ss, one by one, the words that match the definitions.	2'	T-S S-T
Variations / Follow-up			
<p>- For homework, students will have to write down their opinion on what is more important to be good at sports; talent or hard work. It will consist of a short text (two short paragraphs).</p> <p>- In the activity in which they have to work in pairs, if there is one student without a pair, the groups can consist of three people.</p> <p>- If any student finishes the reading activity before his/her classmates, s/he can start doing the homework the teacher asks for the next day.</p>			

JUSTIFICATION:

By taking into practice the Unit Sports and Body, I want the students to practice their skills in relation with the vocabulary of the topic. In this first lesson, I structured the class so students could practice the four main skills. The first activity is designed in order to introduce the topic and let the students give their impressions on what the unit is going to deal with. Students will develop the basic competences, playing a game in which they will have to decide whether some facts are true or false, they will have to listen to two people speaking about the human body, and they will have to read an article that will go further on the topic. Speaking will be practiced throughout the entire lesson, especially in activity 3b, in which there is a controlled practice, and writing will be practiced for homework or in class, if there is enough time.

EVALUATION:

The evaluation process is an essential part in the learning process. Therefore, I have designed an evaluation rubric both for the teacher (Annex 3) and the students (Annex 4), with the aim of improving the teacher's performance and the student's awareness of his/her learning process. The students will be evaluated according to the objectives planned, which will be reflected on the student's rubric. I will also try to give them feedback (both positive and negative) about their performance in the classroom; this means they will receive a response to their correct performances and for the mistakes or errors they make.

The teacher will be self-assessed, filling the teacher's evaluation rubric, in which s/he will take into account different aspects of the teaching process (lesson plan, timing, interaction with students, use of English... By doing so, the teacher can improve his/her performance in the future.

LESSON 2:

Lesson Plan 2 : Overview		
Teacher: Toni Albero Cirac	Length: 50'	Students' age: 3 rd ESO
Lesson type: Integrated		
<p>Context: In the previous lesson, the topic on Sports and Body was introduced. As one of the objectives of this unit of work is to practice the use of adverbs integrating it within the topic, today's lesson is going to focus on adverbs. They are going to be introduced, and several activities will be carried out. This lesson will consist then, on a grammar focused class.</p>		
<p>Assumptions:</p> <ul style="list-style-type: none">- They already know the existence of adverbs, and they have used it in some occasions, but they do not control when and how to use them.- Students know the existence of Olympics, and the names of some of the sport celebrities named. However, knowing them is not essential for the class.- Students already know the adjectives from which they are going to form the adverbs.		
<p>Anticipated difficulties:</p> <ul style="list-style-type: none">- Some of the students may not understand how and when to use adverbs in a phrase.- Some of the activities may take more time to carry out.- Students may mislead the given instructions for the different activities.		

Solutions to the difficulties:

- If any student has not understood the use of adverbs after doing the first introductory exercise, I will ask another student to try to explain it. That way, I reassure everyone has understood it well. In case the student that has not understood it, I will use Spanish to explain it easily.
- The teacher can shorten any activity if s/he considers it appropriate. Otherwise, if it is not appropriate, s/he can leave the last activity for the next session, or s/he can tell students to do it for homework.
- The teacher will give clear and planned instructions to the students. S/he will repeat the instructions for the activities if necessary. If this is not enough, the teacher will ask another student to try to explain what the instructions for the activity are. If no one has understood the instructions, the teacher will use Spanish to explain it.

Main aim:

- To introduce the use of adverbs.
- To learn the appropriate usage of adverbs in sentences.
- To be able to compare between two persons or two pieces of data.

Subsidiary aim:

- To understand the data given in charts and scoreboards.
- To practice the pronunciation of words about the topic.
- To learn sports and body vocabulary.
- To satisfactorily follow the instructions given by the teacher for the different activities.
- To respect and listen to their classmates' contributions, respecting turns when speaking.

Personal aim:

- To give clear instructions.
- To give clear feedback.
- To talk in English as much as possible.
- To manage with class difficulties (chatter, behaviour...)
- To control the length of the activities and the lesson.
- To pronounce fluently and accurately.

Language to be taught and practised (language exponents)	Work on skills			
Powerfully More...than As...as	Reading	Listening	Speaking	Writing
	X		X	

<p>Happily/loudly/fluently/angrily/carelessly</p> <p>Awfully/wonderfully/quietly/well/simply</p> <p>Confidently/terribly/hard/slowly/sadly/fast</p> <p>Better/worse/well</p> <p>Faster/slower/higher/farther(further)</p> <p>Less...than</p>			
Stage aims	Procedure	Timing	Interaction pattern
- to introduce the aim of the lesson.	- The T tells Ss they will be working on adverbs in this lesson. It is going to deal with a series of grammar activities. The T will ask Ss what they already know about adverbs.	2'	T-S S-T
- to explain the use of adverbs	- In the activity 1, which serves as an introduction, the T tells Ss to read the first example sentence, which present the use of adverbs. Then T asks them to complete the rule. At this point the T may compare the use of adjectives and adverbs by writing sentences on the board. T tells the Ss to read the example sentences for comparative forms and <i>as...as</i> and then complete the rules.	6'	T-S S-T
- to give feedback	- The T is a guide in the first activity, so s/he will try to correct mistakes in case the Ss make them. In case any S has not understood the adverbs usage, s/he will ask a S to try to explain it. If it is not successful, s/he will explain it in Spanish.	2'	T-S

- to give clear instructions.	- The T tells Ss to complete exercise 2. Students will have to find the adjective in the first sentence and fill the gap with the adverb.	1'	T-S
- to understand the usage of adverbs	- Ss complete the exercise, understanding how to form adverbs from adjectives.	5'	
- to give feedback	- T asks Ss, one by one to read each of the sentences of the exercise. If the answer is not correct, T will let the S re-think it.	3'	S-T T-S
- to give instructions	- T tells Ss to add at least one suitable adverb to each sentence. There may be more than one correct answer.	1'	T-S
- to integrate adverbs in phrases, depending on their meaning.	- Ss have to add one adverbs to the sentences in the exercise.	5'	
- to give feedback	- T asks Ss, one by one, what adverb they have chosen for each sentence, and how they have situated it in the phrase.	3'	T-S S-T
- to give clear instructions.	- T tells Ss to look at the small chart in their worksheet. T tells Ss to choose the correct adverbs to complete the sentences comparing different countries.	1'	T-S
- to make comparisons between countries, choosing adverbs from a list.	- Ss have to choose what adverb suits best in the phrase, taking into account the countries named.	6'	
- to give feedback	- T asks Ss, one by one, what adverb they have chosen for each phrase. If they are wrong, the T asks the S to look at the chart and explain his/her choice.	3'	T-S S-T
- to give instructions	- T tells Ss to look at the scoreboard and complete the sentences with the correct form of the adverbs listed.	2'	T-S

- to practice the use of comparative adverbs.	- Ss use the comparative form or <i>as...as</i> , depending on the information in the chart.	6'	
- to give feedback	- T will correct the exercise, asking Ss, one by one how they have completed each sentence.	2'	T-S S-T
Variations / Follow-up			
<p>- If there is more time left after doing all these activities, the T can introduce the Ss the concept of negative comparison, in which we use <i>less+adverb+than</i>. The T can write some examples and encourage the Ss to say some examples as well.</p> <p>- If any S finishes the activities before than the rest, s/he can help the rest of the Ss or s/he can write down some sentences using adverbs.</p>			

JUSTIFICATION

This lesson has been designed in order to introduce the appropriate use of adverbs in English. Students, even though they have used these kind of adverbs, do not always use it in the appropriate way, and they do not always know when to use an adverb and when to use an adjective. By means of this lesson, students will be clearly aware of the differences between adverbs and adjectives, and they will improve their knowledge on English adverbs, something that will make their English language richer. In this case, the four main skills have not been covered, because all the exercises are grammatical ones. I consider it necessary to design a lesson with the characteristics of this one because students need to repeat these concepts in their minds so that they are made clear.

As this lesson focuses specially in grammar (adverbs), there will be other lessons in which the focus will be put on other skill of language, so that there is a balance between the lessons. Even though a whole grammar class may be seen as boring or demotivating for students, I consider that the exercises designed are interesting for them, because of the topic and because of their nature. The lesson starts with a theoretical introduction, it goes on with a simple exercise in which students will establish some confidence on their knowledge, and then the exercises increase their difficulty but also their interesting nature. I believe that in order to make our students learn how to use adverbs appropriately, a lesson like this one must be included.

EVALUATION:

As for the evaluation of this lesson, as I have mentioned in the procedures of each of the activities, students are going to be given some feedback after each activity, in which they will have to communicate what is the correct answer for each exercise. I will give the opportunity for them to re-think their answers if they are wrong, and I will give other students the chance to correct their classmates, always with respect. The evaluation rubric I am going to use to evaluate the students is the same one as in the first lesson (Annex 3), apart from the worksheets that students will hand in at the end of the class, to be evaluated by the teacher. The self-assessment of the teacher will consist of the same evaluation rubric as in the first lesson (Annex 4).

LESSON 3

Lesson Plan 3 : Overview		
Teacher: Toni Alberó Cirac	Length: 55'	Students' age: 3 rd ESO
Lesson type: Integrated		
<p>Context: In the previous two lessons, students have gone through an introductory lesson about sports and the body, in which they had to practice reading, speaking, listening and writing, and another lesson which was focused on adverbs. This third lesson is focused in practicing reading comprehension and introducing the difference between subject and object questions, which is one of the objectives of the unit. As we can see, within the reading comprehension, students have to do an activity about adverbs, so that they do not forget what they did in the last lesson.</p>		
<p>Assumptions:</p> <ul style="list-style-type: none">- They already know how to construct subject and object questions.- Students already know who Felix Baumgartner is, and what he has done in terms of sports records.- Students are able to know what the vocabulary items in the text mean.		
<p>Anticipated difficulties:</p>		

- Some of the students may not understand some parts or vocabulary items in the text.
- Some of the activities may take more time to carry out.
- They may not understand the difference between subject and object questions.

Solutions to the difficulties:

- If any student has not understood some parts or vocabulary items in the text, the teacher will ask that student to read the word or the sentence again. If the student does not understand it, the teacher will give the student some tips in order to understand it. If it does not work, another student can help the one with doubts, in English. If all this does not work, the teacher will explain it in the mother tongue.
- The teacher can shorten any activity if s/he considers it appropriate. Otherwise, if it is not appropriate, s/he can leave the last activity for the next session, or s/he can tell students to do it for homework.
- If they do not understand the difference, the teacher will explain it using more examples in the blackboard/whiteboard.

Main aim:

- To understand the general and specific ideas from a text on sports.
- To learn the difference between subject and object questions.

Subsidiary aim:

- To know how to construct subject and object questions.
- To find and know the meaning of some adverbs in a text.
- To express their likes on sport celebrities.

Personal aim:

- To give clear instructions.
- To give clear feedback.
- To talk in English as much as possible.
- To manage with class difficulties (chatter, behaviour...)
- To control the length of the activities and the lesson.
- To pronounce fluently and accurately.

Language to be taught and practised (language exponents)	Work on skills			
- Speed of sound, capsule,	Reading	Listening	Speaking	Writing

guardian, skydiver, lately, bravely, patiently, really, finally, firmly, defiantly, fists, humble, glide, reach, exceed.	X		X	X
Stage aims	Procedure	Timing	Interaction pattern	
- to give clear instructions.	- T tells students they have to read the text in their worksheets.	1'	T-S	
- to understand the general and specific ideas of a text.	- Ss read the text	5'		
- to solve any doubt.	- T asks Ss if there is something they have not understood. T can give Ss tips on what a word or a sentence means.	3'	T-S S-T	
- to give clear instructions.	- T tells Ss they have to complete the three comprehension questions about the text.	1'	T-S	
- to answer to specific questions about a text.	- Ss complete the questions in the worksheet.	6'		
- to give feedback.	- Once Ss have finished answering, the T asks one by one what they have answered. If the answer is wrong, the T will ask the S to explain his/her answer so that s/he corrects him/herself.	3'	T-S S-T	
- to give clear	- T tells Ss to look for the adverbs in the text and think of	1'	T-S	

instructions.	the meaning.		
- to recognize adverbs in a text and know the meaning.	- Ss looks for the adverbs in the text and think of the meaning.	4'	
- to give feedback.	- T asks Ss, one by one, what adverb they have found and its meaning.	3'	T-S S-T
- to introduce subject and object questions.	- T reads the examples of subject and object questions, and a together with the Ss, completes the rules.	5'	T-S S-T
- to give clear instructions.	- T tells Ss to put the words in order so that they form questions.	1'	T-S
- to know how to construct questions.	- Ss put the words in the correct order.	5'	
- to give feedback.	- T asks Ss the questions they have constructed. If they are wrong, the T will ask another S to help the one who got it wrong.	3'	T-S S-T S-S
- to give instructions.	- T tells Ss to construct the questions from the answers given. To be done in pairs.	1'	T-S
- to recognize the subject and the object in phrases.	- Ss construct subject and object questions, paying attention to the answer given.	5'	S-S
- to give feedback	- T asks Ss the questions they have constructed.	2'	T-S S-T
- to give clear instructions.	-T tells Ss to ask questions to his/her partner about other sports.	1'	T-S
- to practice orally the formulation of object and subject questions.	-Ss ask questions to their partners about other sports.	5'	S-S
Variations / Follow-up			
- If some students finish the activities earlier than the rest of the class, they can start doing the homework for the next day.			

- If any student is left without a partner in the last activity, s/he can join in with another couple.

JUSTIFICATION AND EVALUATION

This lesson goes further in the intention of immersing students in the sports life, while they practice reading, writing, listening, speaking, grammar and other skills. In this lesson, I thought it was important to use a material that was more or less new for the students, such as Felix Baumgartner's text. It is important for students to realize that there are new sports that can be practiced and can make a person famous as well. At the same time, they learn about new sports and sports celebrities, they are going to practice adverbs (in connection with what they saw in the last lesson), and they are going to start working on the construction of subject and object questions, which is one of the main objectives of the unit together with the adverbs. In this lesson, they will mainly work on reading and grammar exercises, but there are other skills that are hidden in them. When the teacher corrects the exercises, students will have to practice speaking, as well as in the last activity in which they have to ask questions to their partners. The mathematical competence is developed in one of the reading comprehension questions. In the homework exercise, they will have to practice their writing skills. I prefer students to do writing exercises at home because in class we would lose a lot of time to carry out one of them.

In terms of evaluation, I am going to use the same rubric for self-evaluation and for the evaluation of students. I will complete both of them at the end of the class or at the end of the day. At the same time, I will note down any positive or negative behaviour that I notice during the class. The way mistakes are corrected is specified in the procedures of each activity, always letting students correct their own mistakes and rarely turning to Spanish.

LESSON 4

Lesson Plan 4 : Overview		
Teacher: Toni Alberó Cirac	Length: 55'	Students' age: 3 rd ESO
Lesson type: Integrated		
<p>Context: Students are now in the middle of the unit on Sports and Body. In the previous two lessons, they have worked mostly on grammar and on some reading and writing exercises, so now they are going to work on listening and speaking. Students are going to find now vocabulary related to sports and the body and they will have to use it at the same time as they compare between the characteristics of each sport item.</p>		

Assumptions:

- They already know the sports the listening activity deals with, and as they see the name of the items in the first image of activity 1, they will be able to recognize it in the listening activity.
- Students already know terms used to describe sports items.
- Students are able to maintain a dialogue with another partner about which item to buy.

Anticipated difficulties:

- Some of the students may not understand some parts or vocabulary items in the activities.
- Some activities may take more time to carry out.
- Some students may need more repetitions of the audio text in order to answer to the comprehension questions.
-

Solutions to the difficulties:

- If any student does not understand words from the exercises, s/he will be asked to think about what it means from the context. If it is not possible to infer the meaning from the context, the teacher will try to give the students some tips on the meaning.
- The teacher can shorten any activity if s/he considers it appropriate. Otherwise, if it is not appropriate, s/he can leave the last activity for the next session, or s/he can tell students to do it for homework.
- If any student needs more repetitions of the audio text, the teacher will play it only in case the majority of the class needs it.

Main aim:

- to introduce new vocabulary on sports and the body.
- to be able to understand the general idea and specific ideas when a person is speaking about sports.
- to be able to maintain a conversation with a classmate about the topic.

Subsidiary aim:

- to refresh vocabulary
- to refresh some adverbs and adjectives used to compare items.
- to practice sentences used to compare things.

Personal aim:

- To give clear instructions.

<ul style="list-style-type: none"> - To give clear feedback. - To talk in English as much as possible. - To manage with class difficulties (chatter, behaviour...) - To control the length of the activities and the lesson. - To pronounce fluently and accurately. 				
Language to be taught and practised (language exponents)		Work on skills		
<p>Ride, walk on, hit, protection, wear, feet, tennis racket, golf club, hockey, trainers, protective gear, sports equipment, mouth guard, elbow, wrist, cycling, helmet, gloves, fit, bowling, skateboard, hockey stick, ice-skates, length, width, weight, size, baseball bat, treadmill, boxing gloves, baseball gloves</p> <p>dangerous, heavy, comfortable</p> <p>expensive</p>	Reading	Listening	Speaking	Writing
	X	X	X	
Stage aims	Procedure	Timing	Interaction pattern	
- to introduce the class and the first activity.	- T tells the Ss they are going to work on listening and speaking activities about sports equipment. T tells Ss they have to look at the advert and pay attention to the pronunciation of the words in blue. The T will choose various Ss to read the advert aloud and ask them what sport each equipment could be used which sport.	7'	T-S S-T	
- to give instructions	- T tells Ss they have to find the sport equipment that are used for the purposes that the sentences state.	1'	T-S	
- to understand an advert	- Ss have to find the sport equipment that are used for the purposes that the sentences state.	4'		

- to give feedback	- T asks some Ss what they have answered, naming the sports equipment. If a Ss gets the wrong answer, s/he will have to name	3'	T-S S-T
- to give instructions	- T tells Ss they have to calculate the price of the football, taking into account the sales price.	1'	T-S
- to apply what they understood in the text, using mathematical competence.	- Ss calculate the price.	4'	
- to give feedback.	- T asks the result to a S and asks him/her how did s/he calculated it.	1'	T-S S-T
- to give instructions.	- T tells Ss they are going to listen to an interview to a sports expert. T plays the audio 2 times. 1 st Ss just listen to it, and the 2 nd repetition is played while students complete the 2 activities. In the 1 st activity, Ss have to choose the correct answer. In the 2 nd activity, Ss have to complete the sentences. If the Ss need to listen the audio again, the T will play it again.	2'	T-S
- to understand an oral text on the topic.	Ss have to complete the two activities: choosing the correct answer and completing the sentences.	8'	
- to give feedback.	- T asks some students if they want to listen to it again, and then asks some Ss what they have answered.	4'	T-S S-T
- to give instructions.	- T tells Ss they have to read the sentences and decide which ones are used by people who are talking about what to buy, and which are used to compare between items.	1'	T-S

- to understand and practice the pronunciation of some sentences related to the topic of the lesson.	- Ss decide which sentences are used by people who are talking about what to buy, and which are used to compare between items.	5'	S-S
- to give feedback.	- T will listen to Ss answers and will make them repeat some sentences to check their pronunciation.	3'	T-S S-T
- to give clear instructions.	- T tells students they have to compare the items on the picture, and decide what they are going to buy. They must make complete phrases.	2'	T-S
- to practice vocabulary and expressions used to compare between items.	- Ss talk with their partners about the items in the image.	9'	S-S
Variations / Follow-up			
<p>- The more time that can be left for the final exercise, the better. The dialogue between Ss can lead to a debate in which everyone is included. Students will be informed that they have to bear in mind these comparison exercise because they will be asked to practice the conversation in the following lesson (they can add whatever sport equipment they like).</p>			

JUSTIFICATION AND EVALUATION:

After two classes in which the main activities were focused on grammar and reading, this one focuses on listening and speaking activities, in which students will have to be able to understand an oral text in order to complete the activities. Students will also have time to speak with each other simulating real life situations, related to sports. The lesson starts introducing the students new vocabulary on the topic, focusing on purchasing sports items and the decisions that a person may make when buying sports equipment. Then, this vocabulary and expressions will be used by a sports expert in the oral text, and finally, they will have the opportunity to speak about what they have just practiced.

In terms of evaluation, I am going to use the same rubric for self-evaluation and for the evaluation of students. I will complete both of them at the end of the class or at the end of the day. At the same time, I will note down any positive or negative behaviour that I notice during the class. The way mistakes are corrected is specified in the procedures of each activity, always letting students correct their own mistakes and rarely turning to Spanish.

LESSON 5

Lesson Plan 5 : Overview		
Teacher: Toni Alberó Cirac	Length: 55'	Students' age: 3 rd ESO
Lesson type: Practice		
<p>Context: We are working on the unit on sports and the body, in which students are seeing, studying and practicing vocabulary related to the context. Students have gone through some vocabulary activities related to the topic on the previous lessons. The following activities that I have designed for this lesson focus on the stress given to those words that have been practiced.</p>		
<p>Assumptions:</p> <ul style="list-style-type: none">- Lack of knowledge of our students about what word stress is, even though they have used it unconsciously.- Students know and understand most of the words related to Sports and Body		
<p>Anticipated difficulties:</p> <ul style="list-style-type: none">- There will be students who may have some difficulties in the understanding of word stress, so carrying the exercises of the lesson may be hard for them.- Some activities may take more time to carry out.- There may be some students that do not talk in English during the exercises.- There may be some students that do not understand the meaning of some words.		
<p>Solutions to the anticipated difficulties:</p> <ul style="list-style-type: none">- If there are students that do not understand the main features of word stress, the teacher will first try to explain them thoroughly, by means of our explanations and by the use of video, which is more visual and will make students consolidate the concept of word stress. This first explanation will include several examples of words that students already know.- If the teacher considers that any activity is taking more time than it was		

previously expected, s/he can decide to shorten it if the aim of the activity has been already achieved. If there is no time to do the last activity, as I consider that carrying it out in the next session would not be appropriate, the teacher will tell students to do it for homework and hand it in in the following session.

- If there are students who are not talking in English while doing the exercises, the teacher can walk around the classroom, asking them (in English) if they need any help, and in case they do not need any help, the teacher will try to encourage them to use English in the classroom.
- If any of the students does not understand the meaning of some words, they can ask their classmates (in English) so that they give that student a simple explanation (in English) of the word. If the classmates do not know how to define the word, the teacher will give them a clear explanation of it.

Main aim:

- To understand the main features of word stress.
- To be able to discriminate between different word stress patterns.
- To be able to place accurately the stress in an isolated word when saying the word out loud.

Subsidiary aim:

- To review the vocabulary related to the topic.
- To pronounce words accurately (correct utterance of phonemes).

Personal aim:

- To create a positive atmosphere in the classroom.
- To be able to give clear instructions in order to use time efficiently.
- To attract our students' attention, providing them with appealing activities.
- To use English in the classroom most of the time.
- To manage behaviour problems or difficulties that may occur during the lesson.

Language to be taught and practised (language exponents)	Work on skills			
Vocabulary related to sports and body:	Reading	Listening	Speaking	Writing
		X	X	

<p>Oo: Cycling, skating, yoga, diving, racket, hockey, climbing, baseball, soccer, bravely, humble, muscle, elbow, slowly, helmet, treadmill, tennis, windsurf, riding, surfing, measure, balance, further, spinning, running, better, silver, capsule</p> <p>o0: athlete, award</p> <p>0: speed, toe, mouth</p> <p>Ooo: Basketball, Ice skating, Snowboarding, Karate, Archery, Patiently, Finally, Happily, Angrily, Carelessly, Terribly, Dangerous, Comfortable.</p> <p>o0o: Gymnastics, extremely, endurance, defiantly, protection, protective, equipment, expensive</p> <p>Oooo: Powerfully, wonderfully, confidently</p> <p>oo0o: Coordination</p>	<p>Specify sub-skills SS will practise:</p> <ul style="list-style-type: none"> - Listening: Word Stress discrimination. - Speaking: Producing suprasegmental features of English (word stress). Pronunciation of vocabulary items. 		
Stage aims	Procedure	Timing	Interaction pattern
- to give clear instructions	- T is going to explain in a simple way what word stress is, giving examples. Ss will ask any doubt they encounter.	5'	T-S S-T
- to make word stress clear and to practice listening skills.	- T will play the video by the ESL teacher talking about word stress.	4'	S
- to answer to any	- T will ask the Ss if they have		S-T

doubt	any doubt.		T-S
- to give clear instructions	- T will hand out the class materials. T will indicate Ss what activity 2 consists of. T will arrange the class in 4 corners, and each of them will correspond to 4 different patterns of word stress. Ss will have to make a line, and one by one, they will have to situate in the middle of the class. T will read words aloud, one to each S, and Ss will have to choose which corner corresponds to the word they have listened to, and move to that corner. Previously, the T has placed 1 poster in each corner, each of them represents one word stress pattern.	3'	T-S
- to aurally discriminate the different word stress patterns in words related to the topic.	- T will read words aloud, one to each student. Ss will have to repeat the word they have listened to with the same word stress. Then, they will move to the corner that corresponds. Before Ss make their move, T will give them a little paper with the word they have listened to so that they do not forget their words, and they will have to underline the part of the word that is stressed.	7'	T-S
- to give feedback	- Once the T has finished, Ss will read their words aloud. If any of the Ss realize s/he has not moved to the right corner, T will give them the chance to change corners. Ss will ask any doubt they have found on any word, and T will repeat the stress pattern of those words, writing them on the blackboard if necessary.	3'	S-T T-S
- to give clear instructions	- T will explain the aim of the exercise, will tell students they have to work in pairs, reading the words on their lists to the	2'	T-S

	other classmate, who will have to fill the list they have on their worksheets.		
- to practice word stress orally and to discriminate word stress aurally.	- Ss, working in pairs, will have to fill the lists they have on their worksheets. One person will read aloud the words s/he has on his/her list, and the other S will place the words s/he listens to in the correct column.	8'	S-S
- to give feedback	- T will ask Ss where they have placed some words. T will ask Ss if there is any word in which they do not know where to place the stress.	3'	S-T T-S
- to give clear instructions	- T will explain Ss that they have to find a path out of the labyrinth by finding words with the correct stress pattern and drawing a line from Entrance to Exit. They can only move horizontally or vertically, not diagonally. Ss have to say the words aloud as they move. When they have finished, they have to check their route.	2'	T-S
- to give Ss practice with word stress.	- Ss will have to draw a line from Entrance to Exit, following the same stress pattern as in the first word of the labyrinth.	5'	S
- to give feedback	- T will ask Ss, one by one, to say the word that follows the same stress pattern as the previous word another S has just said.	3'	T-S S-T
- to give instructions	- If any Ss has finished with the stress labyrinth, s/he can do the crossword, which can be finished for homework.	5'	T-S
Variations / Follow-up			
<ul style="list-style-type: none"> - If there are too many students, they can be divided into groups of three instead of two. If they are odd, one of the groups will consist of three students. - If there is not enough room in the middle of the class in order to do activity 2, Ss, instead of standing in the middle of the classroom, they will be sitting down on 			

- their chairs and they will stand up once the T has said the word.
- If any S finishes the stress maze before the others, s/he can start with the crossword, which is to be done for homework.

JUSTIFICATION:

I have decided to work on the practice word stress because I consider it is a feature of language that students do not normally take into account when they learn a foreign language. They have practiced it because it is something that students take into practice unconsciously, but they do not realize they are using it. We need to aware our students attention on this aspects of language, and by means of these activities, I want to introduce the concept and make them work on some words related to the vocabulary they have seen in the topic Sports and Body.

I thought that this lesson would be suitable for students of 3rd year of Compulsory Secondary Education because at this stage, students have to start taking into account these special features of language, so that they start being fluent and accurate. I consider that doing these exercises in previous years may imply some difficulties, because they are still learning the basic features of English, and introducing word stress may exceed what we know as i-plus 1 formula, in which students have to be exposed to new information, but information that does not overwhelm them. Besides, the use of the video by the ESL teacher may be difficult to understand for students of early years. Besides, I thought the video can be fun because it consists of a special man (long beard and strange face expressions).

According to the Curriculum, since 1st year ESO, students should be able to recognize and produce basic rhythm, intonation, word and sentence stress patterns in communication, but I consider that we have to work on these aspects throughout the whole Compulsory Secondary Education stage. As I have already said, the complexity of the materials and the vocabulary used in the activities make this lesson more suitable for students of 3rd year ESO. Any work on aspects of pronunciation can take a long time to show improvements and be challenging for both the students and the teacher, but working on word stress can be fun and over time will help our students to be better understood and more confident speakers.

EVALUATION:

The evaluation process is an essential part in the learning process. Therefore, I have designed an evaluation rubric both for the teacher (ANNEX 3)

and the students (Annex 4), with the aim of improving the teacher's performance and the student's awareness of his/her learning process. I have decided to evaluate our students according to the objectives we planned, which will be reflected on the student's rubric. I will also give them feedback (both positive and negative) about their performance in the classroom; this means they will receive a response to their correct performances and for the mistakes or errors they make. One of the possible mistakes they may make is related to pronunciation. As it is not one of our main aims, I will only correct the students' pronunciation mistakes when I consider it necessary. On the other hand, the teacher will pay more attention to word stress mistakes. The students will be given some time to reflect on their mistakes, and the teacher will correct them in case they do not finally know the correct answer.

The teacher will be self-assessed, filling the teacher's evaluation rubric, in which s/he will take into account different aspects of the teaching process (lesson plan, timing, interaction with students, use of English... By doing so, the teacher can improve his/her performance in the future.

MATERIALS:

I have decided to design two different student worksheets because in order to do activity 2, they have to work in pairs with different word charts. If I had included both charts in the same worksheet, the students would have had the answers to the activity, so it would not make any sense.

LESSON 6

Lesson Plan 6 : Overview		
Teacher: Toni Alberó Cirac	Length: 55'	Students' age: 3 rd ESO
Lesson type: Integrated		
Context: We are at the final stage of the unit of Sports and Body, and students have already gone through some written and oral texts, comprehension activities, and grammar activities. They also had to practice speaking skills in some activities, and they have practiced word stress in the last session. As a way to evaluate to what extent they have understood and internalized what they have practiced, this last lesson of the unit is going to focus on several debates, on topics they have already worked on and on some that are new for them.		

Assumptions:

- Students already know plenty of vocabulary and expressions that can be used to refer to all the topics that are going to be put under debate.
- Students have the ability to express their own opinions about certain topics, and do not feel ashamed to talk in front of the teacher and their classmates.

Anticipated difficulties:

- Students may feel uncomfortable when speaking in front of their classmates.
- Students may not have enough resources to start talking about one of the subtopics.
- Some subtopics may take more time to debate than others due to the students' interest in them.

Solutions to the difficulties:

- The teacher will not make anyone talk if s/he is not in the mood. However, the teacher will inform students, at the beginning of the unit (and the lesson) that they are going to be evaluated for their performance in the debates, and this mark will count a 30% of the final mark for the unit. The teacher will try to make them feel comfortable and will give them some tips on how to participate and obtain a good mark.
- The teacher will give them tips on how to approach each subtopic of the debate. This will help students to begin their interventions.
- The teacher will advice students what is the time devoted to each subtopic, but if the teacher considers the debate is being very interesting, and students are participating actively, s/he can let students continue debating.

Main aim:

- To let students demonstrate what they have learnt in the topic (vocabulary).
- To make use of adverbs.
- To make use of subject and object questions.
- To express their ideas and show their social consciousness in respect with the topics being debated.

Subsidiary aim:

- To be fluent and accurate when speaking in English.
- To be able to produce word stress patterns accurately.
- To respect and listen to their classmates' contributions, respecting turns when speaking.

Personal aim:

- To give clear instructions.
- To give clear feedback.

<ul style="list-style-type: none"> - To talk in English as much as possible. - To manage with class difficulties (chatter, behaviour...) - To control the length of the activities and the lesson. - To pronounce fluently and accurately. 				
Language to be taught and practised (language exponents)		Work on skills		
All the language exponents used throughout the unit on Sports and Body.		Reading	Listening	Speaking
			X	X
				X
Stage aims	Procedure	Timing	Interaction pattern	
- to communicate what the class is going to consist on, and to prepare the class for the debate.	- the T will tell Ss they are going to debate about certain subtopics about sports and the body. First, the T will tell Ss to help moving the tables of the class so that they can let an open space where they can all sit on their chairs, creating a circle.	5'	T-S	
- to communicate what the instructions are and solve any doubt.	- T tells Ss they all have to participate, taking into account the instructions that the T gave them the previous day. Ss have to raise their hands in order to talk, and not respecting other classmates turn will low their marks. They will be informed that each one's turn is of no more than 2 minutes. T will ask if there is any doubt.	3'	T-S S-T	
- to begin the debate.	- T will write on the blackboard the first subtopic of debate, and will say whose turn is it.	2'	T-S	
- to express their own ideas about the topic.	- Ss will debate on the topic: Is it all in the genes?	10'	S-S	
- to express their own ideas about the topic.	- Ss will debate on the topic: Difference between men and women in sports.	10'	S-S	

- to express their own ideas about the topic.	- Ss will debate on the topic: Salaries of sportsmen; why is it so high?	10'	S-S
- to express their own ideas about the topic.	- Ss will debate on the topic: Drug-taking in elite sports.	10'	S-S
- to give some feedback.	- T will tell students his/her general impression about the debate, and will remind them that they have to write a text about the debate for homework.	1'	T-S
- to reorganize the classroom.	- T will tell Ss to help him/her to reorganize the classroom.	2'	T-S
- to get some feedback from students.	- T will give Ss a rubric in which they will have to evaluate the T's performance throughout the unit.	1'	S-T
Variations / Follow-up			
<p>- The duration of each debate on one subtopic depends on the interest of students on each one of them. If there is a topic in which students are not interested, the debate can finish, and a new one may start.</p> <p>- Students will be asked to write about the debate that has taken place at home, so that they can reflect on what they have talked about.</p>			

JUSTIFICATION

The intention of this last lesson of the topic on Sports and Body is to evaluate, with a speaking activity, how much have the students learnt about the topic, and what are their impressions about it. The main aim of learning a language is to be able to express your own ideas about each topic, and to be able to maintain a conversation in that language. Using this type of activity (debate), is useful for the teacher to realize if all the aspects they have gone through all over the unit have been useful in order to help the students communicate in the foreign language. The is the reason why I decided to evaluate the students with a speaking activity, because speaking is the final aim of learning a foreign language.

Moreover, in debate, the topics that have been included consist of some that they have already seen in the classroom and others that have not been talked about. With this variety of subtopics of debate, I want to see to what

extent the students can apply what they have learnt or what they already knew to new ideas, to new topics that are current and interesting. Apart from speaking skills, they are also putting into practice their listening skills, listening to their classmates and giving a response to what they have heard. As there should also be, in my opinion, a final writing assignment to be evaluated, students will also have to write a text about the debate.

As a whole, what I intend with this lesson is to evaluate the performance of the students in respect with the topic that they have gone through, taking into account all the objectives that I have aimed throughout it.

EVALUATION

As this is the final lesson, and it consists of a totally different activity, in respect with the others the students have carried out, the teacher is going to fill in a different evaluation rubric for students (ANNEX 4), that will take into account all the aspects that the students were informed in the sheet of paper they were given in the previous lesson. At the same time, the teacher will hand out a one minute paper (ANNEX 5) at the end of the class that the student will have to complete in order to evaluate the teacher's performance throughout the whole unit. This way, the teacher can have feedback on how s/he performed, and from it, s/he can improve some aspects that the students considered s/he could do better, and s/he can notice what his/her strong points are. It is a final anonymous evaluation.

Apart from the evaluation of the debate, the teacher will also have to evaluate the writing task that s/he has ordered for homework. The way the teacher is going to evaluate it will take into account the same aspects as the debate, but adapting it to a writing task.

9. Conclusions

As a conclusion to the unit of work I have designed, I would like to say that I consider I have fulfilled my objectives, because I have been able to design a piece of work in which the exercises presented can be interesting for students, and at the same time, they are useful in order to learn English language. I managed to contextualize all the activities within the topic of work and I believe I have included all the skills and areas of language that the National and Aragonese Curriculum order. I truly consider that students will be able to achieve the objectives that I intended them to achieve at the beginning, and the exercises are varied in order not to bore students.

Every lesson has been developed thoroughly, taking into account all the aspects that intervene within the classroom. Each of them include the context, a justification of the order of the exercises, an evaluation section, and there is a strict explanation of the procedures of each activity. As a whole, I believe my students will enjoy the teaching unit, but that is something I will check once I have implemented it.

As I did not have the opportunity to implement the unit of work during the internship in a secondary school in Zaragoza, I consider that the best way in order to provide some conclusions on the success of the unit, is to reflect on what would have been the results of it if I had had the chance to implement it. I am going to take into account both the considerations I have made having let some time after designing the unit of work, so I can think of the strong and weak points more coldly and objectively, and, now that I know what is the English level of the target students this unit was going to be approached to, I can also decide on the suitability of the lessons and tasks I have designed.

In first place, I am going to consider the selection of the topic of the unit of work. After designing it, thinking about it thoroughly and listening to other colleagues' opinions, I realized that the topic on sports may have been interesting for the boys of my classroom, but not so much for the girls. I tried not to design the typical unit of work on sports, which deals with the most popular sports, something similar to what they have studied in other educational years. I intended the unit of work to show a different face of sports, one that the students had not studied yet. That is why I included, in some lessons, tasks that got further away from the habitual ones, such as Lesson 3, which deals with Felix Baumgartner and his achievements. This has not always been taken as a sport itself, but nowadays it is starting to reach a status of sport. Moreover, in order to make this unit of work interesting both for boys and girls, I tried to include some subtopics that could motivate my girl students, such as the difference between men and women in sports, from which I believe that all the students of the classroom have something to say. Furthermore, another new area to be developed throughout the unit is social consciousness, which is something that they are beginning to cultivate at this stage. What I want to emphasize with this is that students are not only supposed to complete the grammar exercises or the reading comprehensions, but they also have to express their own social consciousness with respect to the subtopics presented through the unit.

Nevertheless, there are more aspects that could have been developed in order to make all of my students be motivated at the same level. For instance, as a way to show the equality between men and women in sports, I could have included some tasks in which the

main characters of them were women. In other words, instead of including a text in which students read about three sportsmen who had beaten records, I could have also included a text that dealt with accomplishments of sportswomen. Besides, I could have made my students compare both texts and both sports icons, so that they could have the opportunity to develop their social consciousness on that specific topic more in depth, and they might have had more tools in order to complete lesson 6 (it will be explained below).

Moving on to another matter, I think it is important to remark the reasons why I designed my lessons with a common structure. All of them, except the one which focuses on phonetics (Lesson 5), include warm-up activities, main tasks and follow-up activities. Warm up activities consist of images, videos or short schemes in the case of grammar focused lessons. I chose these kinds of warm-up activities because I believe it is what would have interested my students most, instead of starting directly with reading comprehension or listening exercises. With respect to follow-up, I want to make clear why I decided to choose writing tasks; when I was designing each lesson of the unit, I tried to integrate all the skills and areas I could in all of them, but this was not possible because of the timing. The only way I could integrate most of them was by leaving writing tasks apart, and asking the students to complete them at home, where they had more time to create good writing texts. If I had asked them to write the texts in class, no time would have been left to practice the rest of the skills.

Once I have analysed the unit of work and the result it may have had in the target students, I am going to draw some conclusions on which lesson would have been more successful and which one could have been improved. The one I consider to be more successful is Lesson 1, which is the introductory one. I believe that the pre-tasks could have been very interesting for the students, as it includes images in which they had to guess what sport they represented, and a trivia game, that included some facts on the topic that could have awakened the students' interest on the topic. Apart from the pre-task activities, I think that this lesson includes and integrates most of the skills on every task. Even though each of the activities focuses on one skill, the other skills would have also been practiced within the same activity.

Designing activities that integrate many skills is something I found quite difficult, and something that takes a long time to prepare. Moreover, I consider that the lesson main task, which is a reading on the topic, could have motivated my students, because it deals with some of their sports idols or icons. However, as I have already mentioned above, I could have mixed this text with another which dealt with sportswomen, so that the girls of the class could have been more interested on the topic. One of the other possible improvements of this lesson is timing. Once I knew what the English level of my students was, I realised that including all these activities in one whole lesson could have been too much for them in such a short time. I think that they would not have had time to complete all of them, so one of the possible improvements could have been to ask them to finish the reading comprehension activities at home, as well as the written task, but that is something that I do not agree with, because I consider that asking them to do so much work at home would have diminished their motivation in class.

The lesson I consider to be less successful is the last one (Lesson 6). As I did not want my students to do a typical exam on the unit, I decided to do a debate lesson in which students

were going to be evaluated. The debate dealt with 4 subtopics related to the world of sports, such as drug-taking in sports, and students were previously told, in Lesson 5, to prepare some information or some ideas about those subtopics. The reason why I consider it would not have been successful is that the English level of most of the students was not enough so as to carry out a debate in which all of them could participate and could enrich from the experience. I want to emphasize that the topics to be debated were difficult for their English level, but not because of their degree of social consciousness, something I truly believe they could have raised very interesting ideas. The problem was to adapt their knowledge in their mother tongue to their knowledge in English, which is what I consider they were not prepared for. As a way to make this lesson more successful, I should have given them more tools in order to talk about those topics. In the rest of the lessons, I gave them tools to talk about some of the subtopics of the debate, but I did not give them tools to talk about others, so, as an example, and as I have said above, I could have given them a text which dealt with achievements of sportswomen, so they could have used it in the debate. Apart from this, I am not really sure about what the attitude of the students would have been during the debate class, because they had never been examined in terms of what they said in a debate. Some of the students may have been embarrassed or nervous, and some of them could have remained silent, and their marks on the exam would have been low. I would have tried to create a good atmosphere in which everyone could feel comfortable, and I would have given them starting points from which they could have begun expressing their opinions, but you never know what the result is going to be. For that reason, I will never know what the result of the debate could have been, but I am sure that many of the students would have been able to express their opinions about the topics in English, which was the main aim of the lesson.

As a whole, I would like to say that designing this unit of work has been fully enriching, and I have realized how much time it is needed in order to create a piece of work that actually works with your students. You have got to take into account not only what the official documents stipulate, but also the needs and level of your students, without forgetting what motivates them and the time you have in order to do so.

10. References

- LOE – Ley Orgánica de Educación
- Currículum Aragonés.

ANNEX 1 – STUDENTS’ MATERIALS

GOLD MEDAL – LESSON 1

1. INTRODUCTION: Can you name all the sports in the picture? What is necessary to be good at sports? What do you think the unit is going to deal with?



2. TRIVIA GAME: Look at the Body and Sport Trivia. Read the facts and decide which one is true and which one is false. Pay attention to the pronunciation of the words in purple.

BODY AND SPORT TRIVIA

Are these facts true or false?

1. Your left **lung** is smaller than your right lung because your **heart** is on the left side of your body.

2. There are about 30,000 different **genes** in your body.
3. Babies have got fewer **bones** in their bodies than adults.
4. Women have got more **blood** in their bodies than men.
5. For balance and coordination, your body uses 200 **muscles** to take one step.
6. There are the same number of bones in all your **fingers** and **toes**.
7. The **brain** uses more oxygen than any other organ in our body.
8. The fastest running **speed** of a man is 20 kilometres per hour.
9. Walking **barefoot** gives our feet more muscle strength.
10. The best **endurance** athletes are long distance runners from the USA.

3. a) Listen to the oral text in which Amy and Jack are preparing for a trivia game about the body. After listening to the text twice, answer to the questions below.

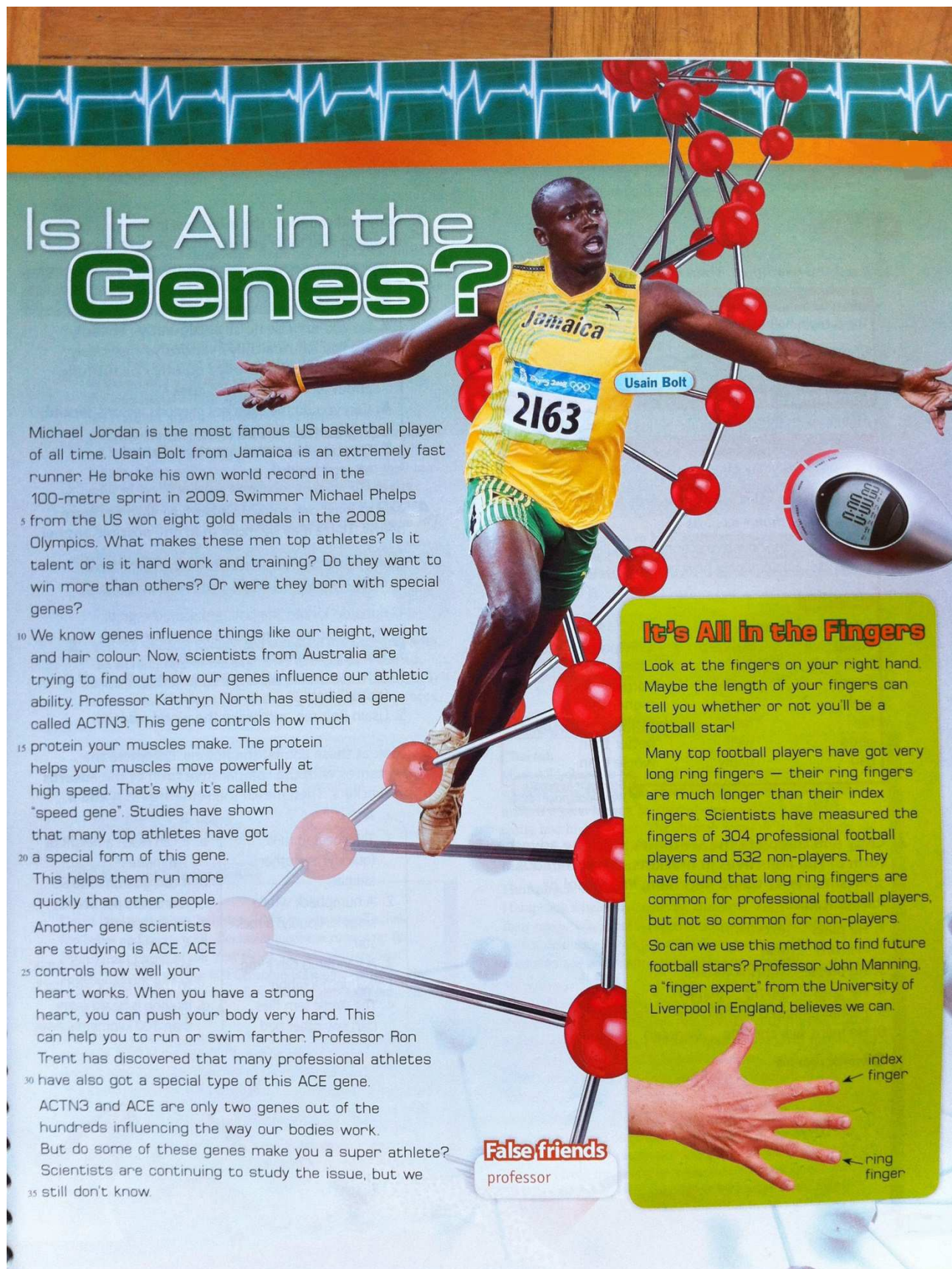
1. How many times does the heart beat in one minute?
2. How many bones has an adult got in his/her body?
3. How many litres of blood are there in your body?
4. How many muscles do you use to speak?
5. What does Amy suggest doing for their brains?

b) With a partner, decide which of the qualities below you think is most important for each sport on the list. (For example, I think endurance is the most important quality for...)

endurance – balance – coordination – speed – strength

- | | | |
|------------------|------------|--------------------------|
| 1. gymnastics | 2. surfing | 3- long-distance running |
| 4. weightlifting | 5 cycling | |

4. Is it all in the Genes? Read the article about sports and complete the activities below.



Is It All in the Genes?

Michael Jordan is the most famous US basketball player of all time. Usain Bolt from Jamaica is an extremely fast runner. He broke his own world record in the 100-metre sprint in 2009. Swimmer Michael Phelps from the US won eight gold medals in the 2008 Olympics. What makes these men top athletes? Is it talent or is it hard work and training? Do they want to win more than others? Or were they born with special genes?

We know genes influence things like our height, weight and hair colour. Now, scientists from Australia are trying to find out how our genes influence our athletic ability. Professor Kathryn North has studied a gene called ACTN3. This gene controls how much protein your muscles make. The protein helps your muscles move powerfully at high speed. That's why it's called the "speed gene". Studies have shown that many top athletes have got a special form of this gene. This helps them run more quickly than other people. Another gene scientists are studying is ACE. ACE controls how well your heart works. When you have a strong heart, you can push your body very hard. This can help you to run or swim farther. Professor Ron Trent has discovered that many professional athletes have also got a special type of this ACE gene. ACTN3 and ACE are only two genes out of the hundreds influencing the way our bodies work. But do some of these genes make you a super athlete? Scientists are continuing to study the issue, but we still don't know.

False friends
professor

It's All in the Fingers

Look at the fingers on your right hand. Maybe the length of your fingers can tell you whether or not you'll be a football star!

Many top football players have got very long ring fingers — their ring fingers are much longer than their index fingers. Scientists have measured the fingers of 304 professional football players and 532 non-players. They have found that long ring fingers are common for professional football players, but not so common for non-players.

So can we use this method to find future football stars? Professor John Manning, a "finger expert" from the University of Liverpool in England, believes we can.

index finger
ring finger

a) Which question below is the writer of the article trying to answer?

1. Do our genes control the way our hearts work?
2. Have top athletes got special genes?
3. What do athletes have to do to win?
4. Who are the world's best athletes?

b) Answer the questions.

1. What is common to the three athletes mentioned?
2. Why is the ACTN3 gene called the "speed gene"?
3. How does the special type of the ACE gene help athletes?
4. What did Professor Manning discover about top football players?

c) Find words in the article to match the definitions below.

1. very (lines 1-9)
2. the best (lines 1-9)
3. strongly (lines 10-23)
4. subject (lines 32-35)
5. checked the size of something (It's All in the Fingers)

HOMEWORK: What do you think is more important for doing well at sports: talent or hard work? Why? Write a short text (2 or 3 paragraphs).

GOLD MEDAL – LESSON 2

1. INTRODUCTION: Read the examples and complete the rules.

ADVERBS
The ACTN3 protein will make your muscles move powerfully .
Choose the correct answer
Adverbs give us more information about a noun
Adverbs give us more information about a verb
Comparative Form
Athletes with this gene run more quickly than others.
as...as
He runs as fast as Usain Bolt.
Complete the rules with the words below
<i>more ... than - as ... as</i>
1. We use ... to show two actions are equal.
2. We use ... to compare how two actions are done.

2. EXERCISE ON THE FORM OF ADVERBS: Find the adjective in the first sentence and fill the gap with the adverb.

1. Marion Jones is happy after winning. She smiles _____.
2. The anthem is loud. That man is singing it _____.
3. Rafa Nadal's English is fluent. He speaks English _____.
4. She was angry after losing the race. She spoke to her coach _____.
5. Hamilton is a careless driver. He drives _____.
6. The sports commentator is awful. He comments _____.
7. Kelly Slater is a wonderful surfer. He surfs the waves _____.
8. Andrés Iniesta is very quiet. He does not talk with his team colleagues, he trains _____.
9. Novak Djokovic is really good imitating people. He imitates really _____.

10. This exercise is simple. You _____ simply have to put one word in each space.

3. THE SUITABLE ADVERB: Add at least one suitable adverb to each sentence below. There may be more than one possible answer.

loudly	slowly	quietly	fast	wonderfully
hard	happily	terribly	confidently	sadly

1. After our team lost the game, they walked off the football field.
2. Usain Bolt ran and broke the world record.
3. The basketball player played and lost the game.
4. Messi kicked the ball and scored a goal.
5. The coach shouted at the player.

4. THE OLYMPIC CHART: Look at the chart. Then choose the correct adverbs to complete the sentences below.

1. The Hungarian team did **well/better than/worse than** the Russian team.
2. The Chinese team did very **badly/well/better**.
3. The Portuguese team did quite **badly/well/worse**.
4. The team from Netherlands did **worse than/better than/badly** the team from Spain.
5. The Hungarian team did **better than/worse than/as well as** the Spanish team.

Country	Number of medals in 2012 London Olympics
China	88
Spain	17
Russia	82
Netherlands	20
Portugal	1
Hungary	17

5. COMPARE THE RESULTS: Look at the scoreboard of some events from the decathlon. Complete the sentences with the correct form of the adverbs below. You should use the comparative form or *as...as*. It is possible to use the adverbs more than once.

	High Jump	Discus	100 Metres
M. Burns	1,98	53,78	10,44
M. Szyslak	1,95	45,18	11,26
S. Pippen	1,98	50,92	10,87
L. Biggins	2,05	49,37	11,14
L. Bird	1,95	39,81	10,91

slowly	far	quickly
fast	high	

1. Burns ran _____
Bird.
2. Szyslak ran _____ Pippen and Biggins.
3. Biggins jumped _____ all the others.
4. Burns threw the discus _____ Pippen.
5. Szyslak jumped _____ Bird.
6. Szyslak and Bird didn't throw the discus _____ Biggins.

6. NEGATIVE COMPARISON

We use **less + adverb + than** to make a negative comparison

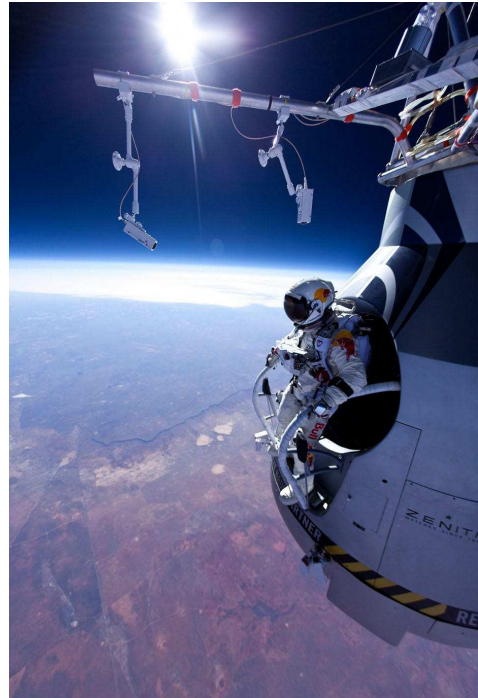
Example: *I play chess less regularly than my friend John.*

Try to build your own sentences.

GOLD MEDAL - LESSON 3

1. BAUMGARTNER FALLS FASTER THAN SPEED OF SOUND

Felix Baumgartner, 43, from Austria has lately become the first person to fall faster than the speed of sound – more than 1,000 kilometres per hour. He jumped bravely from a tiny capsule over 39km above the Earth. The project leader told Baumgartner before he leapt: "Start the cameras, and our guardian angel will take care of you." The skydiver replied: "I know the whole world is patiently watching now. I wish you could see what I can see. Sometimes you have to be up really high to understand how small you are."



It took Baumgartner ten minutes to finally reach the ground. His fastest speed was 1,342kph. After the Austrian landed, he fell to his knees, raised his fists firmly and waited for the helicopter to take him back to his team. He told reporters at a press conference: "When I was standing there on top of the world, you become so humble. You don't think about breaking records...the only thing that you want is to come back alive." In 2003, Baumgartner also glided defiantly across the English Channel from England to France under a carbon fibre wing.

a) Reading Comprehension

- In what hands did the team leader leave Felix when he was about to jump?
- How many kilometres per hour did Felix exceed from the speed of sound?
- After landing, how was Felix Baumgartner? Euphoric or relaxed? Explain your answer.

b) Find the adverbs

Can you find any adverbs in this text? Write them down and explain them in your own words.

2. SUBJECT AND OBJECT QUESTIONS

a) Introduction: Read the examples. Then complete the rule.

Subject Questions

Who has fallen faster than the speed of sound?

Felix Baumgartner has fallen faster than the speed of sound.

Object Questions

Who did Felix Baumgartner talk to before jumping?

Felix Baumgartner talked to **the project leader**.

Choose the correct answer to complete the rule.

In **subject/object** questions, the auxiliary verb comes before the subject.

b) Question Order: Put the words in the correct order to make questions. Which of the questions are subject questions and which are object questions?

1. sound/faster/speed/fallen/than/has/the/who/of?
2. where/jump/Felix/did/from?
3. he/wait/who/landed/he/when/did/to/for?
4. was/speed/the/reached/he/what/that?
5. jumping/what/before/he/did/say?

c) In pairs, complete the questions according to the answers in bold. Read the questions aloud to your partner.

1. Who....?

Michael Phelps received eight gold medals in the 2012 Olympics.

2. What....?

France won **the FIFA World Cup** in 1998.

3. Who....?

Usain Bolt broke the world record in the 100-metre race.

4. What....?

American football is the most popular sport in the USA.

5. What....?

Pau Gasol has played **professional basketball** since 1999.

d) In pairs, ask your partner other questions about sport. How many can he/she answer correctly?

FOR HOMEWORK: WHAT WOULD YOU ASK HIM/HER? - Write a short interview you would do to a famous sportsman/sportswoman?

GOLD MEDAL - LESSON 4

STUDENTS' MATERIALS

1. SPORT SALES: Look at the advert. Try to pronounce correctly the sports equipment in blue. Which types of sports can you practice with them?

a) Look at the words in blue in the advert. Can you find...

- one thing you ride
- one thing you walk on
- four things you use to hit something
- five things you wear for protection
- two things you wear on your hands
- one thing you wear on your feet

b) If you want to buy a football that usually costs 30€, how much will it cost now?



AllSports Shop
Super Sale - this week only!

- 50% off on **protective gear**: **helmets** (*cycling helmets and baseball helmets only), **mouth guards**, **wrist guards**, **knee guards** and **elbow guards**
- 40% off **tennis rackets**, **golf clubs**, **hockey sticks** and **baseball bats**
- 30% off basketballs, bowling balls, volleyballs and footballs
- 20% off all shoes, including **ice-skates**
- 15% off **skateboards** and skis
- Buy one pair of **boxing gloves** or **baseball gloves**, get another pair free!
- Great prices on **treadmills** and exercise bikes!

2. LISTEN TO THE SPORTS EXPERT: Listen to an interview with Susan, a sports expert.

a) Choose the correct answers

Susan talks about the weight of a...

- a) tennis racket b) golf club c) hockey

Susan talks about using ... when playing basketball

- a) appropriate trainers b) the right ball c) protective gear

According to Susan, what people should wear elbow, wrist and knee guards?

- a) basketball players b) tennis players c) skateboarders

A cyclist's helmet must be...

- a) comfortable b) expensive c) heavy

b) Complete the sentences

- Using the wrong sports equipment can be...
- Your tennis racket shouldn't be too...
- You should use a mouth guard when you play...
- Elbow and wrist guards help prevent broken...
- The most important equipment for cycling is a good...
- You don't have to wear... when you go cycling.

3. WHAT TO BUY?

a) The sentences below are from a dialogue. In which sentences are people describing or comparing the items? In which sentences are people talking about what to buy?

- 1- I need a new helmet.
- 2- These gloves fit better than those.
- 3- This bowling ball is the cheapest of them all.
- 4- No, I don't want a heavy tennis racket.
- 5- This skateboard isn't as expensive as the other skateboards.
- 6- How about this hockey stick?
- 7- Look at this helmet.
- 8- These ice-skates are too small.
- 9- This helmet isn't comfortable enough.
- 10- I think I'll buy this skateboard.

b) To be done in pairs. Look at this catalogue and imagine you are going to buy one item of each category. Compare the items and decide which to buy. Use the sentences in the exercise above to help you.



SPORTS EQUIPMENT

Skateboards	Tennis Rackets	Helmets
1 length: 90 cm width: 26 cm price: £47 	4 length: 68 cm weight: 350 g material: wood price: £60 	7 size: 59-63 cm weight: 280 g price: £43 
2 length: 120 cm width: 20 cm price: £55 	5 length: 56 cm weight: 225 g material: aluminium price: £80 	8 size: 51-55 cm weight: 250 g price: £30 
3 length: 110 cm width: 24 cm price: £78 	6 length: 63 cm weight: 280 g material: aluminium price: £120 	9 size: 54-57 cm weight: 190 g price: £25 

GOLD MEDAL - LESSON 5

WORD STRESS EXERCISES (A)

1. INTRODUCTION

STRESS: refers to the emphasis that may be given to a certain syllable in a word, or to certain words in a phrase or sentence. The stress placed on syllables within words is called **WORD STRESS**.

E.g.: athlete, award o0 football, diving 0o

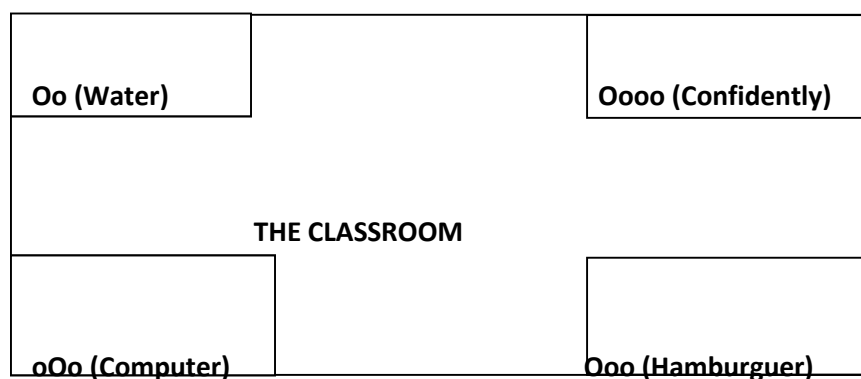
If you want to know more about word stress, watch this video:

Syllables - Word Stress - ESL British English Pronunciation

<http://www.youtube.com/watch?v=sNG5seyBBRg>

2. CORNER GAME

Once you have understood the general meaning of word stress, listen to the teacher reading words aloud, and when it is your turn, go to the correct corner of the classroom. Remember to repeat the word after the teacher says it and underline the part of the word that receives the stress.



3. GUESS THE COLUMN

Say the following words to your partner in the order you want. Make sure you place the stress in the right position because your partner will have to write down those words under the appropriate column (word stress pattern).

0 o o	o 0 o	0 o	o o 0 o
Basketball	Gymnastics	Skating	Coordination
Patiently	Endurance	Bravely	
Dangerous	Expensive	Treadmill	

Listen to the words of your partner and write them in the correct column.

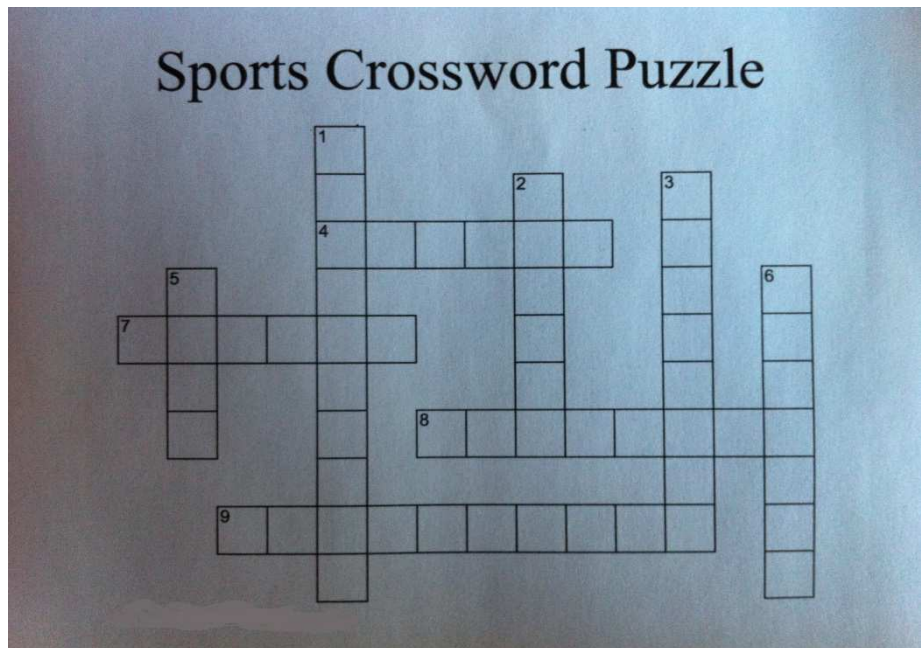
0 o o	o 0 o	0 o	o o 0 o

4. THE LABYRINTH

Follow the word stress pattern Oo and find the way out of the labyrinth. You can only move horizontally or vertically, not diagonally.

ENTRANCE								
Yoga	Ice skating	Muscle	Slowly	Cycling	Dangerous	Confidently	Judo	
Diving	Hockey	Climbing	Defiantly	Skating	Comfortable	Silver	Capsule	
Finally	Archery	Happily	Helmet	Slower	Gymnastics	Running	Speed	
Snowboard	Extremely	Treadmill	Humble	Intensive	Coordination	Spinning	Player	
Endurance	Protection	Faster	Protective	Carelessly	Powerfully	Toe	Mouth	
Defiantly	Baseball	Bravely	Karate	Terribly	Better	Elbow	Further	
Expensive	Tennis	Patiently	Angrily	Measure	Balance	Sound	Soccer	
Equipment	Windsurf	Finger	Riding	Surfing	Referee	Disabled	Silver	EXIT

5. SPORTS CROSSWORD PUZZLE



HORIZONTAL

4 This sport is played on a large open

field where players can only use their

feet to kick a ball into a goal.

7 This sport is played on the ice and the

players use sticks to hit a puck into a

goal.

8 This sport is played on a diamond shaped field where players run the bases and score homeruns.

9 This sport can be played on the beach where players hit a ball over a

net.

VERTICAL

1 This sport is played with 10 players

on the court. Players can shoot the ball into the hoop or slam dunk.

2 This sport is played with a racket and

a yellow ball that players hit over a net.

3 This sport has many players on the

field and on the sideline. They score touchdowns and kick field goals.

5 This sport is played outside where players hit a small white ball with a club.

6 This sport is played by throwing a ball

down an alley. If you hit down all pins you get a strike.
ten

WORD STRESS EXERCISES (B)

1. INTRODUCTION

STRESS: refers to the emphasis that may be given to a certain syllable in a word, or to certain words in a phrase or sentence. The stress placed on syllables within words is called **WORD STRESS**.

E.g.: athlete, award o0 football, diving 0o

If you want to know more about word stress, watch this video:

Syllables - Word Stress - ESL British English Pronunciation

<http://www.youtube.com/watch?v=sNG5seyBBRg>

2. CORNER GAME

Once you have understood the general meaning of word stress, listen to the teacher reading words aloud, and when it is your turn, go to the correct corner of the classroom. Remember to repeat the word after the teacher says it and underline the part of the word that receives the stress.

Oo (Water)		Oooo (Confidently)
THE CLASSROOM		
oOo (Computer)		Ooo (Hamburguer)

3. GUESS THE COLUMN

Say the following words to your partner in the order you want. Make sure you place the stress in the right position because your partner will have to write down those words under the appropriate column (word stress pattern).

0 o o	o o o	0 o	0 o o o
Terribly	Extremely	Racket	Powerfully
Comfortable	Protection	Elbow	Confidently
	Equipment		

Listen to the words of your partner and write them in the correct column.

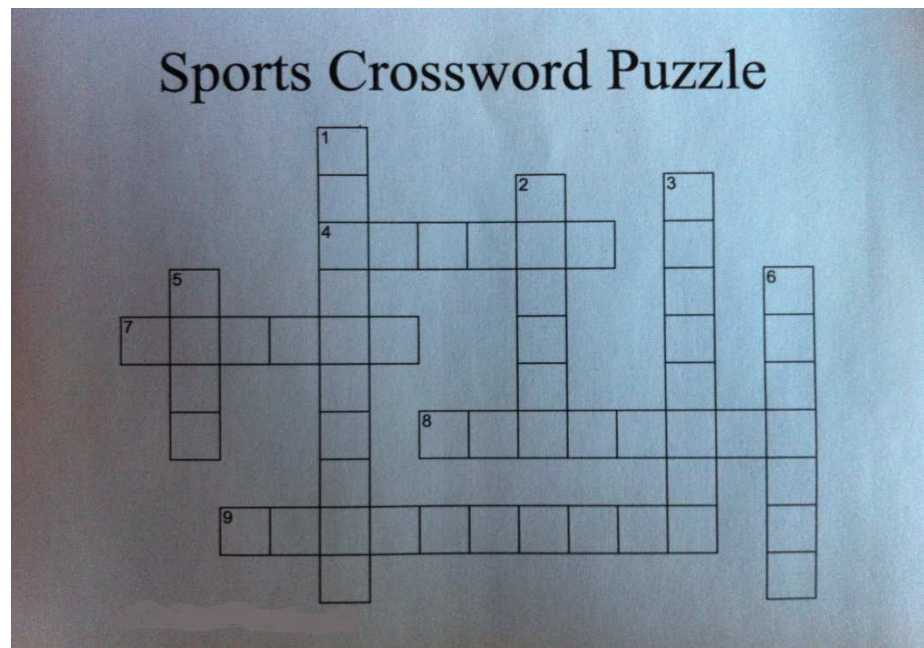
0 o o	o o o	0 o	0 o o o

4. THE LABYRINTH

Follow the word stress pattern 0o and find the way out of the labyrinth. You can only move horizontally or vertically, not diagonally.

ENTRANCE								
Yoga	Ice skating	Muscle	Slowly	Cycling	Dangerous	Confidently	Judo	
Diving	Hockey	Climbing	Defiantly	Skating	Comfortable	Silver	Capsule	
Finally	Archery	Happily	Helmet	Slower	Gymnastics	Running	Speed	
Snowboard	Extremely	Treadmill	Humble	Intensive	Coordination	Spinning	Player	
Endurance	Protection	Faster	Protective	Carelessly	Powerfully	Toe	Mouth	
Defiantly	Baseball	Bravely	Karate	Terribly	Better	Elbow	Further	
Expensive	Tennis	Patiently	Angrily	Measure	Balance	Sound	Soccer	
Equipment	Windsurf	Finger	Riding	Surfing	Referee	Disabled	Silver	EXIT

5. SPORTS CROSSWORD PUZZLE



HORIZONTAL

4 This sport is played on a large open

field where players can only use their

feet to kick a ball into a goal.

7 This sport is played on the ice and the

players use sticks to hit a puck into a

goal.

8 This sport is played on a diamond shaped field where players run the bases and score homeruns.

9 This sport can be played on the beach where players hit a ball over a net.

VERTICAL

1 This sport is played with 10 players

on the court. Players can shoot the ball into the hoop or slam dunk.

2 This sport is played with a racket and

a yellow ball that players hit over a net.

3 This sport has many players on the

field and on the sideline. They score touchdowns and kick field goals.

5 This sport is played outside where players hit a small white ball with a club.

6 This sport is played by throwing a ball

down an alley. If you hit down all ten pins you get a strike.

GOLD MEDAL - LESSON 6 (to be handed out in the previous lesson)

Index for next lesson (final one):

In the next lesson you will be doing a **DEBATE** on several topics about body and sports. Make sure you prepare some information for it, taking into account what is going to be evaluated:

- To be able to **express yourself** fluently and accurately.
- To make use of some **adverbs** (you can look at the ones you have practiced in the previous activities).
- To be able to construct appropriately subject and object **questions**.
- To make use of the **vocabulary** we have gone through in the unit.
- To **respect** your classmates ideas and turns.
- To be innovative and **creative**.

These are the **TOPICS** that we are going to debate. We may expend more time debating about one of them, depending on your interest.

- Is it all in the genes?
- Difference between men and women in sports.
- Salaries of sportsmen; why is it so high?
- Drug-taking in elite sports.

Final homework: Write a text about the debate that has taken place. The main aspects that are going to be evaluated are the same as in the debate, but adapted to a writing task.

ANNEX 2: TEACHER'S MATERIALS

LESSON 1

ACTIVITY 1:

Cycling Skating Jet Sky Basketball Iceskating
Snowboarding F1 Kite Surf Yoga Horse Riding
Diving SkiingTennis Golf Motorbike
Surfing Baseball Football/Soccer Volleyball Karate
Weightlifting American Football Ice Hockey Archery Climbing
Windsurf

ACTIVITY 2:

1. T, 2. T, 3. F (babies have got more), 4. F (men have got more blood than women), 5. T, 6. F (the thumb and big toe have got two bones, while other fingers and toes have got three), 7. T, 8. F (men have run faster than that, U.Bolt 31.7 km/h), 9. T, 10. F (the best endurance athletes are runners from Kenya).

ACTIVITY 3:

a) 1. 72 2. 206 3. about 5 4. 72 5. eat a snack

b) Possible answers: 1. balance, coordination 2. balance 3. endurance
4. strength 5. endurance, speed

ACTIVITY 4:

a) 2 – Have top athletes got special genes?

b)

1. They are all top athletes.
2. It controls how much protein the muscle makes and this protein makes the muscle move powerfully at high speed.
3. It controls the heart and a strong heart can push the body very hard. This helps people to run and swim farther.
4. Their ring fingers are longer than their index fingers.

c) 1. extremely 2. top 3. powerfully

4. issue 5. measured

LESSON 2

1. Adverbs give us more information about a verb

1. as...as 2. more...than

2. 1. happily/2. loudly/3. fluently/4. angrily/5. carelessly/6. awfully/7. wonderfully/8. quietly/9. well/ 10. simply

- 3.** 1. sadly/quietly/slowly 2. wonderfully/fast/confidently 3. terribly
4. hard/confidently 5. loudly

- 4.** 1. worse than 2. well 3. badly 4. better than 5. as well as

- 5.** 1. faster than 2. slower than 3. higher than 4. farther than
5. as high as 6. as far as

LESSON 3

1. a) 1. In the hands of the guardian angel. **2.** 342 kph **3.** Mix of both

b) lately, bravely, patiently, really, finally, firmly, defiantly

2. a) In **object** questions, the auxiliary verb comes before the subject.

b) 1. Who has fallen faster than the speed of sound?

2. Where did Felix jump from?

3. Who did he wait for when he landed?

4. What was the speed that he reached?

5. What did he say before jumping?

c) 1. Who received eight gold medals in the 2012 Olympics?

2. What did France win in 1998?

3. Who broke the world record in the 100-metre race?

4. What is the most popular sport in the USA?

5. What has Pau Gasol played since 1999?

LESSON 4

1. a)

- skateboard

- treadmill
- tennis racket, golf club, hockey stick, baseball bat
- helmet, mouth guard, wrist guard, knee guard, elbow guard
- boxing gloves, baseball gloves
- ice-skates

b) 21

2. a) (a, b, c, a)

b) dangerous, heavy, basketball, bones, helmet, gloves

3. a) Talking about what to buy: 1, 4, 6, 7, 10

Describing or comparing: 2, 3, 5, 8, 9

LESSON 5

2: CORNERS GAME: Read them aloud in the order you prefer. As there are 24 students:

Oo: Cycling, skating, Yoga, Diving, Racket, Hockey, Climbing, Baseball

Ooo: Basketball, Ice skating, Karate, Archery, Patiently, Dangerous, Terribly

oOo: Gymnastics, Extremely, Endurance, Defiantly, Protection, Equipment

Oooo: Powerfully, wonderfully, confidently

5. SPORTS CROSSWORD

1. Basketball, 2. Tennis, 3. Football, 4. Soccer, 5. Golf, 6. Bowling, 7. Hockey, 8. Baseball, 9. Volleyball.

ANNEX 3: TEACHER'S EVALUATION RUBRIC

LESSON 1-6

LESSON PLAN	YES	NO	REASON	IMPROVEMENTS
The instructions given have been clear.				
The timing of the activities has been well organized.				
The sequence of the activities has been well organized.				
The materials chosen have been suitable for the students.				
The activities have been interesting for the students.				
PERFORMANCE				
English has been the most used language.				
The pronunciation of words has been accurate.				
The language used has been easily understood by students.				
INTERACTION WITH STUDENTS				
Students have been constantly motivated.				
Students have been encouraged to participate in the activities.				
Feedback has been given in every activity.				
Conflicts have been appropriately managed.				

ANNEX 4: STUDENTS' EVALUATION RUBRIC

LESSON 1-4

Student's name:	Excellent!	Well done!	Good!	You can do it better
The student is aware of the different sports.				
The student is capable of identifying the sports and its name in English				
The student is able to follow the teacher's instructions satisfactorily.				
The student takes part actively in the different activities of the lesson.				
The student uses English when working in pairs.				
The student listens to his/her classmates when they speak and respect their turns.				
The student is able to express his/her impressions.				
The student is able to take the general aim of a text.				
The student is able to recognize the meaning of words from the text.				
The student is able to answer to simple questions from a text.				

LESSON 5

STUDENT'S EVALUATION RUBRIC

Student's name:	Excellent!	Well done!	Good!	You can do it better
The student is aware of the different stress patterns.				
The student is capable of placing the stress in a word accurately.				
The student masters the vocabulary related to emotions and feelings.				
The students follow the teacher's instructions satisfactorily.				
The student takes part actively in the different activities of the lesson.				

The student uses English when working in pairs.				
The student listens to his classmates when they speak and respect theirs turns.				

LESSON 6

Student's name:	1 (min)	2	3	4	5 (max)
The student participates actively					
Appropriate use of adverbs					
Appropriate construction of questions					
Use of vocabulary					
Fluency					
Accuracy					
Turn-taking					
Respect towards other student's ideas					
Originality					
Ability to express impressions					

ANNEX 5 - STUDENTS' ONE MINUTE PAPER

Write short answers for these questions:

What have you liked most of the teacher?

What have you liked less of the teacher?

What is the most important thing you have learnt with him?

What unanswered question do you still have?

Any other comments...

ANNEX 2: RESEARCH PROJECT

-UNIVERSIDAD DE ZARAGOZA-

THE USE OF MUSIC IN **THE ESL CLASSROOM**

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2013

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INTRODUCTION

As the North American poet, Henry Wadsworth Longfellow, once said, “*Music is the universal language of mankind.*” If we reflect about these words, they strengthen our belief that songs have been part of humankind throughout History. Actually, they have become part of our daily lives and if songs are used within the foreign language classroom, then they can even take special significance.

English teachers frequently use songs as a teaching tool in their classes and, since there is a considerable amount of literature in favor of the use of songs in the English classroom, we can clearly see how popular this topic is.

This is the reason why we want to research about music and how it can help our students learn a foreign language, in this case, English. After going through what some authors have studied on this topic, we will take into consideration the possible benefits of using music in the EFL classroom, and more specifically, we will reflect on the use of background music during the implementation of certain exercises and on the use of songs with lyrics as exercises themselves.

Once we have a clear idea of what music can be used for, we will ask ourselves some questions that will be used in order to continue or start with the real research. This research will consist of surveys that will be delivered to our students of Secondary Education. Out of the results obtained from such surveys, we will try reach some conclusions regarding the use of music in the English classroom.

LITERATURE REVIEW

For most of students, listening to music is a pleasure, up to the point that they encourage the teacher to use this kind of activities during the lessons over and over again and music gets to become a relevant part of the lesson.

When listening to music, the level of confidence of students increases and diminishes their fear to failure since it fosters a relaxed ambiance. Furthermore, atmosphere in the classroom gets more relaxed when it comes to pronouncing words because they are sung at the same time and, for this reason, students show themselves more willing to speak than during an average lesson. Thus, by means of using songs, students face real examples of the language in the learning process and, as a consequence, vocabulary, grammar and common patterns (pronunciation and use) are practiced.

The use of songs as a teaching tool in the classroom has several advantages. By saying this, we can emphasize that, as we have said above, songs normally contain authentic and natural language, even though it can sometimes be considered as too natural and grammatically incorrect. We would like to add that, by using songs students can face different accents and make comparisons among them. Songs include a great variety of new vocabulary and expressions that can be presented to students; however, the difficult part here is to find a song with vocabulary or expressions that can fit the students' knowledge or just goes one step above their knowledge; basically this is described more in detail by the “i+1” formula (Krashen, 1988) .

Besides, both songs with lyrics and background music are easy and free to obtain, and many exercises can be done with only one song; however, finding more complex and complete exercises can be often more difficult and sometimes Internet users have to pay in order to have access to them.

Another reason why songs are suitable for learning English as a foreign language is that student's specific needs can be satisfied if a right song is chosen. Songs do not always deal with the typical topic of Love. Fortunately, teachers might be able to find songs that suit all kind of subjects students are learning in the English classroom.

The use of music in the classroom can also help introduce grammatical aspects that must be worked; this way, students are not taught grammar by only listening to a typical and rather boring grammar explanation. They might be already more than used to it (Jolly, 1975).

But it is not only grammar that a teacher can introduce with songs, but also the teacher can present students a cultural aspect that he/she wants them to work on, regarding the author of the song's life, beliefs or facts that the artist mentions in the song. It is relevant to bear in mind that teachers must not forget about timing because normally, the use of songs is quite limited when it comes to the objectives of the subjects. In general, the theory becomes a top priority. Nevertheless, time then is found to implement music in the classroom; time might be easier to manage since the teacher knows how long it takes to listen to the song beforehand.

Moreover, according to several studies that we will explain further, music also improves concentration if it is related to the exercises being carried out in the class. It also improves memory. Basically this means that, if students are interested in the topic, they will be willing to do more. Such interest together with the repetitive structures of songs make easier for them to memorize the aspects or vocabulary they are dealing with. Thus, if music is seen as something interesting from the students' point of view, it should also help absorb more material than during typical lesson activities and it should relax those students. Relaxation here has to do with the current rhythm of a normal class (in which exercises need to be corrected one after another, questions need to be asked by the students with high limit constraints, etc...) yet this last fact depends on individuals. Another feeling that students may experience towards an ordinary lesson is what has been described as *anomie*; "a feeling of social uncertainty or dissatisfaction- as a significant aspect of the relationship between language learning and the attitude toward a foreign culture" (Brown 1994, p.171). Using music can make these students' affective filter change, and cheer up their moods with respect to foreign language learning.

As a whole, we could say that music is an aesthetic or artistic source that can be perfectly used in order to make our students learn a foreign language at the same time as they learn how to appreciate music and the language itself (Lake. R, 2002, p. 101-114). Besides, by using music, students will be developing the artistic competence, which is quite important, as we will see below.

We will now consider the different uses that can be given to music depending on its nature, because using background music cannot be compared to using music with lyrics. Each of them has a different use and different purposes.

A) BACKGROUND MUSIC

We are going to focus now on background music. This type of music could be played, for instance, at the beginning of a lesson to help introduce the topic of the lesson or unit of work. This may help students focus on the topic and also this can be useful as a relaxation tool. This statement is based on some studies and historical facts we are describing and commenting below.

It is possible to find precedents in the ancient Greek and Roman cultures. Music for both cultures was fundamental in their educational system; *Mousike* encompassed all those areas supervised by Muses (rhetoric, grammar, arts...). It was thought that the soul could become more moderate and cultivated throughout music; this way, music was used to help brain-body coordination, in order to facilitate learning and study of other subjects as well as to overcome military education and dialectics, both vital aspects in Ancient Greece and Rome.

In order to be more precise, according to Rauscher, Shaw, & Ky (*Mozart and spatial reasoning* 1993) musical experiences of short duration (10-15 minutes roughly) can have a positive and direct influence on spatial reasoning. This effect has proved to have increased undergraduates' IQ score tests from 8 up to 9 points. This reaction received the name of "The Mozart effect".

In addition, some neurologists have found out that musical and language processing occur in the same area of the brain, and it seems that there are parallelisms in how musical and linguistic syntax are processed (Maess & Koelsch, 2001).

Our objective here is to analyze the use of background music in the ELF classroom more in depth; we can also use it not only to make our students learn the language but also to help them when they are doing exercises, individually or in pair work. ESL teacher, Kenneth Beare, has stated that background music played as background can enhance concentration of students while they are working (Beare 2013). Thus, the more repetitive patterns the piece of music has, the fewer distractions our students will find because of the music. This means that if a piece of music repeats the same rhythm pattern or notes, the students will improve their concentration. However, if a piece of music does not have many repetitive patterns, the students will not be able to fully concentrate on their work.

Suggestopedia method is supposed to smooth the progress of learning by lowering the affective filter. The atmosphere of the classroom is set up to make the students feel comfortable and confident. The development of exercises is thought to be accomplished while music is playing on the background, as a tool to stimulate right brain participation. It is a process known as "concentrative psycho-relaxation" (Lozanov, 1978).

Researchers have also found out that certain music types ease the brainwaves into the relaxed "alpha state" that is ideal for *Super-learning* (Ostrander & Schroeder,

2000). One kind of music considered as appropriate for this super-learning is the *adagio* movements of baroque composers. The *adagio* movements are around 40 to 60 beats per minute; slow rhythms slow body and mind functions and also allow an alpha state of mind. This way students can improve their memory in connection with the materials presented in 20 minutes intervals. It is also great for relieving stress.

Furthermore, music acts like “white noise” in the background, preventing students from noticing every other little noise that usually distracts them. Normally their brains take everything in; consequently, they are often distracted and off task in the classroom (distractions caused by things as a pencil dropping to the floor, someone in class sneezing, etc...).

Despite of “the white noise” with background music, students will remain more focused on the activities. In fact, some background music pieces could be selected depending on the type of exercise that must be carried out in the classroom. For instance if a teacher is going to be in a more relaxed mood and the activity has to do with emotions, feelings, happiness or sadness, surely there will be a piece of music that can perfectly suit. According to Kenneth Beare’s suggestions in the article “Music in the ELS classroom”, serious issues could be dealt in class by playing music from German authors such as Beethoven or Brahms and imagination exercises could be improved by playing pieces from Debussy, for instance.

Background music may help students with attention deficit and/or hyperactive disorder, focus on the task at hand. According to North American researchers who formed the Society for Suggestive-Accelerative Learning and Teaching (SALT), it is demonstrated that several teachers have worked on Education Plans for teaching disabled kids, supporting that, listening to music while developing an exercise, is an appropriate help for those learners. It helps the students focus on the exercise because they hear mainly music, erasing the rest of the surrounding noise that might distract them, becoming more productive students in the classroom.(Prichard et al, 1980)

Obviously, we do not advise listening to music during the whole lesson, when the teacher is teaching or during class discussions, because students need to be attentive listeners and listen to what is going on in the class.

B) SONGS WITH LYRICS

“Songs, if only listened to sing, may only become passive routines in a language learners’ repertoire and the language in them not available for spontaneous use. Manipulation exercises to transfer, or bridge the language in song to language in use are needed. These manipulation exercises are supposed to enhance learning by lowering the affective filter. The atmosphere of the classroom is set up to make the students comfortable and confident. This is often accomplished by playing music and the process consists of four phases: Introduction, Concert (active and passive), Elaboration and Production. The use of songs does not encourage a deeper language acquisition but

convinces teachers of the usefulness of songs as language examples in the classroom” (Murphey 1990: 215- 216).

If we think back in time, we will realize that, as students, most classroom music activities almost always focus on lyrics which might be really helpful when learning a foreign language. In fact, the following statement has been published regarding the advantages of using songs. For instance, Educator Tim Murphey carried out a research regarding the lyrics of a large amount of songs and found out that especially pop songs have special features that can learn improve the learning of a second language. Pop songs are currently played on radio stations and are well-known by students. Moreover, lyrics are basically, in a repetitive way, nouns, average vocabulary and with regard to grammar, simple questions or requests appear constantly and are 25% of the lyrics roughly. All this together with the slow speed at which the songs are normally sung, allow learners to understand and relate to the songs (Murphey, 1992).

All the same, there are other advantages we have found after squeezing the idea of using songs with lyrics in the classroom. The exercises could be focused not only on lyrics, the grammar structures or the vocabulary regarding the unit learnt at any specific moment throughout the academic year, but they could also be focused on asking the students questions in connection with the song chosen for an exercise, the context in which it was written, if it was written for a particular reason, the possible story that lead the singer to write it, the life of its singer/band...

To sum up our ideas, we would like to mention Hans Mol, teacher and writer from Australia, who asserts that the four main contributions of using songs in the English classroom are: socio-emotional growth, physical development, cognitive training and cultural literacy. (Mol, 2009)

Furthermore, using songs in the classroom may help the students realize how important the language used in this kind of texts is. That is, songs normally express more than they appear to express initially and consequently they can lead to many interpretations and raise our students’ creativity. If the lyrics are analyzed in depth, our students can extract some ideas that were not explicitly presented at first sight; songs are full of metaphors. By these means, students will be aware of deeper perceptions, interpretations and messages hidden in songs. A good example of this kind of exercises in which students have to take into account not only the words but the meanings implied in those words, would be the one presented by Robert Lake about the song *Starry Night*, by John McLean. In this exercise the lyrics of the song are connected to a painting by Vincent Van Gogh, *The Starry Night* (Lake. R, 2002, p. 101-114).

By doing this exercise, students connect emotion and language, coupling visual images with music. The comments of the students that carried out this activity are all positive, emphasizing the fact that as the time went by, they still remembered that specific exercise and the emotions and ideas that song expressed. As we have already mentioned, that is another advantage of using songs in the classroom: the students’ input reminiscence is much stronger than that of common classroom activities.

Nevertheless, as for the use of music in the English classroom, we have found one disadvantage. Not only music must be used in the English classroom exclusively. Teachers cannot make music their only teaching tool. Therefore, we would advise the use of songs with lyrics in specific moments, and not all over the lesson plan. By these words, we do not mean teachers should use songs, as it is often done, every Friday when students are fed up of learning, we just want to recommend not to use music as the only tool when teaching, because students would not see those activities as new and interesting, they would see them as a routine or habit and therefore students would not feel attracted to them anymore.

Moreover, as Steve Darn, an ELT teacher states in his webpage, teachers should ask themselves some questions before putting music exercises into practice (Darn.S, 2008). A teacher should consider if the lyrics of the song used are clear or if the recording has a good quality. Teachers should bear in mind if the song actually includes the language or the topic that s/he wants to introduce or work on, if the language used in the song is suitable to the level of the students as well as if the topic of the song is suitable for those students, because a song can include some grammatical features that a teacher wants students to work on, but it may present some ideas that are not applicable to students, even though they like it. Another piece of advice given by Steve Dar is that the more input you give to the students, the more output is produced. For instance, if you add a video with images to a song, or some pictures, as we saw with the activity by Robert Lake, more skills will be put into practice.

Below, we briefly describe some exercises we consider to be relevant and that are in connection with those highlighted by Hans Mol in one of his articles (Mol, 2009).

- In order to follow a logical order, first of all we would suggest a focusing exercise to make our students concentrate on the lesson. They could try to guess the title of the song or to find a picture related to it by using the Internet or their own texts books since the song might be related to one of the units of the academic year.
- Then, vocabulary should be worked. The teacher could write some important words on the blackboard and ask questions to the students to let them express themselves.
- Next step has to do with aural discrimination. Some words are written on the blackboard and the teacher asks students, by turns, to come closer to the blackboard to point out a word written on the blackboard every time they hear it.
- Another suggestion is to ask the students to lip sync and have a bunch of judges in front of them. It is a very good idea, from our point of view, to implement before starting to sing the song out loud.

- The following step is related to putting the lyrics in the correct order. Strips with the lyrics of the song are handed out to the students. There are many possibilities in connection to pair work or group work. For example, students could be asked to stand up and make a line in the right order.
- Then the students could ask each other some questions about the song (regarding its rhythm, topic, number of words).
- Afterwards students could be asked to express themselves once again by writing a letter to the singer of the song. They could be asked to draw what the song inspires them to draw.
- Another suggestion is an exercise consisting on filling in the gaps of the lyrics of a song that could be written on the blackboard or on a piece of paper.

Teachers should always make the most of the songs by putting into practice, for instance, those exercises mentioned above. In this way, students would learn to express themselves and would also learn how language is used for specific reasons in a song.

RESEARCH

Our main objective is to find out why songs must be included in teaching-learning process. The most relevant obstacle when learning and teaching a second language is the lack of involvement of students and sometimes that of teachers as well.

Teachers should motivate students by means of using refreshing activities aimed to practice communicative skills (to give the students the opportunity to practice these skills and to practice many types of real life communication situations). Thus, songs should be amusing devices in order to create an interesting activity. Music can help them forget they are learning and enjoy the experience, constituting a quickly and efficient way to improve their knowledge and competences.

Also, increasing the relevance of music in the curriculum would increase students' motivation because the exercises carried out in the classroom would introduce not only the English language, but also the English world and its cultural aspects. English should not be understood as a boring grammar system that must be learnt, but it should be understood as a new, enriching and foreign world that still remains undiscovered. Thus, music would be just one of the many amusing tools used by the teacher. From our point of view, music as a tool should be used more often and more systematically.

From our experience as learners, we consider that acquiring a second language may provoke anxiety. This is another reason why teachers should use songs (pop music, for example) in the English classroom (Murphy 1992). It gives students a lot of positive emotions, a basic tool in learning process.

According to this motivational thought, and as a conclusion, we think that there are several excellent reasons for using songs in the English classroom:

- To add variety to a lesson.
- To increase motivation and create a relaxed atmosphere in the ELT classroom.
- To involve participation of the whole class.
- To encourage creativity and use of imagination.
- To help practicing pronunciation, stress, rhythm and intonation.
- To help practicing grammar items.
- To help practicing new vocabulary.
- To help learners remember language in chunks.
- To provide reinforcement of language learning.
- To encourage listening practice.
- To stimulate discussion and writing activities.
- To offer a lot of cultural input (based on Everett, 1987; Kurtology- Eken, 1996; Monreal, 1982).

The main questions that should be answered when structuring our research are the following:

- What to research?

-We are going to investigate the use of music in the English Classroom, both as background music and as song with lyrics exercises.

-We are going to evaluate the degree of interest and motivation that students may show towards the exercises related to songs and, also the possible positive implications that those exercises could have. On the other hand, we will consider the positive implications of using background music.

- What are the aims of the research?

The aims are to know what students and teachers think about the use of music in the ELT Classroom, specifically the use of Background music and songs with lyrics, in relation with the variables that we will explain in the methodology section. We would also like to know if students are interested in English music culture, and the benefits they can take from listening to it.

- Why do the research? As future teachers, and as truly lovers of music, we want to know what the impression of students and teachers about use music in the classroom is, and what skills can be practiced with Background music and songs with lyrics. In addition, we want know to what extent a class including music exercises and

background music would be interesting and motivating; we consider music to be a very helpful tool.

- How to do the research? Our research is going to be based on surveys.
- Whom and when to research? We are going to carry out our research (field work) in Secondary Education Classrooms with students from 13 up to 16 years old.

So, as a conclusion to the research description, we want to summarize the different variables that we are going to consider.

- Motivation: felt by selected students of Secondary Schools when they use music as a way of learning or improving learning.

- Interest: shown by students towards the use of music.

- Acceptance: of the exercises that use music as a tool for learning, as well as accepting English speaking musical culture (relevant artists, important historical setting when the songs were written and why).

- Value: given by students to all the aspects they learn using music.

- Attention: paid by students when using music in the classroom.

- Involvement: of students in the exercises that include music as a tool.

- Development: of the different skills by means of music.

METHODOLOGY

The second stage involves data collection through some questions that must be answered to carry out the research:

- What mix of data collection techniques and methods is to be used?
- When will the research take place and for how long?
- Where will the research be conducted?

Once we have established a theory background, we will know consequences/results of the use of music through a survey that will be filled in by from 9 to 24 students in each of the schools we are doing the internship. After analyzing the results of such surveys (55 surveys answered in total) which we will extract from them some conclusions on the topic. Furthermore, another survey will be handed out to 5

Secondary Education English teachers, each one from a different school. The students being surveyed will belong to 2nd and 3rd year of ESO, because we consider that this is the best age group in which we can hand out the surveys related to music; in 2nd and 3rd year of ESO students start having knowledge on the foreign language, and we think they may appreciate the use of music to the maximum and benefit from it. At this age, students have already been two years in secondary education, and they have probably been exposed to the kind of exercises that involve music.

The information taken from these surveys will be analyzed in depth, elaborating some graphics or charts that will summarize the answers given. By surveying students that belong to different schools, we may have the chance to analyze the points of view of students who come from different backgrounds, religious beliefs, different class environments and different ways of working and behaving. Thus, the study will be more enriching and more objective than if all the surveys were carried out in the same school.

The survey attached below (ANNEX 1) will consist of some statements that the students should grade putting a cross on the following tags: “I absolutely agree”, “I agree”, “Not specially” and “I do not agree”. The survey includes 20 statements, and we consider it to be long enough in order to give a response to our main concerns aforementioned, as well as to accomplish the aims we established at the beginning.

The other survey which will be addressed to the teachers (ANNEX 2) will consist of 20 statements that they should grade putting a cross on the following tags: “I absolutely agree”, “I agree”, “Not specially” and “I do not agree”. We believe that these statements will be enough in order to analyze the suitability of the use of music in the English classroom. We will compare both surveys and their results to reach some final conclusions on the topic.

As for the timing of these surveys, we will try to implement them during the third internship, at any time we are allowed to use during the lessons. The survey could be handed during a break or at the end of an ordinary class, so that the students can have the time to think about the positive and negative aspects of the statements exposed in the survey. In the same way, that will be done with the teachers.

DATA ANALYSIS

In order to carry out the data analysis and the following discussion about the results, we are going to analyze firstly the questions of the surveys related to the use of background music and secondly, those related to the use of songs with lyrics. Within these two sections we are going to analyze the data collected from the teachers and that from the students as regards the five different variables we have previously mentioned in the methodology section. After that, we will compare the opinions of both of them regarding the use of these two types of music.

By these means, we will consider what the opinion of students and teachers with respect to motivation, interest, acceptance, value, attention, involvement and development of the different skills is. After considering the students and the teachers' results on their own, we will compare both groups so as to realize the difference between the teachers' and the students' views on the use of music in the ESL classroom.

The different opinions in terms of the use of background music and exercises with the lyrics of the songs will also be analyzed, and from these differences, we will draw our own conclusions on the topic.

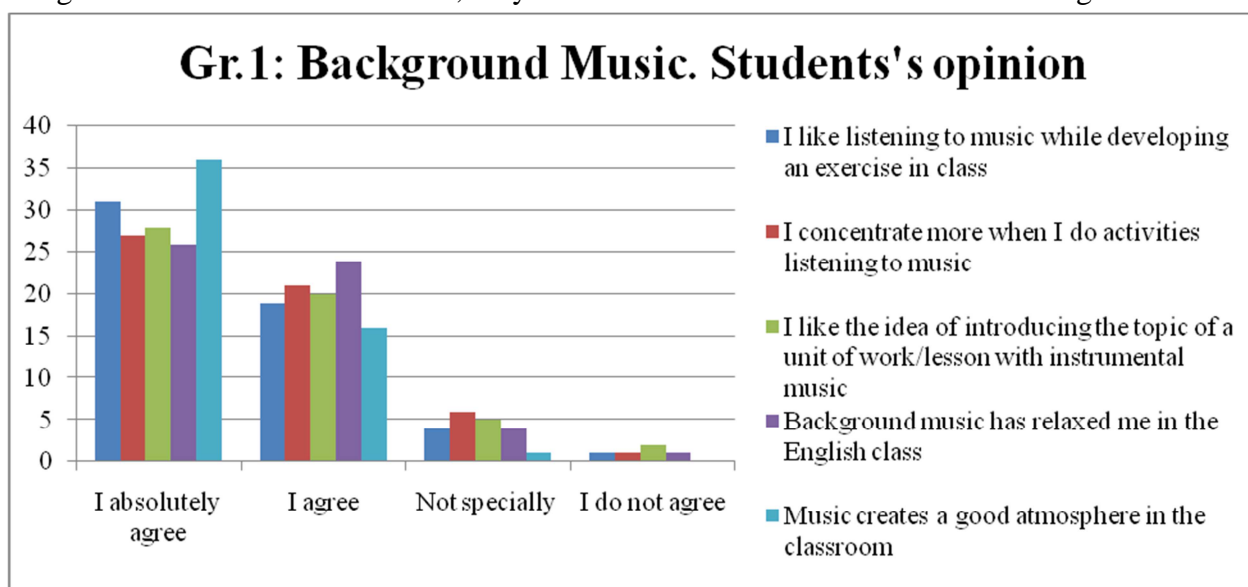
Student's surveys

To start with, we will analyze the results obtained out from the students' surveys that contemplate the use of **background music** in the classroom. As you can see in Graphic No.1, the results have shown that most of the students accept the use of background music in the classroom; they like listening to music while they work in class, they concentrate more and feel more relaxed when listening to music and they believe that listening to background music creates a good atmosphere in the classroom.

These results are quite surprising, because we did not expect such acceptance from the students in terms of the use of background music. They see it as an interesting practice, maybe because it is something that teachers do not always use in their classrooms, as we will see in the teachers results and comments.

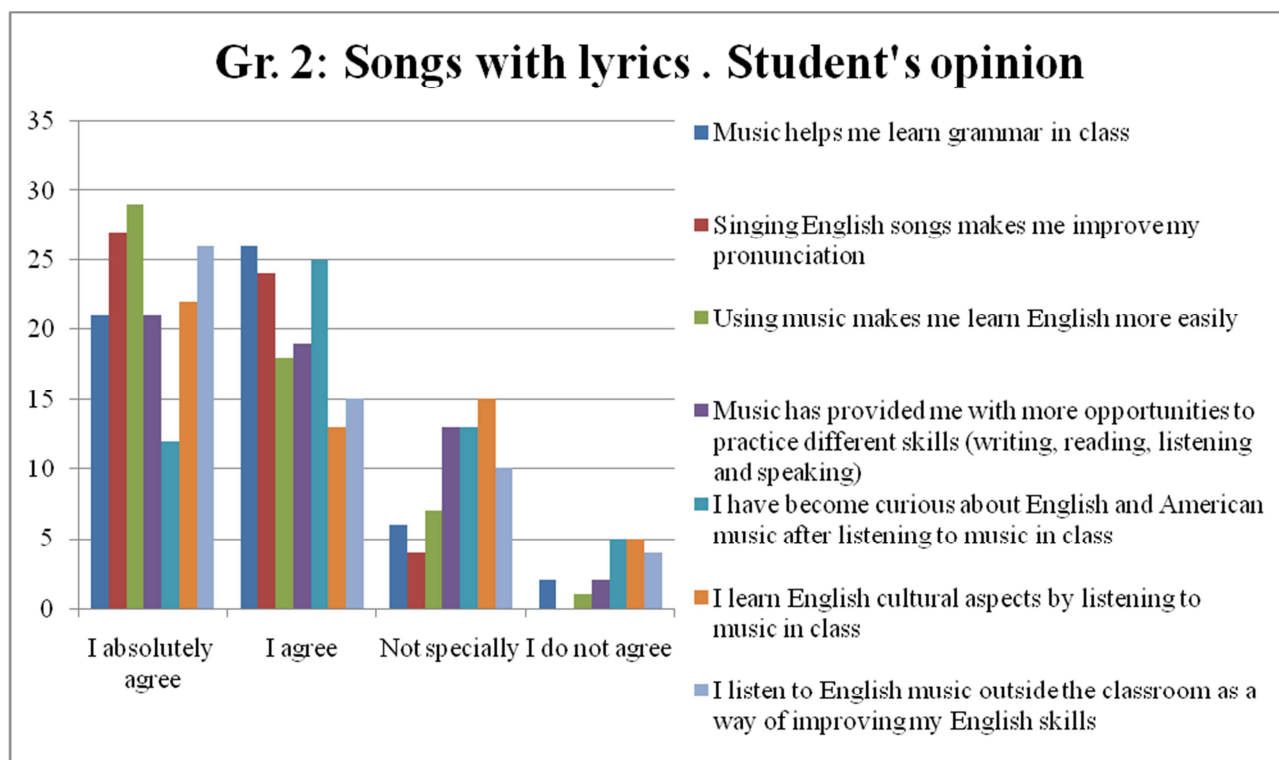
We are not surprised by the fact that they feel that using music creates a good atmosphere in the classroom, because background music usually calms down students and it lets less time for chatter. We consider that this major acceptance of background music in the classroom resides in the fact that students may feel like the teacher is letting them listen to music while they carry out exercises that are not interesting for them. In other words, they feel like they are working and learning, but at the same time, they can feel relaxed because they listen to music.

Nevertheless, as students do not usually do exercises while they listen to background music in the classroom, they do not know what the real effects of doing so



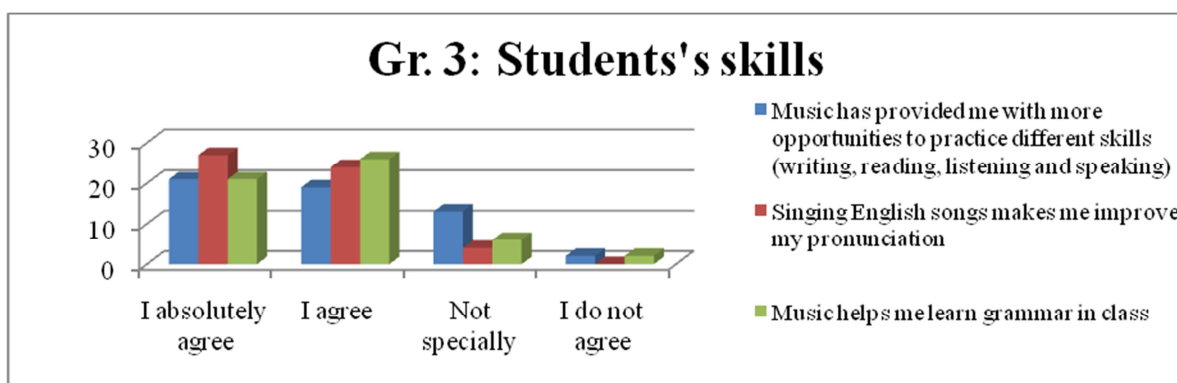
are; they do not know if the results are better or worse when they listen to background music, they just like the idea of listening to it. There may be some students that know the effects of listening to music in the background, but we do not know if they belong to the majority answers or to the small group of students who do not agree with listening to music while doing English exercises.

If we consider the use of **songs with lyrics**, the students' results show (Gr. 2) that most of them agree on this type of exercises, even though there are students who do not firmly believe in the appropriateness of their use. They agree on the thought that it helps them learn grammar and improve their pronunciation. It makes them learn English language more easily and the majority has become curious about English and American music after listening to music in class. However, there are some students who do not specially agree with this last statement. As we have seen in the theoretical background, these results coincide with the statements that the experts on the topic made.

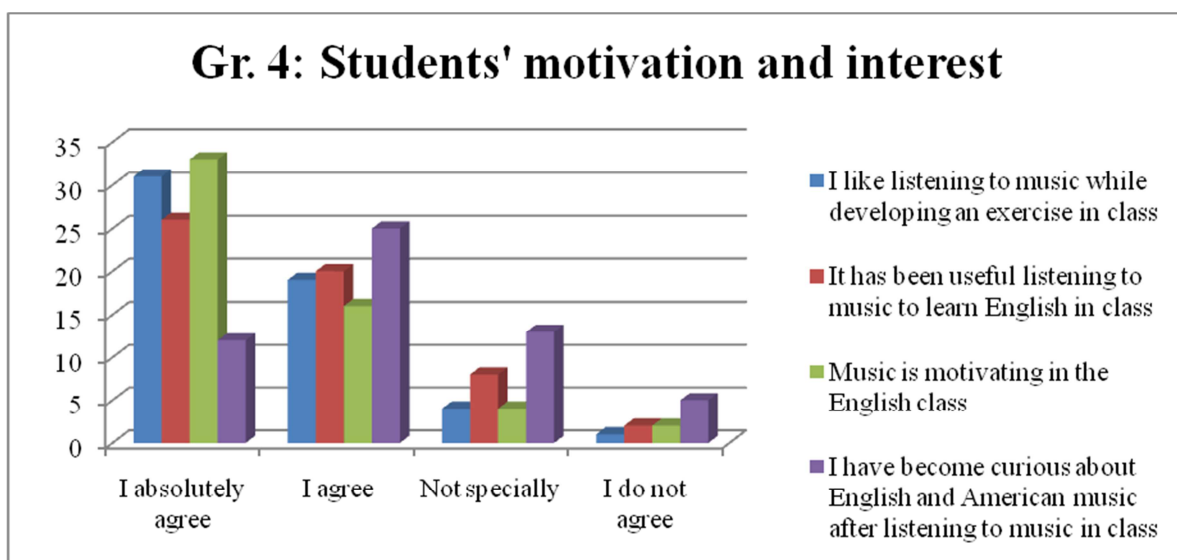


Using songs and their lyrics is a kind of exercise that students often like, and as they have done these exercises many times throughout their educational life, their opinions are based on experience, not as the case of background music, which is something they are not constantly exposed to. There has also been diversity of results in respect with the fact that they learn English cultural aspects by doing these exercises in class and in respect to the use of music they make out of the classroom.

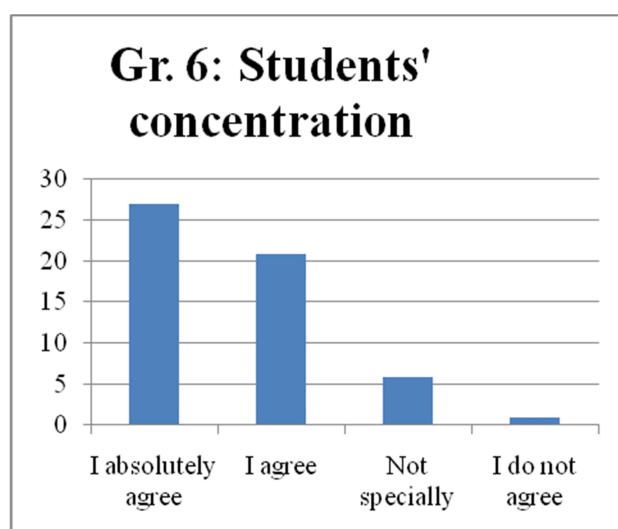
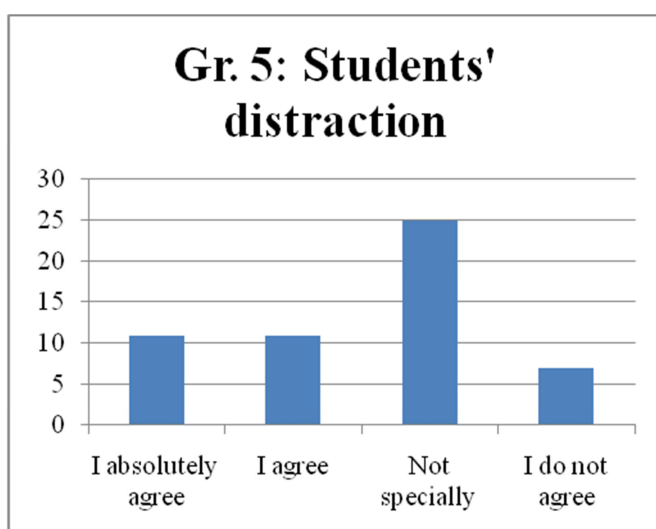
If we move on and analyze the different variables we considered in the research description, we can see how most students agree with the idea that using music helps them improve their English language skills (Gr.3). It provides them with more opportunities to practice different skills (writing, reading, listening and speaking) and it also helps them learn grammar and improve their pronunciation.



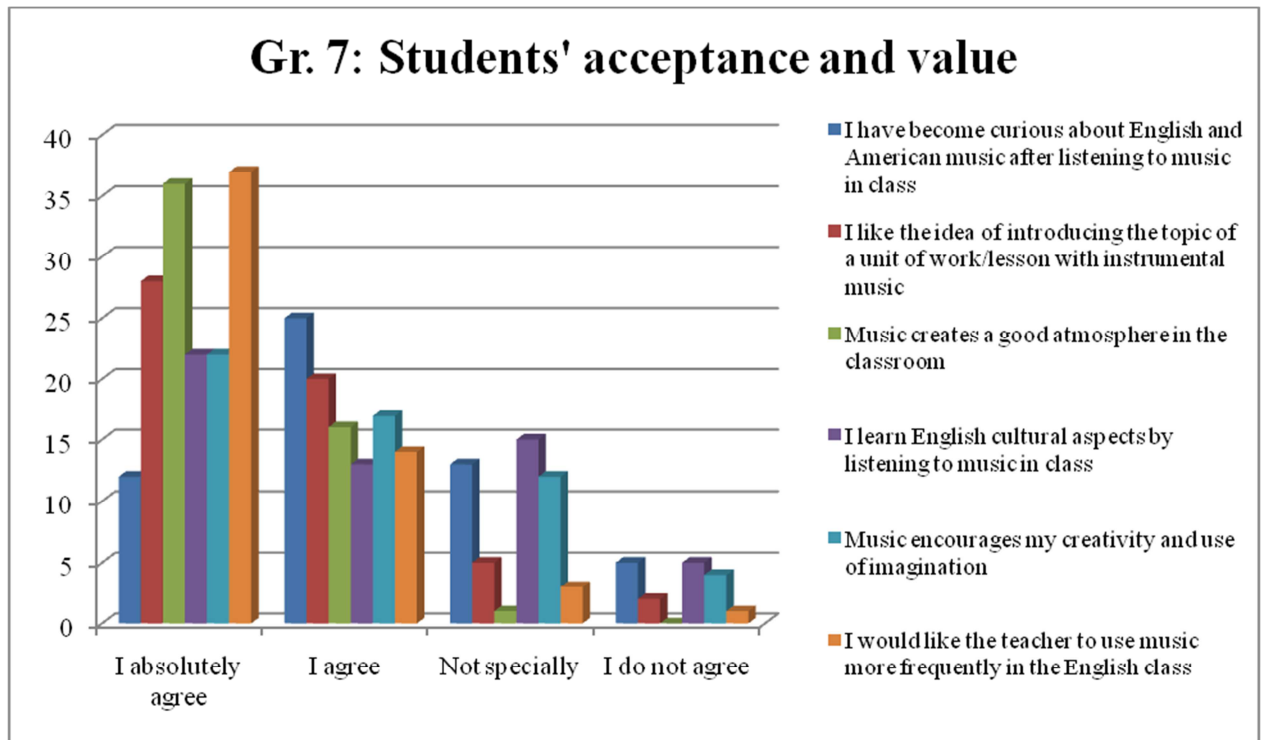
As for the variables of students' motivation and interest in the use of music in the EFL classroom, we can observe in Graphic 4 how they show more interest and they are more motivated when they carry out this type of exercises in class.



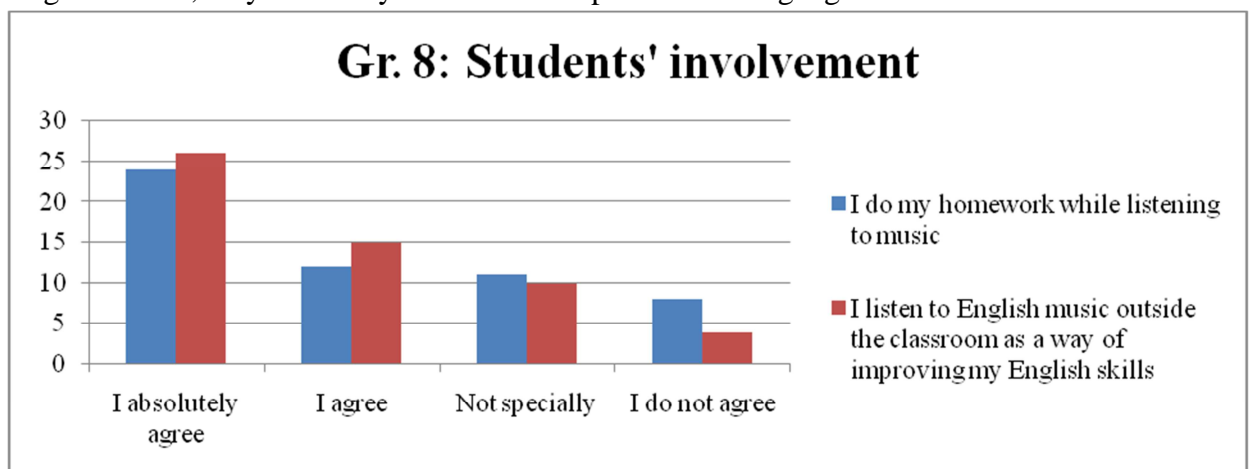
If we move on to the variable that contemplates students' concentration or distraction, we can see (Gr. 5 and 6) how the majority of students feel like they concentrate more listening to music while they do exercises in class. However, there are some students that agree on the fact that music distracts them when they do exercises.



In respect with the degree of acceptance and value that the students give to the use of music in the EFL classroom, we can see (Gr. 7) how most students find that English music is a useful tool in order to learn English language in the classroom, for example, so as to introduce a topic, to create a good atmosphere, to encourage creativity and imagination, to learn English cultural aspects and they would like the teacher to use music more often in the English class.



To finish with the variables concerning the students being surveyed, we will consider their involvement. As we can see in Graphic No. 8, the majority of students listen to music while they do their homework, and they also use music outside the classroom in order to improve their English skills. However, there are some students who do not listen to music while they do their homework, and when they listen to English music, they do not try or intend to improve their language skills.

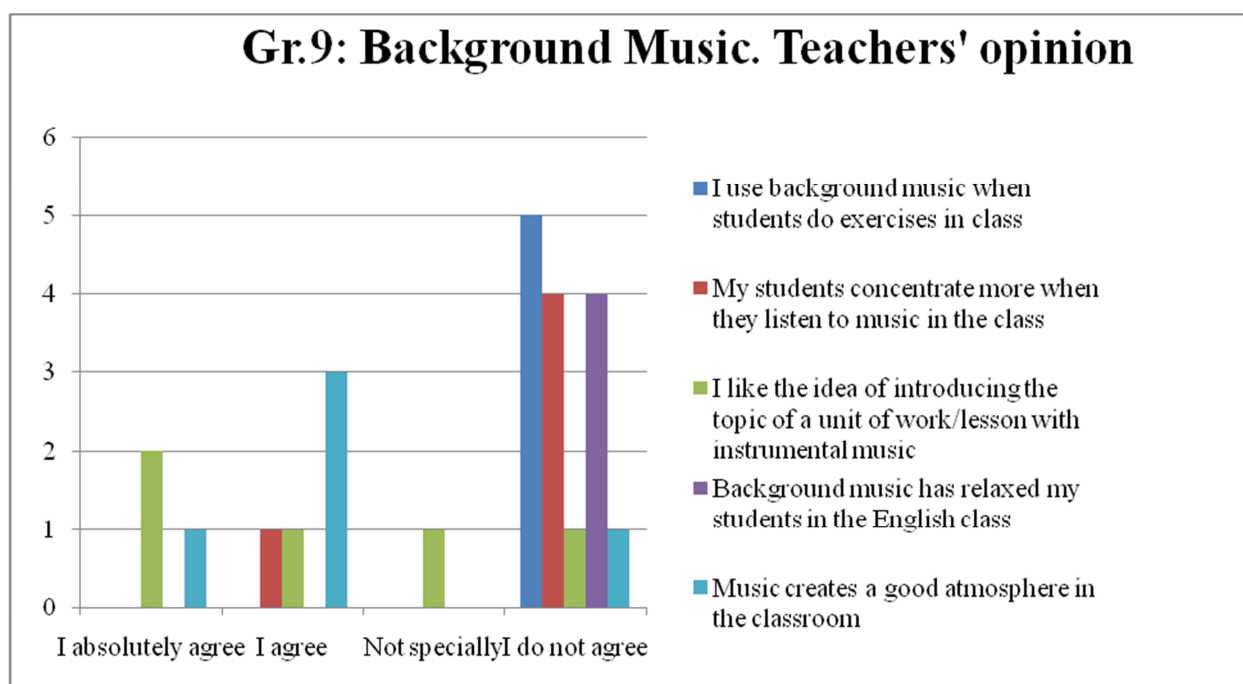


Teachers' surveys

We will move on now to the analysis of the data regarding the teachers' surveys concerning the different aspects we want to know more in depth. We will start with the teachers' opinion as regards the use of background music in the English as a second language classroom, and then we will carry on with the teachers' opinion in relation to the use of songs with lyrics. The next aspect we will deal with is the students' learning of skills according to the teachers' view. Later we will observe and comment what the teachers think about their students' concentration and interest when implementing any activity related to the use of music. Then we will move on to see how the teachers think their students get distracted or motivated when listening to music. The following feature will be the acceptance and value of the teachers on the use of music in the English classroom and finally, we will mention the involvement of the students from the teachers' point of view.

The profile of the teachers to whom we passed the surveys is quite varied. Some of them have a wide experience in teaching the English language. Some have been teaching for more than 10 years and some of them have been teaching English for 20 years roughly. All in all, we have the chance to obtain the results of the survey from 5 different teachers. Three of them belong to the same secondary school, which is located in the center of a big city. As for the other two, one also works in a secondary school in the center of a big city and the last one works in a secondary school located in small city.

The result of the questions about the use of background music in the English classroom is quite revealing in terms of their perception and what they actually think about their students. We have put together the specific statements of the survey regarding this feature and we obtained the following graphic result in Graphic 9.



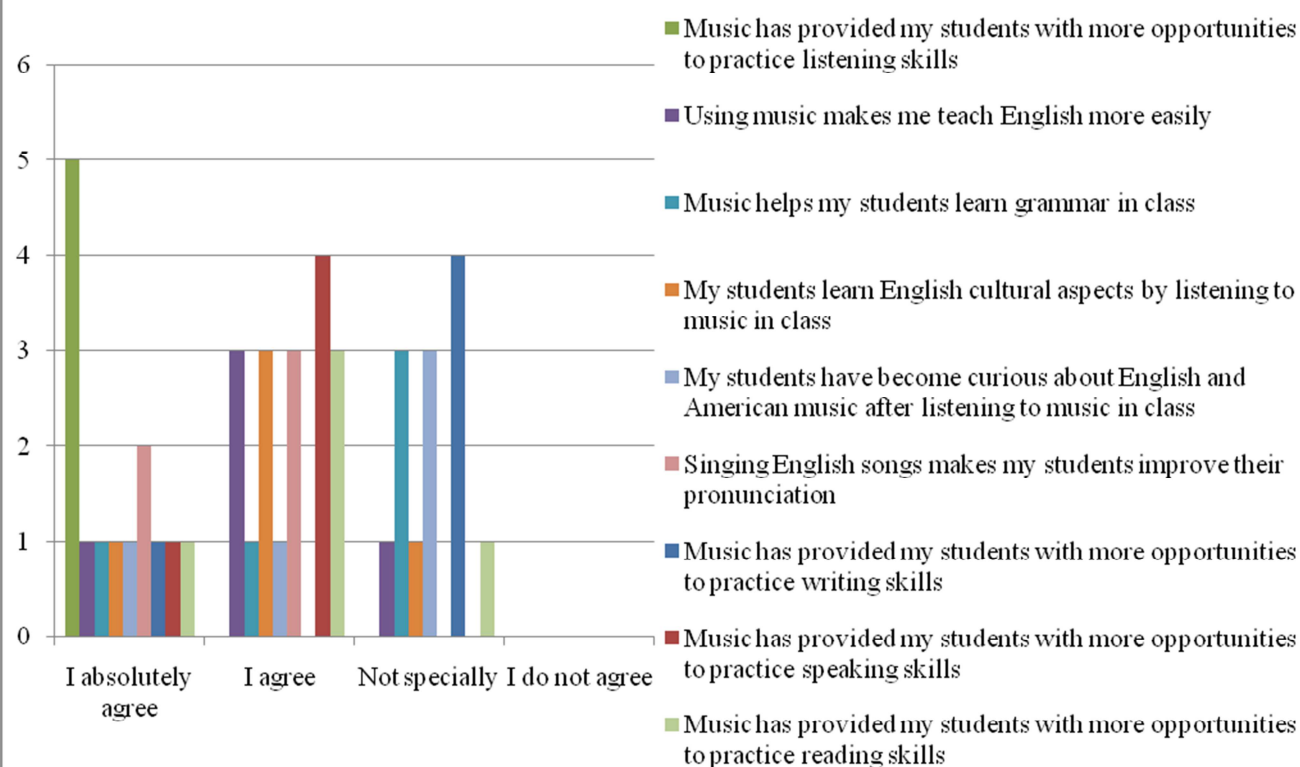
As it can be observed in the aforementioned graphic, none of the teachers actually use background music in class while their students do exercises. After asking some of the teachers, they told us that they do not have time to play some background music in class and that it is not their main concern. Besides, background music is not a regular tool for these teachers and they feel that their students do not get more concentrated when they listen to music in the class. As for the answers of the statement that proposes the use of background music in the English classroom as a tool to introduce a learning unit, most of teachers really liked the idea because it can be a tool to help teachers focus the students in the lesson. Background music is, from the teachers' point of view, an exciting tool that does not relax their students.

Nevertheless, most of the teachers, all apart from one, think that music creates a good atmosphere in the classroom which is a positive aspect of the use of background music.

As for the teacher's opinions regarding the use of songs with lyrics in the English classroom (Gr.10), we observe that teachers believe that listening to music with lyrics in the English classroom has provided with more opportunities to practice listening with their students. In fact, all of them agree with this statement. Apart from that, students' pronunciation improves when singing songs with lyrics in the English classroom; all of them agree with this item of the survey, two of them absolutely agree and three of them agree with it.

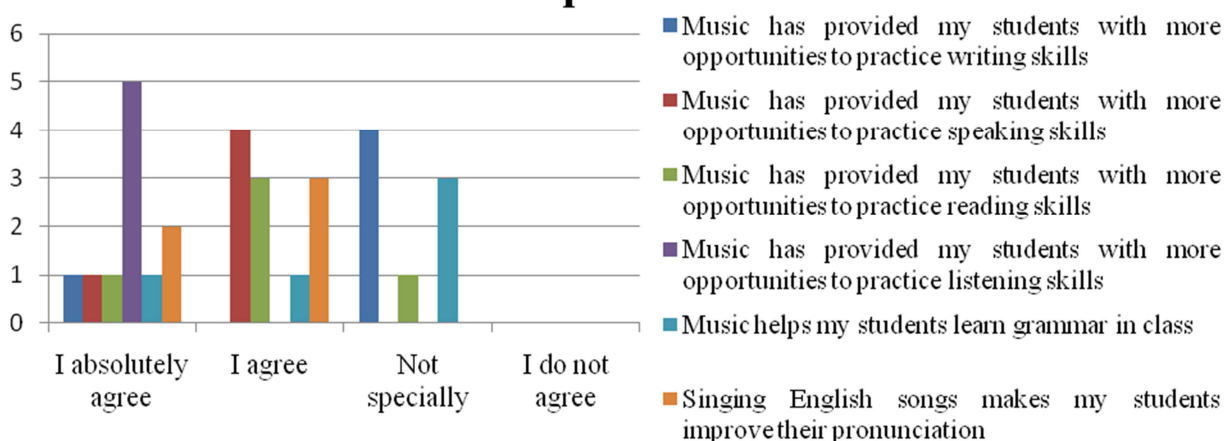
On one hand, the vast majority also agree that, songs with lyrics help improve students' speaking and listening skills. However, on the other hand, they believe that grammar and writing are not specially improved. According to almost half of the teachers, they believe that students do not become curious about English and American music. When it comes to cultural music, most of these teachers agree that students actually learn English cultural aspects.

Gr.10: Songs with lyrics. Teachers' opinion.

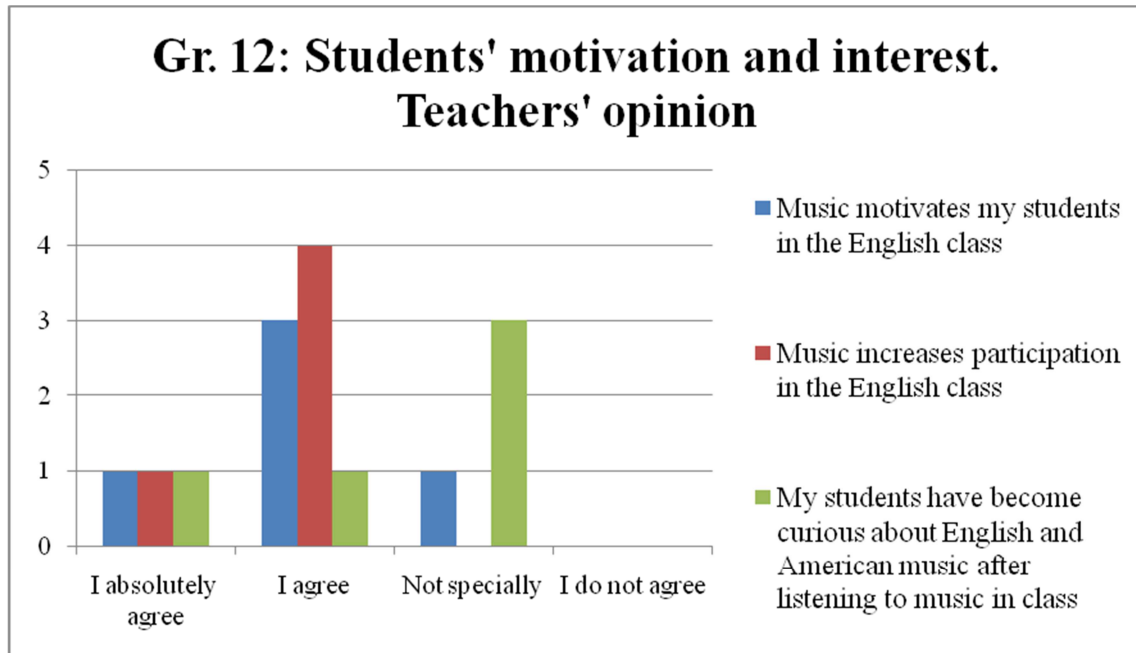


If we consider now the students' learning skills and we observe the results (Gr. 11), we can clearly see that, from the teachers' point of view, listening, speaking, reading and pronunciation are the skills which are learnt the most by their students while listening to songs with lyrics. Nevertheless, as we have just mentioned, teachers consider that grammar and writing skills are not specially learnt by their students. A fact that has caught our attention is that none of the teachers believe that music is not worth it to be used in class in order to improve students' skills.

Gr.11: Students' learning skills. Teachers' opinion

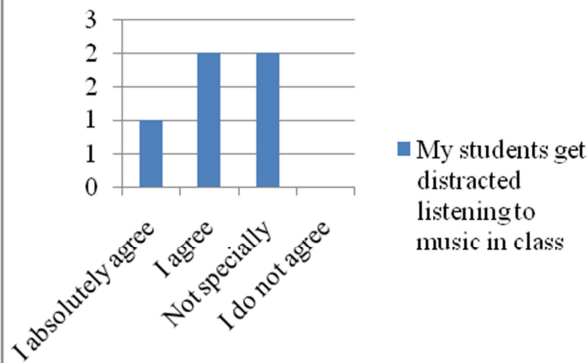


As regards teachers' opinion related to their students' motivation and interest towards the use of music in the English classroom (Gr. 12) they generally believe that music increases students' participation in class and it motivates them. Nonetheless, these teachers think that students do not show curiosity towards English and American music after listening to music in the English class.

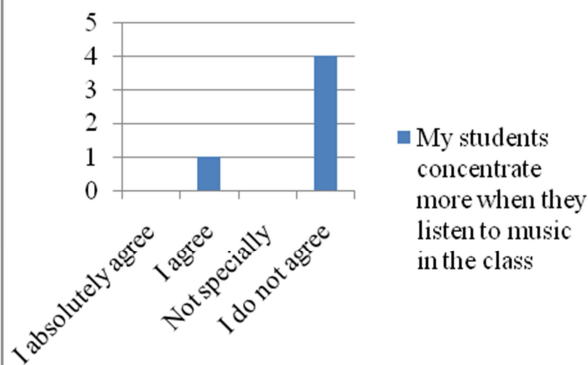


With respect to the variable of students' distraction and concentration from the teachers' point of view, (Gr. 13 and Gr. 14), most of them think that their students get distracted when they use music in the English classroom; however, not all of them agree. Two of them actually believe that students do not get especially distracted. Yet, the vast majority believes that music does not help students concentrate in class.

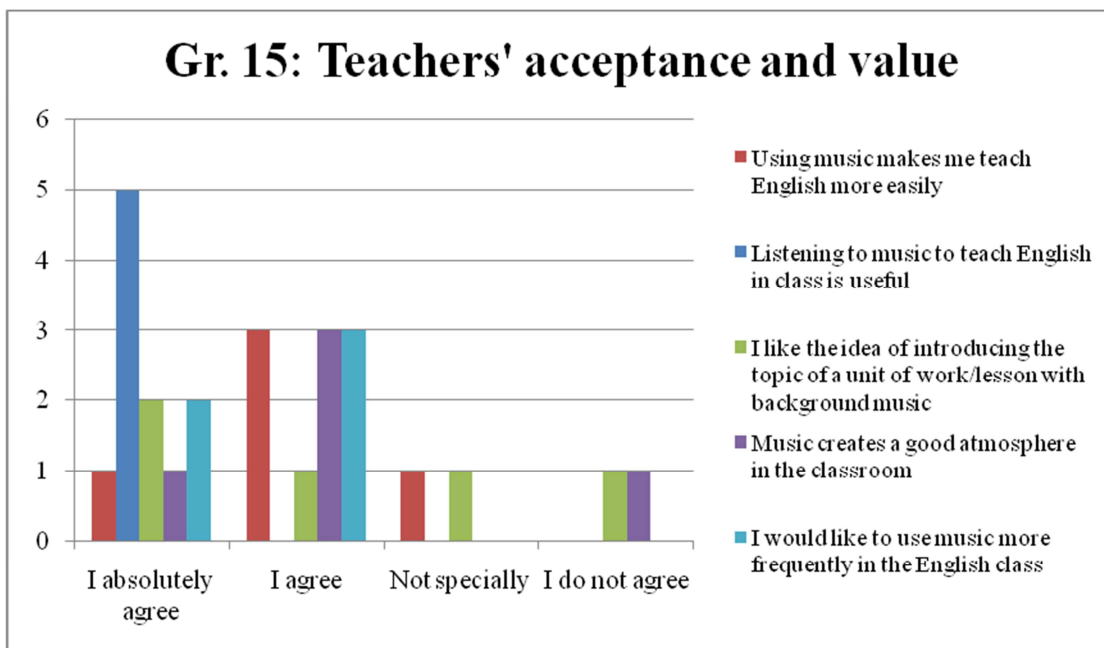
Gr. 13: Students' distraction. Teachers' opinion



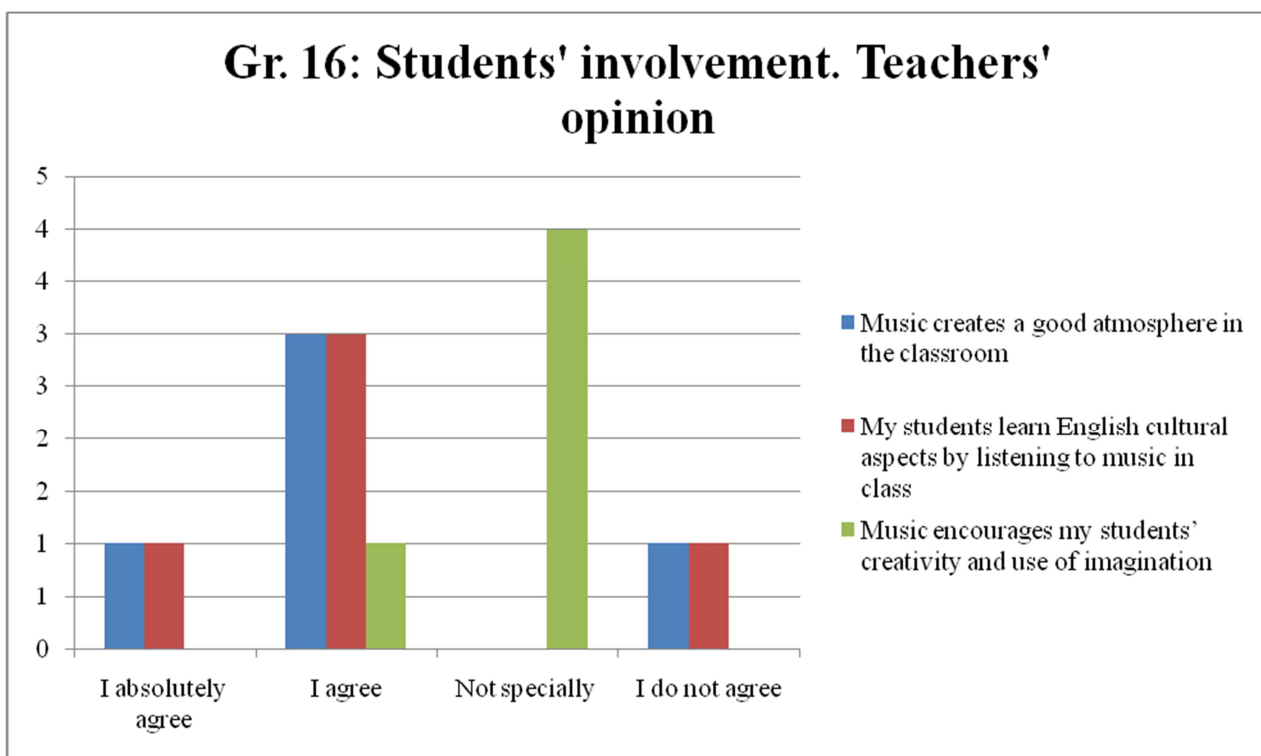
Gr. 14: Students' concentration. Teachers' opinion



If we move on to the variable of teachers' acceptance and value of the use of music in the English classroom (Gr. 15), what obviously stands out regarding the results of the survey is that, listening to music in the English class is a useful tool from the teachers' point of view. As for the statement of the survey that suggests the introduction of a learning unit with background music, the opinions are quite varied. Teachers actually believe that music helps them teach English more easily and it also creates a good atmosphere in the classroom. Besides, these five teachers would like to use music in the classroom more often.



Finally, the last variable we have taken in to account in the survey is the students' involvement from the teachers' point of view. As we can observe (Gr. 16), on one hand, music is believed to create a good atmosphere in the classroom by the teachers, and it is also believed that students learn English cultural aspects. Yet, teachers believe that music does not help students increase their creativity and use of their imagination.



DISCUSSION

As a whole, we think that students have a great acceptance on the subject of the use of music in the English classroom. However, we have observed that concerning students' distraction, half of them state that they get distracted when using music in class. On the other hand, when it comes to concentration, most of them believe that they can achieve a high level of concentration when working with music in class. We find these results highly contradictory. It may be because even though they concentrate because they like music, they feel they get distracted because they are more focused on music than on the English aspects that are supposed to be worked in the class. This makes us consider that depending on the person to whom music is addressed, it will affect them one way or another; some of them may let themselves go with music and forget about English and other may find music as a tool to concentrate more on the exercises they are doing.

A relevant number of students think that they do not really learn any English cultural aspects when listening to music. We believe that learning cultural aspects by means of songs could be possible if students developed activities prior to listening to these songs. However, teachers consider students do not reach enough knowledge about English cultural aspects.

Since both teachers and students consider music to be an interesting tool to be used in the English classroom, we think teachers should make the most of it and squeeze it to the maximum. We believe this because it is an engaging and amusing topic even though teachers might choose songs of their interest which may not be of their students' musical taste. Therefore, teachers should be aware of that, and do something to change such trend. With regard to cultural aspects, we suggest teachers not only to choose and play songs that contain relevant items related to culture, but also to develop pre-tasks that include information about the context of the song (historical moment, life of the singer, and customs of the specific culture...). This way, we believe that students might increase their curiosity in relation to English and American culture. As a consequence, we are sure that distraction would be highly decreased.

If we just compare the variables we have taken into account in this paper we obtain the following results: Both students and teachers have a great **acceptance and give great value** to the use of songs with lyrics in the English classroom.

Almost all of our students believe that they improve all English **skills**, grammar and pronunciation when listening to songs with lyrics, whereas a significant fraction of teachers do not believe that students actually practice writing skills or grammar. In addition to this, students perceive they do not truly learn cultural aspects of the language. Half of the students think they have not especially obtained more opportunities to practice different skills. In conclusion, when talking about the results of the learning of skills, teachers clearly observe more benefits from the use of songs with lyrics in the classroom. Then, why are they not used as often as they should if they are so beneficial in all the aspects of the language and its skills?

Now we will compare the results related to **motivation and interest** of both teachers and students. All of these teachers stated that their students get motivated when using music in the English classroom and that participation undoubtedly increases. In the same way, students stated that they all like listening to music in class; they feel it is useful and motivating. The only statement that none of them agreed was that music increases the interest of students regarding cultural aspects. Once we are aware of this, and since we believe culture is a key aspect when learning a foreign language, this must be included in all the tasks related to the use of music as a strategy to motivate, even more, our students to learn English together with the use of music.

Moving on to the **concentration and distraction variable**, almost all students stated that music helps them concentrate quite a lot, although almost half of them admitted they might get distracted when listening to music in class. On the other hand, teachers have unanimously stated that students actually get distracted and that music does not help their students concentrate. We understand that teacher's perception has to do with the fact that students are not used to listening to music in the English class and such excitement might be perceived as a distraction. In the case of songs with lyrics, the distraction perceived by the students might reside in the fact that they focus more on music and not on the content. We believe that further studies should be done and put it into practice by analyzing the attitude that students have towards the use of music in class. If they perceived it as a routine, we think that students might not get as excited as when music is used unusually. Teachers' attitude would also need to be studied; their perception of their student's attitude towards the music when implemented more often in class. How would they perceive their students' distraction or excitement if they made of music a routine in the English classroom? Would music be likely to be used more often by the teachers? Would the learning outcomes be more perceptible for the teachers? Would students get bored if music was used more often, or would they take it as an interesting task?

The final variable we will discuss has to do with the **involvement**. According to the results collected on the surveys, teachers stated that their students do not turn creative and that they do not especially use their imagination. We personally believe this has to do with the creativity of the teachers when building tasks related to the songs used in class or the background music used in class. The more creative and the more freedom the teacher might give to their students, they might become more interested when developing the proposed tasks. Nevertheless, teachers believe music creates a good atmosphere, all apart from one. Regarding the involvement of students in connection with the use of music, we have taken into account not only what they do in class but also what they accomplish outside of the classroom to observe if they really like music not only to learn English but also to learn unconsciously when doing their homework and also for pleasure. The results are interesting and revealing; More than half of students listen to English music to learn the language outside the classroom, which means they also do it for pleasure. Also more than half of them do their homework while listening to music. We can firmly state these results should be reported

to all English teachers to let them know their students enjoy working with music; this could be great for the use of background music in the English classroom (while asking students to work in groups, pairs or individually). In the same way, these results can report teachers what their students' habits of listening to English songs to improve their English skills are. If they do it outside the classroom, why not doing it inside the classroom guided by a professional teacher who can make the most of the use of songs with lyrics?

BACKGROUND MUSIC VERSUS SONGS WITH LYRICS

We think that teachers do not really use background music in class, not only because they have no time but also because they do not really know how to use it. Even though we have been able to find lots of information, teachers do not seem to have done much research towards the subject neither they had shown much interest on it before. It has been when doing this survey that they really liked the idea. We should encourage teachers to get more information about it, and once they become familiar with it, ask them again about the possibilities they see for background music, because they are the ones who really know their students and are constantly working with them.

Would it be necessary to include this aspect when training teachers? We believe that there is enough evidence of the benefits of the use of background music in the English classroom. Equally, students liked the idea, according to the results of the surveys. However, since it is an unusual practice, we think that they might consider this idea to be odd. On the other hand, if we reflect on the use of songs with lyrics taking into account the results of the surveys, teachers really think that the fact that songs contain lyrics might help students improve their skills in general. Teachers can take more advantages of the use of songs with lyrics, but we believe that they could exploit them more in depth because, for instance, writing skills are not as improved as the rest of skills and we believe many activities could be developed to work this aspect. Yet, teachers believe that the rest of the skills are improved by students when using songs with lyrics in class and we do not know how often music is used in class.

After our internship and after asking teachers about the use of music (songs with lyrics) they confirmed us that they do not really use music as much as they would like to. We think the reason why they do not use music very often is because it might take them a lot of time to build quality activities. We are wondering why these teachers do not develop activities and put them in common to share ideas with the rest of teachers and improve time managing.

We strongly believe, after our research, that there are enough quality materials that teachers should use to work in their classes. So, why is it not being done? Students think that using songs with lyrics is a useful tool. So, why not using music more often? We think that if music was played more often, students' excitement would decrease and concentration would increase because students would take it as a usual task to be carried out in class.

Throughout our internship, we could observe that music is not a usual instrument, and if music is used, neither teachers nor students take maximum profit from it. We could observe some examples in which music was used (Bruno Mars, Geri Halliwell...), but those activities seemed to be meaningless because there was not any task to be carried out. When teachers do not show enough interest in working with music, students perceive it and lose their attention.

CONCLUSION

As a conclusion, we can state that the use of songs with lyrics is far more enriching than the use of background music because of the fact that songs with lyrics contain English language.

Furthermore, students feel more familiar with songs with lyrics and can benefit more from it than when listening to background music. Yet, background music can be implemented as a tool to get students more relaxed and to focus them on the English lesson. We can firmly state that the use of songs with lyrics should be a basic in the daily routines of the English classes because both teachers and students can perceive the never-ending list of benefits of it. Even though these two items belong to the world of music, they really have nothing to do each other. Background music would be more focused on being used when developing exercises in class whereas songs with lyrics would be a task itself.

We believe that collaborative work could more easily be implemented with the use of songs with lyrics because most of the students feel more motivated and really value it as we have observed in the surveys' results.

We ask ourselves why we can find so much material on the Internet that seems to be very well built and, however, it is not used in the Spanish educational system. Maybe this could constitute another research project, comparing the use of music in Spain and the use of music in other countries, for instance, in Germany. Nevertheless, as Nietzsche, the German philosopher said: "*Without music, life would be a mistake*" (Harris, 2009). As we are teachers, and our aim is to prepare our students for adult life, we consider that not using music in the classroom would also comprise a mistake.

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**ANNEX 1. SURVEY ABOUT THE USE OF MUSIC IN THE ESL CLASSROOM
(STUDENTS)**

	I absolutely agree	I agree	Not specially	I do not agree
I like listening to music while developing an exercise in class				
It has been useful listening to music to learn English in class				
I concentrate more when I do activities listening to music				
Music is motivating in the English class				
Music has stimulated me to participate in the English class				
I get distracted listening to music in class				
Music in the English classroom has made me feel nervous				
Music has provided me with more opportunities to practice different skills (writing, reading, listening and reading)				
Using music makes me learn English more easily				
Music helps me learn grammar in class				
Singing English songs makes me improve my pronunciation				
I have become curious about English and American music after listening to music in class				
I like the idea of introducing the topic of a unit of work/lesson with instrumental music				
Background music has relaxed me in the English class				
Music creates a good atmosphere in the classroom				
I learn English cultural aspects by listening to music in class				
Music encourages my creativity and use of imagination				
I do my homework while listening to music				
I would like the teacher to use music more frequently in the English class				
I listen to English music outside the classroom as a way of improving my English skills				

**ANNEX 2. SURVEY ABOUT THE USE OF MUSIC IN THE ESL CLASSROOM
(TEACHERS)**

	I absolutely agree	I agree	Not specially	I do not agree
I use background music when students do exercises in class				
Listening to music to teach English in class is useful				
My students concentrate more when they listen to music in the class				
Music motivates my students in the English class				
Music increases participation in the English class				
My students get distracted listening to music in class				
Music has provided my students with more opportunities to practice writing skills				
Music has provided my students with more opportunities to practice speaking skills				
Music has provided my students with more opportunities to practice reading skills				
Music has provided my students with more opportunities to practice listening skills				
Using music makes me teach English more easily				
Music helps my students learn grammar in class				
Singing English songs makes my students improve their pronunciation				
My students have become curious about English and American music after listening to music in class				
I like the idea of introducing the topic of a unit of work/lesson with instrumental music				
Background music has relaxed my students in the English class				
Music creates a good atmosphere in the classroom				
My students learn English cultural aspects by listening to music in class				
Music encourages my students' creativity and use of imagination				
I would like to use music more frequently in the English class				