

# **APPENDIX I:**

## **My Learning**

## **Unit of Work**



# Didactic Unit



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# INTRODUCTION

## Contextualization

**Educative centre:** this learning unit has been implemented in the state assisted school María Auxiliadora, which is located in the district of San Jose. This school has 56 teachers – 19 of them in the secondary education – and 660 pupils – 200 of them in the secondary education.

**The class:** this learning unit has been designed for a class of diversification of the 4<sup>th</sup> year of ESO, consisting of 14 pupils, and in which there is a medium-low percentage of immigrant pupils (4 out of 14 – 28,57%). In addition, there is a student who doesn't come to class, and another student who is very sensible has some problems for socializing with her classmates. Furthermore, they have a low level of English and they use the textbook "*Let's Go 2*".

**Official contextualization:** this learning unit is based on what appears in the Law of the 9<sup>th</sup> March 2007, of the Department of Education, Culture and Sport, by means of which the curriculum of Secondary education is approved and the implementation of this curriculum in the educational institutions from the Autonomous region of Aragon is authorised.

## Justification

I have chosen this unit because of two main reasons:

- It's the one that my tutor suggested me because it is 'unit 6' in these pupils' textbook "*Let's Go 2*", and it was the next unit that the pupils in this class were going to start.
- It deals with the topic of food, drink and ordering something in a restaurant. This is a very interesting topic because it offers many possibilities for working about it, because it can be put into practice in a real use of English language, and because it can be very useful for pupils if they travel to some English speaking country (perhaps they can motivate them).



## Organization of the Learning Unit

My learning unit is organized in seven sessions – six lessons and the exam – of fifty minutes each. Apart from the exam session, I have divided my learning unit in other six sessions because I want to devote one session for each one of three main elements in the unit – vocabulary, modal verbs and pronouns –, and three sessions for working the main skills – one session for listening and reading, one for writing, and one for speaking.

## LEARNING UNIT OF WORK

### Contribution to the Key Competences

This learning unit is going to work mainly three key competences:

- **Competence in linguistic communication.** This is approached in two ways:
  - The receptive way: acquisition of new vocabulary – about the topic of food, drink and things in the restaurant – by part of the pupils, listening activities and reading activities.
  - The productive way: writing activities and speaking activities.
- **Competence in social skills and citizenship.** This is worked by means of some activities related to the restaurant (a social context), which are used for the pupils to learn how to behave – what can they do or say – in that place.
- **Learning to learn competence.** This is dealt with by means of cooperative working and by means of the writing of a dialogue taking into account two given examples.

### Objectives

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

- Know the vocabulary about food, drink and things in the restaurant.
- Use and know the functions of the modal verbs 'can', 'should', 'must', 'could',



‘may’, ‘might’, and their negative forms ('can't', 'shouldn't', 'mustn't').

- Recognize and distinguish among three different types of pronouns: subject pronouns, object pronouns and possessive pronouns.
- Distinguish between possessive adjectives and possessive pronouns.
- Watch a video about a TV program and answer some questions about it.
- Read comprehensively a short text about the Mediterranean Diet.
- Express arguments in favour of healthy food and arguments against fast food.
- Write a short dialogue between a waiter and several customers.
- Make a brief performance in front of the class of a dialogue between a waiter and several customers.

## Contents

- Vocabulary:
  - Food and drink.
  - Things in the restaurant.
- Grammar:
  - Modal verbs: can/can't, should/shouldn't and must/mustn't.
  - Subject pronouns vs. object pronouns.
  - Personal (subject and object) pronouns vs. possessive pronouns.
  - Possessive adjectives vs. possessive pronouns.
- Oral and written expression:
  - Performance of a dialogue in front of the class.
  - Writing of a dialogue between a waiter and several customers.
  - Expression of arguments in favour of healthy food and arguments against fast food.



- Oral and written comprehension:
  - Watching a video about a TV program and answer some questions.
  - Read a short text about the Mediterranean Diet.

## Methodology

The methodology I have decided to use is mainly characterised by:

- **A communicative approach.** I have used this approach because I think it is very important to show pupils real uses of the English language. This approach is reflected in the activities devoted to the skills of reading, listening, writing and speaking.
- **Cooperative learning.** I have included cooperative learning within my methodology because I think it is very positive for students to make some pair work or group work in which they can share ideas and roles, and they can participate equally and simultaneously.
- **A mixture of English language and Spanish language.** In my lessons, I have tried to use English language as much as possible. However, in some occasions I have had to use Spanish language in order to clarify things (mainly in the grammar section) to the pupils.
- **Making the pupils to infer the meaning.** I have tried to avoid the use of Spanish language as the first alternative to the use of English language. For this purpose, I have tried to use gestures and/or to give some clues to the pupils in order to make them inferring the meaning of some words, phrases or expressions.

## Evaluation

In general terms, I have to say that I have used a mixture of summative (percentages), formative (feedback) and authentic (rubrics) assessment. In addition, I have tried to provide the pupils with continuous feedback in a constructive way.



### **Evaluation criteria**

- The student knows and uses the vocabulary related to food, drink and things in the restaurant.
- The student shows understanding, through written expression, of the functions of the modal verbs 'can', 'should' 'must' and their negative forms ('can't', 'shouldn't' 'mustn't').
- The student is able to recognize and distinguish among three different types of pronouns – subject pronouns, object pronouns and possessive pronouns – and also between possessive adjectives and possessive pronouns.
- The student shows understanding of a video about a TV program, through answering some questions about it.
- The student is able to read comprehensively a short text about the Mediterranean Diet, and to translate it from English language into Spanish language.
- The student expresses in a written form arguments in favour of healthy food and arguments against fast food, by using the adequate vocabulary and syntactic structures.
- The student is able to write a short dialogue between a waiter and several customers, by using the appropriate grammatical structures (including modal verbs) and the required vocabulary.
- The student is able to be fluent, get into character and use the appropriate grammatical structures and the required vocabulary, while performing in front of the class a dialogue between a waiter and several customers.

### **Assessment criteria**

The unit will be assessed in the following way:

- Writing of arguments in favour of healthy food and against fast food (10%).
- Writing & performance of dialogues (20%):
  - Writing of dialogues (10%).



- Performance of dialogues (10%).
- Everyday work (20%).
- Final exam (40%).
- Attitude and participation in class (10%).

### **Assessment tools**

- Rubric to assess the writing of arguments in favour of healthy food and arguments against fast food. (See Appendix I)
- Rubric to assess the writing of a dialogue between a waiter and several customers. (See Appendix I)
- Rubric to assess the performance of a dialogue between a waiter and several customers. (See Appendix I)
- Final exam.

### **Self-assessment**

I have assessed myself with EPOSTL.



# **LESSON PLANS**

## **SESSIONS 1-7**



## SESSION 1: In the Restaurant (Vocabulary)

Grade Level: Diversification 4<sup>th</sup> ESO Subject: English Language

Prepared By: Sandra Sanz Rico

	Teacher Guide	
<b>Learning goals</b>	At the end of this lesson students will: <ul style="list-style-type: none"> <li>• Know the vocabulary about food and drink.</li> <li>• Know the vocabulary related to the things in the restaurant.</li> <li>• Be able to relate words with definitions.</li> <li>• Be able to establish connections between words and images.</li> </ul>	<b>Materials Needed:</b> <ul style="list-style-type: none"> <li>• Photocopies (see Appendix II).</li> <li>• Pen.</li> </ul> <b>Other Resources:</b> <ul style="list-style-type: none"> <li>• Workbook (see Appendix III).</li> </ul>
<b>Critical input</b>	In the case of the vocabulary about food and drink, the first part of the photocopy consists of a series of images with the corresponding words, in order to show the major part of the vocabulary they should know about that topic.	
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>• <b>Warm-up activity: Brainstorming</b> (10 minutes, whole group). Teacher asks students about which words related to food, drink and things in the restaurant they know.</li> <li>• <b>Photocopy “Food and drink”</b> (20 minutes). The teacher and all the students (whole group) have a look at vocabulary (input). Then, students (individually) make a crossword about the topic, and this is corrected by the whole group in loud voice (verification).</li> <li>• <b>Photocopy “In the restaurant”</b> (20 minutes). Students (individually) match images with words, and this exercise is corrected by the whole group in loud voice (verification). Later, the teacher and all the students (whole group) have a look at vocabulary.</li> </ul>	<b>Homework assigned:</b>  Workbook: <ul style="list-style-type: none"> <li>• Page 40: exercises 1 and 2.</li> <li>• Page 41: exercises 3 and 4.</li> </ul>
<b>Verification</b>	In the case of the two photocopies, the exercises are corrected by the whole group in loud voice. During the correction, the teacher gives some feedback to the pupils, in order to show them if their answer is right or wrong.	
<b>Summary</b>	<u>Today lesson’s achievement:</u> showing the major part of the vocabulary of the unit, making some things with the whole class.  <u>Things which should be done in future lessons:</u> review the vocabulary we have seen today, adding some new vocabulary which can appear throughout the unit.	<b>Assessment:</b>  In this case, the only assessment is the feedback given by the teacher.



## SESSION 2: Modal Verbs (Grammar)

Grade Level: Diversification 4<sup>th</sup> ESO Subject: English Language Prepared By: Sandra Sanz Rico

	Teacher Guide	
<b>Learning goals</b>	<p>At the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• Use and know the functions of the modal verbs 'can', 'should', 'must', 'could', 'may', 'might', and some of their negative forms ('can't', 'shouldn't', 'mustn't').</li> <li>• Be able to choose the right modal verb among several of them, to choose the most adequate modal verb in order to complete a sentence, and to replace some expressions by the most appropriate modal verb.</li> </ul>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Photocopies (see Appendix II).</li> <li>• Pen.</li> </ul> <p><b>Other Resources:</b></p> <ul style="list-style-type: none"> <li>• Blackboard.</li> <li>• Workbook (see Appendix III).</li> </ul>
<b>Critical input</b>	<p>At the beginning of the lesson, the teacher is going to give a theoretical explanation of the modal verbs – 'can', 'should', 'must', and their negative forms ('can't', 'shouldn't', 'mustn't') –, their functions and meanings.</p>	
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>• <b>Theoretical explanation of modal verbs</b> (20 minutes, input). The teacher gives a theoretical explanation of the modal verbs – 'can', 'should', 'must', and their negative forms ('can't', 'shouldn't', 'mustn't') –, their functions and meanings.</li> <li>• <b>Photocopy on “Modal Verbs”</b> (30 minutes). The teacher gives the photocopy to the students, and provides them with a theoretical explanation of three new modal verbs: 'could', 'may', 'might'. Then, each student (individually) makes the exercises on the photocopy: they choose the right modal verb among several of them, choose the most adequate modal verb in order to complete a sentence, and replace some expressions by the most appropriate modal verb. Finally, these exercises are corrected by the whole group (verification) on the blackboard.</li> </ul>	<p><b>Homework assigned:</b></p> <p>Workbook:</p> <ul style="list-style-type: none"> <li>• Page 41: exercises 5, 6 and 7.</li> <li>• Page 42: exercises 1, 2 and 3.</li> </ul>
<b>Verification</b>	<p>In the case of the photocopy, the exercises are corrected by the whole group in the blackboard. During the correction, the teacher gives some feedback to the pupils.</p>	
<b>Summary</b>	<p><u>Today lesson's achievement:</u> explaining an important grammatical part of the unit.</p> <p><u>Things which should be done in future lessons:</u> review the grammatical part (modal verbs) we have seen today.</p>	<p><b>Assessment:</b></p> <p>In this case, the only assessment is the feedback given by the teacher.</p>



## SESSION 3: “Food Revolution” (Watching-Reading)

Grade Level: Diversification 4<sup>th</sup> ESO Subject: English Language Prepared By: Sandra Sanz Rico

	Teacher Guide	
<b>Learning goals</b>	At the end of this lesson students will: <ul style="list-style-type: none"> <li>• Be able to watch a video about a TV program and answer some questions about it.</li> <li>• Be able to read comprehensively and translate a text about the Mediterranean Diet.</li> <li>• Express arguments in favour of healthy food and arguments against fast food.</li> </ul>	<b>Materials Needed:</b> <ul style="list-style-type: none"> <li>• Photocopies (see Appendix II).</li> <li>• Pen.</li> </ul> <b>Other Resources:</b> <ul style="list-style-type: none"> <li>• Projector.</li> <li>• Laptop.</li> </ul>
<b>Critical input</b>	The teacher shows a video about the TV program “Food Revolution”, by Jamie Oliver.	
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>• <b>Checking understanding</b> (5 minutes, verification, pre-watching activity). The teacher gives the students a photocopy, and asks them if they understand all the words in the questions they have to answer (verification).</li> <li>• <b>Watching the video twice</b> (15 minutes, input, while-watching and pre-reading activity). The teacher shows a video about the TV program “Food Revolution”, by Jamie Oliver. The second time, students have to answer individually the questions in the photocopy. Then, the teacher corrects these questions with all the students (whole group, verification).</li> <li>• <b>Reading a short text about the Mediterranean Diet</b> (10 minutes, while-reading and post-watching activity). Each student read a sentence of the text in loud voice, and then translates the sentence into Spanish language.</li> <li>• <b>Writing of arguments</b> (20 minutes, post-watching and post-reading). By pairs (cooperative working), students have to write five arguments in favour of healthy food and five arguments against fast food. At the end of the lesson, the students have to give the photocopy with the arguments to the teacher, who is going to assess this writing.</li> </ul>	<b>Homework assigned:</b>  Today, there is not any homework.
<b>Verification</b>	<ul style="list-style-type: none"> <li>• The teacher asks students if they understand all the words in questions they have to answer.</li> <li>• The teacher corrects with all the students the questions about the video.</li> </ul>	
<b>Summary</b>	<u>Today lesson’s achievement:</u> using other types of materials (video) and resources (projector).  <u>Things which should be done in future lessons:</u> the teacher will have to give feedback to the students about the writing of arguments.	<b>Assessment:</b> <ul style="list-style-type: none"> <li>• A rubric for assessing the writing of arguments (see Appendix I).</li> </ul>



## SESSION 4: Pronouns (Grammar)

Grade Level: Diversification 4<sup>th</sup> ESO Subject: English Language Prepared By: Sandra Sanz Rico

	Teacher Guide	
<b>Learning goals</b>	At the end of this lesson students will: <ul style="list-style-type: none"> <li>Recognize and distinguish between subject pronouns and object pronouns.</li> <li>Recognize and distinguish between personal pronouns and possessive pronouns.</li> <li>Distinguish between possessive adjectives and possessive pronouns.</li> </ul>	<b>Materials Needed:</b> <ul style="list-style-type: none"> <li>Photocopies (see Appendix II).</li> <li>Pen.</li> </ul> <b>Other Resources:</b> <ul style="list-style-type: none"> <li>Blackboard.</li> <li>Workbook (see Appendix III).</li> </ul>
<b>Critical input</b>	In the three cases, the teacher explains the differences between the two elements.	
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li><b>Photocopy about “Personal pronouns”: subject vs. object pronouns</b> (20 minutes). The teacher explains the differences between the two kinds of pronouns (input). Then, students (individually) put this into practice by means of exercises. The teacher corrects these exercises with all the students on the blackboard (verification).</li> <li><b>Photocopy on “Personal and possessive pronouns”</b> (15 minutes). The teacher explains the differences between the two kinds of pronouns (input). Then, students (individually) put this into practice by means of exercises. The teacher corrects these exercises with all the students on the blackboard (verification).</li> <li><b>Photocopy on “Possessive adjectives and possessive pronouns”</b> (15 minutes). The teacher explains the differences between the two kinds of pronouns (input). Then, students (individually) put this into practice by means of exercises. The teacher corrects these exercises with all the students on the blackboard (verification).</li> </ul>	<b>Homework assigned:</b>  Workbook: <ul style="list-style-type: none"> <li>Page 43: exercises 4, 5, 6 and 7.</li> <li>Page 44: exercises 1 and 2.</li> </ul>
<b>Verification</b>	In the three cases, the teacher corrects the exercises with all the students.	
<b>Summary</b>	<p><u>Today lesson’s achievement:</u> establishing differences between several kinds of pronouns, ending the grammatical contents of the learning unit.</p> <p><u>Things which should be done in future lessons:</u> review the grammatical part (pronouns) we have seen today.</p>	<b>Assessment:</b>  In this case, the only assessment is the feedback given by the teacher.



## SESSION 5: What should I order? (Review-Writing)

Grade Level: Diversification 4<sup>th</sup> ESO Subject: English Language

Prepared By: Sandra Sanz Rico

	Teacher Guide	
<b>Learning goals</b>	<p>At the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• Recognise vocabulary related to the topic of food, drink and things in the restaurant within a written dialogue.</li> <li>• Recognise modal verbs and pronouns within a written dialogue.</li> <li>• Be able to write a short dialogue between a waiter and several customers, using the appropriate grammatical structures and the required vocabulary.</li> </ul>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Photocopy (see Appendix II).</li> <li>• Pen.</li> <li>• Felt-tip pens or crayons (of different colours).</li> <li>• Paper.</li> </ul>
<b>Critical input</b>	<p>The teacher is going to provide the students with a photocopy with two examples of dialogues between a waiter and a customer. These dialogues will work as reference for students in order to write their own dialogues.</p>	<p><b>Other Resources:</b></p> <ul style="list-style-type: none"> <li>• Any more resources.</li> </ul>
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>• <b>Photocopy with two examples of dialogues</b> (25 minutes, input, pre-writing activity). The teacher gives to the students a photocopy with two dialogues between a waiter and a customer. Within the dialogues, each student (individually) has to look for vocabulary from the unit, for modal verbs and their functions, and for different kinds of pronouns, and they have to underline each one of these three elements with a different colour. After that, the teacher corrects this with all the students (whole group, verification).</li> <li>• <b>Writing of dialogues</b> (25 minutes, while-writing and pre-speaking activity). The class is divided in 3 groups of 3 students and 1 group of 4 students. Each group has to write a dialogue between a waiter and several customers. At the end of the lesson, the students have to give the written dialogues to the teacher, who is going to assess this writing.</li> </ul>	<p><b>Homework assigned:</b></p> <ul style="list-style-type: none"> <li>• Today, there is not any homework. They have to study for the final exam.</li> </ul>
<b>Verification</b>	<p>In the case of the exercise of recognising different elements within a dialogue, the teacher corrects this exercise with all the students.</p>	
<b>Summary</b>	<p><u>Today lesson's achievement:</u> making a review, and using cooperative learning.</p> <p><u>Things which should be done in future lessons:</u> the teacher will have to give feedback to the students about the writing of dialogues.</p>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• A rubric for assessing the writing of dialogues (see Appendix I).</li> </ul>



## SESSION 6: The Waiter and the Customers (Speaking)

Grade Level: Diversification 4<sup>th</sup> ESO Subject: English Language

Prepared By: Sandra Sanz Rico

	Teacher Guide	
<b>Learning goals</b>	<p>At the end of this lesson students will:</p> <ul style="list-style-type: none"> <li>• Make a brief performance in front of the class of a dialogue between a waiter and several customers.</li> <li>• Be able to be a bit fluent, get into character and use the appropriate grammatical structures and the required vocabulary, while performing the dialogue.</li> </ul>	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Written dialogues corrected.</li> </ul> <p><b>Other Resources:</b></p> <ul style="list-style-type: none"> <li>• Students' voices.</li> <li>• Teacher's voice.</li> </ul>
<b>Critical input</b>	<p>At the beginning of the lesson, the teacher provides the students with the dialogues that they wrote the day before and that the teacher has already corrected and assessed.</p>	
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>• <b>Giving back the writing dialogues</b> (8 minutes, whole group). The teacher provides the students with the dialogues that they wrote the day before and that the teacher has already corrected and assessed (input). Then, the teacher asks students if there is any correction they don't understand (verification).</li> <li>• <b>Performing the dialogues</b> (32 minutes, while-speaking and post-writing activity). Each group (cooperative learning) of students perform their dialogue in front of the class. While they are making this, the teacher assesses them with a rubric. Teacher is going to pay attention to: ordered dialogue, fluency in conversation, attitude.</li> <li>• <b>Giving feedback</b> (10 minutes, post-speaking). The teacher gives students some feedback about their written dialogues and about their performances in front of the class.</li> </ul>	<p><b>Homework assigned:</b></p> <ul style="list-style-type: none"> <li>• Today, there is not any homework. They have to study for the final exam.</li> </ul>
<b>Verification</b>	<p>After giving back the written dialogues (corrected and assessed) to the students, the teacher asks them if there is any correction they don't understand.</p>	
<b>Summary</b>	<p><u>Today lesson's achievement:</u> practising the speaking skill, performing in front of the class, giving some important and interesting feedback to the students.</p> <p><u>Things which should be done in future lessons:</u> the final exam of the unit.</p>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• A rubric for assessing the performance of dialogues (see Appendix I).</li> <li>• Feedback given by the teacher.</li> </ul>



## SESSION 7: The Final Exam

Grade Level: Diversification 4<sup>th</sup> ESO Subject: English Language

Prepared By: Sandra Sanz Rico

	Teacher Guide	
<b>Learning goals</b>	At the end of this lesson students will: <ul style="list-style-type: none"> <li>• Be able to show they have understood and learned all the things we have been dealt with throughout the didactic unit.</li> </ul>	<b>Materials Needed:</b> <ul style="list-style-type: none"> <li>• The exam.</li> <li>• Pen.</li> </ul>
<b>Critical input</b>	The teacher gives the exam to all the pupils.	<b>Other Resources:</b> <ul style="list-style-type: none"> <li>• CD player for the listening exercise.</li> </ul>
<b>Learning Activities</b>	<ul style="list-style-type: none"> <li>• <b>Giving the exam to the pupils</b> (4 minutes, whole group). The teacher gives the exam to all the pupils (input), and then the teacher goes over all the exercises in the exam, in order to check that pupils understand what they have to do (verification).</li> <li>• <b>Making the exam</b> (45 minutes, individually). Each student makes the exam individually. The exam includes vocabulary exercises, grammar exercises, one listening exercise, one reading exercise and one writing exercise.</li> <li>• <b>Giving back the exam to the teacher</b> (1 minute). Students give back their exams to the teacher, who is going to assess those exams.</li> </ul>	<b>Homework assigned:</b> <ul style="list-style-type: none"> <li>• Today, there is not any homework, because students have made the final exam.</li> </ul>
<b>Verification</b>	After giving the exam to all the pupils, the teacher goes over all the exercises in the exam, in order to check that pupils understand what they have to do.	
<b>Summary</b>	<u>Today lesson's achievement:</u> concluding the didactic unit. <u>Things which should be done in future lessons:</u> providing the students with the exams corrected and their marks. Then, beginning a new didactic unit.	<b>Assessment:</b> Assessment of the final exam.



## CONCLUSIONS

With my learning unit, I have reached the following conclusions:

- **It is very difficult to control the time on task.** Although I (as teacher) am supposed to plan it in advance, sometimes students are unpredictable and some exercises take more time or less time for them than you could think.
- **It is not easy to explain grammar.** At the beginning I thought it was more or less easy, but when I had to explain “modal verbs”, I didn’t know very well how to explain them to students.
- **ICT can be very useful tools.** I gave my theoretical explanations on the blackboard and they were too long. Then, I realised that perhaps a PowerPoint with this explanations can be quicker and more enjoyable for students.
- **You cannot focus only on one student.** I have learned from my mentors that you cannot focus only on the pupil who is talking or correcting an exercise at that moment, but you have to keep a position which makes all the students being alert because they think they can be required to participate in the activity.
- **Pupils in the diversification can be very good pupils.** At the beginning, when you are told about pupils in the diversification program, it seems they are students who don’t behave in a proper way and who don’t work in a good way. However, in my case, these students of diversification of the 4<sup>th</sup> year of ESO work in a very good way and they are the pupils with the best behaviour from all the secondary education class I entered in María Auxiliadora School.

## REFERENCES

References for the photocopies, activities and texts used in the different sessions of the learning unit:

### Session 1

- Photocopy “Food and drink”:



- <http://busyteacher.org/7093-food-worksheet.html>
- <http://busyteacher.org/6543-food-and-drinks-picture-crossword.html>
- Photocopy “In the restaurant”:
  - WHITNEY, N. (1995) 2000. *Open Doors: Student's book 2*. Oxford University Press. Page 32.

## **Session 2**

- Photocopy on “Modal verbs”:
  - <http://busyteacher.org/7152-modal-verbs-workseet.html>

## **Session 3**

- Video about the TV program “Food Revolution”, by Jamie Oliver:
  - <http://www.youtube.com/watch?v=oLgmK323H6k>
- Text about the Mediterranean Diet:
  - <http://oldwayspt.org/programs/mediterranean-foods-alliance/what-mediterranean-diet>
  - <http://www.mediterraneandiet.com/>

## **Session 4**

- Photocopy about “Personal pronouns”:
  - <http://busyteacher.org/9352-subject-object-pronouns.html>
- Photocopy on “Personal and possessive pronouns”:
  - <http://busyteacher.org/7154-personal-and-possessive-pronouns.html>
- Photocopy on “Possessive adjectives and possessive pronouns”:
  - <http://busyteacher.org/10618-possessive-pronouns.html>

## **Session 5**

- Photocopy with two examples of dialogues between a waiter and a customer:
  - <http://blocs.xtec.cat/ebreenglish/>

## **Homework: workbook**

- *Let's Go! 2 (Workbook)*. Burlington Books. Pages 40-45.



# **APPENDIX**

## **I: Assessment**

### **Tools**



## A rubric for assessing the writing of arguments

Names of students: student 1: \_\_\_\_\_ student 2: \_\_\_\_\_

	<b><i>Very good (10 to 7.5)</i></b>	<b><i>Good (7.5 to 5)</i></b>	<b><i>Poor (less than 5)</i></b>
<b><i>Use of the vocabulary learnt in this unit.</i></b>	Students use the vocabulary learnt as much as possible and in a correct way.	Students use some words from the vocabulary learnt in an incorrect way.	Students don't use the new words at all or use almost all of them in an incorrect way.
<b><i>Use of the grammatical elements (modal verbs) learned in this unit.</i></b>	Students use modal verbs as much as possible, and in a correct way.	Students use modal verbs only sometimes or they use some of them in an incorrect way.	Students don't use modal verbs at all or they use almost all of them in an incorrect way.
<b><i>Sentence structure and word order.</i></b>	All the sentences are well structured and the words are in the correct order.	Some sentences are not well structured, or the words are not in the correct order.	Most of the sentences are not well structured, or most of the words are not in the correct order.
<b><i>Connections with the video about the TV program, and with the text about the Mediterranean Diet.</i></b>	Most of the arguments written by the students are closely connected with the video they have watched and the text they have read.	Some of the arguments written by the students are connected with the video they have watched and/or the text they have read	Almost any argument written by the students is connected neither with the video they have watched nor with the text they have read.



## A rubric for assessing the writing of dialogues

Student's names: St 1: \_\_\_\_\_ St 2: \_\_\_\_\_ St 3: \_\_\_\_\_

	<b><i>Very good (10 to 7.5)</i></b>	<b><i>Good (7.5 to 5)</i></b>	<b><i>Poor (less than 5)</i></b>
<b><i>Use of the vocabulary learnt in this unit.</i></b>	Students use the vocabulary learnt as much as possible and in a correct way.	Students use some words from the vocabulary learnt in an incorrect way.	Students don't use the new words at all or use almost all of them in an incorrect way.
<b><i>Use of the grammatical elements (modal verbs and pronouns) learned in this unit.</i></b>	Students use modal verbs and pronouns as much as possible, and in a correct way.	Students use modal verbs and pronouns only sometimes or they use some of them in an incorrect way.	Students don't use modal verbs and pronouns at all, or they use almost all of them in an incorrect way.
<b><i>Sentence structure and word order.</i></b>	All the sentences are well structured and the words are in the correct order.	Some sentences are not well structured, or the words are not in the correct order.	Most of the sentences are not well structured, or most of the words are not in the correct order.
<b><i>Creativity and approximation to a real context.</i></b>	The ideas that students include in their dialogue are personal ideas and things that can happen in a real situation.	Students have used some creative ideas, but they have copied other ones, or the English language they have used is too academic and not very realistic.	Students don't include their personal ideas in their dialogue at all. They just copy ideas and the English language they have used is not realistic at all.



## A rubric for assessing the performance of dialogues

Student's names: St 1: \_\_\_\_\_ St 2: \_\_\_\_\_ St 3: \_\_\_\_\_

	<b><i>Very good (10 to 7.5)</i></b>	<b><i>Good (7.5 to 5)</i></b>	<b><i>Poor (less than 5)</i></b>
<b><i>Use of the vocabulary and the grammatical elements learnt in this unit.</i></b>	Students use the vocabulary and the grammatical elements learnt as much as possible and in a correct way.	Students use some words from the vocabulary and/or some grammatical elements learnt in an incorrect way.	Students don't use the new words and the grammatical elements learnt at all or use almost all of them in an incorrect way.
<b><i>Order and fluency in the dialogue.</i></b>	The dialogue takes place in a very ordered and fluent way.	Some parts of the dialogue don't take place in an ordered way and/or in a fluent way.	The major part of the dialogue takes place in a disordered way, and/or there isn't fluency in the dialogue.
<b><i>Getting into character.</i></b>	All students are got very well into character.	Some of the students are not got very well into character.	Any student is got into character.
<b><i>Creativity and approximation to a real context.</i></b>	The ideas that students include in their dialogue are personal ideas and things that can happen in a real situation.	Students have used some creative ideas, but they have copied other ones, or they sound too academic and not very realistic.	Students don't include their personal ideas in their dialogue at all. They just copy ideas and they don't sound realistic at all.



# **APPENDIX**

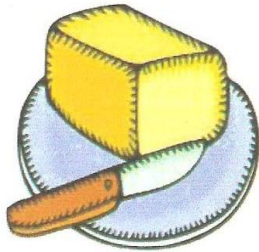
## **II: Materials**



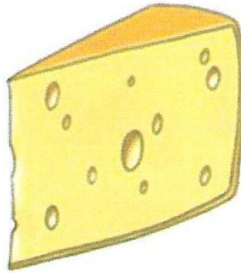
# SESSION 1



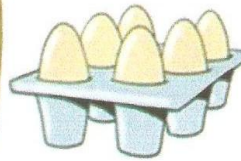
# Food



butter



cheese



eggs



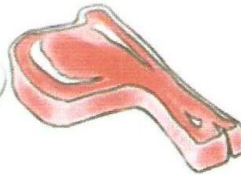
milk



yogurt



fish



meat



flour



water



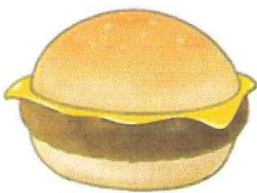
sugar



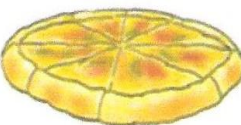
salad



olive oil



hamburger



pizza



soup



cake



juice



lemonade



ice-cream



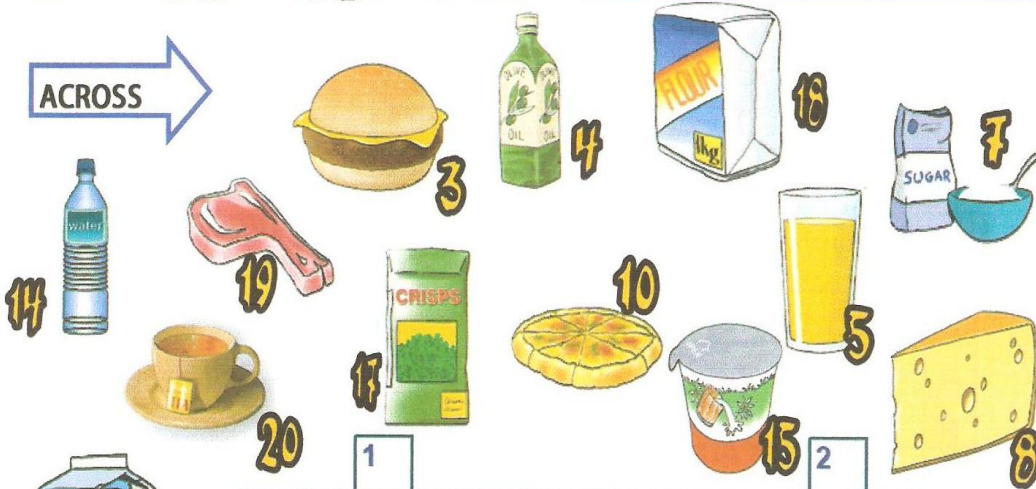
tea



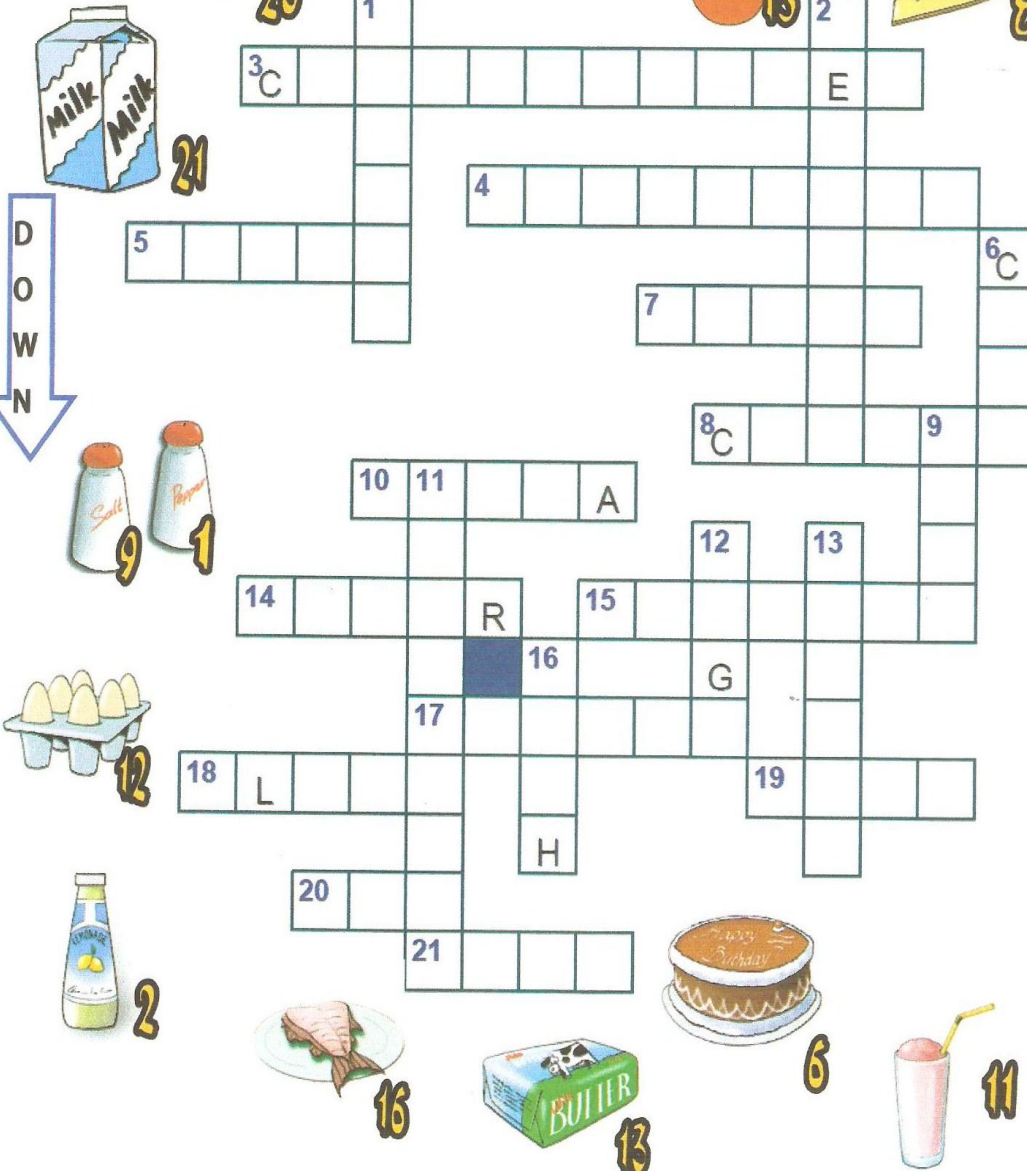
# FOOD

Using the across and down picture clues, write the correct words in the numbered grid below.

ACROSS



DOWN

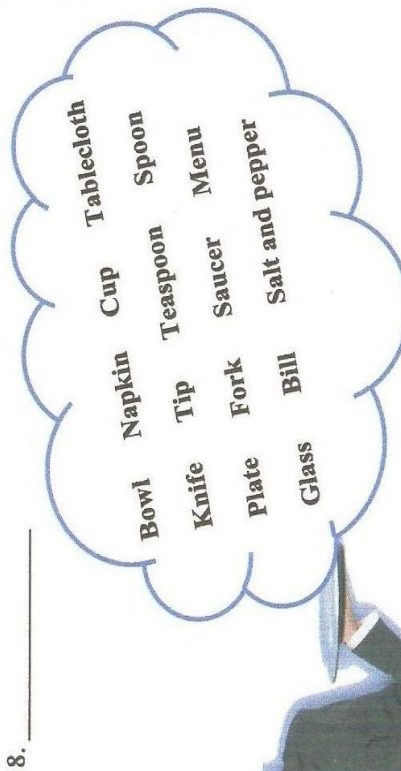




## In the Restaurant



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_





# SESSION 2



# Modal Verbs



Modal Verbs are always followed by the infinitive without to.

MODAL VERBS	USE	EXAMPLES
<b>CAN</b>	ability request permission	She can run like no one else. Can I ask you a favour? You can come in now.
<b>COULD</b>	request ability	Could you call the nurse, please? When he was younger, he could dance for hours.
<b>MAY</b>	permission possibility	May I come in? He may be late tomorrow.
<b>MIGHT</b>	possibility	We might not wait for you.
<b>MUST</b>	necessity	I must leave now.
<b>MUSTN'T</b>	prohibition	You mustn't drive without a license.
<b>SHOULD</b>	advice moral obligation	She should see a doctor. We should respect nature.



1.

Choose the right modal verb for each situation.

- We should/ can/ may go home now. It's getting cold.
- May / Must / Might I start the game?
- Tim just shouldn't / couldn't / can't speak, he was so shocked.
- You mustn't / couldn't / mightn't smoke here.
- Tomorrow I can / might / should go to the beach, but I'm not sure.

2.

Fill in the blanks with the most suitable modal verb.

- When she was younger, she \_\_\_\_\_ run very fast.
- I \_\_\_\_\_ understand a word she's saying.
- The doctor told me I \_\_\_\_\_ in bed. It's essential, he said.
- You \_\_\_\_\_ smoke. It's not good for you.
- I don't know if I \_\_\_\_\_ do this exercise. It's rather difficult.
- You \_\_\_\_\_ never lie to your parents.





Replace the underlined expressions by a modal verb. Start as suggested.

a) I'm not capable of speaking French.

I \_\_\_\_\_.

b) You have the obligation to report all incidents.

You \_\_\_\_\_.

c) My advice is that he follows his father into the medical profession.

He \_\_\_\_\_.

d) She has the ability to overcome her problems.

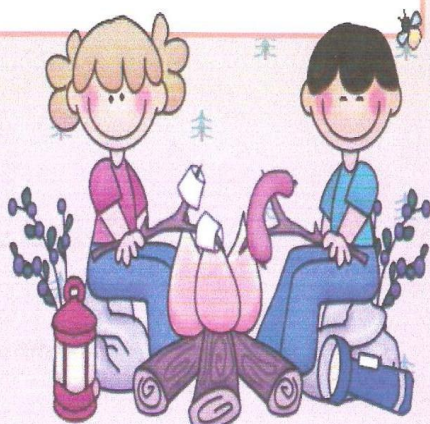
She \_\_\_\_\_.

e) It's possible that I come late tomorrow.

I \_\_\_\_\_.

f) It's forbidden to turn right on this road.

You \_\_\_\_\_.





# SESSION 3





**1. Choose the correct answer.**

1. Huntington has been named ...
  - a) The healthiest city in America.
  - b) The unhealthiest city in America.
  - c) The unhealthiest city in the world.
2. What is this city's population?
  - a) 5,000
  - b) 15,000
  - c) 50,000
3. What do children have for breakfast?
  - a) Milk and cereals.
  - b) Bacon and eggs.
  - c) Pizza.
4. A child mistakes tomatoes for ...
  - a) Potatoes.
  - b) Oranges.
  - c) Carrots.
5. These children are expected to live ...
  - a) Longer life than their parents.
  - b) The same as their parents.
  - c) Shorter life than their parents.

**2. Is it true (T) or false (F)?**

1. Jamie Oliver is a Canadian chef.
2. At the beginning, everybody supports Jamie Oliver's food revolution.
3. The cooks think there is nothing wrong with the food they prepare.
4. We can see in a lorry the fat consumed by the entire school for one month.
5. At the end, mothers support Jamie Oliver's food revolution.



### 3. What is the Mediterranean Diet?

The Mediterranean Diet is a way of eating based on the traditional foods (and drinks) of the countries surrounding the Mediterranean Sea. The Mediterranean Diet is not a diet, as in “go on a diet,” even though it is a great way to lose weight or improve your health. Rather, it is a lifestyle – including foods, activities, meals with friends and family, and wine in moderation with meals. It has been studied and noted by scores of leading scientists as one of the healthiest in the world. Just as important, the Mediterranean Diet is full of wonderfully delicious, flavor-filled dishes and meals.

The original Mediterranean Diet characteristics are:

1. High consumption of virgin olive oil.
2. High intake of vegetables and fruits and legumes.
3. Consumption of fish, specially oily (or “bluish” one) three or four times a week.
4. Consumption of milk and derivatives, cheese and yogurt.
6. Three or four eggs per week.
7. Moderate consumption of meat and saturated fat.
8. One small glass of wine a day at the main meals.
9. Nuts as snacks.
10. In “special occasions” Mediterranean traditional desserts.



**4. By pairs, write five arguments in favour of healthy food and five arguments against fast food.**

Arguments in favour of healthy food	Arguments against fast food



# SESSION 4



# SUBJECT AND OBJECT PRONOUNS

1. Substitute the underlined words with **subject pronouns**:

1. Peter and Paul (.....) study French and German.
2. The cat (.....) is in the garden.
3. Do Mandy and you (.....) like golf?
4. Does your sister (.....) sing well?
5. Dr Swam (.....) visits his patients in the morning.
6. Do the students (.....) do the homework?
7. You and I (.....) live in Spain.
8. Do Sam and Paula (.....) meet after school?
9. My mum (.....) cooks really well.
10. The supermarket (.....) closes at midday.
11. The books (.....) are on the table.
12. When do you and Sally (.....) play chess this week?

3. Choose the suitable word to fill in the blanks:

1. .... is in class with .....  
Her/ us    She/we    She/us
2. Does ..... use a laptop at home?  
He        it        him
3. These are my mum's friends. .... usually goes out with .....  
She/ they    Her/ them    She/ them
4. Do ..... eat pasta? No, I don't like ....  
we/it        you/it        you/her
5. We don't talk to Sam. We're angry with .....  
he        him        his
6. Can you pass ..... the sugar, Terry?  
you        I        me
7. "When do you do homework?" "I do ..... after school."  
them        it        he
8. Give ..... to ....., please.  
I/it        it/I        it/me



2. Substitute the underlined words with **object pronouns**:

1. Tom comes to the cinema with Paul and I (.....).
2. Do you play with your children (.....) after dinner?
3. Pam takes her dog (.....) for walks in the morning.
4. Does Sue study with her brother (.....)?
5. Mr Postman delivers our letters (.....).
6. I usually meet Pam (.....) on Friday afternoon.
7. Tom goes to school with his friends (.....).
8. Does mum feed the baby (.....)?
9. Can you pass the newspapers (.....) to I (.....), please?
10. Do you eat apples (.....), Tom?
11. Mary send e-mails (.....) to her boyfriend (.....).
12. James is with his grandmother (.....).

4. **Correct** the sentences if they're wrong:

1. My friend Sue is fantastic. I love she.  
.....
2. Do you play tennis with they?  
.....
3. My brother hates hamburgers. She never eats it.  
.....
4. Do you come with Sue and I?  
.....
5. The boys don't play with her because her is very unfriendly.  
.....
6. Does him like cooking? Yes, he does.  
.....
7. Sarah never listens to him sister.  
.....
8. Paul and Mary don't invite we to parties.  
.....



# Personal and Possessive Pronouns



Fill in the spaces with the appropriate pronoun.



1. \_\_\_\_\_ like Mary but \_\_\_\_\_ hates \_\_\_\_\_.
2. Be careful with the horse! Don't ride \_\_\_\_\_ on the main road!
3. \_\_\_\_\_ sister and \_\_\_\_\_ are different. \_\_\_\_\_ tall and \_\_\_\_\_ am short. \_\_\_\_\_ hair is blond and \_\_\_\_\_ is dark.
4. Peter and Jim are \_\_\_\_\_ cousins. \_\_\_\_\_ parents are very nice people, we like \_\_\_\_\_ very much.
5. John and Phil were born in England. \_\_\_\_\_ English and \_\_\_\_\_ hometown is Liverpool.



6. Mary is a friend of \_\_\_\_\_.
7. Take \_\_\_\_\_ feet off the table. \_\_\_\_\_ legs aren't very strong.





### POSSESSIVE PRONOUNS 1

*Add the correct possessive pronoun:*

1. It belongs to me, it's \_\_\_\_\_
2. It belongs to my father, it's \_\_\_\_\_
3. It belongs to her, it's \_\_\_\_\_
4. It belongs to Mr. and Mrs. Smith, it's \_\_\_\_\_
5. It belongs to me and my wife, it's \_\_\_\_\_
6. It belongs to my mother, it's \_\_\_\_\_
7. It belongs to him, it's \_\_\_\_\_
8. It belongs to you, it's \_\_\_\_\_
9. It belongs to the dog, it's \_\_\_\_\_
10. It belongs to them, it's \_\_\_\_\_

*Fill in the blanks with the correct possessive adjective or pronoun, using the word in parentheses ( ) to help you.*

1. Is this \_\_\_\_\_ book? (your/yours)
2. Give Maria \_\_\_\_\_ umbrella. (her/hers)
3. No, it's not your turn to answer, it's \_\_\_\_\_. (our/ours)
4. No, that's not \_\_\_\_\_ car. \_\_\_\_\_ is a convertible. (my/mine)
5. Excuse me. Is this \_\_\_\_\_ classroom. (our/ours)
6. The cat is cold. \_\_\_\_\_ fur is wet. (his/hers/its)
7. We didn't bring any drinks to the party. Can we drink \_\_\_\_\_? (your/yours)
8. Jim brought \_\_\_\_\_ coat. But he is hot and doesn't need it. You can use \_\_\_\_\_. (his/his)

*Complete the sentences below using the correct possessive from of the word in parentheses.*

1. This is \_\_\_\_\_ book. (he)
2. We must go now. \_\_\_\_\_ time is up. (we)
3. That sweater is \_\_\_\_\_. (Karen)
4. This sweater is not \_\_\_\_\_. (I) It's \_\_\_\_\_. (you)
5. This tennis court is not \_\_\_\_\_ because we did not reserve it. (we)
6. This tennis court must be \_\_\_\_\_. (they)
7. That is not \_\_\_\_\_ pen. (I) It is \_\_\_\_\_. (he)



# SESSION 5



## Examples of dialogues

### Dialogue 1

**Waiter:** Hi. How are you doing this afternoon?

**Customer:** Fine, thank you. Can I see a menu, please?

**Waiter:** Certainly, here you are.

**Customer:** Thank you. What's today's special?

**Waiter:** Grilled tuna and cheese on rye.

**Customer:** That sounds good. I'll have that.

**Waiter:** Would you like something to drink?

**Customer:** Yes, I'd like a coke.

**Waiter:** Thank you. (Returning with the food) Here you are.

Enjoy your meal!

**Customer:** Thank you.

**Waiter:** Can I get you anything else?

**Customer:** No thanks. I'd like the bill, please.

**Waiter:** That'll be \$6.75.

**Customer:** Here you are. Keep the change!

**Waiter:** Thank you! Have a good day!

**Customer:** Bye.

### Dialogue 2

**Waiter:** Hello, Can I help you?

**Kim:** Yes, I'd like to have some lunch.

**Waiter:** Would you like a starter?

**Kim:** Yes, I'd like a bowl of chicken soup, please.

**Waiter:** And what would you like for a main course?

**Kim:** I'd like a grilled cheese sandwich.

**Waiter:** Would you like anything to drink?

**Kim:** Yes, I'd like a glass of Coke, please.

**Waiter** ... After Kim has her lunch. Can I bring you anything else?

**Kim:** No thank you. Just the bill.

**Waiter:** Certainly.

**Kim:** I don't have my glasses. How much is the lunch?

**Waiter:** That's \$6.75.

**Kim:** Here you are. Thank you very much.

**Waiter:** You're welcome. Have a good day.

**Kim:** Thank you, the same to you.



# **APPENDIX**

## **III:**

### **Workbook**



# unit 6

## What should I order?

- ① Nadine and Brad are having lunch at Sal's Soup and Salad Bar. Complete the dialogue with the words below.

can • sandwiches • some • mustn't • have • should • order • Where's

NADINE: What should I <sup>1</sup>.....order.....?

BRAD: Well, they've got delicious soup, so maybe you <sup>2</sup>.....should..... order some soup.

NADINE: <sup>3</sup>.....Where's..... our waiter? Can you see him?

BRAD: There he is. Excuse me, <sup>4</sup>.....Can..... we order please?

WAITER: Good afternoon! What can I get for you?

NADINE: I'll have a tuna sandwich, please.

WAITER: I'm sorry, but we haven't got <sup>5</sup>.....sandwiches.....

BRAD: Maybe you should have the tuna salad!

NADINE: Oh, dear. I don't like salad.

WAITER: Then you should <sup>6</sup>.....have..... soup.

NADINE: No, thanks. I had soup for lunch yesterday.

BRAD: Nadine, we haven't got much time. We're meeting your mother in half an hour and we <sup>7</sup>.....mustn't..... be late.

NADINE: I've got an idea. Waiter, can you bring me a tuna salad and <sup>8</sup>.....some..... bread?

WAITER: Of course.

NADINE: Great! I'll have a tuna salad and some bread, and I'll make a tuna sandwich!

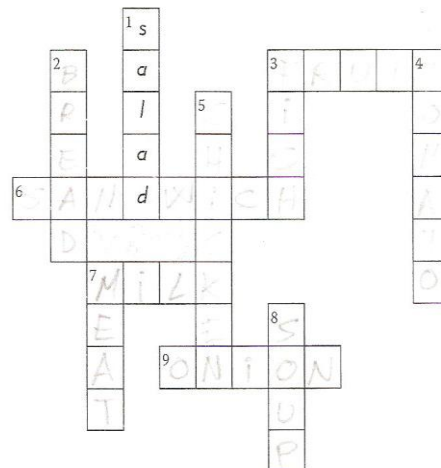
## WORDS Food and Drink

- ② Complete the puzzle according to the clues.

ACROSS ►



DOWN ▼





- 3 Complete the chart with the words below.  
milk • chicken • tomato • orange juice  
onion • bread

Drinks	In a sandwich
milk	chicken
orange juice	tomato
	onion
	bread

- 4 Choose the correct answer.
- You need fruit / tomatoes to make orange juice.
  - We get soup / milk from cows.
  - Salmon is a type of fish / chicken.
  - We get meat / onions from pigs.
  - You need salad / bread to make a sandwich.

## GRAMMAR

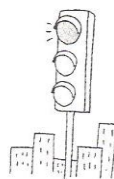
- 5 Complete the sentences with *can* or *can't*.
- Bill's got a motorcycle. He ..... *can* ..... drive to the market.
  - What is your address? I ..... remember it.
  - Linda speaks Russian, but she ..... read it.
  - ..... you help Kathy find her camera?
  - Don is a good singer, and he ..... play the guitar, too.



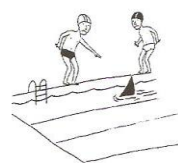
- 6 Choose the correct answer.

- It's a hot, sunny day. You ... wear a hat.  
a. should b. shouldn't
- It's Adam's birthday tomorrow.  
We ... bake a cake for him.  
a. should b. shouldn't
- It will be cold and rainy at the weekend.  
We ... go camping.  
a. should b. shouldn't
- You've got a sports competition later today.  
You ... eat a good breakfast.  
a. should b. shouldn't
- You ... wash the car. It's dirty.  
a. should b. shouldn't
- Stop! You ... ride your bike in the garden.  
a. should b. shouldn't

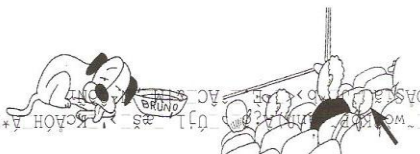
- 7 Choose the correct answers according to the pictures.



- You *can* / *must* stop.
- Bad Mitzzy! You *can't* / *should* have the fish for dinner.



- Can* / *Must* I help you?
- It *must* / *shouldn't* be here.





## We mustn't miss the train.

### 1 Complete the dialogues. Use the words above each dialogue.

① ~~our~~ • your • Should • mustn't

MAX: I'm very excited about <sup>1</sup>.....~~our~~..... trip to Calais. What should I take?

SAM: You should take clothes for three days. Are you taking <sup>2</sup>..... camera?

MAX: Yes, I am. <sup>3</sup>..... I take some food? I can take sandwiches and fruit.

SAM: Great! I'll meet you at the boat at 8.30. You <sup>4</sup>..... be late or we'll miss the boat.

② bag • Hurry • mine • miss

MOTHER: Judy, the taxi is here and the aeroplane leaves in two hours. <sup>1</sup>..... up! We mustn't  
<sup>2</sup>..... the aeroplane!

JUDY: Mother! What should I do? My <sup>3</sup>..... is too small.

MOTHER: Here, take <sup>4</sup>.....

JUDY: Thanks, Mother!

## GRAMMAR

### 2 Match A to B.

A

1. School starts in five minutes.
2. You're in a library.
3. There's a big test tomorrow.
4. Sara is allergic to fish.
5. It's Mum and Dad's anniversary tomorrow.

B

- ..... a. You must be quiet.
- ..... b. We mustn't forget!
- ..... c. We mustn't have fish for dinner.
- <sup>1</sup>..... d. Hurry! We mustn't be late.
- ..... e. You must study today.

### 3 Complete the sentences with *must* or *mustn't* according to the signs.



1. You ..... *must* ..... stop here.



4. You ..... drive fast.



2. You ..... use your mobile phone.



5. You ..... ride a bicycle here.



3. You ..... turn right.



6. You ..... take photos here.



## 4 Choose the correct answer.

1. This book was great. You ... read it.  
a. can    **b. should**    c. mustn't
2. You ... take your bicycle into a hospital.  
a. must    b. can't    c. mustn't
3. I don't like the beach because I ... swim.  
a. can't    b. shouldn't    c. must
4. There isn't any food at home. We ... go to the market.  
a. can't    b. shouldn't    c. must
5. We ... take the underground into the city. There's a station near my flat.  
a. can    b. can't    c. shouldn't
6. You ... phone Heidi now. It's 11.00 and she usually goes to sleep early.  
a. should    b. shouldn't    c. can't

## 5 Complete the chart.

Personal Pronouns	Possessive Adjectives	Possessive Pronouns
I	> my	> mine
	> your	>
	>	> his
she	>	>
	> its	>
	>	> ours
you	>	>
	> their	>

## 6 Read the dialogues and choose the correct answers.

- ① **JOHN:** Where's <sup>1</sup>my / mine book? Oh, here it is!  
**GEORGE:** That's not <sup>2</sup>my / your book. It's <sup>3</sup>my / mine.
- ② **SHELLY:** We've got a dog. <sup>1</sup>Your / Our dog is big and black.  
**CHARLES:** What is <sup>2</sup>it / its name?  
**SHELLY:** Not "it", "she". <sup>3</sup>She / Her name is Princess.
- ③ **MIKE:** The Smiths have got a beautiful car. That red car is <sup>1</sup>their / theirs.  
**GLENDA:** Which car is <sup>2</sup>your / yours?  
**MIKE:** <sup>3</sup>Our / Ours car is the blue one.
- ④ **ANN:** Mum, I can't find John's camera. Is it in <sup>1</sup>his / hers cupboard?  
**MUM:** I don't know. Ask <sup>2</sup>your / yours brother where <sup>3</sup>it / its is.

## 7 Write the words in the correct order to make sentences.

1. house / theirs / is / this / .  
*This house is theirs.*
2. your / have got / I / book / .  
.....
3. dog / hers / this / is / ?  
.....
4. this / car / yours / is / ?  
.....
5. to / come / you / party / can / our / ?  
.....





## GRAMMAR

### 1 Complete the chart.

Personal Pronouns		Object Pronouns
I	>	me
you	>	
	>	him
she	>	
	>	it
we	>	
	>	you
they	>	

### 2 Complete the sentences with object pronouns.

- These are my new shoes. I got them at the shoe shop near the school.
- My sister loves the park. Dad takes there every day.
- We're going to the shops. Will you come with me?
- Stuart, are you and Jessie going to the cinema? I can meet you there at 7.00.
- Do you know Jim's phone number? Can you give me to me?
- I'm taking my brother to the bookshop. I'm going to buy him a book.
- Ask me a question and I'll tell you the answer.
- Jean's parents are going to Paris, and Jean is going with them.

## WORDS Technology

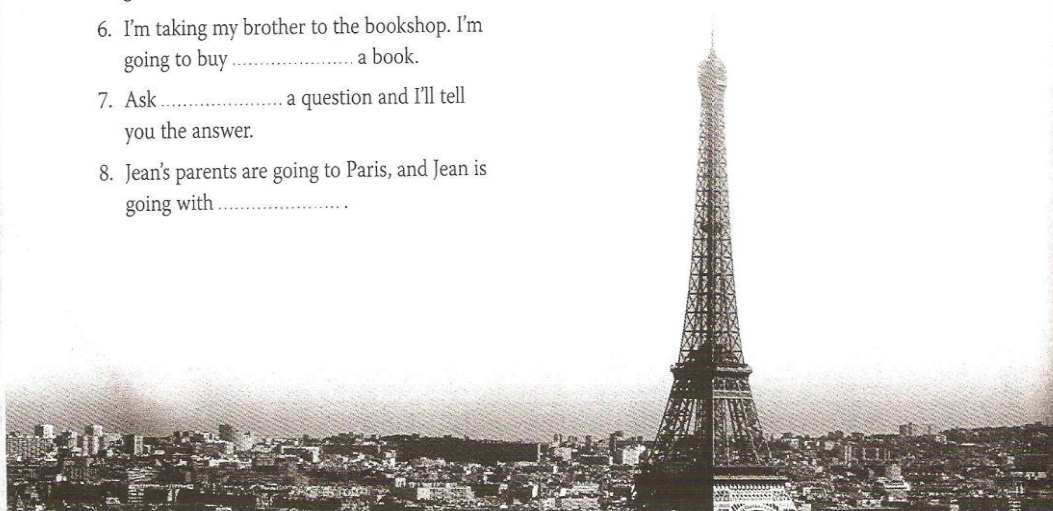
### 3 Match A to B.

- | A            | B                       |
|--------------|-------------------------|
| 1. mobile    | ..... a. clock          |
| 2. sound     | ..... b. conditioner    |
| 3. alarm     | ..... c. oven           |
| 4. washing   | ..... d. system         |
| 5. microwave | ..... e. machine        |
| 6. air       | ..... <u>1</u> f. phone |

### 4 What is it? Answer the questions with the words below.

laptop \* camera \* kettle \* fridge  
alarm clock \* washing machine

- We use this to keep food cold.  
It's a fridge.
- This helps us get up in the morning.  
It's an alarm clock.
- It's a computer you can travel with.  
It's a laptop.
- You can take photos with this.  
It's a camera.
- You can clean your dirty clothes with this.  
It's a washing machine.
- We use this to make hot water.  
It's a kettle.





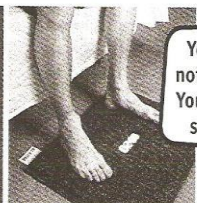
## READING

5 Read about some interesting solutions to a big problem.

## ALARM CLOCKS

Ask a doctor and she will tell you: teenagers should have eight and a half to nine hours of sleep every night. But many teenagers don't go to sleep early because they aren't tired. Then, it's difficult to get up in the morning. Their parents call them and call them, but the teenagers just can't get up. These parents and teens often start their day feeling angry.

Can anything help teens get up in the morning? Maybe they should try one of these alarm clocks.



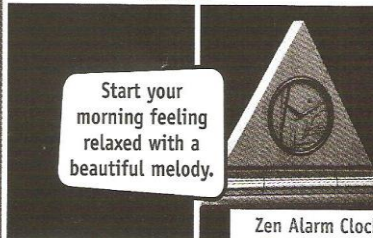
Rug Alarm Clock

You can't stop the noise from your bed. You must get up and stand on the rug.



Police Siren Alarm Clock

A police siren in your bedroom should wake you up!



Start your morning feeling relaxed with a beautiful melody.

Zen Alarm Clock



The noisy alarm starts and a part of the clock flies across the room! You must find the part and put it on the clock. Then the alarm stops.

Flying Alarm Clock

6 Tick (✓) the sentences below true (T) or false (F).

- |   | T                                   | F                                   |
|---|-------------------------------------|-------------------------------------|
| 1. Teens need eight and a half to nine hours of sleep every night.                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2. Teens often feel tired early in the evening, but they don't want to go to bed. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 3. According to the text, parents of teenagers can't get up in the morning.       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 4. Maybe a good alarm clock can help teens get up in the morning.                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 5. There are many different types of alarm clocks.                                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

7 Answer the questions.

- Which clock is like a police car?  
the *Police Siren Alarm Clock*
- You must get up and stop the alarms on two clocks. Which clocks?  
..... and .....
- Which clock has got different parts?  
.....
- Which clock isn't very noisy?  
.....







# **APPENDIX**

## **II:**

### **My Research**

### **Project**



TO WHAT  
EXTENT TO WHAT  
EXTENT ARE OUR  
WILLING LEARNERS  
WILLING TO  
SECOND LANGUAGE?  
(materials used inside and outside an EFL class)  
(materials used inside and outside an EFL class)



MASTER UNIVERSITARIO EN  
PROFESORADO DE EDUCACIÓN SECUNDARIA  
OBLIGATORIA

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SUBJECT: Evaluation, innovation and educative investigation in the  
teaching of English

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# Theoretical introduction

## Characteristics that a material should have

As Tomlinson says in his articles published in May 2012 devoted to materials development, materials can be:

- ❖ **Informative** (informing the learner about the target language).
- ❖ **Instructional** (guiding the learner in practising the language).
- ❖ **Experiential** (providing the learner with experience of the language in use).
- ❖ **Eliciting** (encouraging the learner to use the language).
- ❖ **Exploratory** (helping the learner to make discoveries about the language).

## How materials should be

According to Brian Tomlinson (and we agree with him), materials should:

- Achieve impact

Materials achieve impact when they have noticeable effect on learners, that is, when their curiosity, interest, and attention are attracted. They can achieve it through:

- Novelty
- Variety
- Attractive presentation
- Appealing content

Impact is variable; what works with a group of students may not work with other; because of this, the teacher must adapt to the interest and to what is going to attract the attention of each group of students.

- Help learners to feel at ease

Most language learners benefit from feeling at ease, but they lose opportunities for language learning when they feel anxious, uncomfortable or tense. Taking this into account, it can be said that materials can help learners to feel at ease in several ways:

- Students feel more comfortable with material with lots of white space.
- Learners are more at ease with texts and illustrations that they can relate to their own culture because they feel closer to this kind of materials.
- Students are more relaxed with materials which try to help them to learn than they are with materials which are always testing them.

Feeling at ease can also be achieved through:

- A “voice” which is relaxed and supportive. (This is most important one).



- Content and activities which encourage the personal participation of the learners.
  - Materials which relate the world of the book to the world of the learner.
  - The absence of activities which could threaten self-esteem and cause humiliation.
- Help learners to develop confidence

Depending on the author this process of developing confidence can be reached in different ways:

- ✚ According to some authors, through a process of simplification. Some teachers try to help the learners to feel successful by asking them to use simple language to accomplish easy tasks. However, at the end these teachers become aware that what they are doing bears little resemblance to actual language use, that learners are not really using their brains and that their apparent success is an illusion.
- ✚ According to Tomlinson, through activities which try to “push” learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating, which are problematic but which are achievable too.

“Relaxed and self-confident learners learn faster” (Dulay, Burt and Krashen, 1982)

- Require and facilitate learner self-investment

According to Rutherford and Sharwood-Smith (1988), the role of the classroom and of teaching materials is to aid the learner to make efficient use of the resources in order to facilitate self-discovery.

Besides, learners usually profit most if they invest interest, effort and attention in the learning activity. Materials can help them to achieve this by providing them with choices of focus and activity, by giving them topic control and by engaging them in learner-centred discovery activities.

Tomlinson mentions that there are several ways of doing this:

- Getting learners interested in a written or spoken text, getting them to respond to it globally and affectively and then helping them to analyze a particular linguistic feature of it in order to make discoveries for themselves.
- Involving the learners in mini-projects and giving them responsibility for making decisions about which texts to use and how to use them.



- Expose the learners to language in authentic use

In the first place, it can be said that exposure to authentic use of the target language is necessary but not sufficient for the acquisition of that language. In any case, materials at all levels should provide frequent exposure to authentic input which should be rich in features which are characteristic of authentic discourse on the target language, and which should be varied in style, mode, medium and purpose.

The materials should also stimulate learner interaction with the input rather than just passive reception of it. This does not necessarily mean that the learners should always produce language in response to the input; but it does mean that they should always do something mentally or physically in response to it.

In order article written also by Tomlinson we can read that: “it has been argued that explicit teaching of language through contrived examples and texts helps the learners by focusing their processing energies on the target feature, and this is what most coursebooks typically do”. However, we can also read that many researchers argue that this over-protects learners and does not prepare them for the reality of language use outside the classroom. Day (2003) attacks what he calls the cult of authenticity, saying there is no empirical evidence that authenticity facilitates language acquisition, and citing evidence that learners find authentic texts more difficult than simplified or elaborated texts.

In the same article but some lines below we can read that Prodromou (1992) and Trabelsi (2010) stated two important ideas which should be taken into account: what might be authentic for one location (or for one learner) might not be authentic for another; and it is not the text or the task which is authentic but the learner’s interaction with it.

For Tomlinson, an authentic text is one which is produced in order to communicate rather than to teach, and an authentic task is one which involves the learners in communication in order to achieve an outcome, rather than practice the language. He also considers that every text that learners encounters should be authentic and that most tasks should be authentic too – otherwise the learners are not been prepared for the reality of language use.

- Provide the learners with opportunities to use the target language to achieve communicative purposes

Learners should be given opportunities to use language for communication rather than just to practice in situations controlled by the teacher and the materials. Using language for communication involves attempts to achieve a purpose in a situation in which the content, strategies and expression of the interaction are determined by the learners.

Ideally teaching materials should provide opportunities for such interaction in a variety of discourse modes ranging from planned to unplanned. Interaction can be achieved through:



- Information or opinion gap activities which require learners to communicate with each other and/or the teacher in order to close the gap.
  - Post-listening and post-reading activities which require the learners to use information from the text to achieve a communicative purpose.
  - Creative writing and creative speaking activities such as writing a story or improvising a drama.
  - Formal instruction given in the target language either on the language itself or on another subject.
- Take into account that the positive effects of instruction are usually delayed

Acquisition results from the gradual and dynamic process of internal generalization rather than from instant adjustments to the learner's internal grammar. Students might be able to rehearse the features, to retrieve it from short-term memory or to produce it when prompted by the teacher or the materials, but this does not mean that learning has taken place.

Furthermore, in order to facilitate the gradual process of acquisition it is important for materials to recycle instruction and to provide frequent and ample exposure to the instructed features in communicative use. It is equally important that the learners are not forced into premature production of the instructed features and that tests of proficiency are not conducted immediately after instruction.

- Take into account that learners differ in learning styles

Different learners have different learning styles and this means that activities should be variable and should cater for all learning styles. Styles of learning which need to be catered for in language learning materials include:

- Visual
- Auditory
- Kinaesthetic
- Studial
- Experiential
- Analytic
- Global
- Dependent
- Independent

Tomlinson adds that a learner's preference for a particular learning style is variable and depends on what is being learned, where it is being learned, who is being learned with and what is being learned for.

- Take into account that learners differ in affective attitudes

One implication of these different affective attitudes is "to diversify language instruction as much as possible based upon the variety of cognitive styles" (Larshen-



Freeman and Long, 1991) and the variety of affective attitudes likely to be found among a typical class of learners. Ways of doing this include:

- Providing choices of different types of text and different types of activities.
  - Providing optional extras for the more positive and motivated learners.
  - Providing variety.
  - Including units in which the value of learning English is a topic for discussion.
  - Including activities which involve the learners in discussing their attitudes and feelings about the course and the materials.
  - Researching and catering for the diverse interest of the identified target learners.
  - Being aware of the cultural sensitivities of the target learners.
  - Giving general and specific advice in the teacher's book on how to respond to negative learners.
- Maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities

A series of activities which require very little cognitive processing usually leads to shallow and ephemeral learning unless linked to other activities which stimulates mental and affective processing. However, a varied series of activities making analytic, creative, and evaluative and rehearsal demands on processing capacities can lead to deeper and more durable learning.

It is very important that the content of the materials is not trivial or banal and that it stimulates thought and feelings in the learners. It is also important that the activities are not too simple and that they cannot be too easily achieved without the learners making use of their previous experience and their brains. Moreover, the maximization of the brain's learning potential is a fundamental principle of Lozanov's Suggestopedia, which engages the learners in a variety of left and right brain activities in the same lesson.

- Not rely too much on controlled practice

It seems to be very little research which indicates that controlled practice activities are valuable, for instance, Bialystok (1988) says that automaticity is achieved through practice but provides no evidence to support her claim. In addition, it can be said that "controlled practice appears to have little long effect on the accuracy with which new structures are performed" (Ellis, 1990: 192) and "has little effect on accuracy" (Ellis and Rathbone, 1987). However, controlled grammar practice activities are common in many coursebooks and are considered to be useful by many teachers and by many learners.



- Provide opportunities for outcome feedback

If the language that the learner produces is evaluated in relation to the purpose for which it is used, that language can become a powerful and informative source of information about language use. Thus, a learner who fails to achieve a particular communicative purpose is more likely to gain from negative feedback on the effectiveness of their use of language than a learner whose language is corrected without reference to any non-linguistic outcome. Taking this into account, it is important that language production activities have intended outcomes other than just practising language.

### **Use of new technologies in language-learning materials**

As Tomlinson says in other section of this article devoted to “the roles of new technologies in language-learning materials” in recent years there have been radical developments in the use of new technologies to deliver language-learning materials. In general these technologies have been welcomed because they have a great amount of advantages:

- ✚ Facilitating reading, writing, brainstorming and research.
- ✚ Organizational, pedagogical and learner advantages.
- ✚ Localized adaptation of materials, free source of a variety of authentic texts and opportunities for spoken interaction between learners.
- ✚ Collaborative problem solving activities inside and outside the classroom.

Nevertheless, a number of authors have pointed out the dangers of excessive reliance on electronic delivery of materials:

- ✚ Whether Computer Assisted Language Learning (CALL) materials facilitate learning depends on how the technology is implemented (Reinders & White, 2010: 68).
- ✚ Change is so rapid that the resources are bound to be ephemeral and there is a danger of “total capitulation to technology” (Maley, 2011: 392).
- ✚ The multi-tasking, rapidly switching, superficial processing of information might...impair more reflective modes of thinking (Wolf, 2008: 392).

According to himself (Tomlinson), new technologies can provide teachers and learners with opportunities of flexibility and choice, and they open up a window on the real world to learners in their classrooms and their homes. However, he is wary of the misuse of new technologies.



## **The future of materials development**

What Tomlinson thinks that will happen in the future is that materials will increasingly be delivered electronically through computers and smartphones, and that more and more institutions and countries will decide that the only way to develop locally appropriate materials is to do it themselves. He concludes the article by saying that he knows that teachers will continue to develop positively as a result of their involvement in materials development, whether as course participants, members of project teams or adapters of materials in their classrooms.

## **Purpose**

The **purpose** of this research project is to know to what extent our students want to learn a second language, which types of materials they use with this aim, and if they agree with the materials/ methodology that the teacher uses in class.

As a **hypothesis** before starting this research we thought that maybe the older students would use more materials because they are more willing to learn the L2 than students in the compulsory secondary education

## **Methods**

### **Participants:**

This research has been carried out in three different educative centres:

1. State assisted school Maria Auxiliadora (Zaragoza) → Second year ESO and the diversification group of the fourth year of ESO.
2. Public high school Ramón y Cajal (Huesca) → First year of Bachillerato of social sciences.
3. Official School of Languages number 2 (Zaragoza) → First Intermediate level.

### **Why have we chosen these groups of students?**

In the case of the **public high school Ramón y Cajal (Huesca)**, the questionnaires were given to this group of students because they are in a post-secondary level and it is not compulsory education.

In the case of the **Official School of Languages number 2 (Zaragoza)**, this class was chosen because is the one in which Adriana made her teaching practice.

In the case of the **state assisted school M<sup>a</sup> Auxiliadora (Zaragoza)**, the class of diversification of the fourth year of ESO was selected because is the one in which



Sandra made her teaching practice. However, in the class of the second year of ESO, the questionnaire was not completed by the whole class, but by eleven students who where the first ones in ending an English exam they were doing.

### **Materials:**

In order to carry out our research, we have use a questionnaire which has been divided in the following six sections:

1. Materials used by the English teacher in class.
2. Other resources used outside the classroom (reading)
3. Other materials/resources used outside the classroom (listening)
4. Mass media (radio and television) and cinema.
5. Oral skills (speaking).
6. Real immersion in an English speaking context/ extracurricular activities.

## **Why is this questionnaire valid for use in the study? (Justification)**

We have decided to separate the two first questions of the first section of the questionnaire because we think they have to be mentioned apart because they have a specific justification.

### **Section 1: Materials used by the English teacher in class.**

**Question 1:** Which materials does the English teacher use in class in order to help you acquire the L2?

If others, which ones? \_\_\_\_\_

**Question 2:** A) Which other materials would you add? And why?  
B) Which ones would you remove? And why?  
C) Which ones would you change? And why?

This section was included because, according to Jan Bell and Roger Gower, teachers and students don't expect the same things from materials:

- **Teachers.** They want:
  - ◆ Some materials they could sympathise with in terms of its pedagogic principles.



- ◆ An easy life: not too much preparation, usable and motivating materials, fun activities, etc.

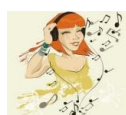
- **Students:**

- ◆ They want materials they could enjoy and in which they could find things they could identify with and learn from.
- ◆ They need a lot of revision and a lot of material they could use to study on their own.



## **Section 2: Other resources used outside the classroom (reading)**

These materials require learners' self-investment and encourage their intellectual involvement.



## **Section 3: Other materials/resources used outside the classroom (listening)**

Listening materials expose the learners to language in authentic use. In addition, this section takes into account that learners differ in affective attitudes.



## **Section 4: Mass media (radio and television) and cinema**

These materials achieve more impact in the learners, encourage their emotional involvement, and expose the learners to language in authentic use. In addition, they take into account that learners differ in affective attitudes.



## **Section 5: Oral skills (speaking)**

Oral skills help learners to develop confidence, require and facilitate learner self-investment, and expose the learners to language in authentic use. In addition, these skills provide the learners with opportunities to use the target language to achieve communicative purpose and to obtain outcome feedback, and don't rely too much on controlled practice.





## **Section 6: Real immersion in an English speaking context/ Extracurricular activities.**

Real immersion and extracurricular activities help learners to develop confidence, require and facilitate learner self-investment, and expose the learners to language in authentic use. In addition, these experiences provide the learners with opportunities to use the target language to achieve communicative purpose and to obtain outcome feedback.

### **Procedures:**

- First, we created the questionnaire.
- Second, we decided which groups were going to answer it.
- Third, we gave the questionnaire to the students and they answered it.

As a curiosity we could say that in the case of the state assisted school M<sup>a</sup> Auxiliadora (Zaragoza), there were some problems with the students of the third year of ESO because they didn't understand the questions and Sandra had to make a bilingual edition of the questionnaire translating the questions into Spanish.

- Fourth, we analysed the questionnaires in two different ways:
  - By means of charts.
  - By means of different types of diagrams.



# RESULTS OF THE QUESTIONNAIRES

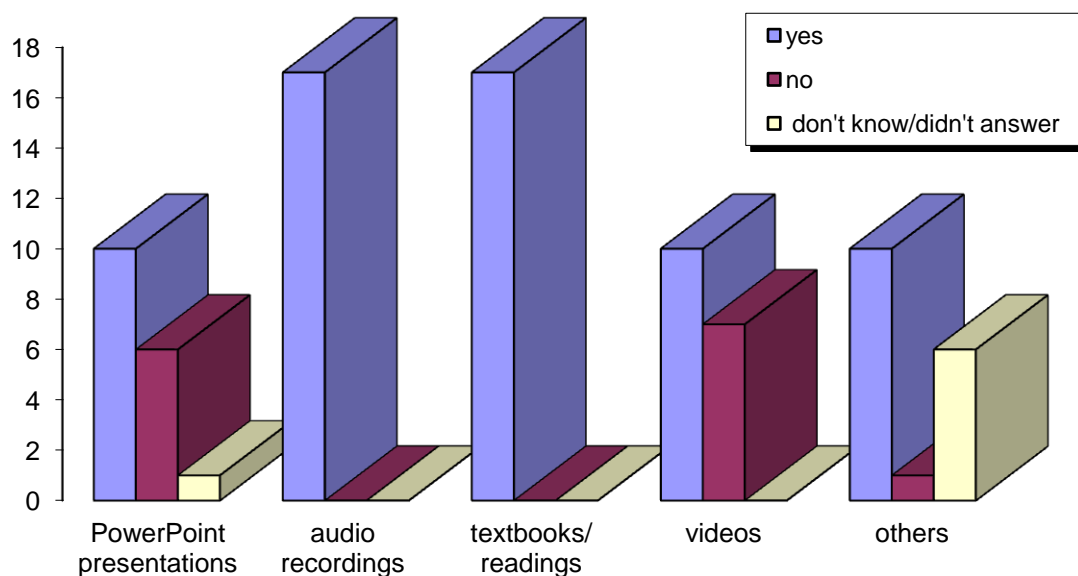


# SECTION 1

QUESTION 1: Which materials does the English teacher use in class in order to help you acquire the L2?

**EOI Fernando Lázaro Carreter (Zaragoza)**

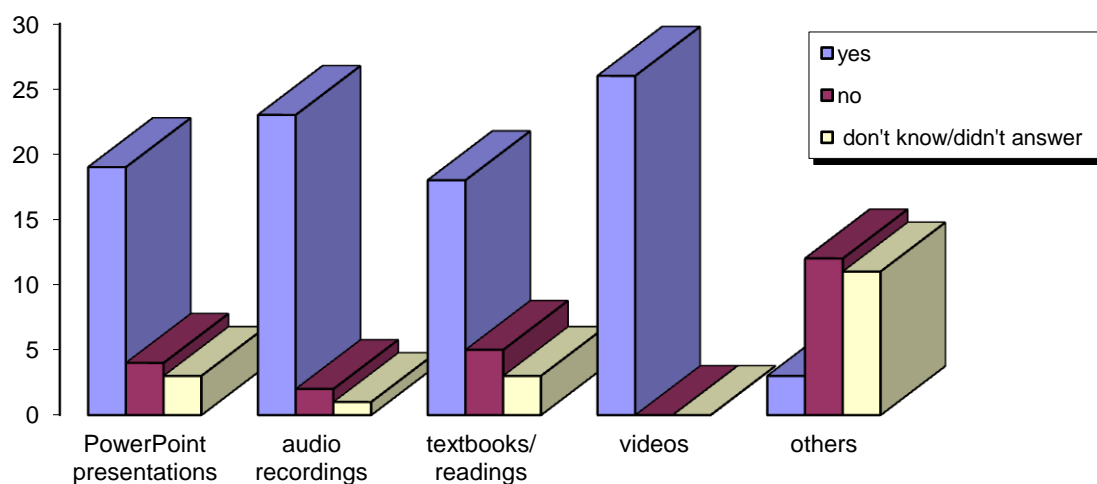
	Yes	No	Don't know/didn't answer
<b>PowerPoint presentations</b>	10	6	1
<b>Audio recordings</b>	17	0	0
<b>Textbooks/ readings</b>	17	0	0
<b>Videos</b>	10	7	0
<b>Others</b>	10	1	6



**Ramón y Cajal high school (Huesca)**

	Yes	No	Don't know/didn't answer
<b>PowerPoint presentations</b>	19	4	3
<b>Audio recordings</b>	23	2	1
<b>Textbooks/ readings</b>	18	5	3
<b>Videos</b>	26	0	0
<b>Others</b>	3	12	11

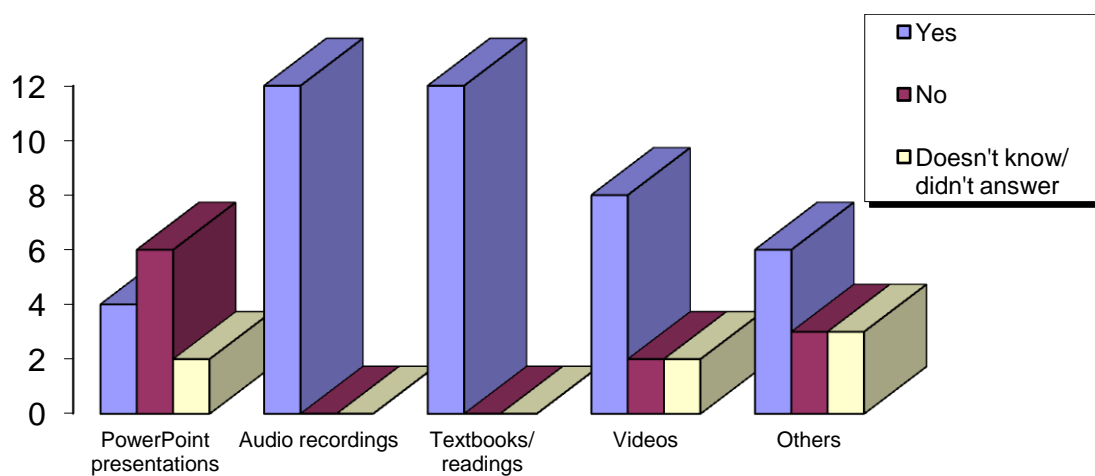




**Stated assisted school María Auxiliadora (Zaragoza)**

Level: second year of ESO

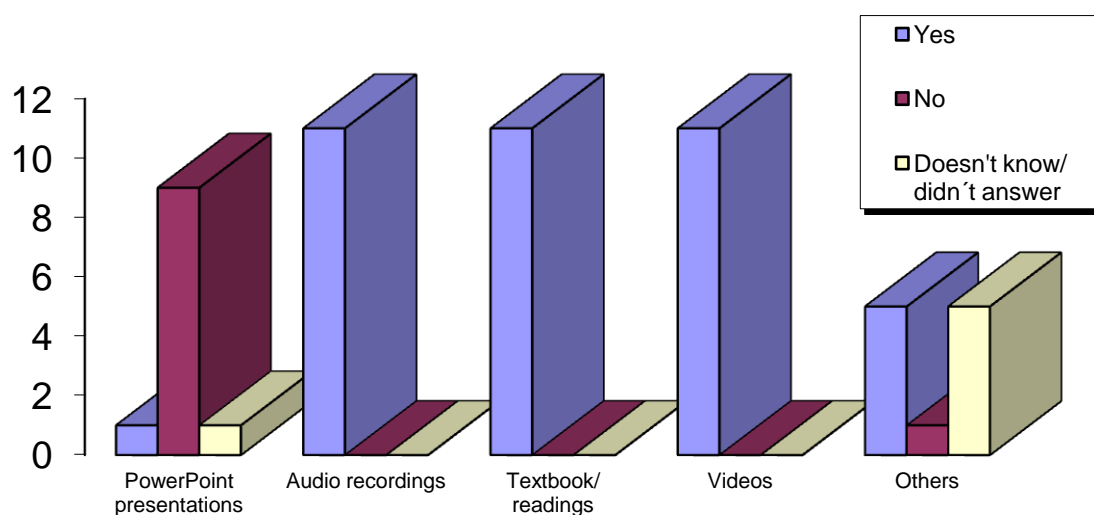
	Yes	No	Don't know/didn't answer
PowerPoint presentations	4	6	2
Audio recordings	12	0	0
Textbooks/ readings	12	0	0
Videos	8	2	2
Others	6	3	3





Level: diversification of the fourth year of ESO

	Yes	No	Don't know/didn't answer
<b>PowerPoint presentations</b>	1	9	1
<b>Audio recordings</b>	11	0	0
<b>Textbooks/ readings</b>	11	0	0
<b>Videos</b>	11	0	0
<b>Others</b>	5	1	5

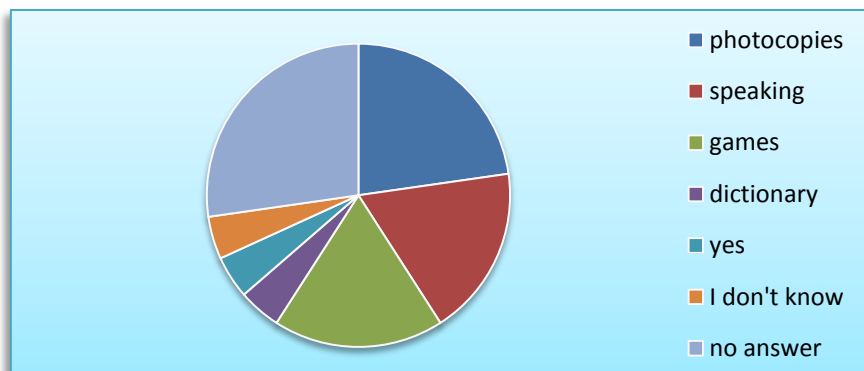


If other, which ones?

**EOI Fernando Lázaro Carreter (Zaragoza)**

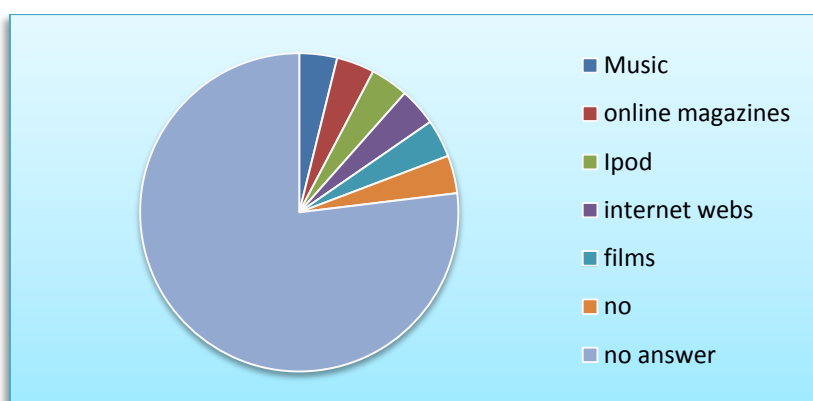
<b>Photocopies</b>	<b>5</b>
<b>Speaking</b>	<b>4</b>
<b>Games</b>	<b>4</b>
<b>Dictionary</b>	<b>1</b>
<b>Yes</b>	<b>1</b>
<b>I don't know</b>	<b>1</b>
<b>No answer</b>	<b>6</b>





### Ramón y Cajal high school (Huesca)

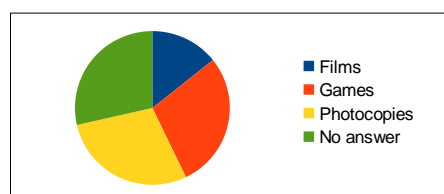
Music	1
Online magazines	1
Ipod	1
Internet webs	1
Films	1
No	1
No answer	20



### Stated assisted school María Auxiliadora (Zaragoza)

Level: second year of ESO

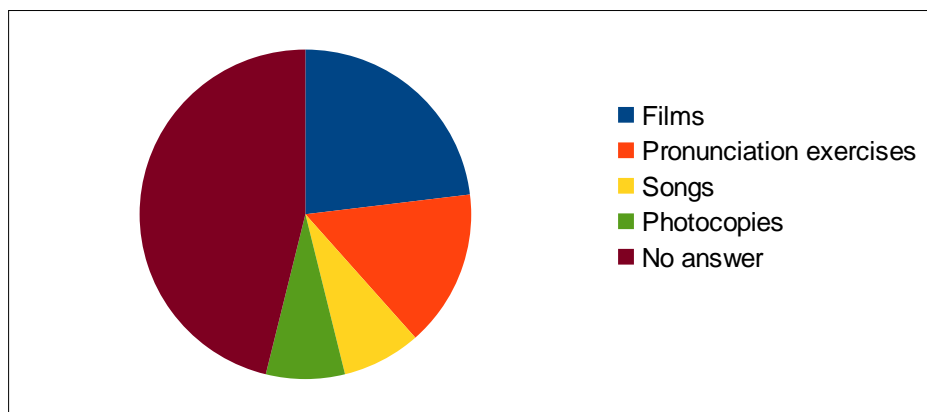
Films	1
Games	2
Photocopies	2
No answer	2





Level: diversification of the fourth year of ESO

Films	3
Pronunciation exercises	2
Songs	1
Photocopies	1
No answer	6

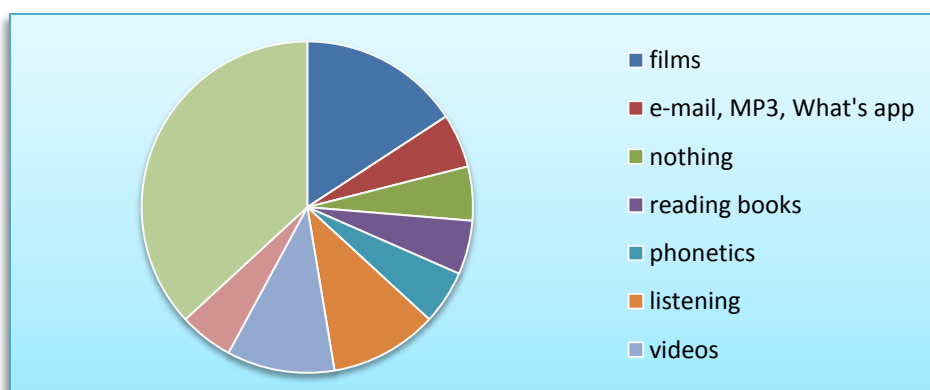


QUESTION 2:

A) Which other materials would you add? And why?

**EOI Fernando Lázaro Carreter (Zaragoza)**

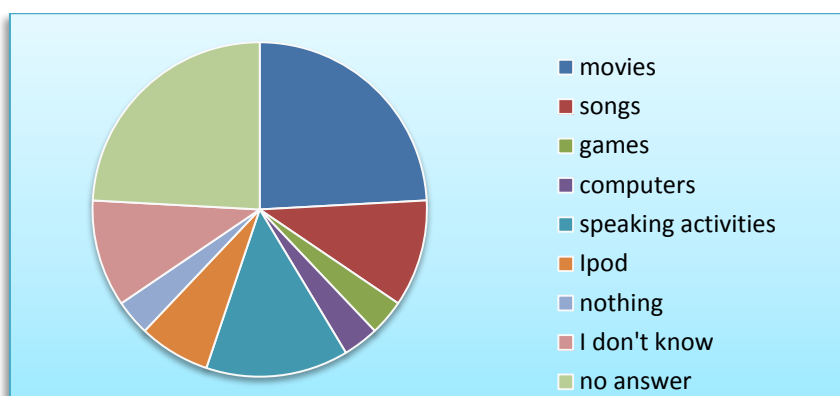
Films	3
e-mail, MP3, What's app	1
Nothing	1
reading books	1
phonetics	1
listening	2
videos	2
songs	1
No answers	7





### Ramón y Cajal high school (Huesca)

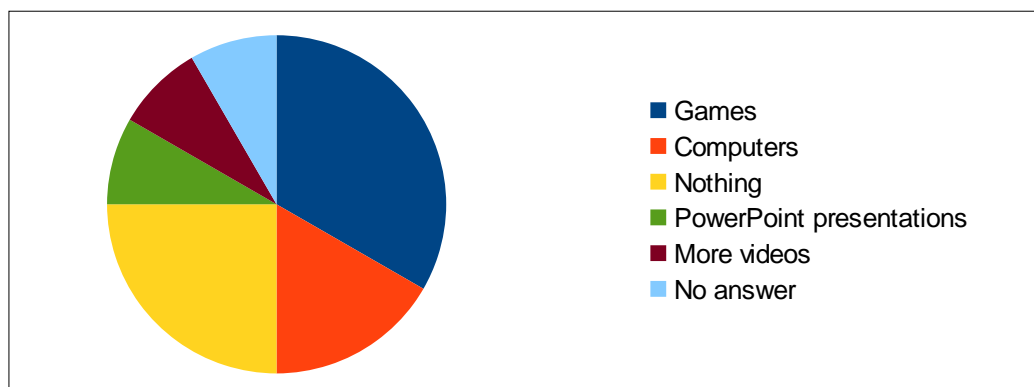
Movies	7
Songs	3
Games	1
Computers	1
Speaking activities	4
Ipod	2
Nothing	1
I don't know	3
No answers	7



### Stated assisted school María Auxiliadora (Zaragoza)

Level: second year of ESO

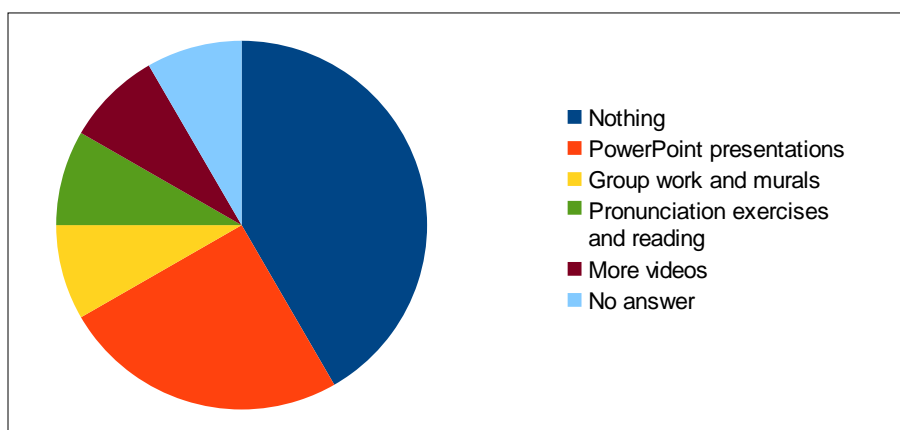
Games	4
Computers	2
Nothing	3
PowerPoint presentations	1
More videos	1
No answer	1





Level: diversification of the fourth year of ESO

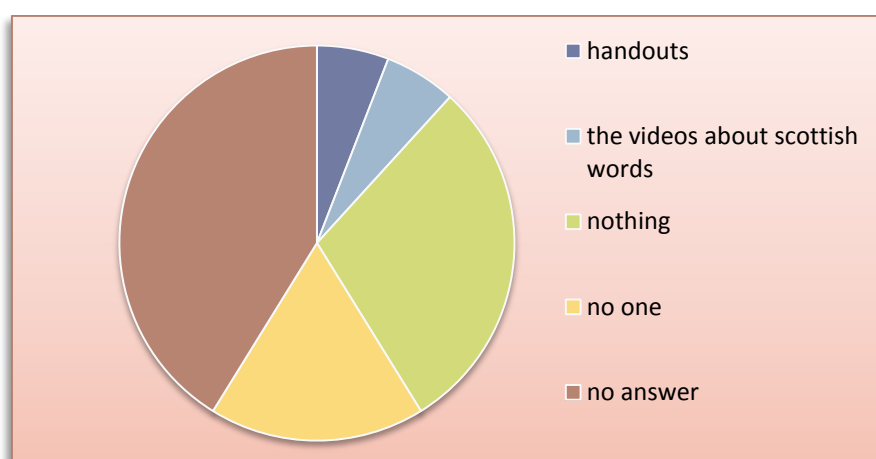
<b>Nothing</b>	<b>5</b>
<b>PowerPoint presentations</b>	<b>3</b>
<b>Work group and murals</b>	<b>1</b>
<b>Pronunciation exercises and reading</b>	<b>1</b>
<b>More videos</b>	<b>1</b>
<b>No answer</b>	<b>1</b>



B) Which ones would you remove? And why?

**EOI Fernando Lázaro Carreter (Zaragoza)**

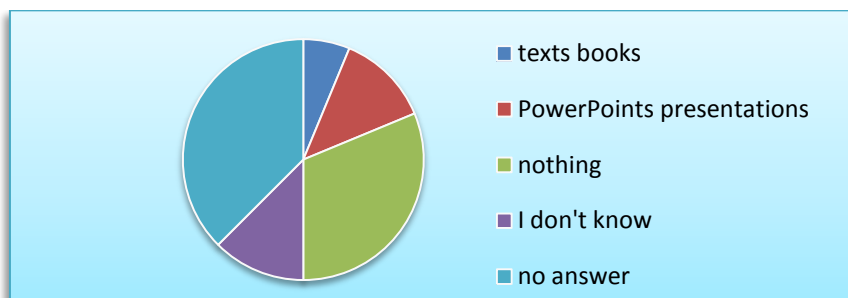
<b>Handouts</b>	<b>1</b>
<b>The video about Scottish words</b>	<b>1</b>
<b>Nothing</b>	<b>5</b>
<b>No one</b>	<b>3</b>
<b>No answer</b>	<b>7</b>





### Ramón y Cajal high school (Huesca)

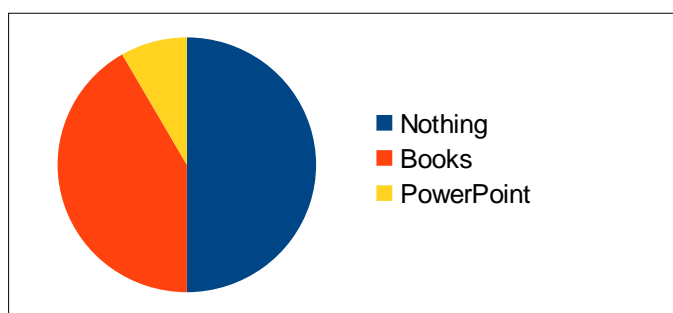
Texts books	1
PowerPoint presentations	2
Nothing	5
I don't know	2
No answer	16



### Stated assisted school María Auxiliadora (Zaragoza)

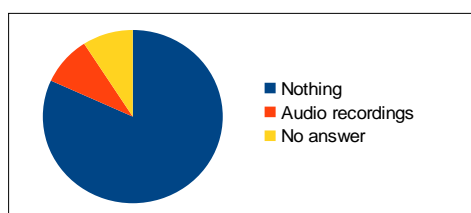
Level: second year of ESO

Nothing	6
Books	5
PowerPoint	1



Level: diversification of the fourth year of ESO

Nothing	9
Audio recordings	1
No answer	1





C) Which ones would you change? And why

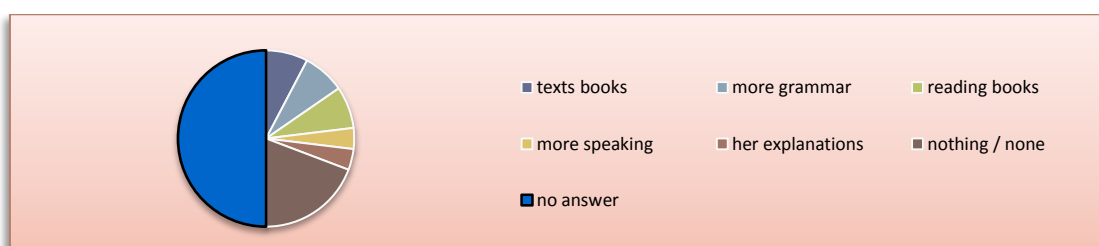
### EOI Fernando Lázaro Carreter (Zaragoza)

I think the class is very good and full of contents	1
More listening	11
Shorter games	2
No one	1
Nothing	1
No answer	1



### Ramón y Cajal high school (Huesca)

Texts books	2
More grammar	2
Readings books	2
More speaking	1
Her explanations	1
Nothing / none	5
No answer	13

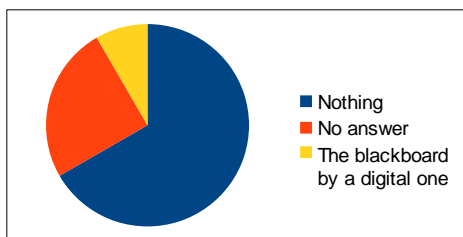


### Stated assisted school María Auxiliadora (Zaragoza)

Level: second year of ESO

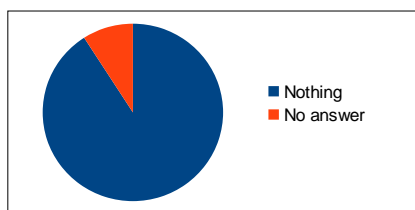
Nothing	8
No answer	3
The blackboard by a digital one	1





Level: diversification of the fourth year of ESO

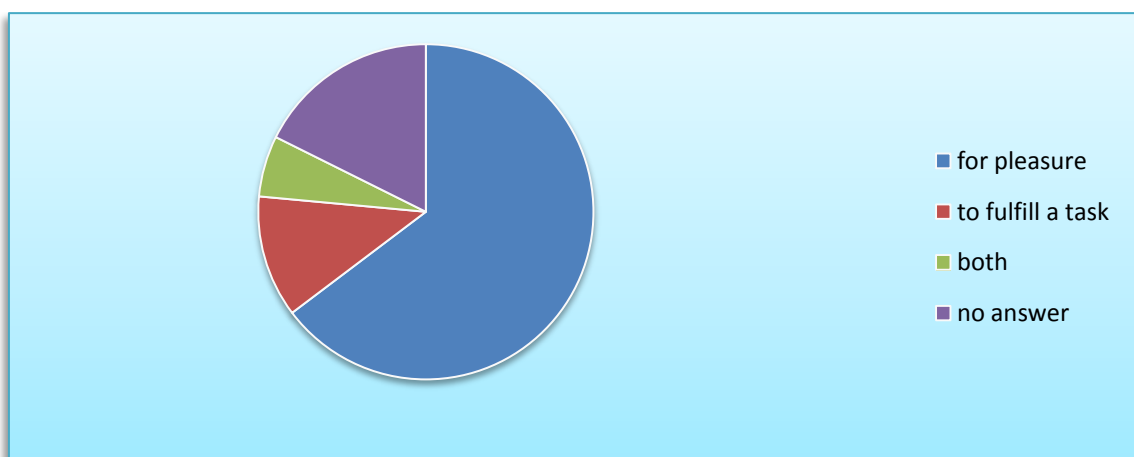
Nothing	10
No answer	1



QUESTION 3: If you use any material apart from the ones that the teacher uses in class, do you use it for pleasure (just because you want to improve your knowledge of the second language) or in order to fulfill a task that you have been asked to do?

**EOI Fernando Lázaro Carreter (Zaragoza)**

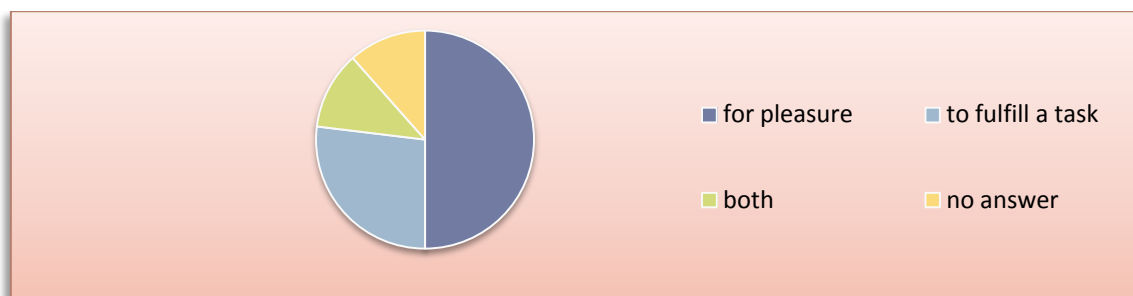
For pleasure	11
To fulfill a task	2
Both	1
No answer	3





### Ramón y Cajal high school (Huesca)

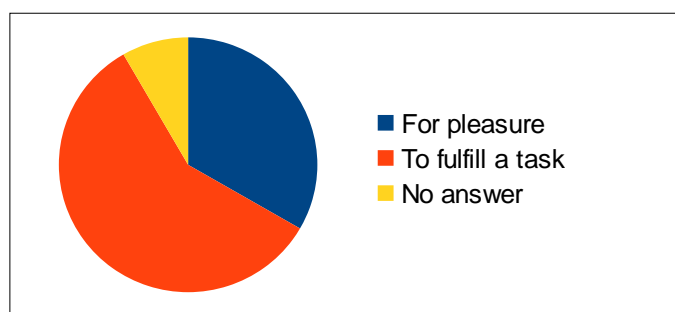
For pleasure	13
To fulfill a task	7
Both	3
No answer	3



### Stated assisted school María Auxiliadora (Zaragoza)

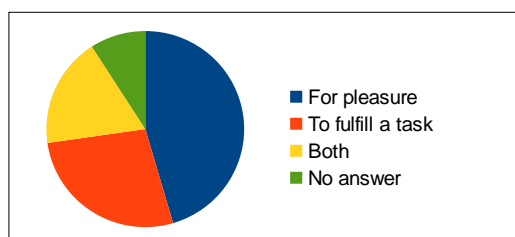
Level: second year of ESO

For pleasure	4
To fulfill a task	7
No answer	1



Level: diversification of the fourth year of ESO

For pleasure	5
To fulfill a task	3
Both	2
No answer	1



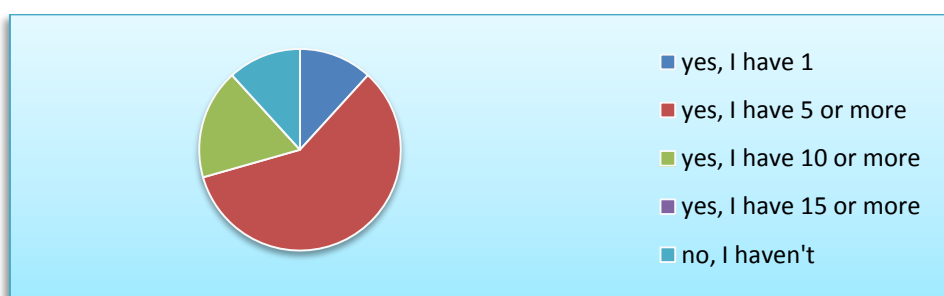


## SECTION 2

QUESTION 4: have you ever read a book (novel, comics...) in English apart from your text book? If so, how many?

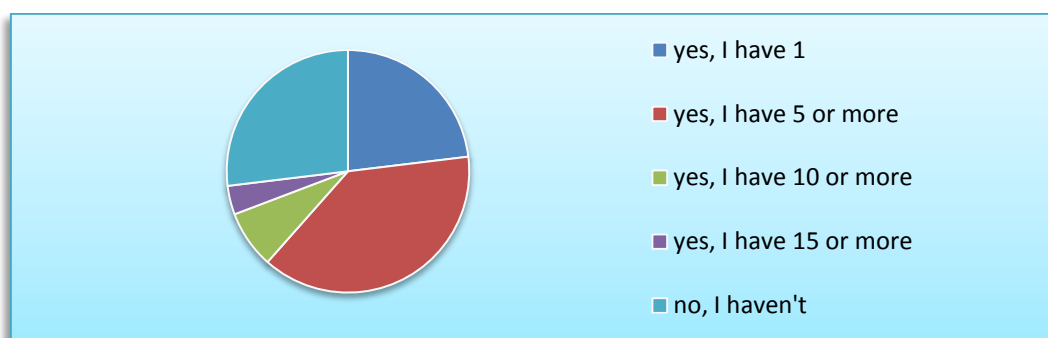
**EOI Fernando Lázaro Carreter (Zaragoza)**

		1	5 or more	10 or more	15 or more
Yes ,I have	15	2	10	3	0
No, I haven't	2	0	0	0	0



**Ramón y Cajal high school (Huesca)**

		1	5 or more	10 or more	15 or more
Yes ,I have	19	6	10	2	1
No, I haven't	7	0	0	0	0

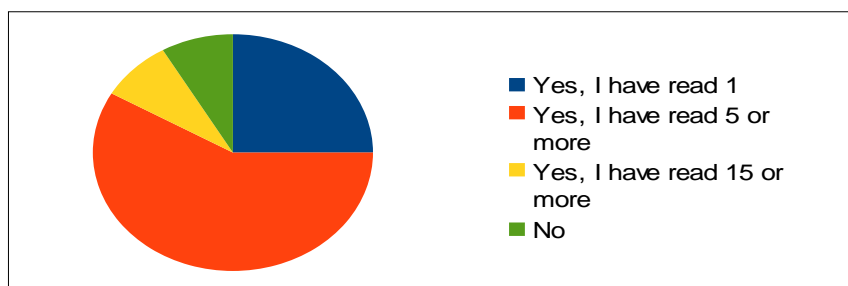


**Stated assisted school María Auxiliadora (Zaragoza)**

Level: second year of ESO

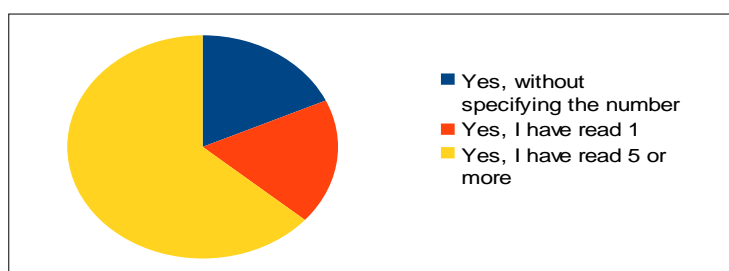
		1	5 or more	10 or more	15 or more
Yes, I have	11	3	7	0	1
No, I haven't	1	0	0	0	0





Level: diversification of the fourth year of ESO

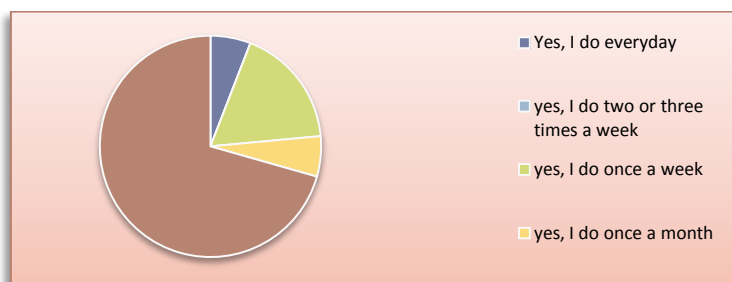
		Without specifying the number	1	5 or more	10 or more	15 or more
Yes, I have	11	2	2	7	0	0
No, I haven't	0	0	0	0	0	0



QUESTION 5: Do you usually read newspapers or magazines in English? If so, how often?

**EOI Fernando Lázaro Carreter (Zaragoza)**

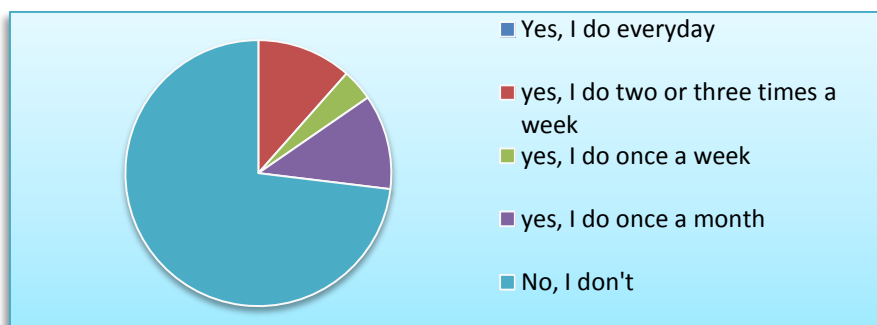
		Everyday	Two or three times a week	Once a week	Once a month
Yes, I do	5	1	0	3	1
No I don't	12	0	0	0	0





### Ramón y Cajal high school (Huesca)

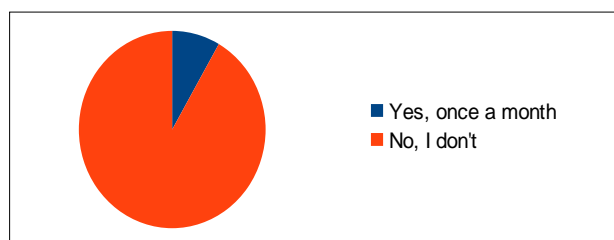
		Everyday	Two or three times a week	Once a week	Once a month
Yes, I do	7	0	3	1	3
No I don't	19	0	0	0	0



### Stated assisted school María Auxiliadora (Zaragoza)

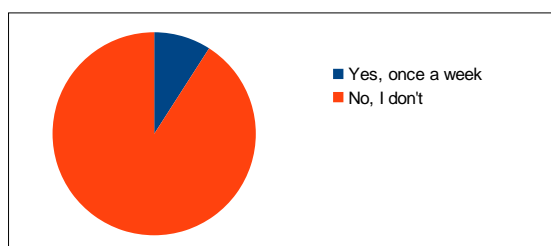
Level: second year of ESO

		Everyday	Two or three times a week	Once a week	Once a month
Yes, I do	1	0	0	0	1
No I don't	11	0	0	0	0



Level: diversification of the fourth year of ESO

		Everyday	Two or three times a week	Once a week	Once a month
Yes, I do	1	0	0	1	0
No I don't	10	0	0	0	0



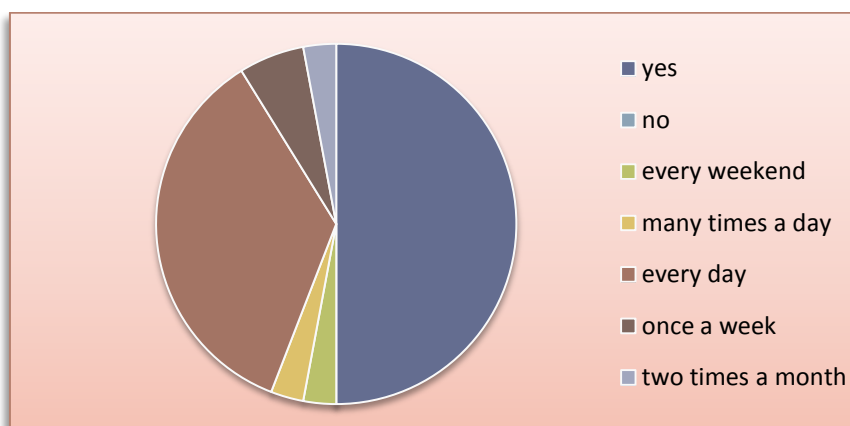


## SECTION 3

QUESTION 6: Do you listen to English music? If so, how often? Do you know any English/  
American group or English / American singer?

**EOI Fernando Lázaro Carreter (Zaragoza)**

Yes / no	yes: 17	no: 0
How often?	Every weekend: 1 Many times a day: 1 Every day: 12 Once a week: 2 Two times a month: 1	
Known artist	Freddy Mercury      Rihanna Tom Jones              Lady Gaga Rolling Stones        Katy Perry Phil Collins            Beyonce Coldplay                Sting Madonna Adele Bruce Springsting	

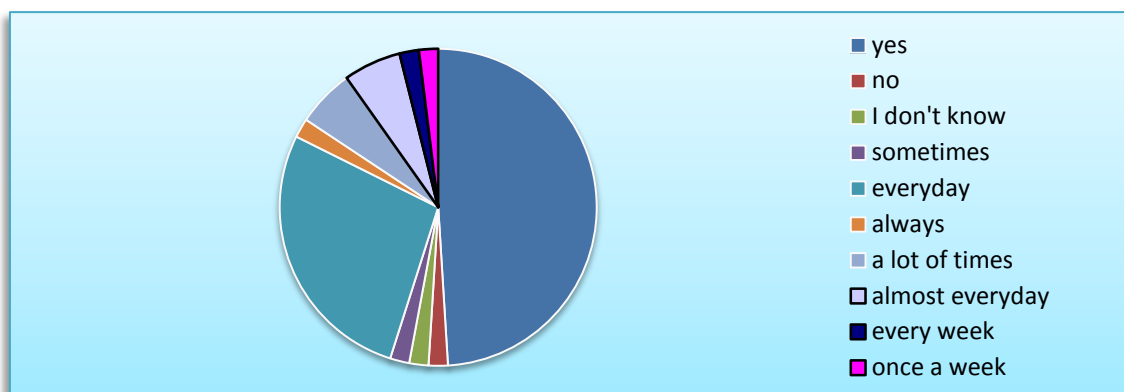


**Ramón y Cajal high school (Huesca)**

Yes / no	yes: 25	no: 1
How often?	I don't know: 1 Sometimes: 1 Every day: 14 Always: 1 A lot of times: 3 Almost everyday: 3 Every week: 1 Once a week: 1	



<b>Known artist</b>	Green day Black eyed peas Rihanna Adele David Guetta Flo-rida Slipknot Ozzy Osbourne Lady Gaga	Coldplay U2 Eminem Sting Michael Jackson Bob Marley sun 41 Beatles
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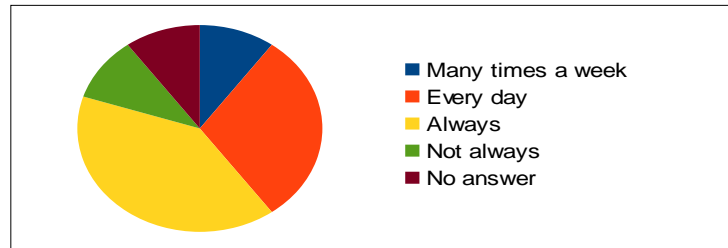
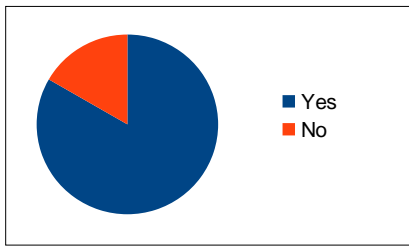


**Stated assisted school María Auxiliadora (Zaragoza)**

Level: second year of ESO

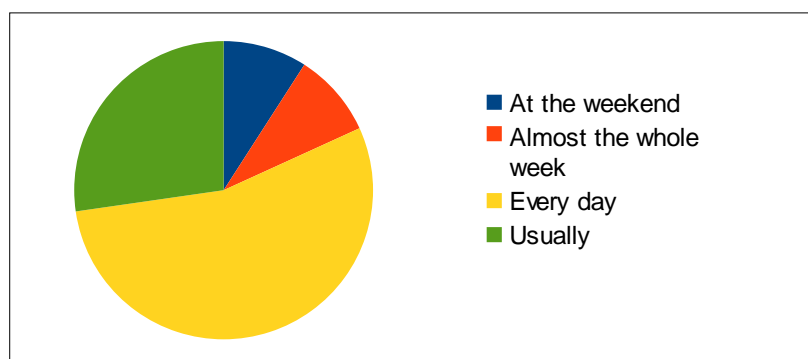
<b>Yes / no</b>	<b>yes: 10      no: 2</b>
<b>How often?</b>	Many times a week: 1 Every day: 3 Always: 4 Not always: 1 No answer: 1
<b>Known artist</b>	Bruno Mars 50 cent Lady Gaga Beyoncé Rihanna The Lemon Tree Tysa Lil Wayne Busta Rhymes Wiz Khalifa Nicki Minaj Tupac





Level: diversification of the fourth year of ESO

Yes / no	yes: 11      no: 0
How often?	At the weekend: 1 Almost the whole week: 1 Every day: 6 Usually: 3
Known artist	Adele Rihanna Katy Perry Beyoncé Black Eyed Peas Usher Britney Spears Maroon 5 AC/DC Wiz Khalifa Eminem Lady Gaga David Guetta Twisted sister The Beatles



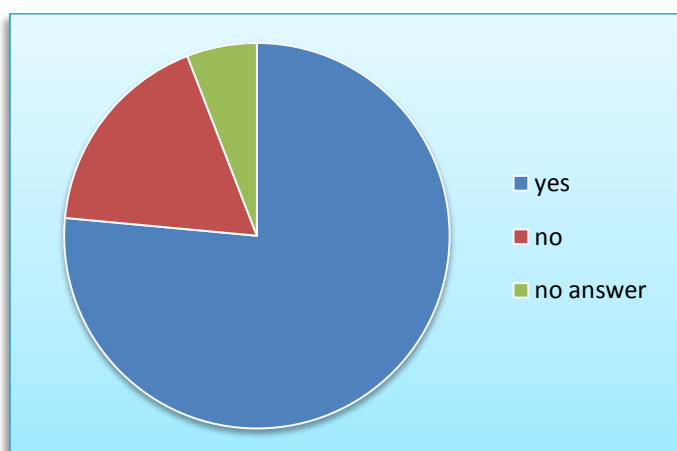


## SECTION 4

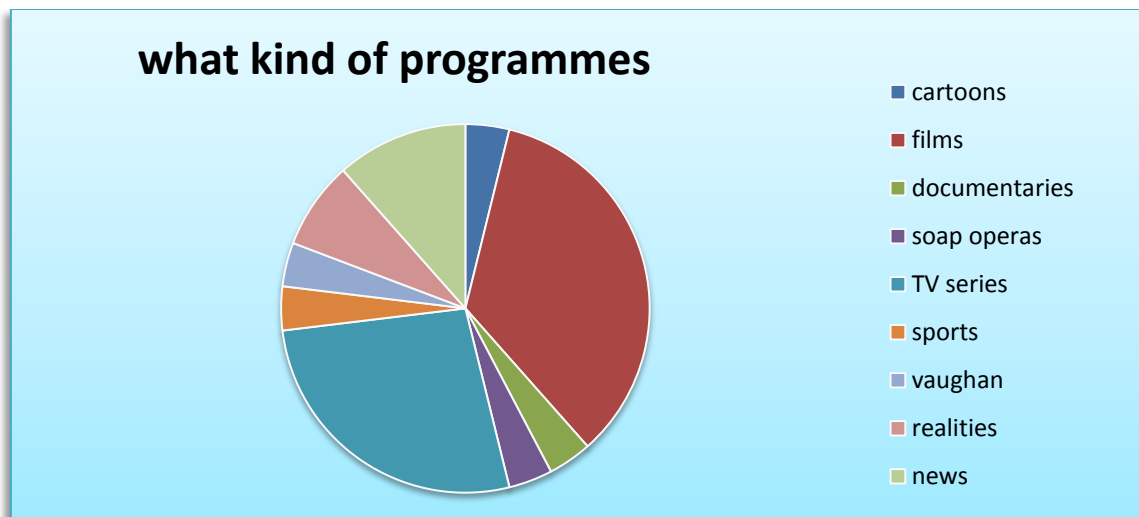
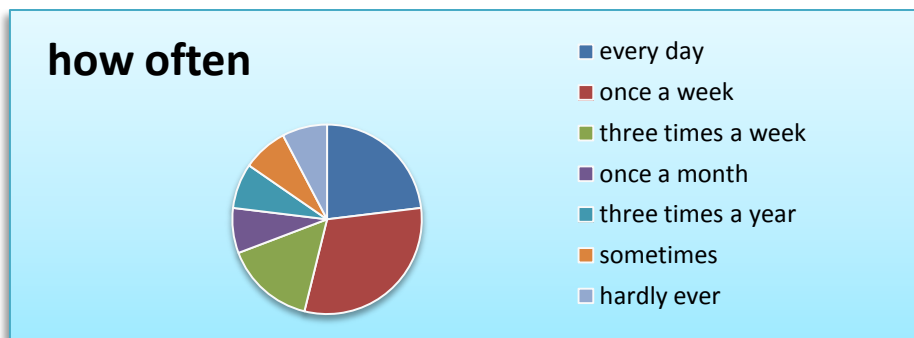
QUESTION 7: Do you usually watch television in English? If so, how often and what sort of programmes?

**EOI Fernando Lázaro Carreter (Zaragoza)**

Yes / no	Yes: 13      no: 3
How often	Every day: 3 Once a week: 4 Three times a week: 2 Once a month: 1 Three times a year: 1 Sometimes: 1 Hardly ever: 1
What types of programmes	Cartoons: 1 Films: 9 Documentaries: 1 Soap opera: 1 TV series: 7 Sports: 1 Vaughan: 1 Realities: 2 News: 3
no answer	1



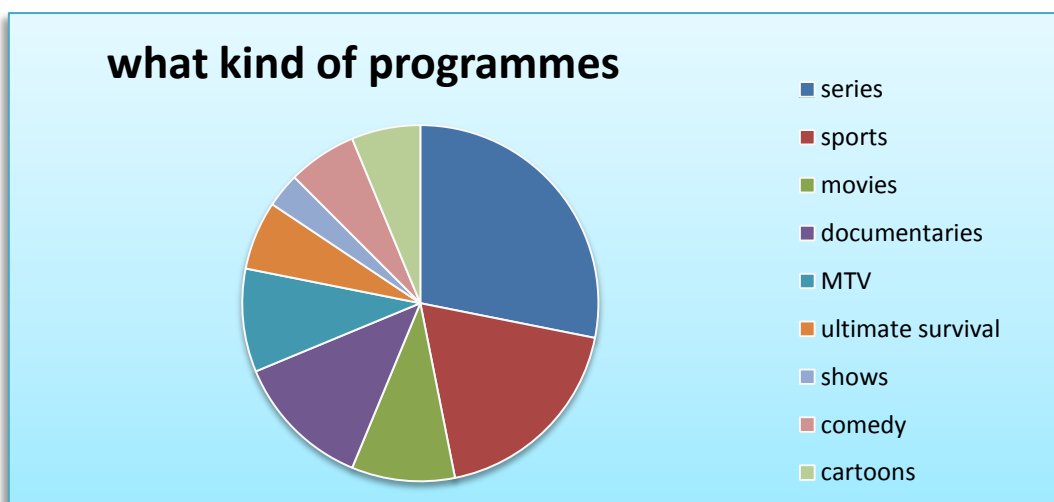
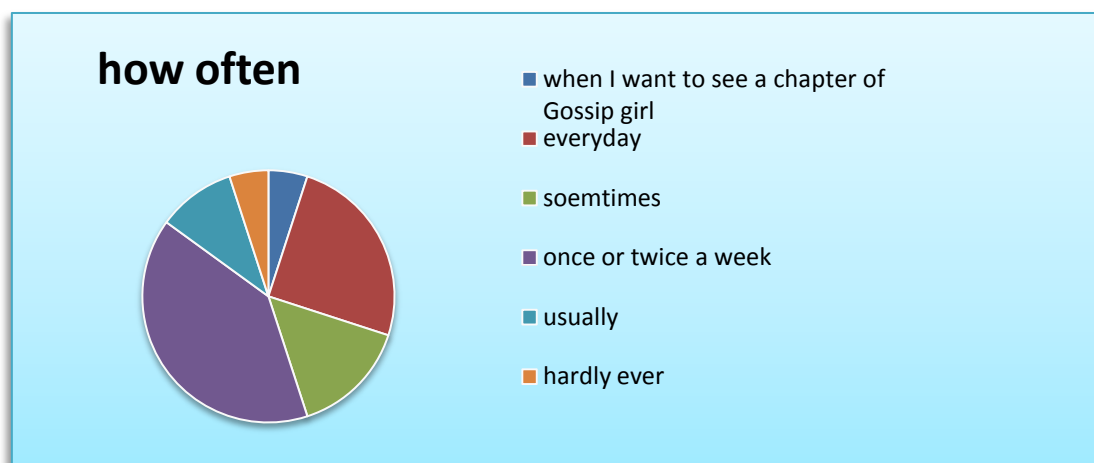
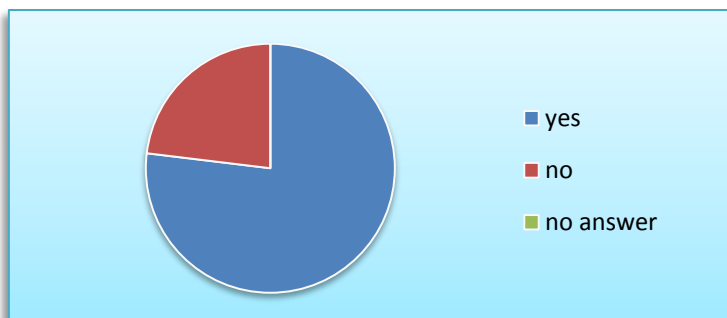




Ramón y Cajal high school (Huesca)

Yes / no	Yes: 20      no: 6
How often	When I want to see a chapter a Gossip girl: 1 Everyday: 5 Sometimes: 3 Once or twice a week: 8 Usually: 2 Hardly ever: 1
What types of programmes	Series: 9 Sports: 6 Movies: 3 Documentaries: 4 MTV: 3 Ultimate survival: 2 Shows: 1 Comedy: 2 Cartoons: 2
no answer	0





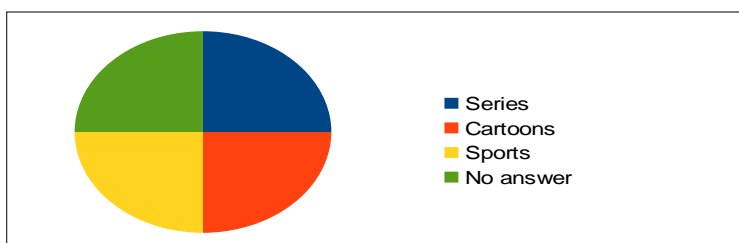
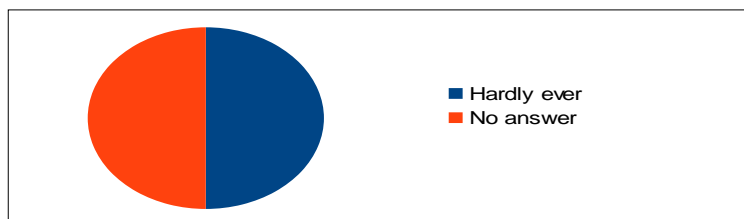
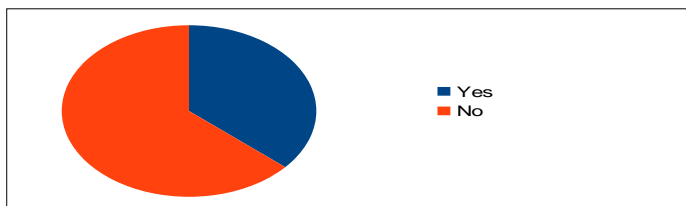
**Stated assisted school María Auxiliadora (Zaragoza)**

Level: second year of ESO

<b>Yes / no</b>	<b>yes: 2      no: 12</b>
<b>How often</b>	Hardly ever: 1 No answer: 1

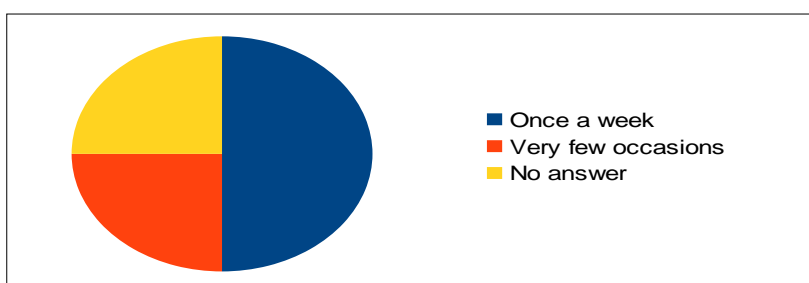
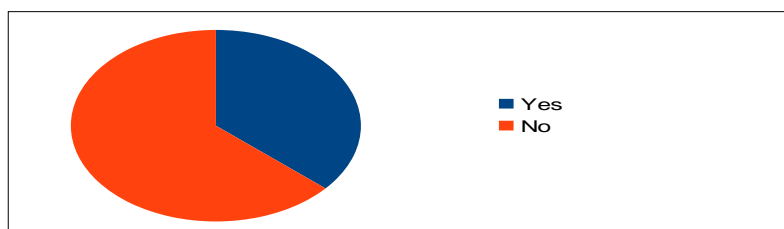


<b>What types of programmes</b>	Comic programmes or comedy: 2 Series: 1 No answer: 1
---------------------------------	--

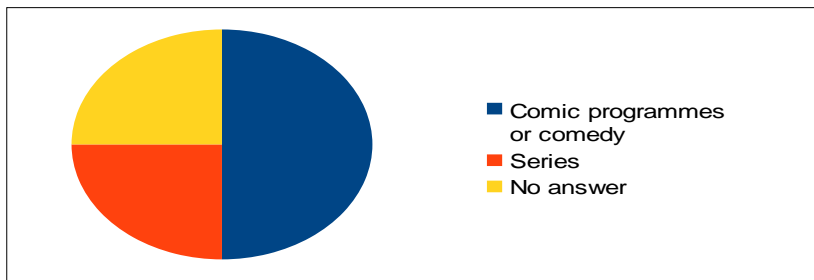


Level: diversification of the fourth year of ESO

<b>Yes / no</b>	<b>yes: 4      no: 7</b>
<b>How often</b>	Once a week: 2 Very few occasions: 1 No answer: 1
<b>What types of programmes</b>	Comic programmes or comedy: 2 Series: 1 No answer: 1



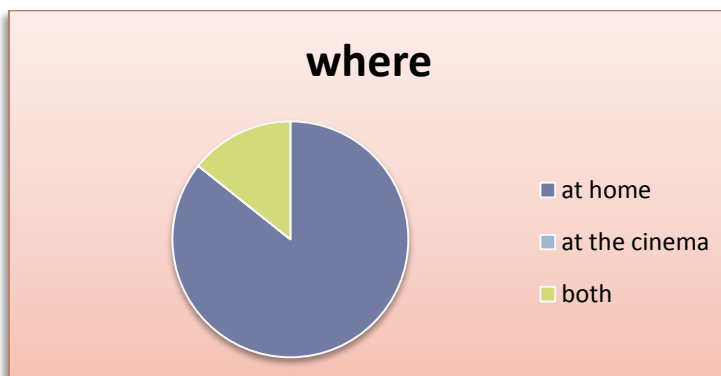
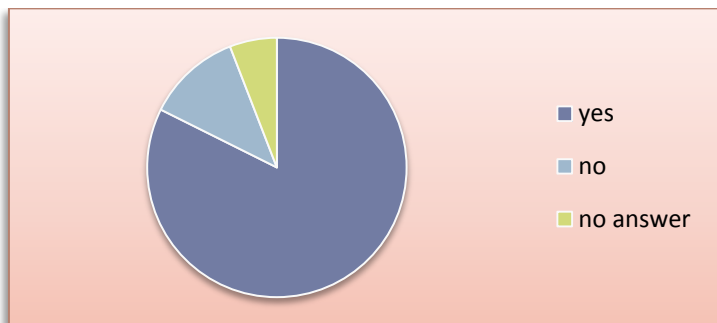




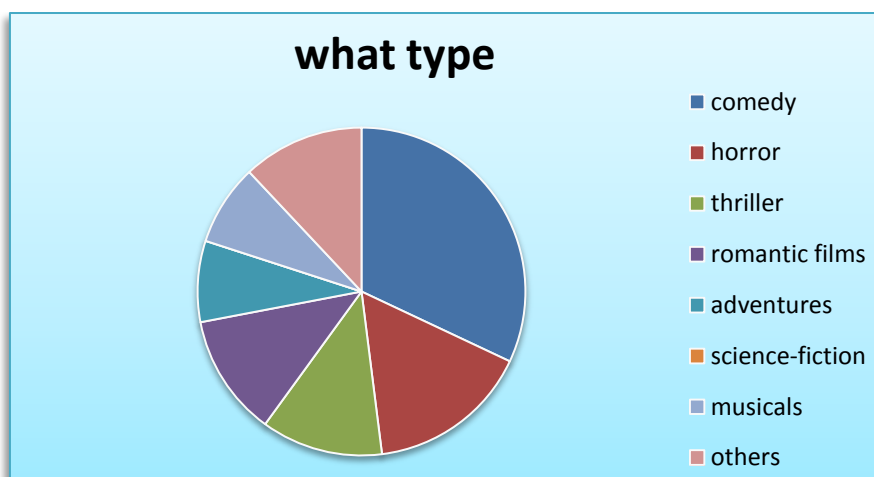
**QUESTION 8:** Do you often watch films in English? If so, where and what genre?

**EOI Fernando Lázaro Carreter (Zaragoza)**

	Where			What type
Yes : 14	At home: 12	At the cinema: 0	Both: 2	Comedy: 8 Horror: 4 Thriller: 3 Romantic films: 3 Adventures: 2 Science-fiction: 0 Musicals: 2 Other: 3
No : 2				
No answer: 1				

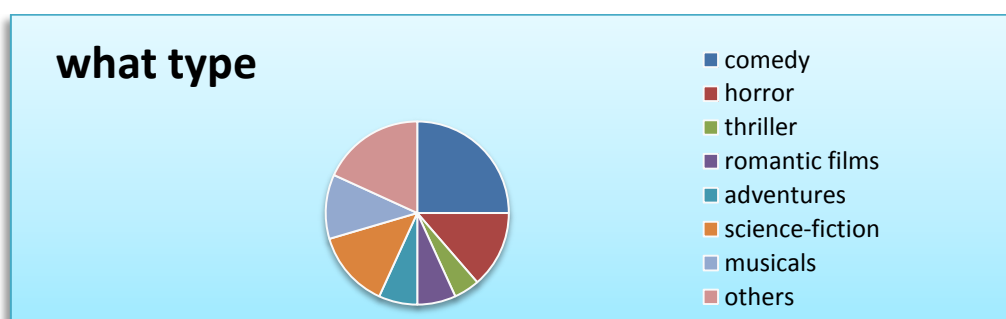
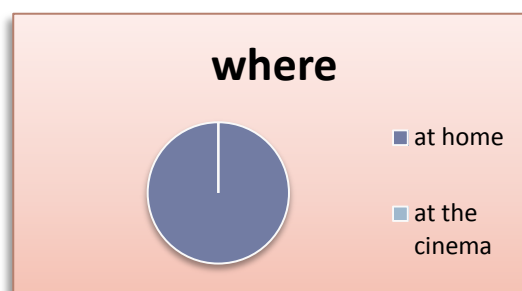
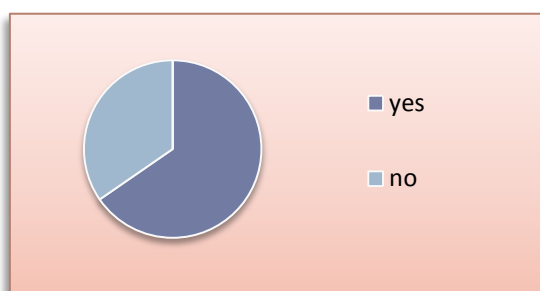






**Ramón y Cajal high school (Huesca)**

	Where			What type
Yes : 17	At home: 17	At the cinema: 0	Both: 0	Comedy: 11 Horror: 6 Thriller: 2 Romantic films: 3 Adventures: 3 Science-fiction: 6 Musicals: 5 Other: 4
No : 9				
No answer: 0				

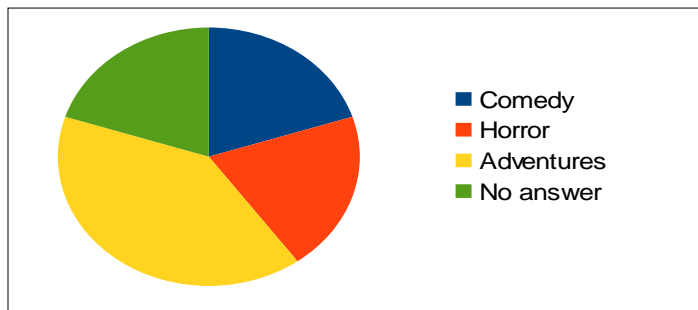
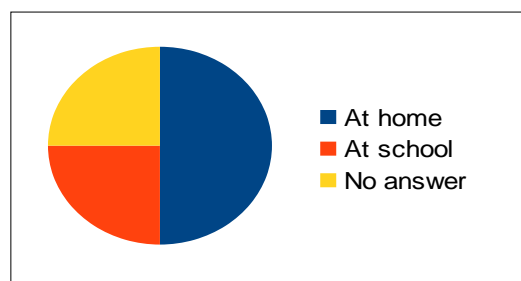
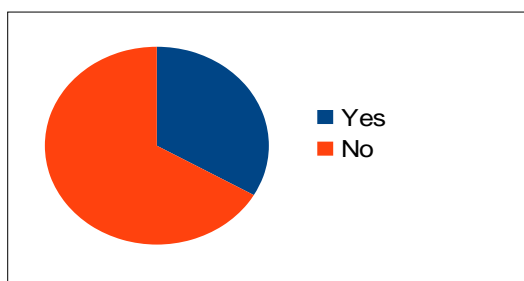




**Stated assisted school María Auxiliadora (Zaragoza)**

Level: second year of ESO

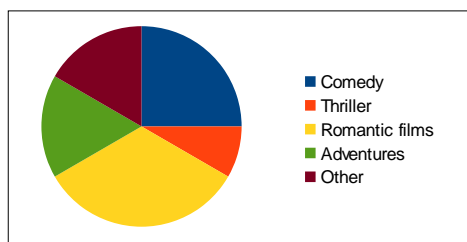
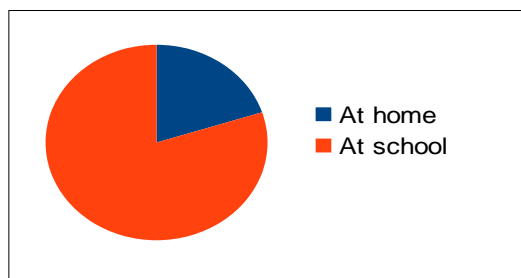
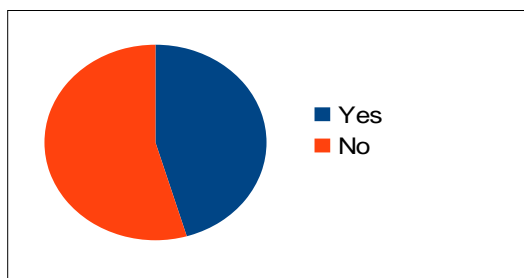
	<i>Where</i>				What type
Yes : 4	At home: 2	At the cinema: 0	At school: 1	No answer: 1	Comedy: 1 Horror: 1 Thriller: 0 Romantic films: 0 Adventures: 2 Science-fiction: 0 Musicals: 0 Other: 0 No answer: 1
No : 8					



Level: diversification of the fourth year of ESO

	<i>Where</i>			What type
Yes : 5	At home: 1	At the cinema: 0	At school: 4	Comedy: 3 Horror: 0 Thriller: 1 Romantic films: 4 Adventures: 2 Science-fiction: 0 Musicals: 0 Other: 2
No : 6				

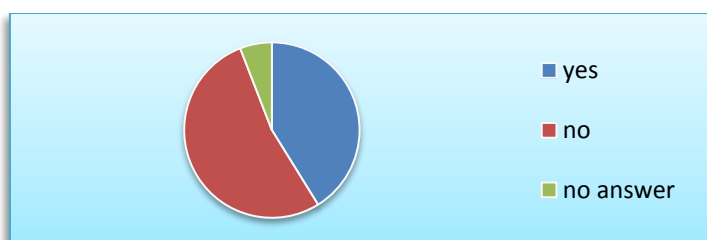




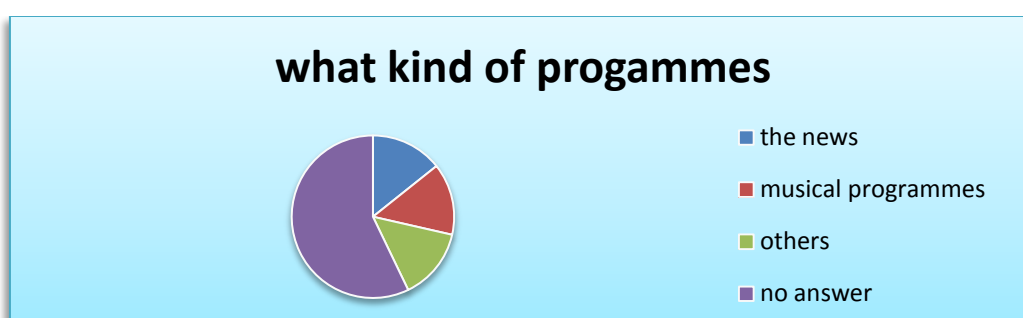
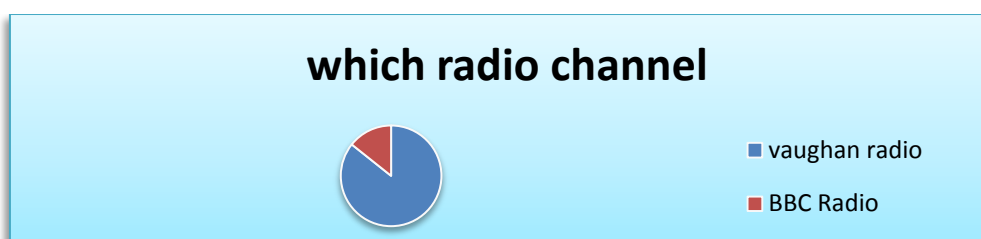
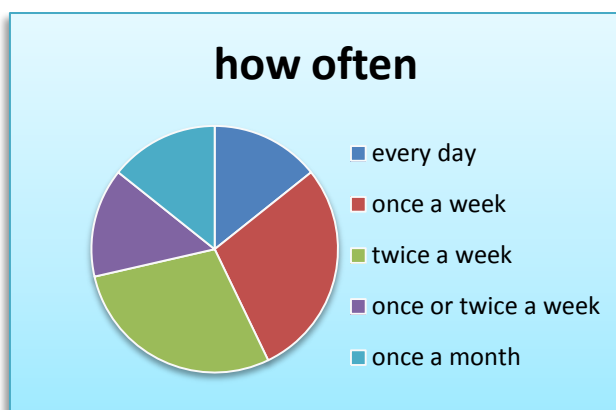
**QUESTION 9:** Do you usually listen to the radio in English? If so, how often, which radio channels and what kind of programmes?

**EOI Fernando Lázaro Carreter (Zaragoza)**

	How often	Which radio channel	What kind of programmes
YES: 7	Every day: 1 One a week: 2 Twice a week: 2 Once or twice a week: 1 Once a month: 1	Vaughan radio: 6 BBC radio: 1	The news: 1 Musical programmes: 1 Others: 1 No answer: 4
NO: 9			
NO ANSWER: 1			

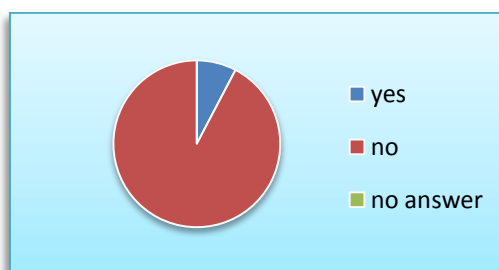






#### Ramón y Cajal high school (Huesca)

	How often	Which radio channel	What kind of programmes
YES: 2	Two times a week: 1 Three times a month: 1	BBC radio: 1 Don't know the name: 1	News: 2
NO: 24			
NO ANSWER: 0			





## which radio channel



■ don't know the name  
■ BBC Radio

## what kind of programmes

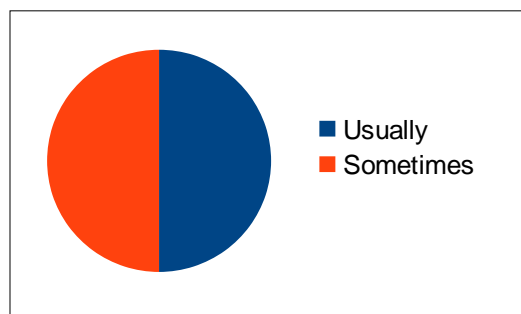
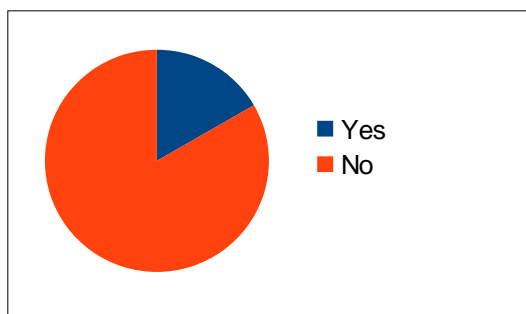


■ the news

Stated assisted school María Auxiliadora (Zaragoza)

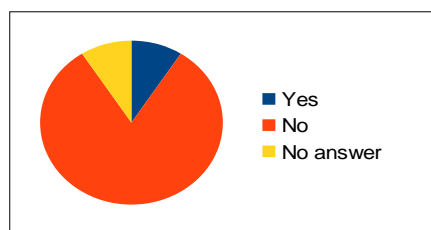
Level: second year of ESO

	How often	Which radio channel	What kind of programmes
YES: 2	Usually: 1 Sometimes: 1	Los 40 in English: 1	Musical programmes: 2
NO: 10			



Level: diversification of the fourth year of ESO

	How often	Which radio channel	What kind of programmes
YES: 1	Sometimes: 1	Maxima fm: 1	Others: 1
NO: 9			
NO ANSWER: 1			



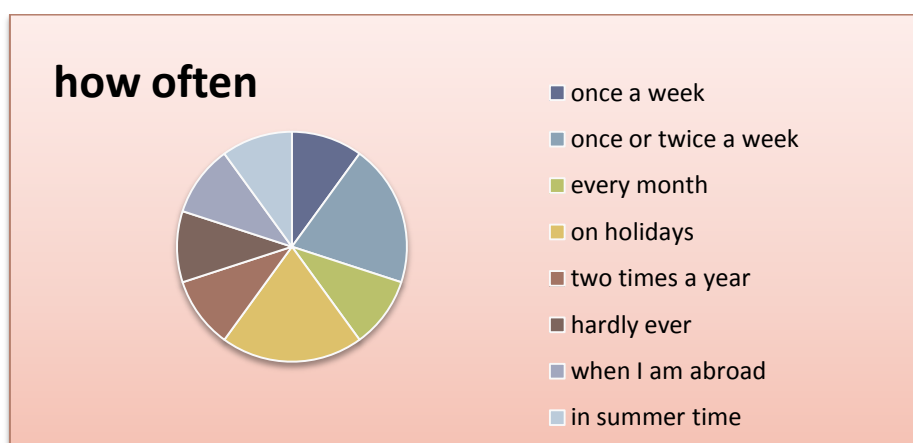
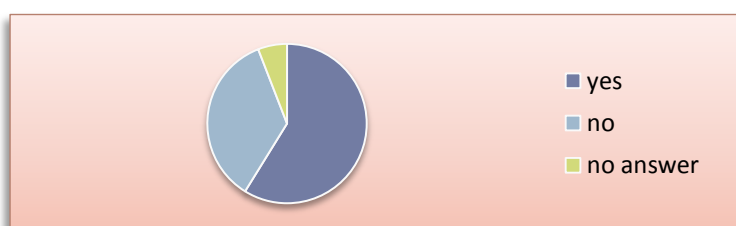


## SECTION 5

**QUESTION 10:** Do you usually speak with English native people outside the classroom? If so, how often, where, with whom and why? Do you understand them properly? Do they understand you properly?

**EOI Fernando Lázaro Carreter (Zaragoza)**

YES: 10	How often	Where	With whom	why
	1.Once a weak: 1 2.Once or twice a week: 2 3.Every month: 1 4.On holidays: 2 5.Two times a year: 1 6.Hardly ever: 1 7.When I am abroad: 1 8.In summer time: 1	1.By phone: 1 2.In a pub: 1 3.By facebook: 1 4.In Spain: 1 5.It depends on the country: 1 6.At work: 1 7.In my job and in my free time: 1 8.Canterbury and London: 1 9.On the beach: 1	1. different people: 1 2. with an English teacher: 1 3. Friends from other countries: 1 4. my friend's classmate: 1 5. friends: 2 Common people (receptionist of the hotel etc.): 1 6. foreign people: 1 7. my conversation teacher and my English friend: 1	1. work: 1 2. to improve my English: 1 3. because I wanted to say hello: 1 4. to have a chat: 1 5. because I needed to communicate: 1 6. To be polite: 1 7. Because it's funny: 1 8. because the other people were Danish: 1
NO: 6				
NO ANSWER: 1				





## with whom



- different people
- with an English teacher
- friends from other countries
- my friend's classmate

## why

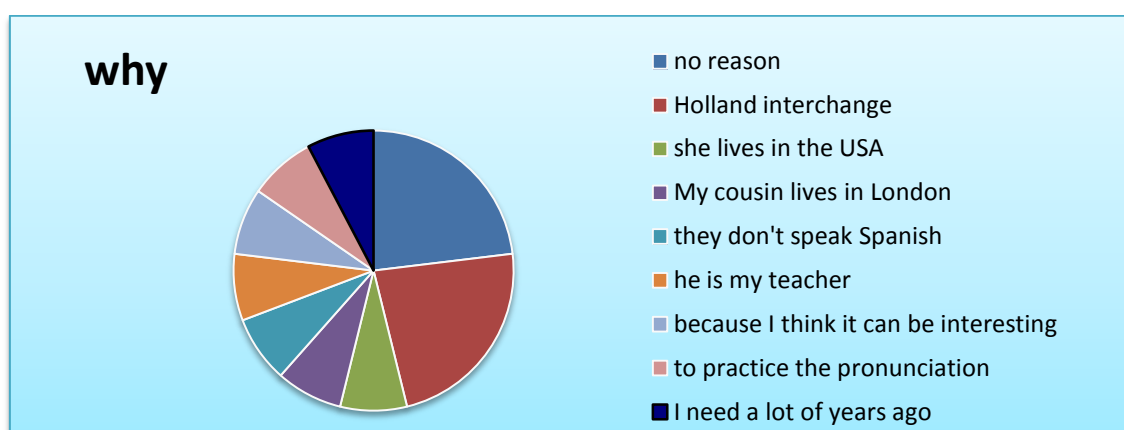
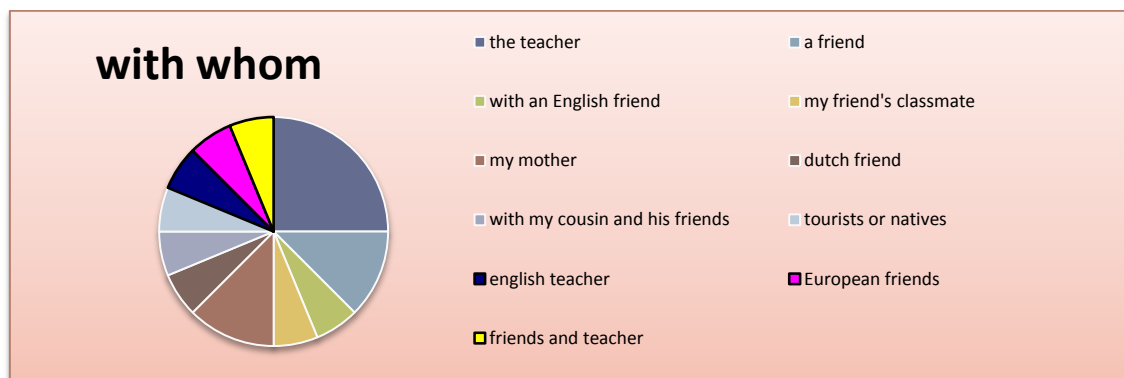
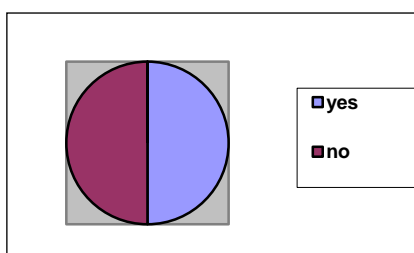


- at work
- to improve my English
- because I wanted to say hello to them
- to have a chat
- because I needed to communicate
- to be polite
- because it's funny
- because the other people were Danish

### Ramón y Cajal high school (Huesca)

	How often	Where	With whom	why
YES: 13	1.three times a week: 1 2.a year ago: 1 3. once a week:2 4. Every week: 1 5. Twice a week: 3 6.I don't know: 1 7. usually: 1 8. very few time: 1 9. Three times a week. 1 10. once a month: 1	1.English academy: 4 2. Huesca and Holland: 1 3. by facebook: 1 4. Skype: 1 5. in my house: 2 6. In class: 1 7. in the street or in a bar, park: 1 8. with the computer: 2	1. the teacher: 4 2.A friend:2 3. with an English friend: 1 4. my mother: 1 5. Dutch friend: 1 6. with my cousin and his friend: 1 7.tourists or natives: 1 8. English teacher: 1 9. European friends: 1 10. friends and teacher: 1	1. no reasons: 3 2.Holland interchange: 3 3.she lives in the USA: 1 4.my cousin lives in London: 1 5.they don't speak Spanish: 1 6.he is my teacher: 1 7. because I think it can be interesting: 1 8. to practice the pronunciation: 1 9. I need a lot of years ago: 1
NO: 13				
NO ANSWER: 1				



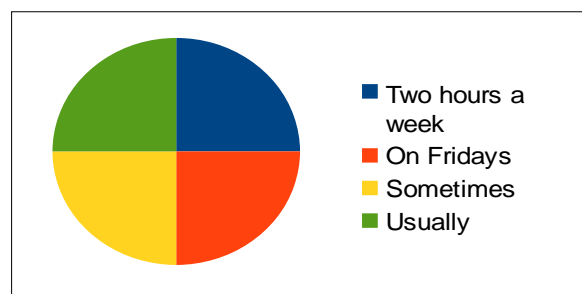
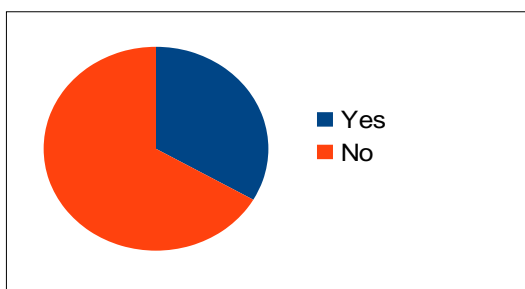


**Stated assisted school María Auxiliadora (Zaragoza)**

Level: second year of ESO

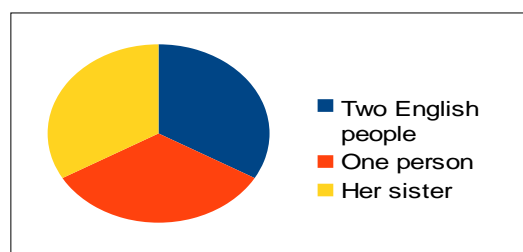
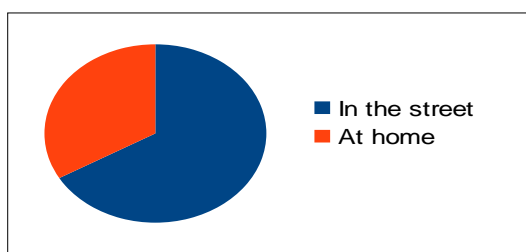
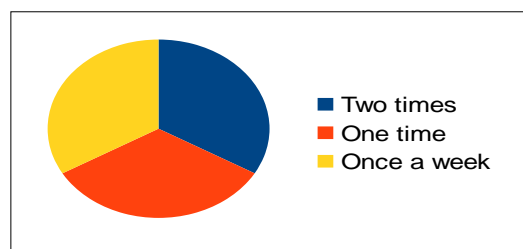
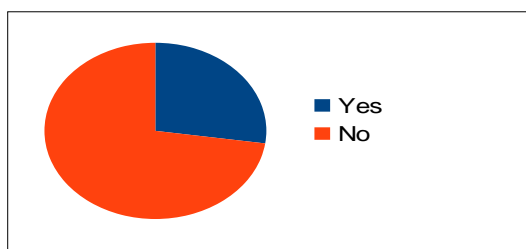
YES: 4	How often	Where	With whom	Why
	1. Two hours a week: 1 2. On Fridays: 1 3. Sometimes: 1 4. Usually: 1	1. In the academy: 2 2. At home or at school: 1 3. In the computer: 1	1. My teacher: 2 2. My parents or my friends: 1 3. The people who play the game online: 1	1. Because I like it: 2 2. No answer: 2
NO: 8				





Level: diversification of the fourth year of ESO

YES: 3	How often	Where	With whom	Why
	1. Two times: 1 2. One time: 1 3. Once a week: 1	1. In the street: 2 2. At home: 1	1. Two English people: 1 2. One person: 1 3. Her sister: 1	1. Someone asked her for an address: 1 2. A lost person asked her: 1 3. She likes English language and she wants to know more and to learn: 1
NO: 8				

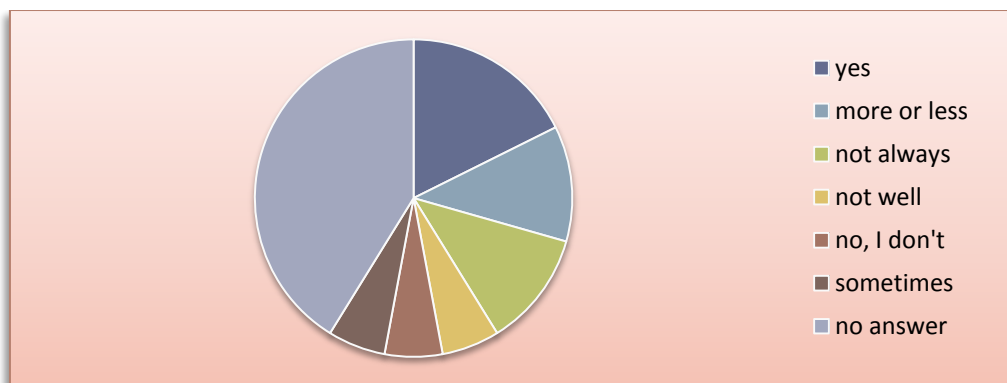




Do you understand them properly?

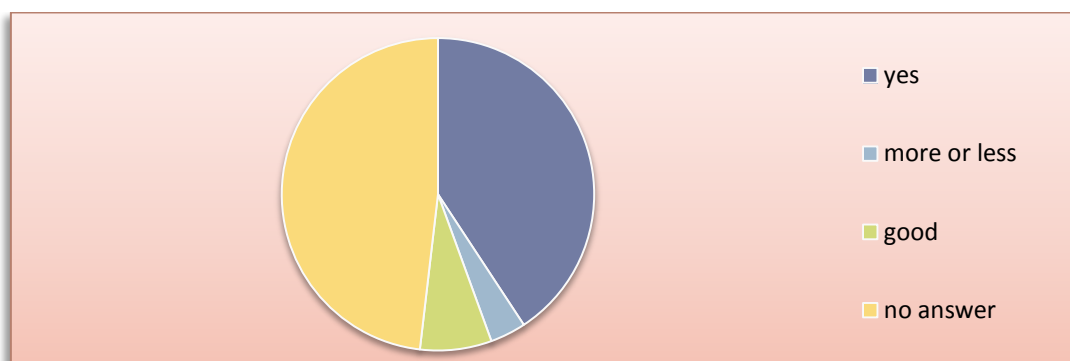
**EOI Fernando Lázaro Carreter ( Zaragoza )**

<b>YES</b>	<b>3</b>
<b>MORE OR LESS</b>	<b>2</b>
<b>NOT ALWAYS</b>	<b>2</b>
<b>NOT WELL</b>	<b>1</b>
<b>NO, I DON'T</b>	<b>1</b>
<b>SOMETIMES</b>	<b>1</b>
<b>NO ANSWER</b>	<b>7</b>



**Ramón y Cajal high school (Huesca)**

<b>YES</b>	<b>11</b>
<b>MORE OR LESS</b>	<b>1</b>
<b>GOOD</b>	<b>1</b>
<b>NO ANSWER</b>	<b>13</b>

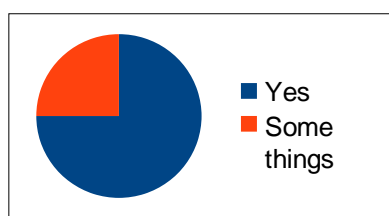




**Stated assisted school María Auxiliadora (Zaragoza)**

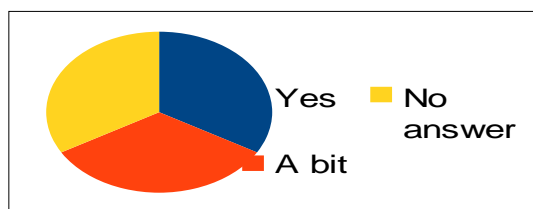
Level: second year of ESO

<b>YES</b>	<b>3</b>
<b>SOME THINGS</b>	<b>1</b>



Level: diversification of the fourth year of ESO

<b>YES</b>	<b>1</b>
<b>A BIT</b>	<b>1</b>
<b>NO ANSWER</b>	<b>1</b>

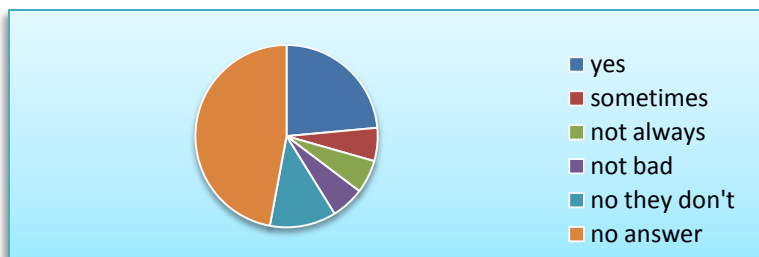


Do they understand you properly?

**EOI Fernando lázaro Carreter (Zaragoza)**

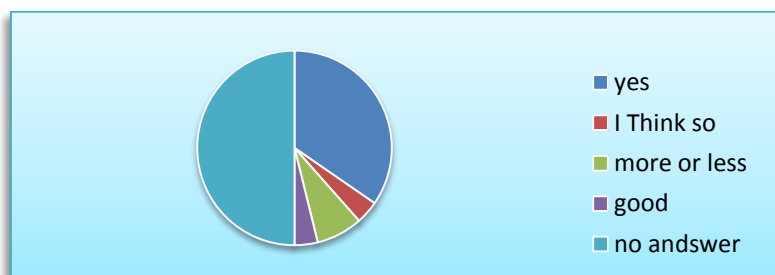
<b>Yes</b>	<b>4</b>
<b>Sometimes</b>	<b>1</b>
<b>Not always</b>	<b>1</b>
<b>Not bad</b>	<b>1</b>
<b>No they don't</b>	<b>2</b>
<b>No answer</b>	<b>8</b>





#### Ramón y Cajal high school (Huesca)

Yes	9
I think so	1
More or less	2
Good	1
No answer	13



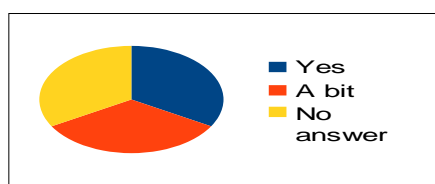
#### Stated assisted school María Auxiliadora (Zaragoza)

Level: second year of ESO

Yes	4
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Level: diversification of the fourth year of ESO

Yes	1
More or less	1
No answer	1





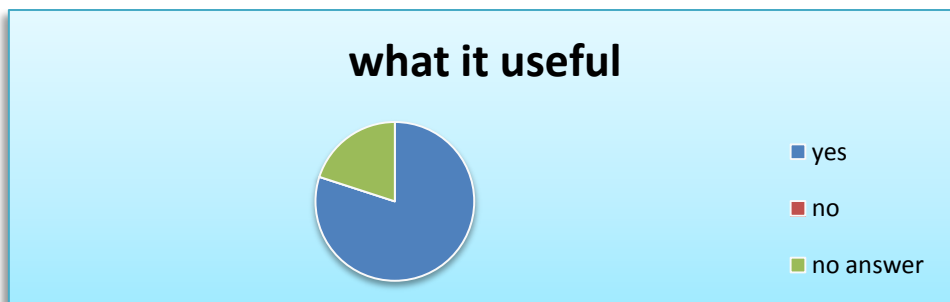
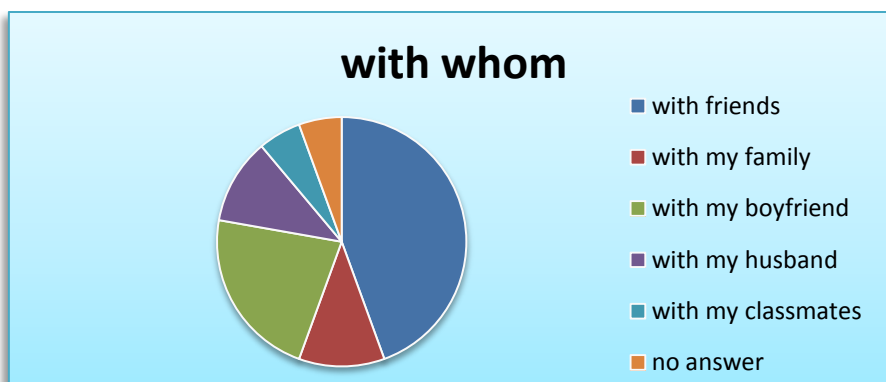
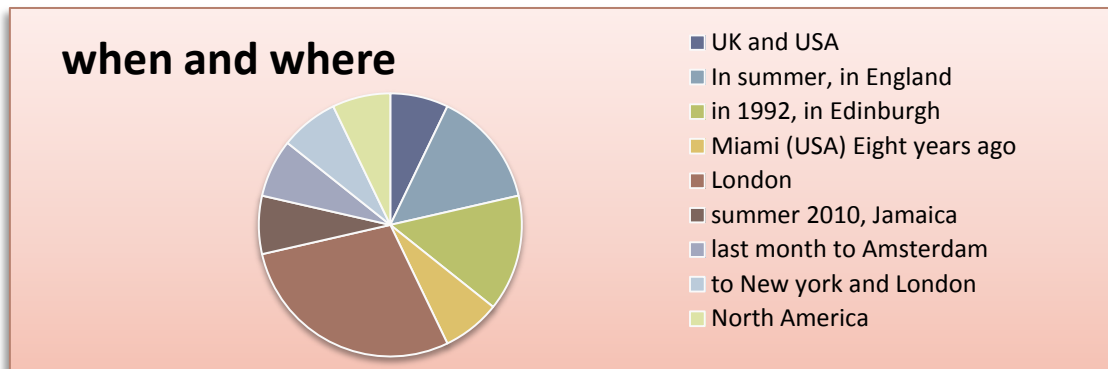
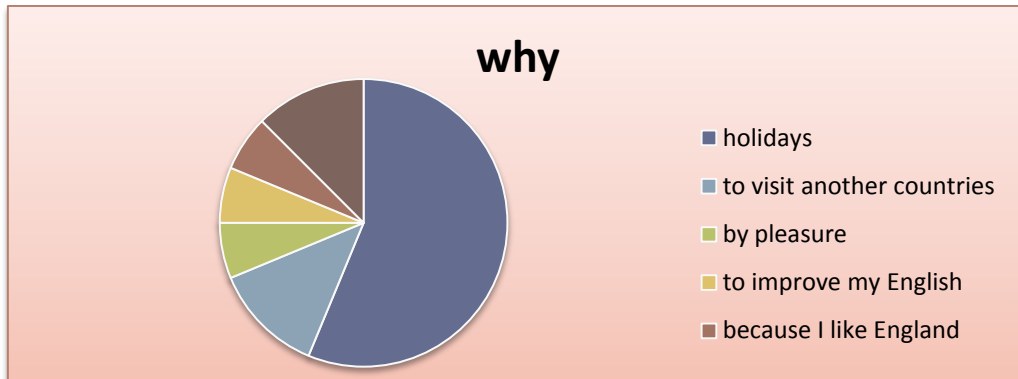
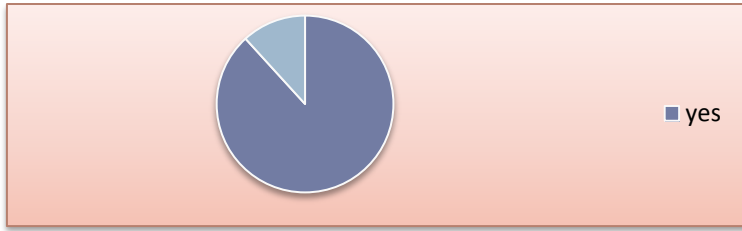
## SECTION 6

QUESTION 11: Have you ever been in an English speaking country? If so, why, when, where and with whom, was it useful to improve your English knowledge? If not, would you like to go?

**EOI Fernando Lázaro Carreter (Zaragoza)**

	WHY	WHEN AND WHERE	WITH WHOM	WAS IT USEFUL?		
				YES	NO	No answer
YES	1.Holidays: 9 2. to visit another countries: 2 4. by pleasure: 1 5. traveling to improve my English: 1 6. liking England: 1 7. visiting someone: 2	1.Uk and USA: 1 2.In Summer, in England: 2 3. in 1992, in Edinburgh : 2 4. Miami (USA) eight years ago. 5. London: 4 6. Summer 2010, Jamaica. 7. last month to Amsterdam 8. to New York and London: 1 9. North America: 1	1.With friends: 8 2.with my family: 2 3. with my boyfriend: 4 4. with my husband: 2 5. no answer: 1 6. with classmates : 1			
				12	0	3
NO: 2						

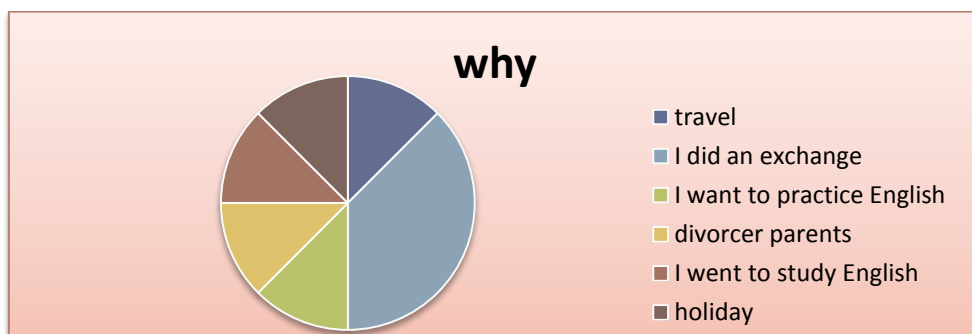
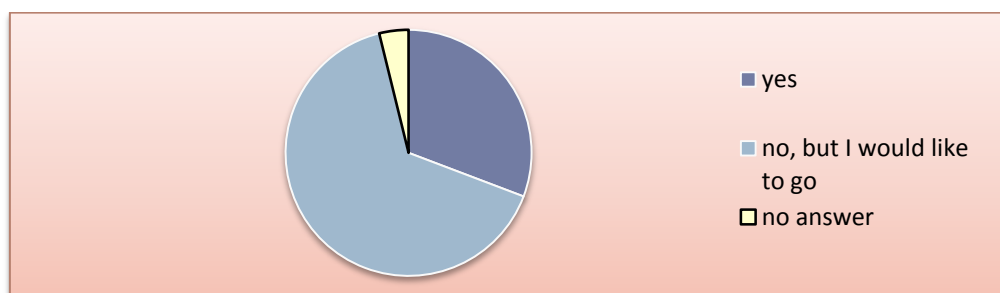






### Ramón y Cajal high school (Huesca)

	WHY	WHEN AND WHERE	WITH WHOM	WAS IT USEFUL?		
YES: 8	1.travel : 1 2. I did an exchange: 3 3. I Want to practice English: 1 4. Divorced parents: 1 5. I went to study English: 1 6. holidays: 1	1. north America many years ago: 1 2.in an exchange to Holland: 3 3. The last summer in England: 1 4. every summer to the US: 1 5. In Paddington: 1 6. in summer: 1	1.family : 1 2. with my partners: 2 3. with a family: 1 4. My mother: 1 5. with one friend: 1 6. With my class: 1 7. my parents: 1	YES	NO	No answer
				7	0	1
NO AND WOULD LIKE TO GO: 17						
NO AND WOULDN'T LIKE TO GO: 0						
NO ANSWERS: 1						



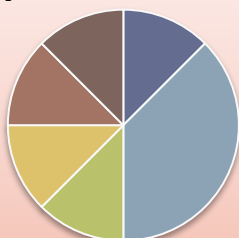


## when and where



- north America many years ago
- in an exchange to Holland
- the last summer to England
- every summer to the USA
- In Paddington
- in summer

## with whom



- family
- with my parents
- with a family
- my mother
- with one friend
- with my class

## what it useful



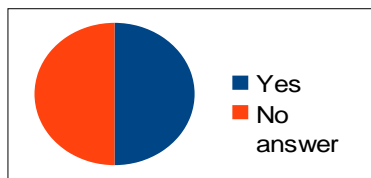
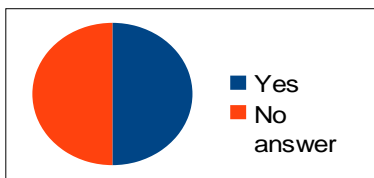
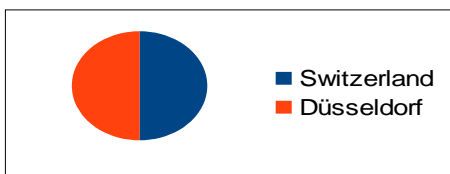
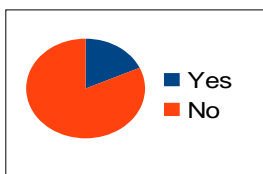
- yes
- no
- no answer

**Stated assisted school María Auxiliadora (Zaragoza)**

Level: second year of ESO

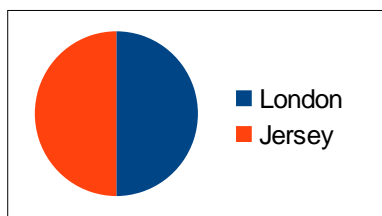
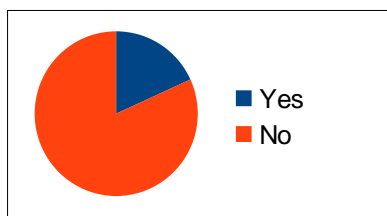
	WHY	WHEN AND WHERE	WITH WHOM	WAS IT USEFUL?		
YES: 2	1. Holidays: 2	When: 1. In summer: 2  Where: 1. Switzerland: 1 2. Düsseldorf (Germany): 1	1. Family: 2	YES: 1	NO: 0	No answer: 1
NO: 10	Would you like to go? Yes: 5 No: 0 No answer: 5					





Level: diversification of the fourth year of ESO

	WHY	WHEN AND WHERE	WITH WHOM	WAS IT USEFUL?		
YES: 2	1. Because of a travel: 2	1. London: 1 2. Jersey: 1  When: no answer	1. Family: 2	YES: 0	NO: 0	No answer: 2
NO: 9						

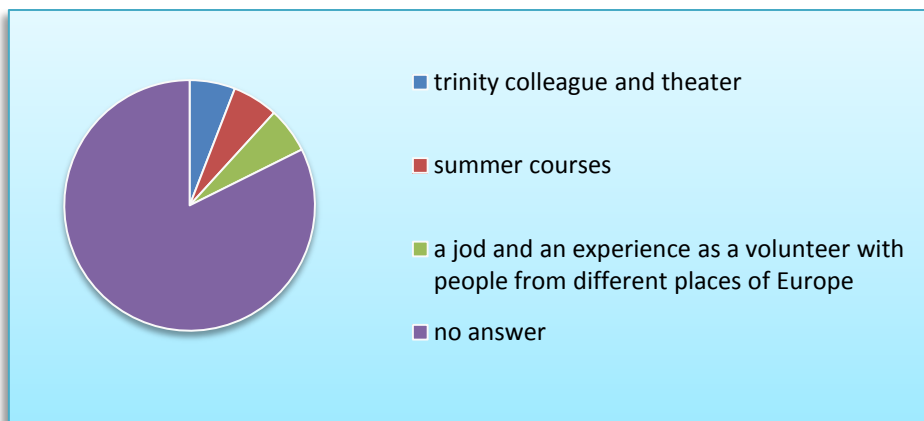


QUESTION 12: List other kind of language immersion in an English speaking context that you have experienced (summer camps, summer courses, etc.).

**EOI Fernando Lázaro Carreter**

Trinity colleague and theater	1
Summer courses	1
Work and experience as a volunteer with people from different places of Europe	1
No answer	14





### Ramón y Cajal high school (Huesca)

In my rock band, the lyrics are in English, and we created them	1
Academy	2
Nothing	4
No answer	11
I never go to summer camps in English	3
Summer courses	2
Playing live games with English person. Five years ago, I went to a summer camp	1
Three weeks in Paddington one month in Canterbury one week in London and two days in Gibraltar	1
England and one week in Holland with the school	1

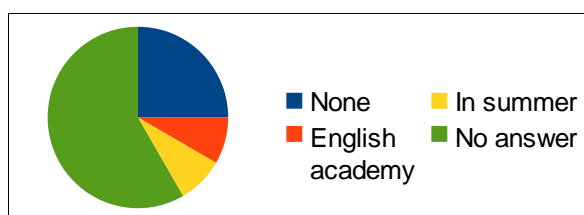




**Stated assisted school María Auxiliadora (Zaragoza)**

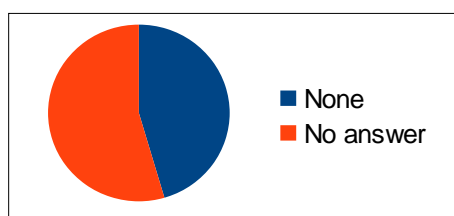
Level: second year of ESO

<b>None</b>	<b>3</b>
<b>English academy</b>	<b>1</b>
<b>In summer</b>	<b>1</b>
<b>No answer</b>	<b>7</b>



Level: diversification of the fourth year of ESO

<b>None</b>	<b>5</b>
<b>No answer</b>	<b>6</b>

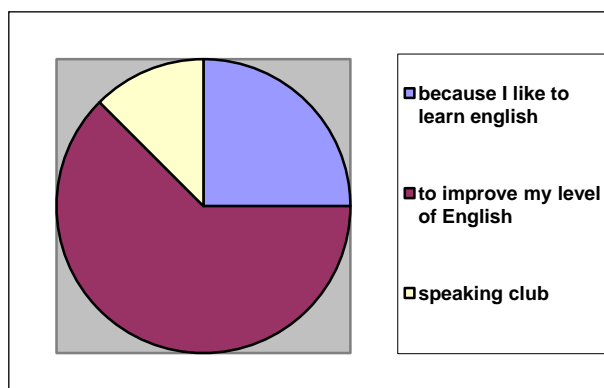
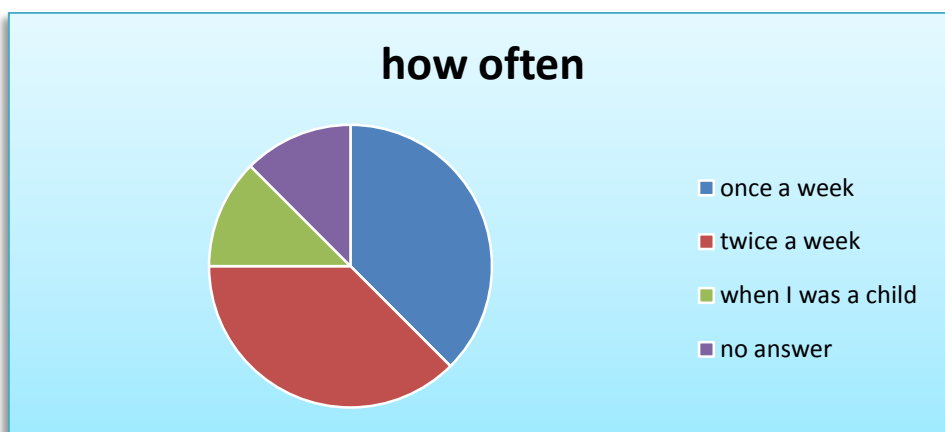
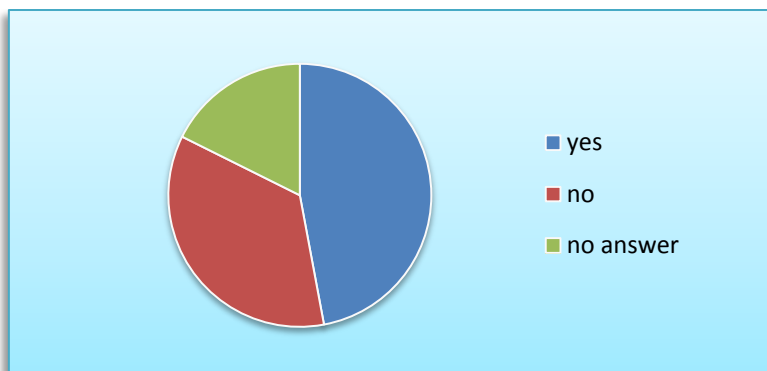


QUESTION 13: Do you attend any extracurricular activities such as a language school, private lessons or official school of languages?

**EOI Fernando Lázaro Carreter**

YES: 8	HOW OFTEN	WHY
	Once a week: 3 Twice a week: 3 When I was a child: 1 No answer: 1	Because I like to learn English: 2 To improve my level of English: 5 Speaking club: 1
NO: 6		
NO ANSWER: 3		

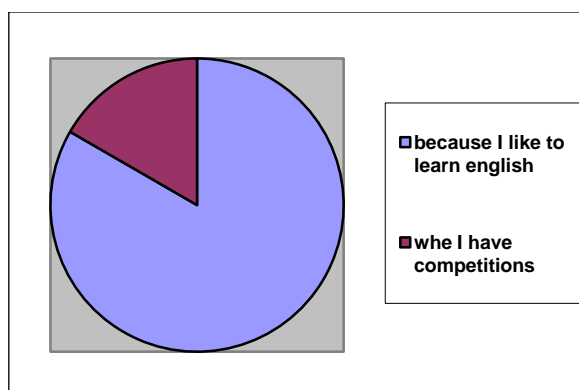
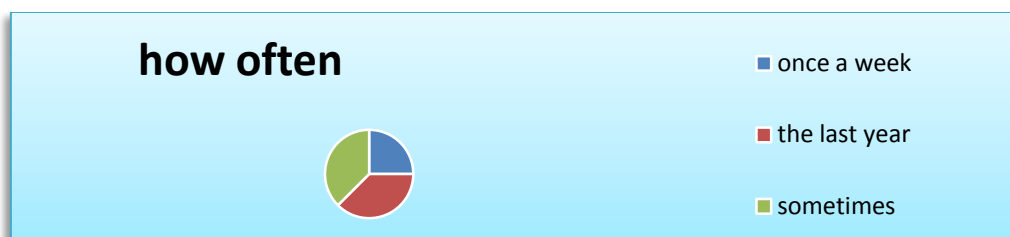
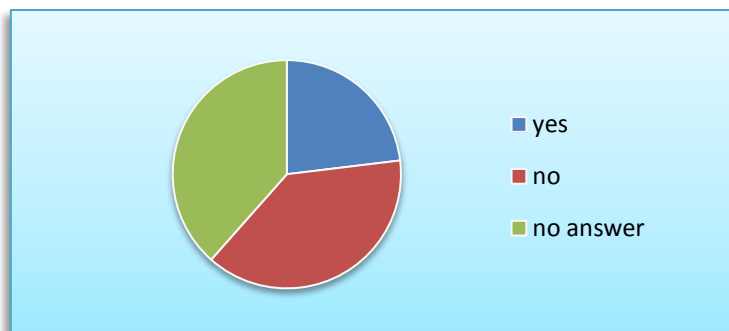




#### Ramón y Cajal high school (Huesca)

YES: 6	HOW OFTEN	WHY
	Once a week: 2 The last year: 1 Sometimes: 3	Because I like to learn English: 5 When I have competitions: 1
NO: 10		
NO ANSWER: 10		



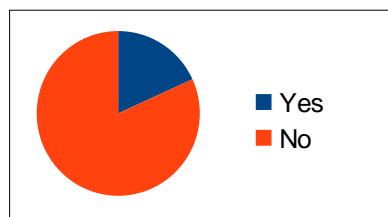
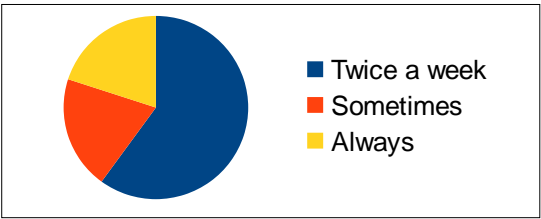


**Stated assisted school María Auxiliadora (Zaragoza)**

Level: second year of ESO

YES: 5	HOW OFTEN	WHY
NO: 9 NO ANSWER: 1	Twice a week: 3 Sometimes: 1 Always: 1	Because I need it: 2 Because I like it: 1 Because my mother forces me: 1







## **Discussion**

Explanations of the results:

### **SECTION 1:**

#### **Question 1:**

Regarding the Official School Languages (Zaragoza) and within the affirmative answer what we can say is that the audio recordings and the text books and reading are more or less at the same level. However, in the case of Ramón y Cajal high school (Huesca) we can say that the most predominant affirmative answer the most predominant item is videos and in the case of the state assisted school Maria Auxiliadora (Zaragoza) regarding the group of second year of ESO the most predominant items are audio recordings and textbooks and readings and regarding the diversification group of the fourth year of ESO the most recurrent materials are audio recordings too and videos.

#### **Question 2:**

**Add:** As far as the things they would add are concerned, regarding the Official school of languages (Zaragoza) we can say that there is a variety of questions. According to the Ramón y Cajal High School (Huesca) we have notices that there is variety of answers but the majority would add movies. Dealing with the State Assisted School Maria Auxiliadora (Zaragoza) we can state that in one of the groups (2<sup>nd</sup> year of ESO) they say that they would add games and in the other group (diversification group of the 4<sup>th</sup> year of ESO) there is a variety of answers but most of them would not add anything.

**Remove:** If we talk about the things they would remove, in the case of the Official School of Languages we can say that there is a variety of answers although the majority of them would not change anything. Regarding the Ramón y Cajal High School (Huesca) most of them had not answered the question but the ones that had answered it had said that they would not remove anything. Dealing with both groups of the state assisted school Maria Auxiliadora (Zaragoza) they majority of them said that they would not remove anything from the lessons.

**Change:** Taking into account what they would change, in the case of the Official School of Languages we can say that the majority of them said that they would introduce more listening, Dealing with the Ramón y Cajal High School most of them had not answered the question but the ones that had answered it say that they would not change anything. Regarding the State Assisted School Maria Auxiliadora (Zaragoza) both groups said that they would not change anything.



## SECTION 2:

### Questions 4 and 5:

**Books:** In this aspect, the majority of adult and young students said that they read five or more books. As a curiosity we can say that in the Ramón y Cajal High School (Huesca) there is a student who said that reads fifteen or more books.

**Newspapers and magazines:** The majority of students said that they do not read any newspaper or magazine in English.

## SECTION 3

### Question 6:

**Music:** Almost all the students listen to music. Many of them do it everyday. Some of the artists more mentioned by them are Rihanna, Adele, David Guetta and the Beatles.

## SECTION 4:

### Questions 7, 8 and 9:

**Television:** In the case of the Official School of Languages and in the case of the Ramón y Cajal High School (Huesca) most of them said that they use to see the television in English. Whereas in the case of the State Assisted School Maria Auxiliadora (Zaragoza) most of them have said that they don't see the television in English (in the case of the group of the 2<sup>nd</sup> year of ESO) and only some of the students from the other group (diversification of the 4<sup>th</sup> Year of ESO) have said that they watch the television in English.

**Films:** : as well as in the previous question; In the case of the Official School of Languages and in the case of the Ramón y Cajal High School (Huesca) most of them said that they watch films in English. Whereas in the case of the State Assisted School Maria Auxiliadora (Zaragoza) most of them have said that they don't watch films in English (in the case of the group of the 2<sup>nd</sup> year of ESO) and almost half of the students from the other group (diversification of the 4<sup>th</sup> Year of ESO) have said that they watch films in English.

**Radio:** In the case of the three centres most of the students have say that they do not usually listen to the radio in English. As an exception we cold say that in the case of the Official School of Languages half of the students said that they sometimes listen to the radio in English Specially the Vaughan and the BBC radio.



## SECTION 5

### Question 10:

**Speak with natives:** In the case of the Official School of Languages they say that they sometimes speak with native people in different kinds of communicative situations. In the case of the Ramón y Cajal High School (Huesca) half of the students answered that they sometimes speak with native people and that half of them answer that they do not usually speak with native people. Regarding the State Assisted School most of them have answered that they do not speak with native people.

## SECTION 6

### Question 11:

**Real immersion:** The only one of the two centres in which the students said that they have been in any speaking country is in the Official School of Languages because in the other two centres they have said that they have not been immersed in any English speaking country. The most mentioned places are London, Edinburgh and New York.

Many students who have not been in any English speaking countries say that they would like to go. We consider something positive the fact that they have this interest and this motivation of going to these countries.

### Question 12:

**Other immersion in an English speaking context:** In the case of the Official School of Languages most of them have not answered to the question. In the case of the Ramón y Cajal High School (Huesca) there is a balance between the ones that have not answered to the question and the ones that have answered positively. In the case of the State Assisted School, the majority of the students haven't answered the question and some of them have answered that they have never been in an English speaking context.

### Question 13

**Extra curricular activities:** In the case of the Official School of Languages most of them have said that they have had other kind of linguistic immersion. In the case of the Ramón y Cajal High School (Huesca) there is a balance between the ones that had answered to the question in a negative way and the one that have not answered to the question. And in the case of the State Assisted School Maria Auxiliadora (Zaragoza) most of them have answered the question in a negative way although some of them have answered it in a positive way.

Some of the reason they have given to these answers are: because I want to learn English, because my mother forces me, because I think it can be an interesting thing and because I need it.



## **Conclusions**

Taking into account our initial hypothesis and our research work, we can conclude that:

- ✚ Young students are not motivated to study a second language.
- ✚ However, adult students are more interested in learning a second language.
- ✚ Finally, the group of students of diversification has surprised us because they use more tools than other students of secondary education or the students of post-secondary education in order to acquire a second language.

## **References**

- Tomlinson, B. (ed.) (1998). *Materials Development in Language Teaching*. Cambridge: University Press. 7-22, 126
- Tomlinson, B (2012) *State-of-the-Art Article Materials development for language learning and teaching*. Cambridge: University Press. 143-179



ANNEX

(QUESTIONNAIRE)



## **QUESTIONNAIRE:**

### **Personal data:**

City: \_\_\_\_\_

Gender: M F

Educative centre: \_\_\_\_\_

Age: \_\_\_\_\_

Year (course): \_\_\_\_\_



### **Section 1: Materials used by the English teacher in class**

Question 1: Which materials does the English teacher use in class in order to help you acquire the L2?

	<i>Yes</i>	<i>No</i>	<i>Doesn't know, didn't answer</i>
<i>Power point presentations</i>			
<i>Audio recordings</i>			
<i>Textbooks/ readings</i>			
<i>Videos</i>			
<i>Others</i>			

If others, which ones? \_\_\_\_\_

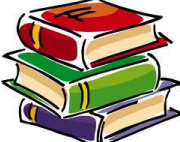
Question 2:

- A) Which other materials would you add? And why?
- B) Which ones would you remove? And why?
- C) Which ones would you change? And why?



Question 3: If you use any extra material apart from the ones that the teacher uses in class, do you use it for pleasure (just because you want to improve my knowledge of the second language) or in order to fulfil a task that you have been ask to do?

- a) For pleasure
- b) To fulfil a task

	<p><b><u>Section 2: Other resources used outside the classroom</u></b>  <b><u>(Reading)</u></b></p>
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Question 4: Have you ever read a book (novel, comics...) in English apart from your text book? If so, how many?

		<i>1</i>	<i>5 or more</i>	<i>10 or more</i>	<i>15 or more</i>
<i>Yes, I have</i>					
<i>No, I haven't</i>					

Question 5: Do you usually read newspapers or magazines in English? If so, how often?

		<i>Everyday</i>	<i>Two or three times a week</i>	<i>Once a week</i>	<i>Once a month</i>
<i>Yes, I do</i>					
<i>No, I don't</i>					

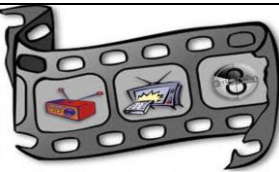




### **Section 3: Other materials/resources used outside the classroom (listening)**

Question 6: Do you listen to English music? If so, how often? Do you know any English/American group or English / American singer?

<i>Yes or no</i>	
<i>How often?</i>	
<i>Known artist</i>	



### **Section 4: Mass media (radio and television) and cinema**

Question 7: Do you usually watch television in English? If so, how often and what sort of programmes?

+ a) Yes b) No

+ How often: \_\_\_\_\_

+ What types of programmes? \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_

Question 8: Do you often watch films in English? If so, where and what genre?

+ a) Yes b) No

+ a) At home b) At the cinema

+ a) Comedy b) Horror c) Thriller d) Romantic films e) Adventures

f) Science-fiction g) Musicals h) Others




Question 9: Do you usually listen to the radio in English? If so, how often, which radio channels and what kind of programmes?

+ a) Yes b) No

+ How often: \_\_\_\_\_

+ Which radio channels: \_\_\_\_\_

+ a) The news      b) Sports      c) Musical programmes      d) Others

	<p><b><u>Section 5: Oral skills (Speaking)</u></b></p>
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Question 10: Do you usually speak with English native people outside the classroom? If so, how often, where, with whom and why? Do you understand them properly? Do they understand you properly?

<b><i>Yes or no</i></b>	
<b><i>How often?</i></b>	
<b><i>Where?</i></b>	
<b><i>With whom?</i></b>	
<b><i>Why?</i></b>	

Do you understand them properly? \_\_\_\_\_

Do they understand you properly? \_\_\_\_\_





## **Section 6: Real immersion in an English speaking context/ Extracurricular activities**

Question 11: Have you ever been in any English speaking country? If so, why, when, where and with whom, was it useful to improve your English knowledge? If not, would you like to go?

<i>Yes or no (if not, would you like to go?)</i>	
<i>Why?</i>	
<i>When and where?</i>	
<i>With whom?</i>	
<i>Was it useful? Yes / no and why</i>	

Question 12: List other kinds of language immersion in an English speaking context that you have experienced (summer camps, summer courses, etc.).

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Question 13: Do you attend any extracurricular activities such as a language school, private lessons or Official School of Languages?

✚ a) Yes    b) No

✚ How often? \_\_\_\_\_

✚ Why? \_\_\_\_\_