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Appendix I: Learning Unit “Let’s Go to New York”



Universidad
Zaragoza

UNIDAD DIDÁCTICA: LET'S GO TO NEW YORK!

Procesos de enseñanza-aprendizaje

Curso 2011-2012
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Contextualización:

Se trata de un instituto urbano compuesto de setenta profesores y 600 alumnos, el Departamento de Inglés cuenta con siete profesores.

El centro dispone de dos aulas de idiomas, dos laboratorios de ciencias, dos aulas de informática, un aula de música, un gimnasio y zona deportiva. Además, el centro se encuentra integrado el proyecto 2.0, por lo que todas las aulas están equipadas con pizarras digitales y proyectores; a todos los alumnos se les facilitan *netbooks* durante el curso escolar.

El centro dispone de diversos programas y planes, entre los que cabe destacar un programa de intercambio con alumnos neoyorkinos por lo que el alumnado tiene un alto nivel de inglés.

Contexto sociocultural:

Predominan las familias de clase media y el 60% de los padres trabaja en el sector servicios.

Las propuestas culturales en las que está involucrado el centro son: programa de fomento de la lectura, programa de intercambio con estudiantes neoyorkinos, programas sobre salud y también cuenta con un grupo de teatro.

Los problemas sociales más importantes son: la integración de las familias inmigrantes en el entorno educativo y la aceptación por parte de los padres, así como un incremento de la tasa de paro.

Características de la clase elegida:

Nuestra clase se compone de 28 estudiantes de 1º de ESO. Dentro de la diversidad de la clase, encontramos: 2 alumnos con déficit de atención, 2 procedentes de Rumanía, y 2 con nivel bajo de inglés.

Contextualización en el currículum oficial:

Orden de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de la Educación secundaria obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad autónoma de Aragón.

Título:

Let's go to New York!

- **Justificación:** se ha decidido elegir este tema, porque viajar es uno de los principales atractivos para los adolescentes. Hemos elegido la ciudad de Nueva York para que no sólo conozcan la cultura británica, sino también la americana; creemos que es un símbolo de multiculturalidad y de integración, además de tener multitud de actividades culturales, de ocio y tiempo libre. Este tema puede motivarles a fomentar su aprendizaje por la cultura americana de una manera interactiva. Además, desde el centro se les oferta la posibilidad de realizar un intercambio con estudiantes neoyorkinos, consideramos que con esta unidad se puede contribuir a este programa.
- Se pondrá en práctica durante las dos primeras semanas de octubre y constará de seis sesiones de 50 minutos.

Competencias:

- **Competencia en comunicación lingüística:**

Al tratarse de una asignatura de lengua extranjera la competencia en comunicación lingüística se trabajará en todas y cada una de las actividades.

- **Competencia social y ciudadana:**

Nos encontramos en la ciudad multicultural por excelencia, por lo que mediante esta unidad didáctica tratamos de inculcar valores de respeto y tolerancia para con los demás, concienciando al alumnado de la importancia de vivir en sociedad y de los beneficios que puede aportar el contacto con otras culturas.

- **Competencia en el conocimiento y la interacción con el mundo físico:**

El alumnado se tendrá que mover por una ciudad desconocida, orientarse, dar y pedir información, visitar lugares de interés, interactuando de este modo con el mundo que le rodea.

- **Tratamiento de la información y competencia digital:**

Durante la unidad en general, pero especialmente mediante la webquest y la posterior presentación PowerPoint, al alumnado se le presentará una gran cantidad de información a través de internet, que tendrá que valorar y seleccionar apropiadamente, poniendo en práctica su conocimiento y manejo de las tecnologías de la información y comunicación.

- **Competencia cultural y artística:**

Museos, teatros, musicales, monumentos y otros lugares de interés llenan las calles de Nueva York. Durante nuestro pequeño viaje el alumnado no solo se le facilitará herramientas lingüísticas y sociales para que pueda desenvolverse mejor en esta ciudad sino que se le ofrecerá una pequeña muestra de la cultura y el arte que puede encontrar en ella mediante canciones, imágenes, videos, etc...

- **Competencia para aprender a aprender:**

Mediante la realización de la webquest y del cuadernillo de trabajo se pretende que el alumnado controle y gestione sus propias capacidades y habilidades, que haga uso de forma eficiente de recursos y técnicas de trabajo individual y que demuestre espíritu de cooperación e interacción grupal.

Objetivos:

- Distinguir y utilizar correctamente el presente simple y el imperativo en el contexto del turismo internacional.
- Formular las preguntas necesarias correcta y educadamente para obtener información relativa a un entorno urbano desconocido.
- Elaborar listas de vocabulario para facilitar el aprendizaje e interiorización del mismo.
- Imitar la entonación y correcta pronunciación de los ejemplos que se desarrollarán en clase.
- Durante las semanas de intercambio:
 - o Describir las realidades del barrio de Nueva York en el que hayan residido, la cultura y las actividades que hayan realizado.
 - o Comparar la cultura española con la americana y acercársela al estudiante de intercambio.

Criterios de evaluación:

El alumnado:

- Distingue y utiliza correctamente el presente simple y el imperativo en el contexto del turismo internacional.
- Formula las preguntas necesarias correcta y educadamente para obtener información relativa a un entorno urbano desconocido.
- Elabora listas de vocabulario que facilitan su aprendizaje e interiorización.
- Proporciona respuestas coherentes y correctas a las preguntas formuladas.

- Imita la entonación y correcta pronunciación de los ejemplos desarrollados en clase.
- Tras las dos semanas de intercambio, el alumno:
 - Describe las realidades del barrio de Nueva York en el que ha residido, la cultura y las actividades que ha realizado.
 - Compara la cultura española con la americana y se la transmite al estudiante de intercambio.

Contenidos:

- **Gramaticales:**
 - Repaso del presente simple
 - Repaso de las estructuras afirmativas, negativas e interrogativas
 - Repaso de los adverbios de frecuencia
 - Wh- questions: formulación de preguntas
 - Imperativo
- **Léxico:**
 - Vocabulario referente a la ciudad, sus servicios y el turismo
 - Indicaciones de dirección espacial
 - Repaso de fórmulas de cortesía
- **Fonéticos:**
 - Entonación en las preguntas
 - Pronunciación correcta de las palabras aprendidas
- **Socioculturales:**
 - Conocimiento de las costumbres americanas.
 - Contraste entre la cultura española y la americana.

Actividades de Enseñanza-aprendizaje:

(De cada una de las actividades se incluye una muestra de ejemplo, pero no se desarrollan por completo).

Sesión 1:

Actividad 1: Presentación: New York. Responde a las siguientes preguntas:

- ¿Qué sabéis sobre los Estados Unidos? ¿Y sobre Nueva York?
- ¿Conocéis algún estadounidense?
- ¿Qué sabéis sobre su música, cine, monumentos, comidas y tradiciones? ¿Creéis que es una cultura muy diferente a la nuestra?
- ¿Qué es lo que más os gusta de lo que conocéis sobre esta cultura?

Actividad 2: Repaso del presente simple: Completa las siguientes frases con los verbos de los recuadros conjugados:

- My exchange partner _ _ _ _ in a private school in New York.
- In New York they usually _ _ _ _ hamburgers.
- Manhattan _ _ _ _ is an island in New York.
- Pau Gasol _ _ _ _ in the NBA

Be
Eat
Study
Play

Actividad 3: Estos son algunos de los monumentos más famosos de Nueva York. ¿Cuántos de ellos puedes identificar y cuáles son? En parejas, buscad información en Internet sobre dos de ellos y resumidla en una frase.



Material de apoyo para el alumnado:

Useful Vocabulary:

Hospital	Bookshop	Greengrocer's	Church
Theatre	Park	Bakery	School
Cinema	Bank	Stadium	Bridge
Library	Chemistry	Airport	Shoe shop
Supermarket	Museum	Post office	Station

Grammar Revision: Present Simple and Imperative

- **Imperative:** We use the base form of the verb.
Examples: Go straight on and turn right at the bus station.
- **PRESENT SIMPLE:**

Affirmative:

MAIN VERB

I
You } GO/PLAY/WALK/EAT/STUDY/ BUY/DO

He
She
It } GOES / PLAYS / WALKS / EATS /
STUDIES / BUYS / DOES

We
You
They } GO/PLAY/WALK/EAT/STUDY/

Negative: DON'T/DOESN'T +

DON'T + GO/PLAY/WALK/EAT...

DOESN'T + GO/ PLAY/ WALK/EAT...
*We add the final -s to the auxiliary, so we use the base form in the main verb.

DON'T + GO/PLAY/WALK/EAT...

Interrogative: DO/DOES + SUBJECT + MAIN VERB

DO } I
You } GO / PLAY / WALK / EAT / STUDY / BUY / DO

DOES } He
She
It } GO/PLAY/WALK/EAT/STUDY/BUY/DO
*We add the final -s to the auxiliary, so we use the base form in the main verb.

DO } We
You
They } GO / PLAY / WALK / EAT / STUDY / BUY / DO

Sesión 2:

Actividad 1: En parejas, realizad una frase con las siguientes palabras y los adverbios del recuadro que ya vimos en la unidad anterior.

Example: I always study in the library after school.

- | | |
|------------------------|----------------------|
| a. Bus stop | j. Bank |
| b. Medical centre | k. Sport centre |
| c. Post office | l. Tourist office |
| d. High school/ school | m. Community centres |
| e. Shopping centre | n. Youth house |
| f. Park | o. Pubs |
| g. Supermarket | p. Chemist's |
| h. Cinema | q. Library |
| i. Football stadium | |

ADVERBS OF FREQUENCY:

More frequent

ALWAYS

USUALLY

OFTEN

SOMETIMES

HARDLY EVER

NEVER

Less frequent

Actividad 2: Listening: Rellena los huecos de la siguiente canción de Frank Sinatra.

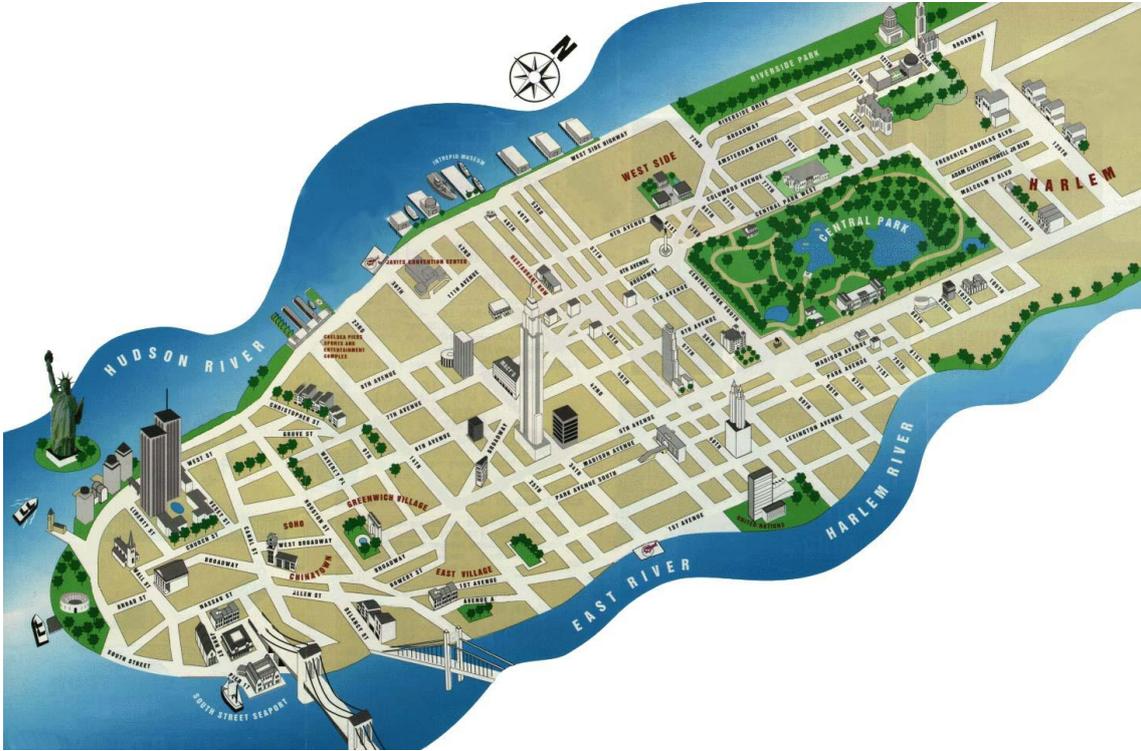
Start spreadin' the news, i'm leavin' today
I _ _ _ _ to be a part of it
New York, New York
these vagabond shoes, are longing to stray
right through the very heart of it
New York, New York
I _ _ _ _ to wake up, in a city that never _ _ _ _
and find i'm king of the hill
top of the heap
These little town blues, are melting away
i'll make a brand new start of it
in old New York
if i can _ _ _ _ it there, i'll make it anywhere
it's up to you, New York..New York
New York...New York
I _ _ _ _ to wake up, in a city that never sleeps
and _ _ _ _ I'm a number one, top of the list
king of the hill, a number one....
These little town blues, are melting away
I'll make a brand new start of it
in old New York
if i can make it there, i'll make it anywhere
it's up to you, New York..New York New York!!!

Actividad de refuerzo: Writing. Buscad información sobre Frank Sinatra y realizar una breve redacción de 70 palabras.

- **Atención a la diversidad:** a los alumnos con un nivel más bajo de inglés se les pedirá una redacción de 50 palabras.

Sesión 3:

Actividad 1: ¿Qué harías y dónde irías en la ciudad de Nueva York? Escribe un diálogo utilizando el vocabulario de los recuadros.



DIRECTIONS



TURN LEFT



TURN RIGHT



STOP



GO STRAIGHT ON



GO BACK



GIVE WAY



ROUNABOUT



ZEBRA CROSSING

USEFUL PREPOSITIONS:

In front of

Opposite

Next to

Between

Under

On

POLITE EXPRESSIONS:

Excuse me

Please

Sorry

Thank you

Could you...?

Would you...?

REMEMBER!

We use this tense to talk about everyday situations:

.....

We use this tense to give orders/indications:

.....

Actividad 2: Gramática:

Pon las siguientes frases en negativo e interrogativo:

- I get up at eight o'clock
- My cousin walks to school everyday
- They play football in the stadium
- He goes to school by bus

Completa las siguientes frases con la forma del verbo correcta:

- My mum(work) in a restaurant
- I(not study) at night
-(turn) left and(go) straight on in the main street. The hospital is next to the post office.
- the children (play) football?
- He is vegetarian, he(not eat) meat.

Sesión 4:

Actividad 1: Role play: Elige una flashcard y establece un diálogo con tu compañero.

Tourist

You are in a tourist information office, ask about the MOMA Museum:

- ✓ timetables
- ✓ location
- ✓ prices
- ✓ things to see



Tourism information agent

You are working in a tourist office, give information about the MOMA Museum:

- ✓ timetables
- ✓ location
- ✓ prices
- ✓ things to see



Adaptación a la diversidad: A aquellos alumnos con necesidades educativas especiales debido a sus dificultades en la materia se les emparejará con los alumnos que mejor nivel de inglés tengan.

Actividad 2: Escucha los siguientes extractos y responde a las preguntas.

Listening 1

Mike's town is very big	TRUE	FALSE
It is next to the sea	TRUE	FALSE
There are many shops	TRUE	FALSE
Everyone lives in houses	TRUE	FALSE
There is a castle	TRUE	FALSE

Listening 2

The woman asking for information is new in the town	TRUE	FALSE
She is looking for the park	TRUE	FALSE
The place she is looking for is about 20 min away by foot	TRUE	FALSE
The place she is looking for is across the road	TRUE	FALSE

Atención a la diversidad: a los alumnos con nivel más bajo de inglés se les proporcionarán las transcripciones con huecos para que los rellenen. Además, también tendrán que contestar a las preguntas anteriores.

Listening 1

Hello! My name is Mike and this is my _____. My _____ is quiet and not very big. It is by the sea. People live in houses and _____. There are shops, schools, banks, cinemas, restaurants, hotels, parks, etc. There is a railway _____. We have a _____, a police station and a big department store. On the hill, there is a castle and we also have a _____.

Listening 2

- Excuse me, I'm new in the _____. How do I find the _____?
- The _____ is on Washington Street, about 10 min away by foot. Go South on this _____ two blocks until the next stop light.

- Two blocks.
- That's right, then, turn left and walk until the end of the _____. A _____ will be in front of you.
- Right.
- The _____ is across the _____.
- OK,thanks.

Sesión 5:

Actividad 1:

Webquest: Have you ever been to New York?

Introducción: Vais a visitar Nueva York a través de Internet. En grupos de 3 o 4 personas tendréis que averiguar que podéis hacer en Nueva York. Con la información obtenida tendréis que hacer una presentación powerpoint en la que describáis los lugares/monumentos que más os gusten. La presentación se realizará al final del trimestre y contará para nota.

Tarea: En la presentación tendréis que describir al menos un monumento/lugar de interés por persona. Además, debéis incluir una pequeña introducción de la ciudad. El día de la presentación todos/as los componentes del grupo deben participar.

Proceso:

1. Formar grupo de 3 o 4 personas
2. Hablar sobre los monumentos/lugares que os gustaría incluir en vuestra presentación (si no conocen ninguno podéis ir al apartado de recursos)
3. Ir a recursos para encontrar enlaces interesantes.
4. Recoger la información e imágenes de las webs. Usando vuestras propias palabras realizaréis las descripciones.
5. Realizar la presentación con el material que habéis ido recopilando.

Recursos:

- <http://www.ny.com>
- <http://gonyc.about.com/od/museums/tp/Best-New-York-Museums.htm>
- http://gonyc.about.com/od/freestuff/tp/free_attraction.htm
- <http://www.essentialbigapple.com>

Sesión 6:

- **Actividad 1:** Señala en el mapa los siguientes elementos



- | | |
|------------------------|----------------------|
| a. Bus stop | i. Football stadium |
| b. Medical centre | j. Bank |
| c. Post office | k. Sport centre |
| d. High school/ school | l. Tourist office |
| e. Shopping centre | m. Community centres |
| f. Park | n. Youth house |
| g. Supermarket | o. Pubs |
| h. Cinema | p. Chemist's |
- Escoge los cinco sitios que más le podrían interesar a tu compañero de intercambio y el porqué.

Actividad 2:

- ¿Crees que existen estereotipos respecto a la cultura americana? ¿Cuáles?
- Después de la experiencia con tu compañero de intercambio, explica si son ciertos o falsos dichos estereotipos y justifícalo.

Actividad 3: Compara tu experiencia en Nueva York con tu día a día.

PREGUNTAS	ZARAGOZA	NUEVA YORK
¿A qué hora se entra al instituto?		
¿A qué hora abren los comercios?		
¿Es típico echarse la siesta?		
¿A qué hora se realizan las comidas?		
¿Cuáles son las comidas más típicas?		
¿Qué diferencias existen entre las viviendas?		

Actividad 4: Redacta un e-mail a tu futuro compañero de intercambio explicándole que tipo de actividades pueden llevarse a cabo en Zaragoza (70 palabras).

Atencion a la Diversidad: A los alumnos con nivel más bajo de inglés se les pedirá que redacten el mismo e-mail de la actividad 4 pero con una extensión de 50 palabras.

Procedimientos de evaluación:

La evaluación de esta unidad didáctica se realizará mediante la valoración de un examen al final de la unidad, así como de una presentación oral y un cuaderno de trabajo que tendrá que incluir todas las actividades planteadas y que se realizarán al final del trimestre.

Instrumentos de evaluación:

- Prueba escrita de los contenidos gramaticales y del vocabulario en la que los estudiantes tendrán que redactar una serie de frases para demostrar su dominio de la gramática y del léxico aprendido durante esta unidad.
- Prueba oral realizada al final del trimestre, el alumnado deberá realizar una presentación sobre la actividad realizada con la webquest.
- Cuaderno de trabajo en el que se incluirán todas las actividades realizadas tanto en clase como en casa.
- Escala de observación de las actividades realizadas en clase para valorar el interés y la participación.

Criterios de calificación:

- Prueba escrita 50%
- Prueba oral 20% (al final del trimestre).
- Cuaderno de trabajo 20%
- Interés y participación 10%

Evaluación del proceso de enseñanza-aprendizaje:

Tendríamos en cuenta su interés y participación durante las clases, también valoraríamos el número de aprobados y suspensos de la prueba escrita y los resultados de la presentación. Otro aspecto relevante sería comprobar si se han realizado correctamente las actividades del cuaderno de trabajo.

Recursos:

- Pizarra digital
- *Flashcards*
- *Netbooks*
- Fotocopias
- *Powerpoint*
- Páginas webs
- Cd-Rom

Atención a la diversidad:

Como el alumnado con déficit de atención no tiene problemas con el nivel de inglés, sólo aplicaremos las siguientes medidas de gestión de aula:

- No ubicarlo en sitios en los que se pueda distraer.
- Sentarlo delante para tenerlo un poco más controlado.
- Reparte las fotocopias.
- Animarlo cuando haga las cosas bien.
- Usarlo para romper el hielo.
- Hablarle con firmeza y sin gritar.

Para aquellos alumnos con nivel bajo de inglés se plantean actividades de refuerzo y explicaciones gramaticales que ya han sido explicadas a lo largo de la unidad didáctica.

Appendix II: Learning unit “Save the Planet”



**Universidad
Zaragoza**

Diseño, organización y
desarrollo de actividades para el
aprendizaje del inglés

Learning Unit: Save the Planet!



Cristina García Vicente

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Introduction

JUSTIFICATION

This didactic unit has been designed to make our students aware of the importance of having good habits to avoid the destruction of our planet. The Earth is in danger and human beings should start changing the way of life. The environment grants our existence therefore protect it.

The entire unit deals with this topic which forms part of the Cross-Curricular topics (Art. 5.4 of D. 231/2007): Environmental Education, Health Education and Civic and Moral Education. It will be carried out in seven sessions, and it reviews, as well as introduces, a number of basic communicative functions and grammar and vocabulary contents related to linguistic domains which are very close to the students' lives.

Our students are supposed to know the basic structure of a simple sentence in the Present Simple and Future Simple tenses (these tenses has been studied in the 1st term) in order to make coherent sentences with the new grammatical and vocabulary sequence. In addition, this unit interacts with other areas, such as Natural, Social and Cultural background contributing to the personal and academic development of the student.

CONTEXTUALIZATION

Contextualization of the educational establishment

The present learning unit is addressed to an urban charter school placed in a working class neighborhood. There are students from twenty different countries, prevailing among them the ones of South America and Eastern Europe therefore reduced percentage of these students need support language learning.

The teacher staffs are divided into two: Pre-school & Primary education and Secondary Education; both of them have their educational director and are coordinated by a director general. Coordination teams work every week and are organized into working committees to carry out their tasks and those complementary activities to the curriculum.

Concerning Secondary Education The center has the following educational offerings:

- 8 classes of Secondary Compulsory Education (ESO) and two of Curricular Diversification Program for 3rd and 4th year.
- 3 Training Cycles.

The center is integrated in the 2.0 Project, so all classrooms have been recently equipped with digital whiteboards although they are not fully used in most of the subjects, they are having a great acceptance among the English department.

Focusing on the English Department it is only composed by three teachers since we are in a charter school where due to its structure and functioning, it is very common to have a smaller number of teachers per subject than in a public High School. The centre offers various programs among which we should include a summer study abroad program in England.

Contextualization of the class

Given the previous context and focusing on the classroom to the design the different sessions, we should mention that it is addressed to a heterogeneous group of 2nd year ESO, with approximately 25- 27 students whose general level is medium-low. Many of the students comes from an immigrant context and although the dominate Spanish well enough, they do not show much interest in the English subject, although this is a widespread tendency among all the class students. Within the diversity of the class, we find 6 students with a very low level of English, 3 of them with “disrupting” behavior that alter the rhythm of the class possibly due to a difficult family environment or because they are new in this school. Despite of the importance languages currently have, English is still considered a non-important subject between the students and the parents, especially among the Chinese community who is also present in the school.

Reference Curriculum

The starting documents that will guide the entire Learning Unit will be the Spanish and the Aragonese Secondary Education Curriculum.

The former Learning Unit will take particular account on the objectives, basic skills, content, teaching methods and evaluation criteria set forth in the previously mentioned Curriculums to our reference area, English as a Foreign Language. Through it, there will be manifested the purposes of the Curriculums, as part of education management in which teachers develop the instructional material and the teaching practice, taking into account the needs and characteristics of students as well as guidelines and decisions on the adaptation and realization of the objectives and curricular content.

ORGANIZATION OF LEARNING UNIT

The Learning Unit has been divided into 7 sessions of 50 minutes in order to work all the skills and at the same time the vocabulary, grammar and the communicative interaction related to the topic. The sessions are organized in a balanced way using a spiral organization criterion that allows the teachers to explain new contents constantly recycling and expanding them.

Each lesson will focus on an average of one-two particular skills from initials and easy activities to more complex ones. Considering the previous and the connection between the different activities, we can find a smooth transition among them.

The contents and objectives have been divided into a number of 3-4 learning activities per day: preparation or introductory activities (generally warm-ups); activities to work and develop the different skills; and a follow-ups (pre, while and post-activities) focusing on the development of the previously mentioned European competences. Generally, the main activity is focused on the specific skill, while the pre and post-activities integrate other skills; these skills are usually interaction (group work) and speaking, since they are one of the main difficulties these students present.

Learning Unit: Protecting the environment

Throughout this Learning Unit students will work with the need of awareness on the environment and its protection, to this end, it will include different texts and examples related to the topic in each of the language skills and introduce new vocabulary and grammar related to it.

CONTRIBUTION TO THE KEY COMPETENCES

The definition of the curriculum based on the Spanish Organic Law of Education (LOE), assesses both the traditional components (objectives, contents, teaching methods and assessment criteria) and the key competences. These competences are one of the guiding elements of the curriculum as a whole and, consequently, a guide in the processes of teaching and learning.

The acquisition of the competences allows students to confront the constant renewal of knowledge which occurs in any area of learning. The student's academic training takes place in school over a limited number of years, but the need for personal and/or professional preparation never ends.

In our educational system, the key competences regarded as those which students should possess when they finish their obligatory education in order to deal with the demands of their personal and working lives are:

- Competence in linguistic communication
- Mathematical competence.
- Competence in knowledge of and interaction with the physical world.
- Data processing and digital competence.
- Social and civic competence.
- Cultural and artistic competence.
- Learning-to-learn.
- Autonomy and personal initiative.

Some of these competences are deeply worked in determined subjects and some in others. Through this unit we are focusing on the English Language and the environment contributing to develop the subsequent competences:

Competence in linguistic communication

- The students will produce dialogues in a functional oral language. The students can communicate orally in pairs, small groups and with the teacher giving their personal opinion.
- The writing section makes the guided tasks easier so the students can create a written poster.

Competence in knowledge of and interaction with the physical world

This competence involves the ability to interact with the physical world in its natural state and see how it has been affected by human intervention.

- This Learning Unit helps to understand events and the consequences of different activities designed to improve and preserve conditions for life, of other people, and other living things (environmental problem and solutions).

Learning to learn

- The students think over and strengthen their personal initiative giving opinions about how to protect the environment and making predictions about the future.
- The students will learn to make small cards and schematic exercises about the things learnt in the unit (creating their own vocabulary list including: materials, natural disasters, environment, recycling verbs, etc.)

Social and civic competence

As knowing a foreign language involves the knowledge of social features and cultural facts connected to their native speakers which can be worked along in the unit:

- Moral and civic education: the importance of being responsible about looking after our planet, consuming and polluting less and less and recycling more and more.
- Health education: the importance of living according to the laws of nature, being part of the Earth as a whole. Our health is directly proportional to the health of the planet.

Cultural and artistic competence

Linguistic studies contain artistic components in this unit:

- The students will have to use their creativity together with the linguistic aspects studied/ learned to make a poster showing the real situation of the environment, its problems and their solutions, promoting recycling.

OBJECTIVES

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

- recognise and use vocabulary about the environment, materials and containers,
- use verbs connected with the environment,

- identify and interpret general and more specific information in written texts, strengthening the general structure of problem- solution and grammar,
- understand and apply grammar aspects such as the future form of verbs (*will/won't*) and the first conditional (*First conditional*).
- understand oral and written texts that include different tips for recycling (*Being green*), the future of the Earth (*The future of our planet*) and identify general and more specific information in them,
- carry out communicative exchanges, talking about the future (*Talking about the future*), expressing ideas about recycling.
- elaborate a poster, using formats and expressions worked in the unit, such as the vocabulary, grammar and previous contents (imperative).
- pronounce the phonetics of a contraction (*'ll* contraction).

CONTENTS

The contents have been grouped in blocks to sort the elements of analysis of a complex reality, in relation to four key skills with specific characteristics and needs in terms of the teaching and learning process: oral language; written language; the constituents of the linguistic system, their functioning and relationships, and the social and cultural dimension of the foreign language.

Block 1- Listening and speaking

The language model provided by the school is the first source of knowledge and learning of the language. Discourse employed in the classroom is at the same time both vehicle for and object of learning. Concerning this unit, these contents are worked in the subsequent way:

Listening

- Listen and watch a short video on how to be green (*Being green*)

Speaking

- Refer possible forms of helping to look after the environment (warm-up activities).
- Make predictions about the changes that will be produced in the future (role-play)
- Ask and answer questions about the recycling activity in the student environment (Test: How big is your environmental footprint?).

Block 2- Reading and writing

The aim of this section is discursive competence in writing. In the target language written texts are also a model for textual composition and practice and acquirement of linguistic elements. Regarding this unit, these contents are worked in the subsequent way:

Reading

- Text about the future of the environment (The future of our planet) in order to give an appropriate answer from three options given (Adapted from *English Alive 2*, Oxford, 2011).
- Text about recycling and answer, oral comprehension and opinion questions (How to protect the environment) (Adapted from *Energy*, Logman , 2007).
- Conditional type I structures, working with the text How to protect the environment.

Writing

- Brainstorming to prepare some notes to make a poster speaking about environmental problems and solutions collecting all the contents learned.
- Poster (Task), using the suggested plan (Writing plan), the pattern established and the ideas of the brainstorming.

Block 3– Knowledge of the language

Contact with the target language and its use enable those learning it to elaborate an elementary conceptual regarding its functioning. The starting point will be practical situations which encourage the acquisition of rules regarding the workings of the language, in order that students may establish which elements of the foreign language function in a similar way to their own tongue, gaining confidence in their ability to use the second language. This block consists of the subsequent sub-contents:

Language functions

- Speak about the environment and its problems.
- Refer what kind of materials things and objects are made of.
- Make future predictions.
- Predict the possible results of an action.

Structures-grammar

- Will/won't
- First conditional (if + present simple + will/won't + infinitive)

Vocabulary

- Environment verbs: save, turn off, pollute, recycle, keep clean, cut down, protect, destroy, waste, throw away, etc.
- Environment vocabulary: rubbish, water, recycling banks, contaminated air, tropical rainforests, species of animals, recycle, the ozone layer, pollution, low energy, etc.
- Natural disasters: deforestation, drought, endangered species, hurricane, landfill, etc.
- Materials and containers: metal, plastic, cardboard, glass, fabric, rubber, paper, wood, can, bottle, jar, bag, box, carton, gold, etc.

Phonetics

- Pronunciation: ‘ll contraction

Block 4- Socio-cultural features and intercultural awareness

The contents of this block help the students learn customs, forms of social relationships, and specific features of countries that speak the target language; in other words, lifestyles different from their own. This knowledge will promote respect and interest in the knowledge of different social and cultural realities and facilitate intercultural communication. This Unit contains the following contents regarding this issue:

- Data about the problems of our environment, as well as the solutions we have in our hands to prevent it. Comment and compare about recycling in the student’s environment with data from other places.
- English superstition compared to those in Spain and other countries.

METHODOLOGY

Considering the methodological perspective, the development of this Learning Unit devoted to the environment, is mainly based on a communicative approach widely applied when teaching foreign language. This means, learning the target language, in this case English, through a more oral and participative method that allows mutual understanding between the participants involved. It is, therefore, a methodology applied to lead our students in the acquisition of the English communicative competence.

The teacher will use diverse methods and activities in order to fulfil every student’s needs providing them with different opportunities to meet all the learning styles. The

teacher will carry out an active methodology and the student will become the active subject of the class, a subject who actively takes part in his own learning process, while the teacher acts as guide to the class' learning.

It also includes a final guided task-based activity carried out in small groups to create an environmental poster, including both the contents of the unit and the previous knowledge expressed in the written form, since most of the students of 2nd year ESO are not very familiarized with this skill. However, their problems with writing especially related to the lack of coherence and cohesion and their poverty of vocabulary and grammar will make necessary the teacher's help or an ITC support.

As a result of these methodological principles, the development of the materials that compose this unit pay special attention to the succeeding aspects:

- The language in context: the starting point of all activities is a real communication situation to contextualize the different elements of language: speech acts, grammar, vocabulary, non-verbal communication, etc.
- The activities carried out in pairs and small groups: many of the activities are designed to be carried out in pairs or small groups and thus encourage interaction between the students, and among the students and the teacher. This interaction is essential to produce an authentic communication in the classroom.
- The practice of the four skills: this Learning Unit is composed by different activities created to work the oral, reading, speaking and listening skill and at the same time develop grammatical, vocabulary knowledge and social/communicative interaction.
- The simplicity in the presentation of content. The main goal when selecting and sequencing content along the unit has been to facilitate its acquisition; therefore they have been chosen in order not to overload the students, always keeping in mind what makes the law in this regard.
- The selection of the related topics and documents. In order to have a representative, effective, motivational and attractive learning of the English language, the materials and documents used are presented in a varied way all of them closely related to the environment of the students to whom they are addressed to.
- The role-up progression. Aware of the need to recycle the contents to produce a true learning, I have opted to follow a spiral progression that facilitates memorization

through content reuse, and where there is a balance between what has been learned and the contents new.

ATTENTION TO DIVERSITY

Attention to diversity will be carried out by means of the heterogeneous activities selected for this unit. These activities make possible to help different kind of students in their learning process. In this way, low level learners can succeed at the same time as the high level ones can stretch themselves to the limits of their abilities.

The practices of working with partners or small groups make possible the integration of students who need support since fast-learners can help slower ones in the learning process; rotation of students' seats would also be convenient for that reason.

EVALUATION CRITERIA

In order to assess this unit, the evaluation will measure linguistic knowledge and the progress shown by the students when completing their tasks and in the test completed every two units.

Throughout the unit, the students will work the four skills, vocabulary, grammar and interact with both their peers and teacher. They will have to prove their knowledge and progress since a formative and continuous assessment will be applied.

In order to be assessed, students will include all the activities of the unit in their notebook for them to review the contents and for the teacher to assess them and to consider the students main difficulties. The teacher will use a rubric or a checklist to assess their writing exercises, their participation and engagement in the daily routine and their speaking activities; their knowledge of grammar and vocabulary will be assessed by the test. This continuous feedback will allow the teacher to check the students' progress, and celebrate success rewarding the students' effort and dedication.

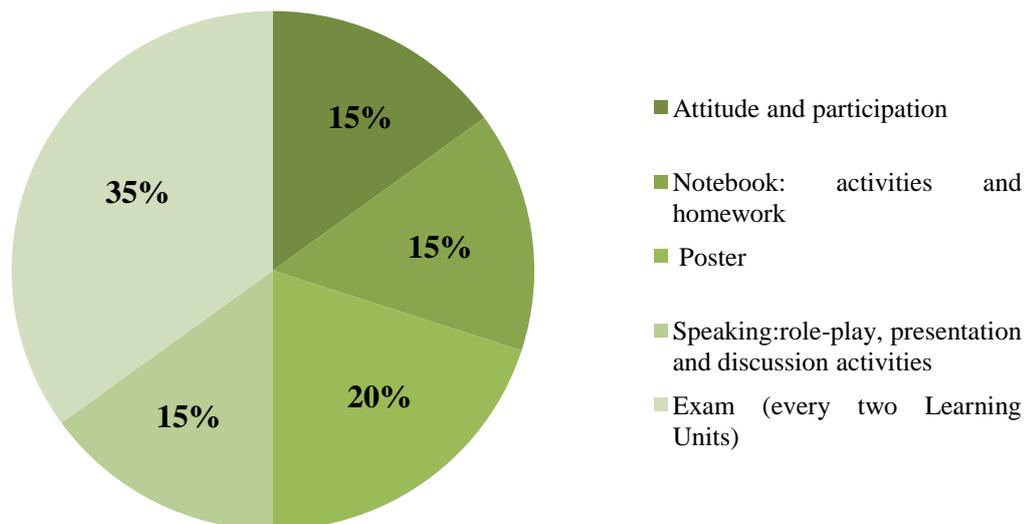
The evaluation criteria require that at the end of the unit, the students will be able:

- To apply different reading strategies to get global and specific information from a written text about the future on the environment and its problems.
- To revise and acquire vocabulary related to the environment and its verbs.

- To practise brainstorming to compile vocabulary and ideas for a creative writing
- To work in pair and into heterogeneous groups.
- To identify and form future structures (will) and First Conditional by deducing its rules.
- To establish oral interaction with their partners expressing their own opinion on current matters related to the environment.
- To discuss on environmental problems and their possible solutions.
- To act out a semi-guided dialogue asking and answering information on the environment's future.
- To watch, listen and comprehend an authentic video related to environmental tips.
- To identify and learn the structure and vocabulary of posters and slogans.
- To write a short poster on environmental problems and solutions promoting at the same time recycling using slogans.

Marking criteria

The teacher will assess the attainment of the objectives and contents of the unit, as well as their participation. Students will be marked depend on the implementation of the following activities:



Evaluation instruments

The teacher will use diverse instruments to guarantee a formative and continuous evaluation:

- Notebook: the students will hand it to the teacher in order to control the execution of the activities and the results.
- Observation: this instrument will be useful in order to control the participation of the students in the development of the lessons.
- Checklist: the teacher will use a checklist focusing on several aspects to evaluate discussion and interaction activities (role-plays). (See appendix I).
- Rubric: the teacher will use it to assess the poster. (See appendix II)
- Test: this instrument will be useful to control their knowledge of grammar, vocabulary and the students' comprehension.

Self-evaluation of the teacher

The teacher will control the effectiveness of the lessons and activities through the observation of the lessons, the correction of the activities and the exam. In order to self-evaluate the teacher, students will complete a one-minute paper at the end of the unit to give their opinion on the lessons and make suggestions to improve them. Moreover the teacher should complete a general self-evaluation chart (see appendix III) and a diary including the main difficulties arisen and the possible solutions to overcome them similar to the EPOSTLE Portfolio.

Lesson plans

The different lesson plans presented identifies the priorities and implications which involves the use of additional material different from a text book: photocopies, game boards, digital whiteboard, etc. It is a guide plan and the teachers will always decide which activities keep better to their objectives and how they will focus their class. The objective of this unit is to obtain a positive response towards the language learning and the way to learn it. The teachers will be able to adapt the activities contained in this plans according to the needs of their students, both for the teaching and learning activities and for the assessment. The different activities for teacher and students are included in the material section.

Session I: Introduction of the topic

	Teacher Guide		
<p>Learning goals (Specify skills/information that will be learned.)</p>	<p>At the end of this lesson students will:</p> <ul style="list-style-type: none"> • Be familiarize with the contents of the unit • Recognize and use vocabulary related to the environment • Be informed of the future of our planet and talk about it 		<p>Materials Needed</p> <ul style="list-style-type: none"> • Paper • Pencil
<p>Critical input (Give and/or demonstrate necessary information)</p>	<p>Reading on the environment future to extract vocabulary → “The future of our planet” a text presented as a test on what the students know about the environment and its protection.</p>		<p>Other Resources</p> <ul style="list-style-type: none"> • Blackboard • Handouts
<p>Learning Activities (Describe the activities to reinforce learning and how they will be organized i.e whole group, pairs, CL, individual)</p>	<ul style="list-style-type: none"> • ACTIVITI 1: brainstorming on the environment→ the students will say English words related to the environment and its verbs to activate their previous knowledge. The teacher will make all the students participate, will ask for a volunteer to write the words on the blackboard, and will add some new words to expand the students’ vocabulary. At the end of the activity the students will complete the brainstorming exercise included in the material. (5 min.) • ACTIVITY 2: a group of students will read aloud a text; the whole class will extract the new vocabulary and recycle grammatical knowledge through the recognition of certain grammatical structures that will be useful for the next session. The teacher will check for understanding especially within the students who have a low level. (25 min.) • ACTIVITY 3: Quick review of what was learned (Quiz Quiz Trade)→ the student will write the definition of a word or a question about some of the facts on the text and his/her pair has to guess the word or answer. They will change the question with their partner, find a new pair and repeat the exercise twice. (7 minutes) <ul style="list-style-type: none"> ○ Verification/Conclusions: “What have you learned from your pair?” Plenary idea-sharing. The teacher will monitor the activity asking the students and trying to involve those students who have not participated before (8 min) <p>HOMEWORK: environmental problems (vocabulary exercise).</p>		<p>Homework assigned</p> <p>Photocopy on environmental problem</p>
<p>Verification (Steps to check for student understanding)</p>	<p>Quiz quiz trade Plenary idea-sharing Use straightforward instructions (L2), ask for understanding, use L1 when needed</p>		
<p>Summary (what has been achieved and what needs to be reinforced in future lessons)</p>	<p>Perhaps we will not have enough time to develop the whole set of activities planned for this session and we will need to start reviewing the vocabulary and the grammatical structures we have seen for the next session.</p> <p>Next session: start with the future→ <i>will</i> for predictions.</p>		<p>Additional Notes</p> <p>Provide enough time to the activities, it is better not to leave things incomplete. Check for understanding and celebrate success.</p> <p>Avoid the disruption of the class asking those students who misbehave to hand out the materials or to write on the blackboard.</p>

Session II: Developing the topic

	Teacher Guide	
Learning goals (Specify skills/information that will be learned.)	At the end of this lesson students will: <ul style="list-style-type: none"> Learn how to use the modal <i>will/won't</i> to make predictions Talk about the future making predictions about the Earth planet Pronounce the <i>-ll-</i> contraction. 	Materials Needed <ul style="list-style-type: none"> Paper Pencil
Critical input (Give and/or demonstrate necessary information)	<ul style="list-style-type: none"> Reading on the environment future → “The future of our planet” a text presented as a test on what the students know about the environment and its protection which includes facts about the future. Explanation created by both the teacher and the students on the future structure and use. 	Other Resources <ul style="list-style-type: none"> Blackboard Handouts Flash-cards
Learning Activities (Describe the activities to reinforce learning and how they will be organized i.e whole group, pairs, CL, individual)	<ul style="list-style-type: none"> HOMEWORK: Review and plenary group correction of the homework (10 min.) ACTIVITY 1: starting for the reading of the previous session, students will select the structure of future among others. The teacher and the students will create a chart including the affirmative, negative and interrogative form and the use future will have along the unit (to make predictions, also useful for the conditional type 1 structure) (15 min) ACTIVITY 2: quick review; students will complete a sort text using the appropriate form of the verbs studied in the previous session. Group correction will let us verify the assimilation of the rule, structure and pronunciation of the <i>-ll contraction</i>. The teacher will also ask the students if they agree with the statements of the text. (10 minutes) ACTIVITY 3: role-play: the class will be divided into balanced pairs; each of the members of the pair will have either the role of a worried environmentalist or the role of a scientist, they will have to talk about the future asking and answering questions. The student will help those students who present more difficulties and guide them. At the end of the session some of the pairs will represent their role-play in front of the class and it will be assessed by the students. (15 min) 	Homework assigned Practice the role-play
Verification (Steps to check for student understanding)	Plenary idea-sharing and correction Use straightforward instructions (L2), ask for understanding, use L1 when needed Acting out the role-play in front of the class	
Summary (what has been achieved and what needs to be reinforced in future lessons)	Perhaps we will not have enough time to develop the whole set of activities planned for this session, specially the role-play and its acting out, therefore we can possibly start with this part in the next session and leave its practice as homework. We had enough time to explain and work with the use of <i>will</i> for predictions (future) and continue working with the environment topic. We can control the disruption of the class by making all the students be part of the learning process for example by handing out the materials. Next session will continue with materials and their recycling.	Additional Notes <u>In role-plays:</u> It is important to arrange balance pairs so that the activities become productive and efficient. Be aware on the time on task. Control the activity from the beginning to the end to avoid the disruption of the class. Take notes of the process for both assessing you and the students (rubric). Do not forget to celebrate success especially with those students who seem to be more reluctant.

Session III: Developing the topic

	Teacher Guide	
<p>Learning goals (Specify skills/information that will be learned.)</p>	<p>At the end of this lesson students will:</p> <ul style="list-style-type: none"> Recognize and use the vocabulary of material and containers Use the modal verb will to make predictions on the objects and the materials they will be made of in the future 	<p>Materials Needed</p> <ul style="list-style-type: none"> Paper Pencil
<p>Critical input (Give and/or demonstrate necessary information)</p>	<ul style="list-style-type: none"> Photocopy: the materials, containers and objects → new vocabulary related to those materials objects and containers that can or cannot be recycled to protect the environment. Reuse of the explanation created by both the teacher and the students on the future structure and use. 	<p>Other Resources</p> <ul style="list-style-type: none"> Blackboard Handouts
<p>Learning Activities (Describe the activities to reinforce learning and how they will be organized i.e whole group, pairs, CL, individual)</p>	<ul style="list-style-type: none"> WARM UP: Role-play acting out (if we did not have time of having a sample in the previous session) and /or brainstorming on the materials. Students will say English words related to material to activate their previous knowledge. The teacher will make all the students participate, will ask for a volunteer to write the words on the blackboard, and will add some new words to expand the students' vocabulary. At the end of the activity the students will complete the brainstorming exercise included in the material. (10min). ACTIVITY 1: starting for the brainstorming and the photocopy provided after it, students have to create their own vocabulary list. This activity can be carried out individually or in geographical pairs. The teacher will solve possible doubts and monitor the process (5-7 min) ACTIVITY 2: practice; the students will talk in pairs or in small groups about the different objects can we have → “what kind of furniture do you have at home?” or “what kind of bags are there in the market?” focusing of the images provided. Finally the students will have to complete a chart including the objects and the materials they can be made of. This activity must be put into common in order to make sure that most of the students have worked with the same vocabulary by filling the table in the blackboard with the students' help. The teacher will ask for a volunteer to write and the rest of the students will provide the different examples. (15-17 minutes). ACTIVITY 3: activate your English. This activity allows the student to make predictions on the future of the objects, the materials they will be made of, indicating if they can be recycled and how by writing it out into small balanced groups. The teacher will control the process and help those students who need it (15min) 	<p>Homework assigned</p> <p>Activate your English. This activity allows the student to make predictions on the future of the objects, the materials they will be made of, indicating if they can be recycled and how by writing it out individually.</p>
<p>Verification (Steps to check for student understanding)</p>	<p>Plenary idea-sharing and correction Use straightforward instructions (L2), ask for understanding, use L1 when needed.</p>	
<p>Summary (what has been achieved and what needs to be reinforced in future lessons)</p>	<p>Perhaps there will not be enough time to develop the whole set of activities planned for this session, specifically the “activate your English activity” we can employ it as individual homework.</p> <p>We had enough time to deal with vocabulary, speaking and possibly a short writing activity reusing the grammatical content of the previous session.</p> <p>Next session will continue with environmental problems, natural disasters and the First Conditional structure.</p>	<p>Additional Notes</p> <p>Add a visual support to the speaking pair activity writing the structure of the questions and the different objects or containers they can ask about, it will help the students who have difficulties.</p> <p>It is important to arrange balance pairs so that the activities become productive and efficient.</p>

Session IV: Developing the topic

	Teacher Guide	
<p>Learning goals (Specify skills/information that will be learned.)</p>	<p>At the end of this lesson students will:</p> <ul style="list-style-type: none"> • Be able to capture specific information from a written text about the environmental problems and their solutions. • Recognize and use the vocabulary of the environment • Indicate the real conditions, express possibilities. 	<p>Materials Needed</p> <ul style="list-style-type: none"> • Paper • Pencil
<p>Critical input (Give and/or demonstrate necessary information)</p>	<ul style="list-style-type: none"> • Reading → this text will let us work with some of the environmental problems and its possible solutions introducing new vocabulary and giving the clues of the conditional type 1 structure. This reading will be useful for the last activity of the unit, a writing activity that collects the contents of the unit. • Grammatical explanation of the previously mentioned structure to create a summary chart on its structure and uses. 	<p>Other Resources</p> <ul style="list-style-type: none"> • Blackboard • Reading text (handouts) • Conditional dominoes
<p>Learning Activities (Describe the activities to reinforce learning and how they will be organized i.e whole group, pairs, CL, individual)</p>	<ul style="list-style-type: none"> • HOMEWORK CORRECTION: ideas-group- share developed in the homework if we did not have time in the previous session. In order to address all types of learners and levels, the teacher will ask for a volunteer to write the ideas on the blackboard to ensure understanding (5 min) • ACTIVITY 1: Teacher- students' small talk about the most worrying problems of the environment and its possible solution. The class can be divided into small groups (3-4 students) and discuss from the topic in five minutes generating different ideas. Teacher and students will express their point of view as pre-reading activity. (5-7 min) • ACTIVITY 2: several students will read aloud the text "How to protect the environment". The teacher will check for understanding asking oral questions. To extract mainly the new vocabulary and grammatical knowledge, students will have to recognize certain grammatical structures and the vocabulary related to the environment that will be useful form the conditional structure and increase their lexis knowledge. This activity also includes an individual model exercise to create the conditional structure. (20 min) <ul style="list-style-type: none"> ○ Starting for the reading in which the First Conditional structure is introduced, the teacher will create with the students help a chart including the affirmative, negative and interrogative form and the use of this structure (to make conditions and predictions (15 min) • ACTIVITY 3: matching dominoes. In pairs, this activity will help the student to recognize the First Conditional structure in a more recreational way, it seems a good way to conclude a more theoretical session and continue working with the English language. Students will have to match the beginning of the sentences with their ends. The teacher will monitor the process. The winner pair will receive a prize (7-10 min) 	<p style="text-align: center;">Homework assigned</p>
<p>Verification (Steps to check for student understanding)</p>	<p>Plenary grammatical explanation and reading Use straightforward instructions (L2), ask for understanding, and use L1 when needed. Check the development of the pair work activity and its result.</p>	
<p>Summary (what has been achieved and what needs to be reinforced in future lessons)</p>	<p>Perhaps there will not be enough time to develop the whole set of activities planned for this session, although it is very interesting to play dominoes after a theoretical class, it will help students to relax. We had enough time to deal with the reading and grammatical activity. Next session will continue with a more relaxed class watching a video to work the listening and comprehension on environmental problems and being green.</p>	<p style="text-align: center;">Additional Notes</p> <p>Add a visual support to the grammatical explanation. It is important to arrange balanced geographical pairs</p>

Session V: Developing the topic

Teacher Guide		
<p>Learning goals (Specify skills/information that will be learned.)</p>	<p>At the end of this lesson students will:</p> <ul style="list-style-type: none"> • Be able to capture specific information from an oral text about being a good recycler • Recognize and use new vocabulary on the environment • Be able to create an slogan to promote environmental protection 	<p>Materials Needed</p> <ul style="list-style-type: none"> • Paper • Pencil
<p>Critical input (Give and/or demonstrate necessary information)</p>	<ul style="list-style-type: none"> • Listening → a short video containing in which a cartoon (Shrek) provides certain tips to protect the environment. it will let the teacher and the students to practice listening comprehension on the previously worked content expanding the students' knowledge with useful expressions. We work with some of the environmental problems and its possible solutions introducing new vocabulary and give the clues of the First Conditional. This video will at the same time be useful for the last activity of the unit, a writing activity that collects the contents of the unit. 	<p>Other Resources</p> <ul style="list-style-type: none"> • Blackboard and digital whiteboard • Recycling test (handouts) • Video "How to be green"
<p>Learning Activities (Describe the activities to reinforce learning and how they will be organized i.e whole group, pairs, CL, individual)</p>	<ul style="list-style-type: none"> • WARM-UP ACTIVITY: "How big is your environmental footprint?" a test that will show the students how good are they in recycling. They will have to count/mark their answer in order to see how they affect the environment. The teacher should ask the students about their results, this interchange will help us to link this activity with a video that will provide different tips to protect the environment and reduce our environmental footprint. (10 min). • ACTIVITY 1: video "How to be green". We can make an introduction about the video talking with the students about the main character and then play the video. It will be recommended to play the video twice since the level of the students is not very high and the video is a little bit above their level, it is also recommended to stop the video the second time to complete the questions at the same time. This Video helps to make the students aware on recycling or saving water promoting the social and civic consciousness. (15 min) • ACTIVITY 2: Comprehension sheet on the video: the student will have to answer several questions on the video concerning those tips the main character provides. The teacher must provide some time for the students to revise and complete the answers; once concluded this time, the teacher will also guide the correction by asking different students. The answers will be useful for the elaboration of a poster in the next session. (15 min) • ACTIVITY 3: students have to create a slogan. This activity main recap the content of the unit devoted to television and advertising, the students already know the characteristics of a slogan. The teacher will ask students about the mains characteristics of slogans (imperative structures, shocking sentences, rhymes, etc.) and include some example on the blackboard → <i>Save water, it will save you later! Less pollution is the best solution! Go green help clean.</i> 	<p>Homework assigned</p> <p>Students will have to look for information or think about environmental problems and its possible solutions. If students do this task, the next session devoted to writing will be more productive.</p>
<p>Verification (Steps to check for student understanding)</p>	<p>Use straightforward instructions (L2), ask for understanding, visual aids on the blackboard and use L1 when needed.</p>	
<p>Summary (what has been achieved and what needs to be reinforced in future lessons)</p>	<p>We had enough time to deal with the listening and comprehension activity. Next session will continue with a more creative class that will collect all the learning acquired through the previous sessions.</p>	
		<p>Additional Notes</p> <p>Add a visual support when needed Avoid the disruption of the class asking those students who misbehave to hand out the materials. Celebrate success and reinforce positive behaviour</p>

Session VI: Content collection

	Teacher Guide	
<p>Learning goals (Specify skills/information that will be learned.)</p>	<p>At the end of this lesson students will:</p> <ul style="list-style-type: none"> • Be able to make a poster summarizing the contents of the unit showing environmental problems, their possible solutions and promoting its protection through a slogan 	
<p>Learning Activities (Describe the activities to reinforce learning and how they will be organized i.e whole group, pairs, CL, individual)</p>	<ul style="list-style-type: none"> • WARM-UP ACTIVITY: The teacher will ask the students about posters and brochures, their main characteristics and about what they usually contain. It will be very positive to show the students several samples of the posters made in previous years. (15 min) • POSTER ACTIVITY: the students will have to create a poster including three problems, three solutions using the vocabulary and the structures learned in this unit and a slogan to promote environmental protection. The teacher will reflect a structure on the blackboard. The students can work into small groups but the poster must be handed in individually. The teacher will solve the doubts that may arise. (30 min). 	
<p>Verification (Steps to check for student understanding)</p>	<p>Use straightforward instructions (L2), ask for understanding, visual aids on the blackboard and use L1 when needed.</p>	
<p>Summary (what has been achieved and what needs to be reinforced in future lessons)</p>	<p>We had enough time to deal with the writing activity although if we develop any other pending activity before such as the one on the English superstitions, we can leave the students to work at home. Next session will be devoted to review all the contents of the unit</p>	
	<p>Materials Needed</p> <ul style="list-style-type: none"> • Colour paper • Colour Pencils <p>Other Resources</p> <ul style="list-style-type: none"> • Blackboard • Handouts • Poster samples of previous years 	<p>Homework assigned</p> <p>Revision of the contents taking notes on their doubts.</p>
		<p>Additional Notes</p> <p>Pay special attention to those students who have more language difficulties. Monitor the personal work to avoid distractions and to control the time on task. Make clear the structure of the poster on the blackboard.</p>

Session VII: Contents review

	Teacher Guide		
Learning goals (Specify skills/information that will be learned.)	At the end of this lesson students will: <ul style="list-style-type: none"> • Have revised the contents of the unit. • Have solved their possible doubts 		Materials Needed
Learning Activities (Describe the activities to reinforce learning and how they will be organized i.e whole group, pairs, CL, individual)	<ul style="list-style-type: none"> • DOUBTS: teacher and students will deal with the doubts students and have on the contents of the unit. Teacher will guide the process. Since it is possible that some of the students are afraid of asking doubts, they will do some relaxed activities in pairs or in small groups that will contribute to fix the vocabulary and grammar while the students interact with their classmates. (10-15 min) • THE ENGLISH SUPERSTITIONS: is an activity to form conditional sentences about superstitions. Through this activity student will learn about this aspect the second language culture. It will also help us to integrate other cultures similarities or differences since in the plenary correction the teacher will ask about superstition in Spain and in other countries students may know. (10 min) • ENVIRONMENTAL TRIVIAL: the teacher explains the game: in groups of four, each student picks a card and reads the definitions. If the students on his/her right can give the word in red, he/she gets the card. If he/she doesn't know the word, the other student keeps it. The one who has more cards in the end is the winner. Teacher should monitor the game to avoid disloyal competitions and the disruption of the class. (15-20 min) 		Homework assigned
Verification (Steps to check for student understanding)	Use straightforward instructions (L2), ask for understanding and use L1 when needed.		
Summary (what has been achieved and what needs to be reinforced in future lessons)	We had enough time to deal with some of the content review. A deeper revision will be made after finishing the next unit since there will be an exam every two units. Next session will be devoted to introduce next unit.		Additional Notes
			Pay special attention to those students who have more language difficulties. Monitor the work to avoid distractions and to control the time on task. Avoid the disruption of the class asking those students who misbehave to hand out the materials. Celebrate success and reinforce positive behaviour

Conclusions

The importance of a learning unit of work is essential for educational planning. It allows us to observe every aspect of the subject we teach. Moreover, these documents help the teacher to facilitate, improve and refine the techniques through the evaluation process and feedback. By means of this planning, lessons and methods will be respectively easily prepared and decided. Learning units allow the teacher to combine content activities with more recreational ones as well as to prevent possible difficulties concerning classroom management and the development of contents although we must adapt the time to the different types of learners and their levels.

Teaching a foreign language in some cases involves teaching certain denser content such as grammar. It became very appropriate the use of alternative exercises involving cooperative work and learning using at the same time different materials in order to make English classes more entertaining and interesting.

In conclusion, the implementation of this learning unit can successfully relate the content and goals set for the topic of the environment, not only training the students in the cognitive aspect but also social and civically.

References

The texts included in the unit have been adapted from:

- Wetz, B.; McBeth, C. & Quintana, J. (2010). *English Alive! 2*. Oxford
- Elsworth, S & Rose, J. (2007). *Energy*. Logman

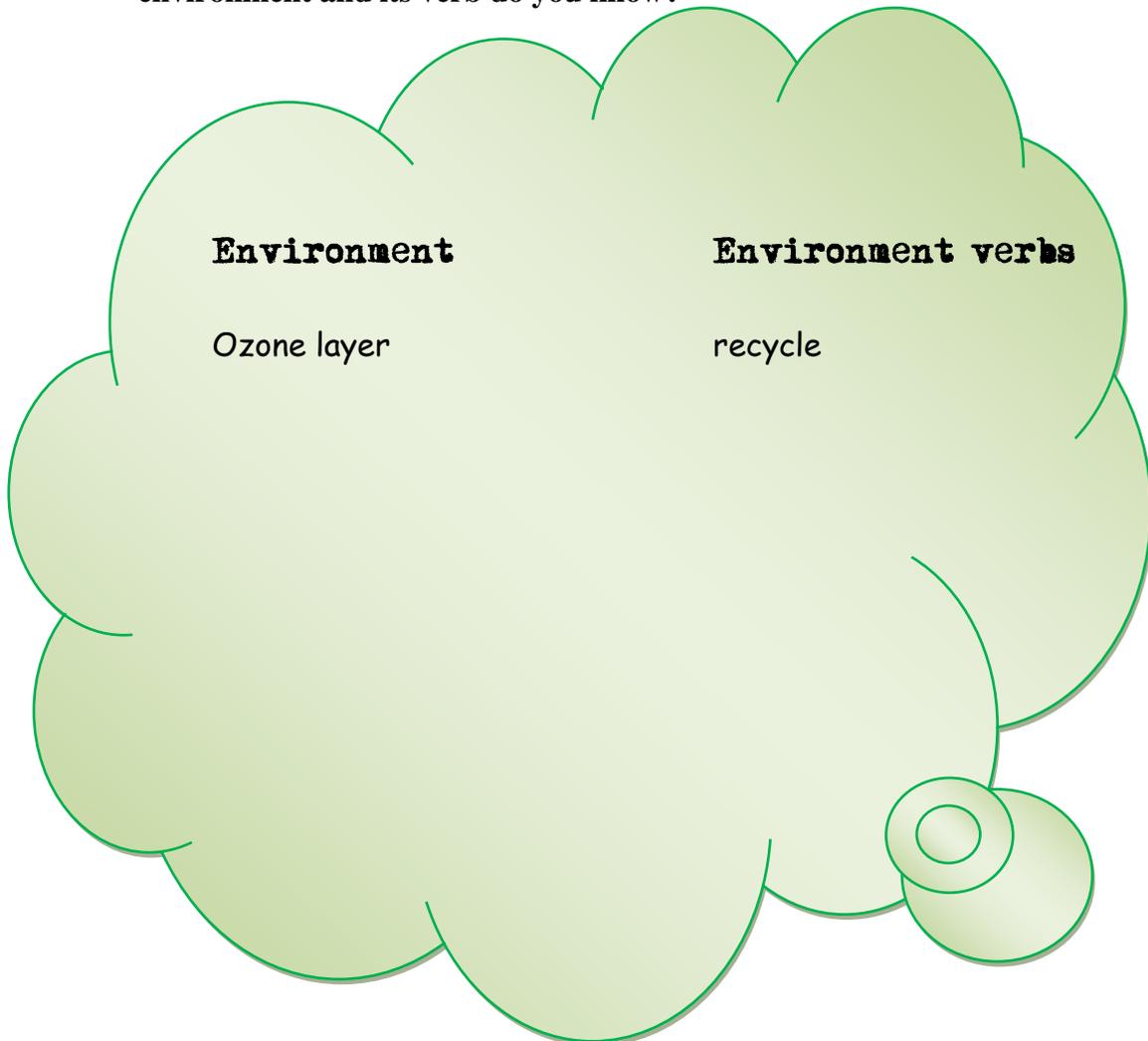
The images provided in the vocabulary exercises included in the materials have been adapted from the web page Busyteacher and Eslworksheetsandlessonplans:

- <http://busyteacher.org/>
- <http://eslworksheetsandlessonplans.com>

Materials

ACTIVITY 1

a) BRAiNsToRmInG: How many words related to the environment and its verb do you know?



Vocabulary words (Teacher

- Environment verbs: save, turn off, pollute, recycle, keep clean, cut down, protect, destroy, waste, throw away, etc.
- Environment vocabulary: rubbish, water, recycling banks, contaminated air, tropical rainforests, species of animals, recycle, the ozone layer, pollution, low energy, etc.

b) Complete the previous bubble with the vocabulary of the text bellow.

ACTIVITY 2

a)

Read the quiz and guess the correct answers with your classmates.

THE FUTURE OF OUR PLANET

What do you know about the future of our planet? Are we destroying it? How can we save it?

1. Rainforests are full of life. There are 300,000 / **3 million** / 30 million of species of animals and plants in tropical rainforest.
2. The rainforests are millions of years old, but we are destroying them. In the next minute, workers will burn or cut down an area of rainforests equivalent to a 5 / 60 / 100 football pitches.
3. In the next 100 years, 1% / 50% / 99% of the world's different species of animals will disappear.
4. Next year, a typical person in the USA will throw away 5kg / 50kg / more than 250 kg of paper.
5. This year, people in Spain will recycle 45% / 25% / 5% of their rubbish.
6. The ozone layer protects the Earth from the Sun / the Sun from the Earth / the Earth from the Moon.
7. Cars pollute and destroy the environment. In 2035, the number of cars in the world will be 500 million / 100 million / 1,200 million.
8. If we don't turn of the tap while brushing our teeth we will waste 7 / 1 / 15 litres of water.
9. In 500 years / 20 years / 100 years, the American state of Florida won't exist because it will be under the sea.
10. In the USA they use 120,000 / 380,000 / 540,000 million bags.

Answers: 1→30 million, 2→60, 3→50%, 4→ more than 250 kg, 5→25%, 6→ the Earth from the Sun, 7→1,200 million, 8→7 litres, 9→100 years and 10→380,000 million bags

b) RECYCLE what do you remember?

- Find in the quiz four examples the present perfect.
- Find as many examples as you can of future expressions.

ACTIVITY 3: QUIZ QUIZ TRADE

a) In this game you will review what learned before. Write the definition of a word or a question about some of the facts on the text, stand up and ask it to a partner you have not talked too much before. Does s/he know the answer? Change you question with your partner and repeat the exercise twice with a new classmate. Write all the questions you have asked:

Write your question

Write your answer

Write classmate 1 question	Write classmate 1 answer
----------------------------	--------------------------

Write classmate 2 question	Write classmate 2 answer
----------------------------	--------------------------

b) Plenary idea sharing: what have you learned from your classmates?
Write some of the most popular questions and answers:

Popular question I	Answer
Popular question II	Answer

HOMEWORK: PLANET EARTH IN DANGER!

- Find the meaning of these words and complete the definitions of the table with the appropriate word.



	CHANGING WEATHER
	IF IT RAINS A LOT WE CAN HAVE A...
	ANIMALS IN DANGER OF DISAPPEARING
	OCCURS WHEN THE OIL OF A SHIP COMES INTO THE SEA
	IT IS A PLACE WHERE ALL OUR GARBAGE GOES
	THE RUBBISH WE PRODUCE AT HOME
	CONTAMINATED OR POLLUTE AIR

- Do you know that you can recognize vocabulary easily by doing wordsearch puzzles? Try to find all the environmental problems in this one.



SESSION II

HOMEWORK CORRECTION : Planet Earth in danger

ACTIVITY 1

- Using the text: “The future of our Planet” and the underlined forms in future, create a table of the affirmative, negative, interrogative, and the uses of *will*.

WILL		
Affirmative	Negative	Questions
RULE:		

- Completed table

WILL		
Affirmative	Negative	Questions
<i>Will</i> or <i>'ll</i> + infinitive	<i>Will not</i> or <i>won't</i> + infinitive	<i>Will</i> + subject+ infinitive....?
Animals will disappear	Venecia won't exist	Will we save the rainforest?
RULE: we use <i>will</i> (<i>'ll</i>) or <i>won't</i> when we make a prediction about the future		

ACTIVITY 2

- Complete the following texts about the future with the following words: recycle, not pollute, live, be, travel, not go, live, study, not drive, be. Do you think that these predictions will be true?

In **2030**, we'll use energy from the sun and the sea, so we

(1)..... the environment. We (2).....everything – paper, bottles, clothes, and even food. The world's population

(3)..... bigger. People (4) to be **120** years old.



in **2750**, the world
(5).....very
different.

We (6)..... in
houses under the sea.

People (7).....
cars.

They (8)..... by
boat and mini-submarine.

Children (9) to school. They (10)..... at home with
computers.

ACTIVITY 3

- Using the information written in this card, act out your role in pairs. You have 5 minutes to prepare the role-play and after that you will have to act it out.

Imagine you are a worried ecologist, ask Mr/ Mrs Wiseone if:

be an earthquake in 2030

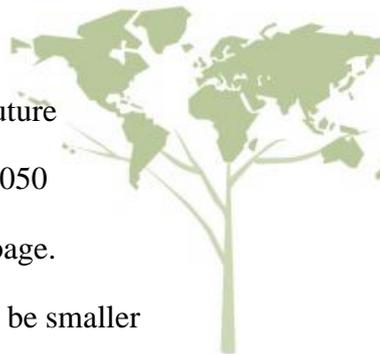
use more solar energy in the future

use more recycled clothes in 2050

we produce less domestic garbage.

number of endangered species be smaller

the ozone hole be bigger in 2030



Imagine you are Mr/ Mrs Wiseone, make predictions:

earthquake in 2030

solar energy in the future (suggest new alternatives)

recycled clothes in 2050 (suggest more recycled things)

less domestic garbage

number of endangered species be smaller

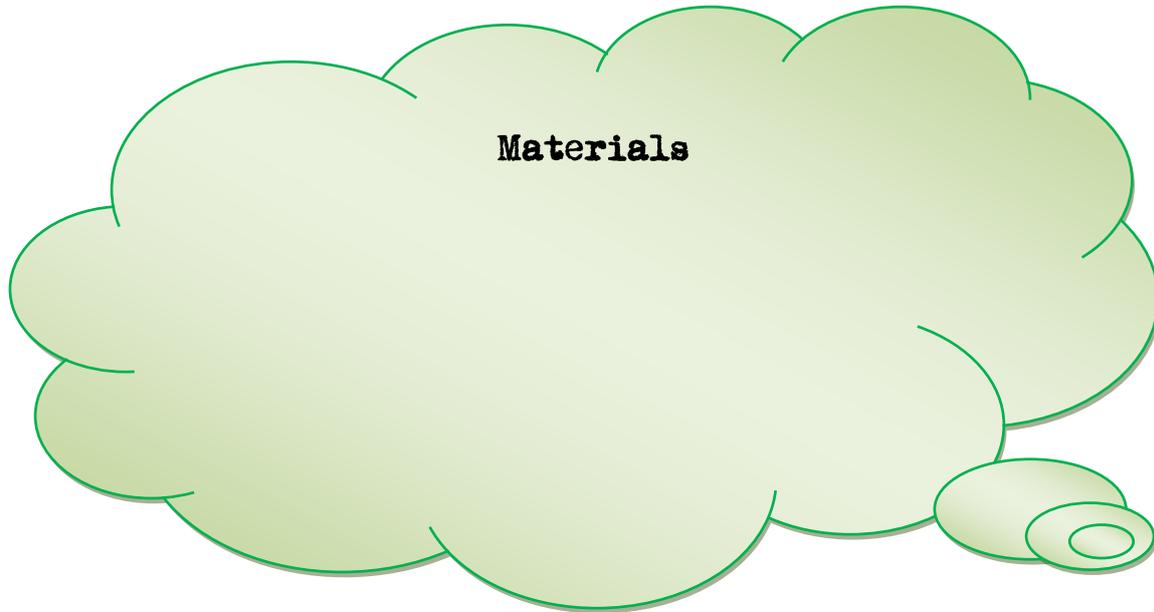
the ozone hole be bigger in 2030



SESSION III

ACTIVITY 1

BrAiNsToRmInG: How many words related to the different types of materials do you know? Create your own vocabulary list.



Vocabulary words (Teacher

- Materials: leather, metal, paper, cardboard, plastic, silver, diamonds, wood, aluminium, brick, ceramic, cloth, cement, glass, gold, and rubber

ACTIVITY 2

a) Speak: In small groups discuss with your classmates about the different types of objects we can have, you can ask about the objects of the image and other objects you know. Example: *what kind of furniture do you have at home? My furniture are made of wood*



b) After discussing with your mates, complete the following table with the different object and materials they can be made of.

Object	Materials

ACTIVITY 3

a) Activate your English: In the same group, look at the list of objects: clothes, houses and containers. How will /won't they change in the future? Make predictions.

b) Which of the materials studied are the most recycled now? What do you think it will happen in the future?

<p>Materials recycled NOW</p>	<p>Materials recycled IN THE FUTURE</p>
--------------------------------------	--

SESSION IV

HOMEWORK CORRECTION: activate your English activity (if there was not enough time in the previous session).

ACTIVITY 1

SMALL TALK: Discuss with your partners and teacher about the most worrying environmental problems such as pollution or nuclear waste and find a solution to them. To which of the problems discussed did you find a best solution?

ACTIVITY 2

a) A lot of people feel that pollution has become one of the biggest problems in the world today. People can do a lot to become friendly to the environment. On the following table you will find some of the environmental problems and their possible solution. Read the text and underline the environment vocabulary.

PROBLEMS:	SOLUTIONS:
Pure drinking water has already become a problem in many parts of the world.	<ul style="list-style-type: none"> - We can save water taking it from our baths and using it for the garden. This would help to save many litres of water every day, especially in summer. - We can stop losing water because of broken pipes.
We pollute the water and the ground with toxic waste that comes from factories and with acid rain which kills trees, fish and animals.	<ul style="list-style-type: none"> - Governments can help by passing laws to stop factories from wasting and polluting water. - We can say “No” to plastic bags in shops, and take our own shopping bags.
We pollute the air with cars and factories: gas fumes come from cars and smoke comes from factory chimneys.	<ul style="list-style-type: none"> - We could use our cars less and walk, cycle or use public transport more, whenever we can, - We can also use the sort of petrol which keeps the air cleaner, that is the unleaded petrol - Factories could clean their smoke.
We poison the environment, using chemicals to spray fields and gardens to kill insects and weeds, or using detergents.	We should only buy washing-up liquid and washing powder that do not harm the environment.
The main reason for pollution is waste – that is things which we use at home and then throw away.	<ul style="list-style-type: none"> - We should throw things away but collect different kinds of waste: bottles, cans and paper, take them to places where they can be recycled. - We can reduce waste by re-using things, for example, we can write notes on the backs of old papers, letters, cards, etc.
Forests are part of our environment. When the forest is destroyed, it isn't only the trees that are lost, the homes of millions of animals and plants are destroyed too.	<ul style="list-style-type: none"> We can help by re-using paper when it is possible. Buy only recycled paper products, that is, buy products with the “Recycled” sign on it. Educate other people about the danger of forest fires.

b) Use the following prompts to make up sentences with the active vocabulary as in the sentences below. Example: *If we don't pollute rivers, fewer fish will die.*

- destroy rainforests - rare plants and animals survive
- protect wildlife- save endangered species
- use only unleaded petrol – reduce air pollution
- recycle paper, glass, cans – save important resources
- throw rubbish away on beaches – be clean and safe
- protect wildlife – save endangered species

c) Using the exercise before, try to elaborate with your teacher a table of the First Conditional. Include some examples:

First conditional (type 1) → to predict the results of an action in the future		
Action/conditional clause	Result clause	Examples
←→		
If + + If I you he / she  we you they	+ will /won't+ I You He/ she we You they	<ul style="list-style-type: none"> • • •

- o Completed table

First conditional (type 1) → to predict the results of an action in the future

Action/conditional clause ←	Result clause →	Examples
<p>If +subject+ present simple</p> <hr/> <p>If I (don't) recycle you (don't) recycle</p> <div style="text-align: center;"></div> <p>he / she works /doesn't recycle</p> <p>we(don't) recycle you (don't) recycle they(don't) recycle</p>	<p>Subject+ will /won't+ infinitive</p> <hr/> <p>I will protect the trees</p> <p>You will protect the trees</p> <p>He/ she will protect the trees</p> <p>we will protect the trees</p> <p>You will protect the trees</p> <p>they will protect the trees</p>	<ul style="list-style-type: none"> If you recycle, you will protect the environment She will save energy, if she turn off the television If he doesn't use recycled paper, the rainforest will be damaged

ACTIVITY 3

domINOES: In pairs play dominoes with the different cards (5 cards per student) to create complete sentences.

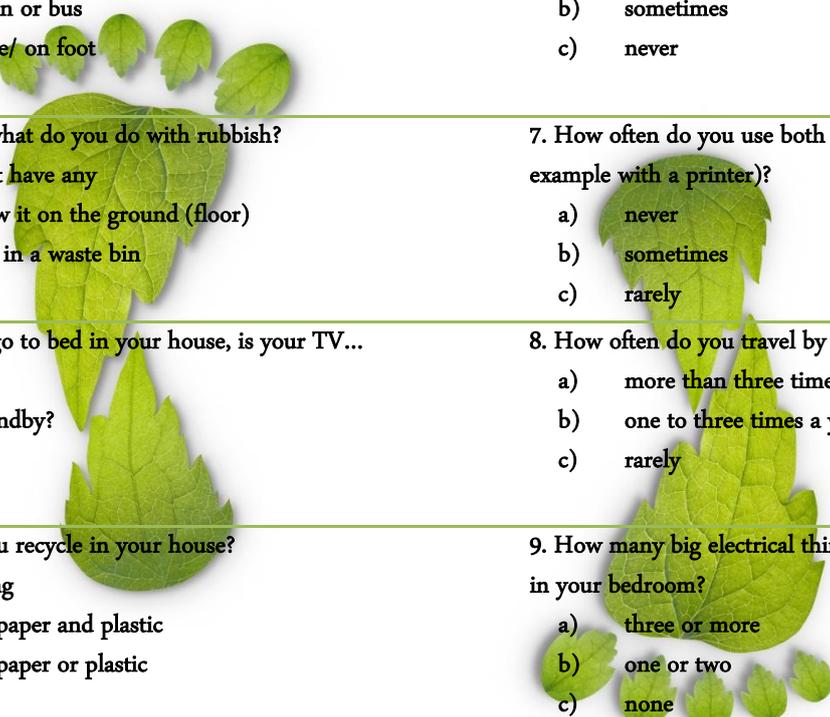
IF WE RECYCLE GLASS, PAPER AND PLASTIC,	WE WILL CREATE LESS RUBBISH
WE WILL STAY AT HOME	IF IT RAINS
WE WILL SAVE TRESS	IF WE BUY RECYCLED PAPER
IF I WIN THE LOTTERY,	I WILL BUY A NEW CAR
YOU'LL HAVE BETTER MARKS	IF YOU STUDY HARDER
IF WE HAVE A SHOWER INSTEAD OF A BATH,	WE WON'T WASTE SO MUCH WATER
WE WILL DESTROY A LOT OF PLANTS AND ANIMALS	IF WE DON'T PROTECT THE RAINFOREST
IF YOU DON'T TELL THE TRUTH,	THE TEACHER WILL BE VERY UPSET
WE WILL SAVE ELECTRICITY	IF WE TURN OFF THE LIGHTS
WE WILL BE LATE	IF WE DO NOT HURRY

SESSION V

ACTIVITY 1: TEST

How big is your environmental footprint?

Answer these questions and find out...

- 
1. How do you get to school?
 - a) by car
 - b) by train or bus
 - c) by bike/ on foot
 2. At school, what do you do with rubbish?
 - a) I don't have any
 - b) I throw it on the ground (floor)
 - c) Out it in a waste bin
 3. When you go to bed in your house, is your TV...
 - a) on?
 - b) on standby?
 - c) off?
 4. What do you recycle in your house?
 - a) nothing
 - b) glass, paper and plastic
 - c) glass, paper or plastic
 5. How often do you eat precooked food?
 - a) every day
 - b) two or three times a week
 - c) rarely
 6. How often do you use recycled paper?
 - a) usually
 - b) sometimes
 - c) never
 7. How often do you use both sides of a piece of paper (for example with a printer)?
 - a) never
 - b) sometimes
 - c) rarely
 8. How often do you travel by plane?
 - a) more than three times a year
 - b) one to three times a year
 - c) rarely
 9. How many big electrical things (TV, radio, computer, etc.) are in your bedroom?
 - a) three or more
 - b) one or two
 - c) none
 10. How often do you switch off lights at home to save energy?
 - a) usually
 - b) sometimes
 - c) never

Answers

Question number	Option a)	Option b)	Option c)
1	3	1	0
2	0	3	1
3	4	2	0
4	4	1	2
5	3	2	0
6	0	2	4
7	4	2	0
8	4	3	1
9	4	2	0
10	0	2	4

How did you score?

- | | |
|-------|---|
| 25-37 | You are a normal part of the developed world. The developed world has twenty percent of the world's population and uses eighty percent of natural resources. You have a really big environmental footprint. |
| 15-24 | You have a medium-sized footprint. You are trying to protect the environment. Well done! But you could try harder. |
| 3-14 | You are an environmental hero, and you are helping to protect the Earth. You have a small environmental footprint! |

ACTIVITY 2

VIDEO: now that you have completed the test before, you know how good you are in recycling! Perhaps you need to improve some aspects, don't worry, Shrek will help you! Complete the exercise and be green my friend!

HOW TO BE GREEN



What does "being green" mean?

- a) wearing green clothes
- b) being friendly with the environment
- c) eating vegetables



What is the first tip (consejo) Shrek gives us?

R____, R____ and R_____



Write three things you can reuse:

-
-
-



Write three things we can recycle:

-
-
-



What is the second tip Shrek gives us?



What can we do to conserve water?



TIP 3: We must use energy wisely or unwisely?



How can we use less energy?

-
-
-



What does tip 4 say?

ACTIVITY 3

Writing a slogan. Now you are an expert on recycling, create a slogan to promote recycling and saving the planet. Don't forget:

- it has to be short
- you must use imperatives
- it can rhyme

Use your imagination. Here you have some examples:

Don't be mean, keep the world clean!

Save water, save life!

HOMEWORK

Look for information and images about the environment, its problems and their possible solutions

SESSION VI

ACTIVITY 1

STRUCTURE OF THE POSTER (Teacher suggestion).

This structure can be decided by both teacher and students.

TITLE		
BRIEF INTRODUCTION		
ENVIRONMENTAL PROBLEMS	IMAGES OF PICTURES	POSSIBLE SOLUTIONS
1-		
2-		
3-		
SLOGAN		

ACTIVITY 2

POSTER: now is your turn, create a poster on the environment, its problems and their possible solutions. Follow your teacher instructions. Use a paper color. Be original, be green!

HOMEWORK

Revise all the contents of the unit. In the next session you will finish the unit and you can ask your teacher any doubt. You can check what you know doing games.

SESSION VII

THE ENGLISH SUPERSTITIONS

Are you superstitious? Match the different boxes to create different superstitions. Do you know any others?



You will get a lot of money

If you walk under a ladder

If you see a small spider

Your good luck will continue

If you talk of the devil

If you scratch your left hand

She will be the next to marry

You will have good luck

If a girl catches the bride's bouquet after a wedding

If you touch wood

You will have bad luck

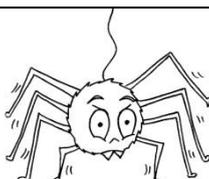
If you brake a mirror

If a black cat crosses in front of you

He will appear

You will give money away

You will have seven years' bad luck



ANSWERS (teacher)

You will get a lot of money if you see a small spider
If you walk under a ladder you will have bad luck
Your luck will continue if you touch wood
If you talk of the devil he will appear
If you scratch your left hand you will give money away
She will be the next to marry if she catches the bride's bouquet after the wedding
You will have seven years' bad luck if you brake a mirror
If a black cat crosses your path you will have good luck

ENVIRONMENTAL TRIVIAL

- In groups of four, each student picks a card and reads the definitions. If the students on his/her right can give the word in red, he/she gets the card. If he/she doesn't know the word, the other student keeps it. The one who has more cards in the end is the winner.

drought- temporary abnormalities determined by deficient precipitation

endangered species- species whose numbers are so small that the species is at risk of extinction

Acid rain - Rain mixed with acids formed by gases released into the atmosphere when fossil fuels are burned.

flood- A form of natural disaster when there is more water than the lakes, rivers, oceans, or ground can hold

exhaust fumes - gases ejected from an engine as waste products

Deforestation-The process of destroying a forest and replacing it with something else, especially by an agricultural system.

oil spill- the release of a liquid petroleum hydrocarbon into the environment due to human activity

Pesticides- a chemical used to kill pests (as rodents or insects) a chemical used to kill pests (as rodents or insects)

pollution - the introduction of contaminants into an environment that causes instability, disorder, harm or discomfort to the ecosystem

landfill- a location for the disposal of human waste be it domestic, commercial or industrial

ozone hole- a region of the stratosphere over Antarctica (and a smaller one over the Arctic) that is depleted of ozone .

greenhouse effect- increase in temperature caused when incoming solar radiation is passed but outgoing thermal radiation is blocked by the

nuclear waste- The radioactive products formed by fission and neutron transmutation of materials in a reactor

global warming- warming that results when solar radiation is trapped by the atmosphere

water pollution - pollution of the water in rivers and lakes

garbage- waste

Appendixes

APPENDIX I

Role play observation checklist

Student Name _____

BEFORE ROLE PLAYING	NEEDS IMPROVEMENT	SATISFACTORY	GOOD	EXCELLENT
Practices, changes and perfects role play				
Uses imagination to create a character and situation.				
DURING THE ROLE PLAY				
The character is consistent and believable				
The performer uses appropriate physical gestures, posture and movements.				
The performer adapts his or her character to suit new information or circumstances developed during the role-play.				
The performer speaks clearly, loudly and expressively in an appropriate voice for the character				
The performer uses appropriate language for the character				
The performer make a right use of the grammar and the vocabulary both the ones on the unit and those previously studied				

COMMENTS:

APPENDIX II

Poster rubric

Student Name _____

CATEGORY	4	3	2	1
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements is included on the poster.	Several required elements were missing.
Labels	All items of importance on the poster are clearly labeled with labels that can be read easily	Almost all items of importance on the poster are clearly labeled with labels that can be read easily	Many items of importance on the poster are clearly labeled with labels that can be read easily	Labels are too small to view OR no important items were labeled.
Images - pictures	All images or pictures are related to the topic and make it easier to understand.	All images or pictures are related to the topic and most make it easier to understand.	Some of the images or pictures included relate to the topic.	The images or pictures included do not relate to the topic.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or poorly designed. It is not attractive.
Grammar and spelling	There are no grammatical or spelling mistakes on the poster.	There are 1-2 grammatical or spelling mistakes on the poster.	There are 3-4 grammatical mistakes on the poster.	There are more than 4 grammatical mistakes on the poster.
Vocabulary	The student has included 10 or more word related to the topic.	The student has included at least 10 words related to the topic.	The student has included between 9-5 words related to the topic.	The student has included less than 5 words related to the topic.

APPENDIX III

Teacher self assement general chart

Question	Yes	No	Comments
The tasks has been clearly explained to students			
The tasks are appropriate for the grade level			
The tasks are engaging and motivates students			
The tasks challenge students to use their previous vocabulary knowledge			
The tasks are feasible for teachers and students to implement			
The teacher has given feedback to students			
Examples have been provided when needed			
Different learning styles have been taken into account			
The results in the whole-class feedback have been positive			

Appendix III: Research Project

UNIVERSIDAD
DE
ZARAGOZA

RESEARCH PROJECT ON THE
EFFECTIVENESS OF ROLE-PLAY TO
IMPROVE ORAL COMMUNICATION IN
ENGLISH BETWEEN SECONDARY SCHOOL
AND OFFICIAL LANGUAGE SCHOOL
STUDENTS

Evaluación e Innovación docente e Investigación educativa
en el ámbito de la especialidad de Inglés

Profesora: Ana Artigas Mayayo



| Ana Alloza Clemente, Irene Cortés Acero, Cristina García Vicente &
José Miguel Gaspar Casbas |

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INTRODUCTION

This research attempts to look into the effectiveness of role-plays to improve oral communication in English between secondary school and Official Language school students. It arises from the urgent necessity of Spanish students of developing their oral skills. In general, these students are as characterized by their command of the grammatical rules, as by their lack of oral abilities. As a result, when it comes to speak in English in a different environment of that of the education centre, their competence in the language is deemed extremely poor, if we bear in mind the years of exposure to this same language. Since it is indeed quite difficult for teachers to give students the opportunity of experiencing a different environment of the education centre, they should work to provide their students with real-life situations in the classroom. Not only can teachers achieve this purpose by means of the use of authentic materials, but also with the implementation of a well-known technique: the role-play. There are numerous benefits and surprisingly positive results associated with this technique, which we will try to prove in the following pages.

Background to the research

Owing to our experience as English learners and the little time we have spent on our Practicum observing certain lessons we have reached the conclusion that oral skills are not properly worked nowadays. Although the curriculum states that they are fundamental to fulfil the minimum goals of each stage, the reality is that, from our point of view, oral skills are not given enough importance. The prominent features worked in schools are grammar and vocabulary, with little emphasis on the rest of communicative skills. As a result, the English level of Spanish students is deemed poor worldwide, and our problems are shown when travelling abroad or applying for a job.

The importance of English as a second language cannot be denied. Not only is a medium for negotiation and business, but a medium to obtain information and knowledge in a globalized world. Consequently, our concern for the state of the language in our future students is well founded.

There has been a lot of criticism and comments about the low level of English among Spanish-speaking students and most of them are addressed to the figure of the

teacher. English teachers' reputation is not as positive as in Northern European countries. It is widely considered that teachers in Spain are not motivated or proficient in teaching English. However, with a big class of between 25 to 30 students and several classes to teach, the academic load for teachers is very dense. We, as future teachers, are going to focus on the analysis of the current ways of teaching oral skills and the implementation of role-plays as a tool to develop these communicative (oral) skills and change these facts and popular beliefs.

Significance of the research

As it has been mentioned before, the problem regarding the lack of oral skills among Spanish learners of English is affecting not only their overall level of English but also the notion other countries have of the Spanish teachers of English. As a consequence, we deemed absolutely necessary to approach this subject and the literature surrounding it in order to understand it and in a near future be able to offer some type of solution to this delicate issue.

Research structure

The project will consist of the following points: we will analyse first, the current trend in high schools and official language schools regarding the teaching of oral skills. After that, we will examine critically our own centres of education by means of a series of surveys that will give us information about how the oral skills are treated, the response of the students to this teaching and so on. Furthermore, we will observe different lessons from different levels so as to count with a more objective view of the issue. The next step will focus on introducing the topic of drama as an alternative to work the oral skills. We will study the literature on the topic and see whether there is an actual possibility of carrying out this project or not. In order to achieve this, we will interview teachers and students to see their reception of the topic.

LITERATURE REVIEW

Role-play, as defined by Livingstone (1983), is a classroom activity which gives the students the opportunity to practise the language they may need outside the classroom; that is to say, a speaking activity which improves communicative competence and provides practice in contexts which simulate real-life experience.

The main advantage of this technique, according to Al-Mutawa & Kailani (1989), is that it affords the opportunity to practise a new structure in the context of natural communicative usage. Ments (1999) and Livingstone (1983) add that role-play increases learners' motivation and involvement in the learning process. Role-play also enhances learners' imagination and their communication skills. Therefore, that is why it is an enjoyable and formative activity for learners. Furthermore, it gives the opportunity for learners to identify themselves with different social roles promoting the acquisition and development of social and civic competence.

Not only has it advantages, but also disadvantages as any other activity. Ments points out that discipline may be hard to maintain during role-play and the teacher could lose control of the class. He also notes that it is a time-consuming activity. Moreover, the pacing of the role-play can be altered by the embarrassment of some students, who do not feel comfortable acting out in front of their peers.

In the course of our search for information on the use of role-plays, we have noticed that there are more advantages than disadvantages, when role-plays are used in an appropriate way. We consider that these disadvantages can be solved easily. On the one hand, the loss of control could be avoided by assigning the students, who are not taking part in the role-play, a task such as assessing their partners or a follow-up activity. On the other hand, embarrassment could be solved by giving them advice or support or celebrating success when acting out the role-play in front of the class. With regards to the fact of being a time-consuming activity, we do not agree with Ments' point of view concerning this aspect, since it is not a waste of time and it is absolutely useful for language acquisition, projecting their voices, gaining self-esteem and improving their spontaneity.

Like any learning activity, role-plays require a very detailed organization and according to Cameron (2001:30), they should be ‘appropriate for the children’s age and social-cultural experience’. When designing the activity, teachers have to choose an interesting and motivating topic related to the lesson he/she is teaching. We need to introduce key vocabulary and expressions the students may use. Additionally, flash cards should be provided to learners to guide the whole process and they should be given enough time to understand the context and develop their own ideas. During the performance, teachers ought to take into account fluency rather than accuracy and reassure their students that they should not be influenced by their possible hesitations or mistakes. Finally, the whole class must have a task at any time and it is also essential to reinforce students’ effort.

In order to succeed with role-plays the following points should be considered (Lazaraton 2001):

- Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it.
- Set a goal or outcome: Be sure the students understand what the product of the role-play should be, whether a plan, a schedule, a group opinion, or some other product.
- Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- Before you start the role-play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use (language-oriented input). Some ideas (content-oriented input) may also be necessary before starting the role-play.
- If groups are small, less-confident students will feel more able to participate, as they do not have to compete with many voices.
- Students will work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.
- Do linguistic follow-up: After the role-play is over, feedback can be given on grammar or pronunciation problems you have heard.

METHODOLOGY

A school placement is one of the best possible ways to put into practice a research project regarding the effectiveness of role-play to improve oral communication. In addition, when a project is carried out by four student teachers visiting different education centres (in various contexts and dealing with a great variety of students), its dimension increases substantially. As a result, we are going to use as many tools as possible in order to gather relevant information that could adjust to the objective of this project.

Participants

The subjects of this study were selected because we had implemented our learning unit of work in these classes and they already knew us and the way we worked. The teachers that we selected for our piece of research were our mentors. As they may prefer to remain private, we will only include their experience teaching English. These are the groups in which we carried out our piece of research:

- Colegio María Auxiliadora:
 - o 2 groups of 3rd year ESO; total number of students: 32.
 - o Mentor: 20 years of experience.
- I.E.S. Ángel Sanz Briz:
 - o 1 group of 4th year ESO; 18 students.
 - o Mentor: more than 20 years of experience.
- I.E.S. Miguel Catalán:
 - o 1 group of 1st Bachillerato; 30 students.
 - o Mentor: more than 30 years of experience.
- Official Language School Number 1:
 - o 2 groups of Second Advanced Level; 24 students.
 - o Mentor: more than 30 years of experience.

Materials

Research Questions

The aim of this study will be to investigate the effectiveness of role-play to improve oral communication in English among secondary school and Official Language school students. Our main purpose is to know students' opinion and personal situation concerning oral communication activities and also teachers' opinion and way of teaching them. Therefore, we will hand two surveys to the students (to complete before and after the implementation of the project) and one to the teachers. (See Appendix I).

Role-plays

We selected different materials according to the topic they were working on at that moment. (See Appendix II).

- Colegio María Auxiliadora: the topic was "Law and Order" and there were two different situations to perform in groups of three or in pairs.
- I.E.S. Ángel Sanz Briz: the topic was "Crime and Punishment" and there were six different situations to perform in groups of three.
- I.E.S. Miguel Catalán: the topic was "Travels and Holidays" and there were five different situations to perform in groups of three.
- E.O.I. Number 1: the topic was "Television and Advertisement" and there was one situation to perform in groups of four.

Procedures

During the first week of the Practicum III, we gave a survey before implementing the role-plays to the abovementioned groups. After acting the role-plays in the second week, we handed out the second survey. While the students were preparing their roles and during their performance, we observed them and took notes about relevant aspects (vocabulary according to the topic, use of English/Spanish, use of notes, asking for help, engagement and enjoyment).

As for teachers' surveys, we gave them to one teacher of the English Department in each centre.

RESULTS AND DISCUSSION

In this section, we will analyse the results obtained in the different surveys carried out during our school placement. First of all, we will examine the teacher's responses regarding their opinion about the education system and its relation to the oral practice. In second place, we will comment on the answers provided by the students prior to the implementation of the role-plays. Thirdly, we will deal with the questionnaires given to the students after they represent the distinct role-plays they were assigned. And finally, we will give our point of view about the implementation of the role-plays in the different centres.

Teacher's questionnaire

1. Regarding teachers' opinion about whether the education system facilitates the implementation of speaking activities in class, all teachers except for the one in the Official Language School, share that there are too many students in class, mixed ability groups and they have to cover many curricular contents. The remaining teacher states that the system does not interfere in the practice of the speaking skills, depending only on the teacher's will.
2. The four skills are deemed important for all the teachers. However, they consider that being speaking the students' unfinished business; it should be given more importance than the rest of skills.
3. According to what we observed during our school placement, only two teachers are coherent; one points out that speaking should be worked more, but the rest of skills deserve their importance too, whereas the teacher from the Language School spent quite a lot of time with speaking activities. Two teachers remark that speaking is an essential part of their lessons but we did not see the truth of it.
4. Activities carried out in small groups or pairs are the most effective in the teachers' opinion. Students feel more comfortable when dealing with topics they are interested in.

5. Speaking is worked at least every week in every centre. In addition, there are some circumstances when speaking occurs spontaneously. In the language school, speaking is practiced every lesson due to great amount of time and the methodology followed in this type of centres.
6. The only circumstance that prevents two of the teachers to work speaking activities is the unwillingness of the students towards these activities. On the other hand, one of these teachers complained of the lack of time and the great quantity of contents to cover.
7. As it can be observed in the previous questions, there are two types of teachers in our centres. Two who give a lot of importance to speaking activities and two who prefer working other skills. As a result, the former use role-plays, debates, games, presentations and interviews in order to practice speaking, while the latter basically resort to questions and answers dynamics.
8. Asked about the participation of the students in the speaking activities, learners in secondary schools are not completely engaged whereas people from the Language School would like to participate even more than they really do.
9. Students in Official Language School feel more or less confident in contrast to students in secondary schools who encounter more problems when speaking in front of an audience because they have barely done this in previous stages. Furthermore, their speaking skill in terms of fluency, pronunciation and intonation are rather poor.
10. Teachers suggest that class spirit should be promoted from the very beginning to solve any communicative problems. Moreover, teachers should help students get rid of the sense which makes them feel ridiculous in situations they do not totally control. In addition, learners have to see the necessity of communicating in a foreign language, so that they find tasks are significant.
11. Teachers in secondary schools would need more time and fewer students per class in order to practice more speaking activities. With respect to the teacher in the Official Language School, he considers that his students practice a lot, although he also has to take into account the other skills as students have to sit an exam.

Pre role-play survey

Concerning the results obtained in questions 1 and 2 of this survey, most of the students (101 out of 102) point out that speaking is fundamental when learning a foreign language. As far as question 2 is concerned, students of María Auxiliadora and Ángel Sanz Briz have not understood the questions since their answers do not adjust to what we have been experiencing in these centres, due to, on the first school, the large amount of students and on the other one, the lack of willingness of the teacher. In the Official Language School, (1) students consider that speaking is an important part of the lesson, although it should be practiced more frequently. However, in I.E.S. Miguel Catalán, students agree that this skill is not practiced frequently because of the reasons mentioned above.

Regarding questions 3 and 4, the answers are varied depending on the nature of the education centre. Whereas in the high schools speaking and communication is worked during the teacher-student interaction, students in the Language School declare that they practice speaking not only interacting with the teacher, but also with the students in communicative tasks. They even meet after class to chat for one hour once a week. As a result of the previous statements, the most frequent way of communication is by means of questions and answers. This is the general tendency. However, small talks and role-play are practiced to a lesser extent.

When asked about their feelings and involvement in this type of activities, answers are determined by the students' level of English; Students with a good level of English are usually more self-confident than the students with a lower level. Speaking activities are more interesting, attractive and funnier than the rest of skills, according to the students' opinions. The majority of learners take part in speaking activities as much as they can, even though they get nervous or feel embarrassed.

With regard to the extracurricular activities and exchanges, participation is dependent on the socio economic context of the centres. Most of the students of I.E.S. Miguel Catalán attend private lessons and participate in several exchanges with Germany, Finland and France, while students from Colegio María Auxiliadora and I.E.S. Ángel Sanz Briz hardly take part in this kind of activities. In respect of the Official Language School, it is in itself an extracurricular centre.

In order to improve their oral skill, students suggest the implementation of the following activities: debates about current topics, role-plays, small talks about their personal preferences, contests and games.

Finally, students believe role-play can help them to improve their oral skills because they represent real-life situations and they contribute to make them express what they really know, although the best way to practise them is by improvising.

Taking into account the result of this survey we proceeded to the designing and implementing of the role-plays.

Observation of the role-plays

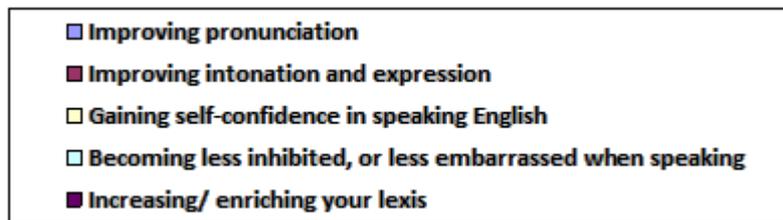
During the preparation of the role-plays, we helped students to create their speech for the performance giving them clues and advising them to use English properly. Furthermore, we also encouraged them to use the vocabulary of the unit and to develop their personal creativity.

All students acted out their situations in their small groups and some of the groups represented them in front of the class. While they were performing, we helped them when needed and we took notes of their mistakes to let them talk fluently and correct them after the role-plays.

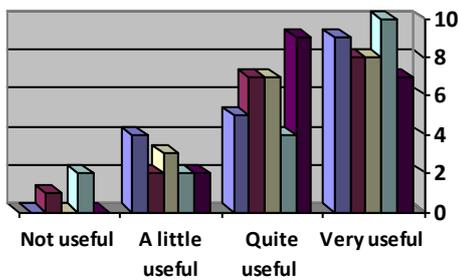
Post role-play survey

- Regarding the usefulness of role-plays to improve pronunciation, intonation and expression, the majority of students from the four centres find this technique useful for this purpose, eight out of one hundred and two consider that role-plays are not useful for improving pronunciation and six students think that they did not improve intonation and expression. With respect to gaining self-confidence and becoming less inhibited or embarrassed, results are balanced according to the students' opinions and only an average of 3 students per centre considers it to be not useful. Finally, most of the students' responses determine that role-plays are quite useful when enriching their lexis.

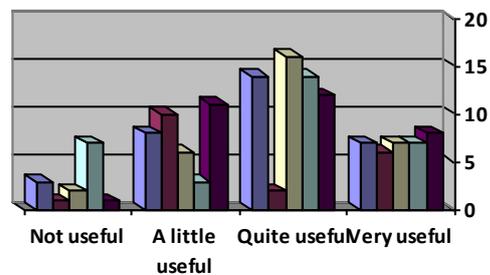
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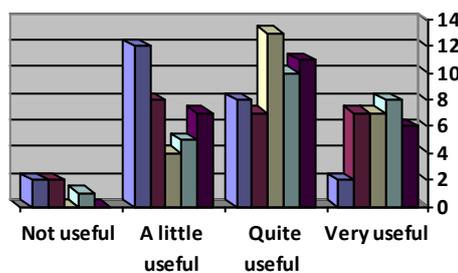
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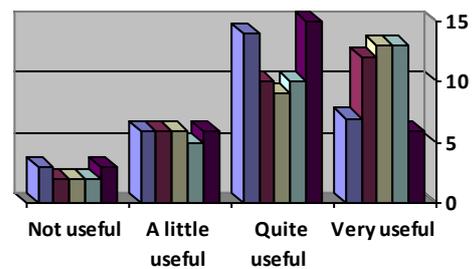
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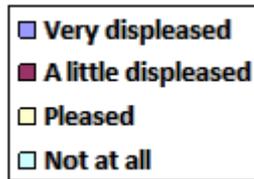
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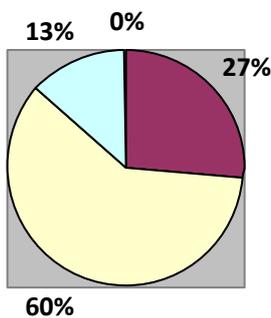


2. Considering the level of satisfaction of the students while expressing themselves in English, results reflect that the students felt pleased with their performance, since sixty-two out of one hundred and two stated so.

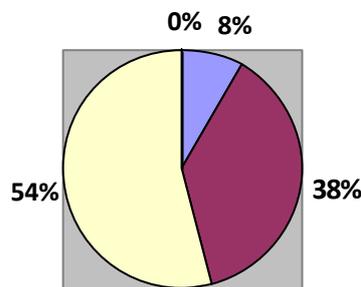


How did you feel about your ability to express yourself in English?

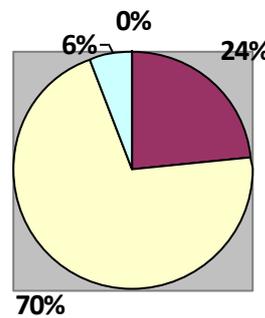
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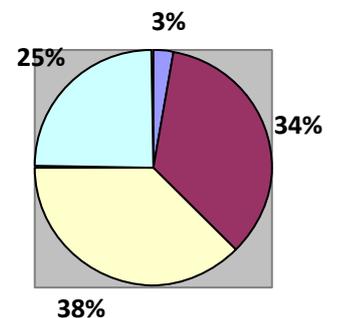
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I.E.S. Ángel Sanz Briz



C. María Auxiliadora

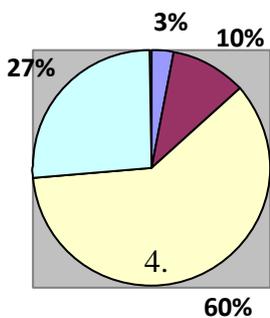


3. Regarding the design of the character, between 50% and 60% of the students found a little difficulty in this matter. Furthermore, results establish that around 45% of the students had little problems identifying with their role.

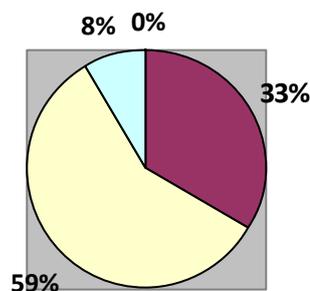


How difficult did you find to design and identify with your character?

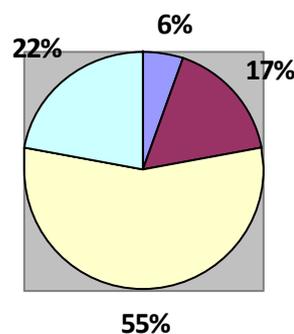
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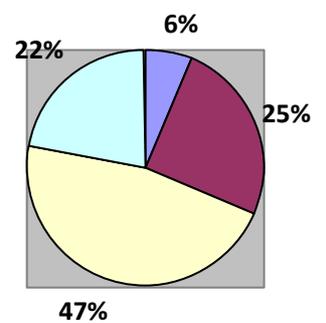
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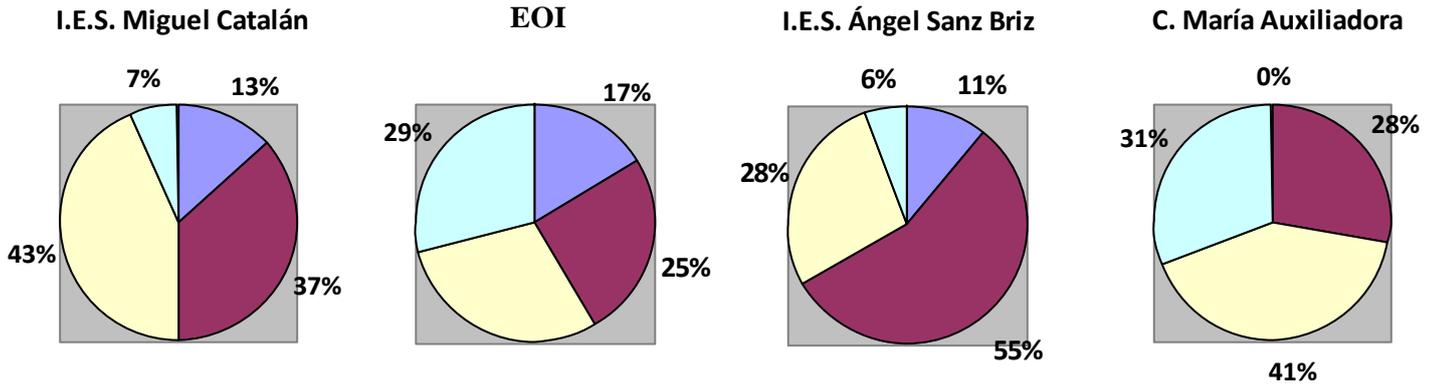
C. María Auxiliadora



4. Analysing their feelings of nervousness, almost all the students felt somehow nervous, although it depends on the centres, the age and the lack of practice.



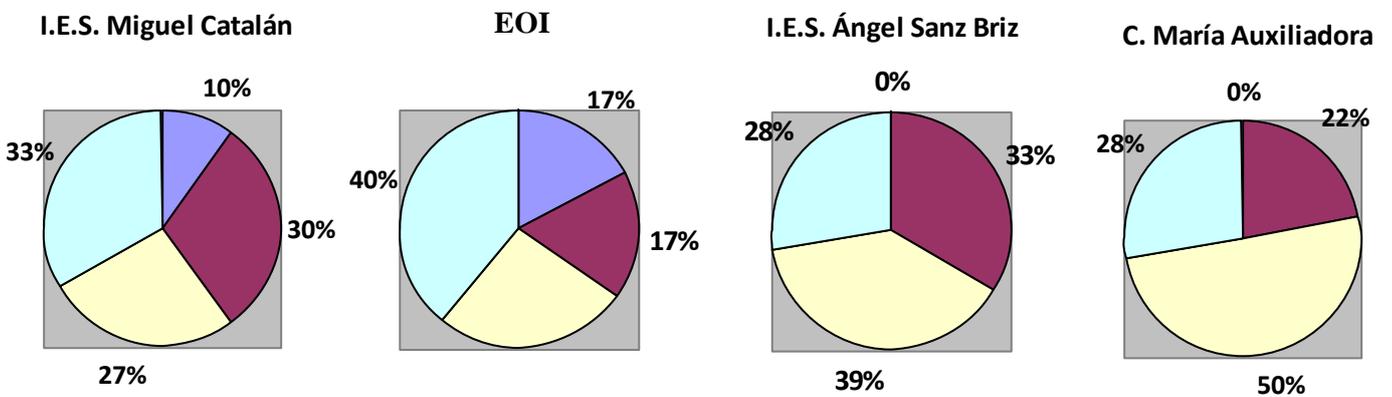
How nervous did you feel when representing your role?



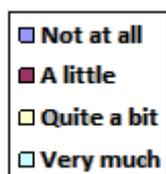
5. Concerning embarrassment, the results depend on the centres: the older the students, the less embarrassed they felt. Therefore, the students of ESO felt less comfortable probably owing to the pressure their partners can put on them.



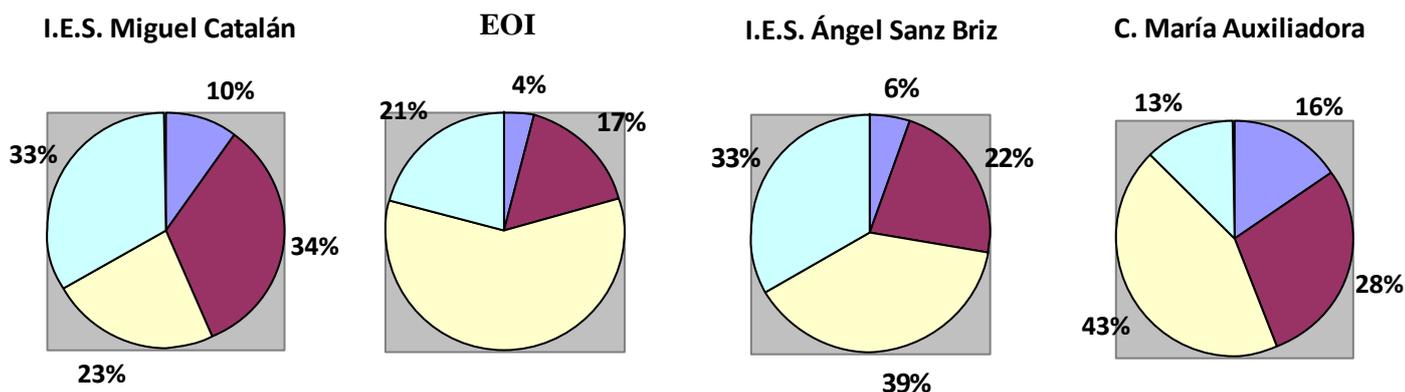
How embarrassed did you feel when acting in front of your partners?



6. In spite of the difficulties and challenges, students enjoyed participating in the role-plays quite a bit.



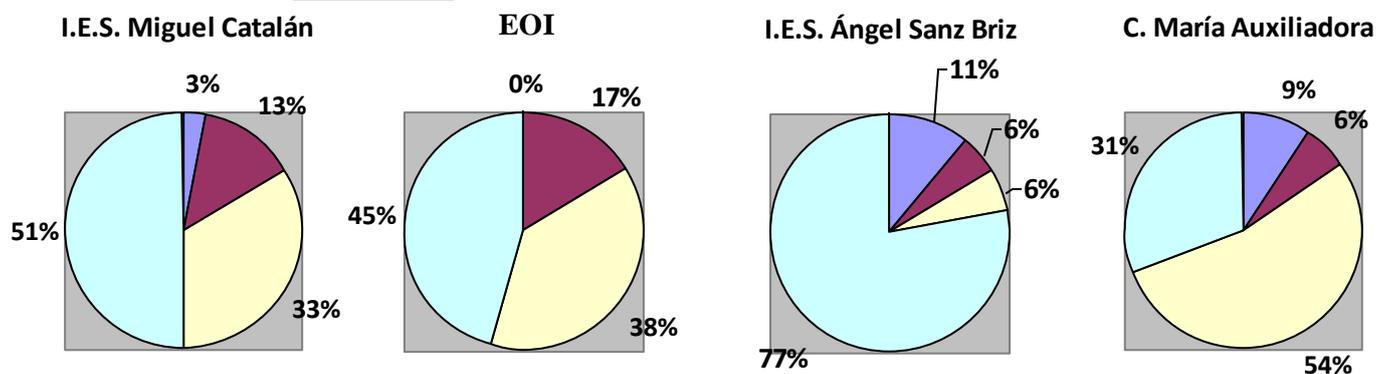
How much did you enjoy participating in the role-play?



7. With regard to the usefulness of role-plays, the results fluctuate between quite and very useful. Consequently, role-plays are deemed to be extremely helpful for students in order to improve their oral abilities. Furthermore, they highlight the benefits of this technique for gaining self-confidence and thinking in the target language. It is also a good tool to work the pragmatic competence, since students have to change their register and use gestures and body language. Besides, we consider that it could be a good method to put into practice the previous knowledge.



Do you consider that these activities are useful to improve your oral skills?



8. Asked about the possibility of participating in more role-plays, most of the students from secondary schools answered they would like to take part in this kind of activities, since they consider them useful (although they sometimes do not feel at ease when implementing role-plays) and entertaining and break the daily routine. Students who did not enjoy role-play were shy and they felt they lacked confidence and knowledge of English. Regarding students from the Official Language School, all except three are eager to continue performing role-plays, considering that role-plays are one of their only chances to practice the language.

CONCLUSIONS

Thanks to role-plays students have the opportunity to use their knowledge of vocabulary and suprasegmental features (speech acts, discourse fillers, turn taking, pauses, etc.) As it can be a very difficult or unnatural task if the students do not have sufficient language or information about the participant or the situation, we decided to carry out the role-play at the end of the unit.

As we have observed, the major obstacle we can encounter in a research project like this is related to its duration. Two weeks are not enough to implement a variety of activities and role-plays that allow us to assemble some reliable evidence. Furthermore, not all the components of the research might be able to develop the tasks required for each step of the research owing to their mentors' restrictions. However, the data collected during this period, being from different contexts and levels, has sufficed to demonstrate the feasibility of such a research.

Given the nature of this study there are some differences between the Official Language School and Secondary Schools. Official Language Schools are based on the principles of communicative approach, therefore, speaking activities are a fundamental issue there. In secondary schools, although the curriculum fosters the implementation of this type of activities, factors such as the high ratio of students, the little amount of time or the difference between levels condition teachers when developing these activities. However, as the teachers establish in their surveys, their willingness to work speaking is crucial. As a consequence, teachers who want their students talking would not make excuses and provide the learners with the necessary resources in order to work communication.

To conclude, the results obtained throughout the surveys indicate that role-plays are a useful tool to improve communication since both the students and the teachers coincide with their advantages even though secondary school teachers should implement them more often. Moreover, learners have found that role-plays are motivating and help them to improve their speaking in a different and less conscious manner. Finally, the most powerful argument for us is that almost every student highlights his or her readiness to participate in future role-plays.

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APPENDIXES

Appendix I – Surveys

Role-play Survey

1. Do you think the current education system facilitates the implementation of speaking activities in class?
2. Which skill do you consider the most important? Which skill do your students need to improve?
3. Is speaking an important part in your lessons? Why?
4. Which sort of activities work better with your students? Why?
5. How often do you work speaking?
6. Are there any circumstances that prevent you from working speaking?
7. How do you work speaking? (sort of activities)
8. Do your students actively participate in these activities?
9. Do your students feel comfortable when doing speaking activities? If not, what are their main difficulties?
10. What could be done to solve this problem?
11. Would you like to practise more speaking in class? If so, what would you need to do it?

Pre-survey (Role-play)

1. Is speaking important when learning a language?
2. Is speaking an important part of your lessons? Why?
3. How often do you work speaking/communication?
4. How do you work communication? Role-play// Small talk// Question and answer// Acting out a play (theatre) // Games
5. Do you feel comfortable when doing speaking activities?
6. When there is a speaking activity, do you take a part in it? If not, why?
 - I don't like English
 - I get nervous when I speak in English
 - I feel embarrassed in front of my partners
 - I don't have enough confidence when speaking in English
7. Do you do any extracurricular activities related to improve your oral skills? Which ones? (Private lessons, language schools, communication workshops)
8. Have you ever done a tandem/exchange?
9. Which activities would you like to do to improve your speaking?
10. Do you think that role-plays can help you to improve your oral skills?

Survey after the Role-play

❖ How useful was acting out a role-play for you in each of the following areas?

	Not useful	A little useful	Quite useful	Very useful
Improving pronunciation				
Improving intonation and expression				
Gaining self-confidence in speaking English				
Becoming less inhibited, or less embarrassed when speaking				
Increasing/ enriching your lexis				

❖ Think back to when you were acting out the role-play and try to remember how you felt about your ability to express yourself in English.

Very displeased	A little displeased	Pleased	Very pleased

❖ How difficult did you find to design your character?

Very	Quite	A little	Not at all

❖ How difficult did you find it to identify with the role you were playing?

Very	Quite	A little	Not at all

❖ How nervous did you feel when representing your role?

Very	Quite	A little	Not at all

❖ How embarrassed did you feel when acting in front of your partner?

Very	Quite	A little	Not at all

❖ How much did you enjoy participating in the role-play?

Not at all	A little	Quite a bit	Very much

❖ Do you consider that these activities are useful to improve your oral skills?

Not at all	A little	Quite	Very

Why/ Why not?

❖ Would you like to participate in more role-plays? YES/ NO

Why/ Why not?

Appendix II- Role-plays

Role-plays María Auxiliadora

Situation I:

Student A

You are the lead detective for the Las Vegas Police Department. You need to interrogate a suspect that has vandalized a store with graffiti. You believe that he was helped by another teenager but the security cameras were out of order Find out how!

Be sure to ask him/her questions about the **timeline of his/her day**, starting from the moment he/she got up, until you arrested him/her.

For example: What were you doing at 7:30 am yesterday morning? What were your friends doing at that time?

Remember to use the interrogatives **who, what, where, when, and why?**

Student B

You have just been arrested in Las Vegas. You are accused of vandalizing a store with graffiti. The detective on the case does not believe that you have not painted that graffiti and that you were alone but you do incriminate your best friend.

You need to convince him that you did not paint that graffiti that you were alone at the wrong place at the wrong time.

Be sure to use a lot of detail, you don't want to go to prison!

Situation II

Student A

You're now in your second country but unfortunately you've just been mugged and have lost your bag with your passport, air tickets and money in it. You're at the police station to report the theft. Be sure to use a lot of detail, you want to go to find your bag you have to come back to Spain!

Student B

You're now in your second country but unfortunately your friend's bag's been stolen. You're at the police station to help your friend.

Student C

You're a police officer. Two westerners are in your police station to report a theft. You don't believe their story. Ask them a lot of questions to find out if they are telling the truth.

Be sure to ask him/her questions about the **timeline of his/her day**, starting from the moment he/she was mugged, until he came to the police.

For example: What were you doing when you were mugged? What was your friend doing while you were attacked?

Remember to use the interrogatives **who, what, where, when, and why?**

Role-play Official Language School N°1

Here is your role card. The other students in your group must not see your card. Study the TV programme guide with your group. You are going to discuss the programmes and try to agree on what to watch. Remember you must take on the role on your card and forget about what you'd really like to watch!

Role card 1

You are a fifteen-year-old teenager. You like action films and sport programmes. You don't mind factual programmes like the News or documentaries but you hate soap operas and romantic films. You like films that are violent. You think they are exciting.

Here is your role card. The other students in your group must not see your card. Study the TV programme guide with your group. You are going to discuss the programmes and try to agree on what to watch. Remember you must take on the role on your card and forget about what you'd really like to watch!

Role card 2

You are a parent. You like anything that is funny. You don't like violence on TV. You like all sport except football. You love music and documentaries. You prefer watching programmes that last less than an hour because you always have a lot of things to do.

Here is your role card. The other students in your group must not see your card. Study the TV programme guide with your group. You are going to discuss the programmes and try to agree on what to watch. Remember you must take on the role on your card and forget about what you'd really like to watch!

Role card 3

You are a grandparent. You like to watch documentaries and soap operas. You always fall asleep in films. You don't like sport very much but you like football. You like watching television programmes that make you laugh.

Here is your role card. The other students in your group must not see your card. Study the TV programme guide with your group. You are going to discuss the programmes and try to agree on what to watch. Remember you must take on the role on your card and forget about what you'd really like to watch!

Role card 4

You are a fourteen-year-old teenager. You love sport and all films. You hate documentaries and news programmes. You don't mind comedy programmes. You don't like soap operas unless they are about young people.

TV SCHEDULE (Source: www.onthebox.com)

BBC1	BBC2	ITV1	CHANNEL 4	FIVE	E4
09:00 Breakfast (News)	09:00 The Slammer (Children's)	09:00 Fort Boyard: Ultimate Challenge (Game Show)	09:25 The Album Chart Show (Music)	09:40 Mist: Sheepdog Tales (Adventure)	09:30 Supernanny US (Reality)
10:00 Saturday Kitchen (Cookery)	10:30 Splatalot (Game Show)	10:25 The Jeremy Kyle Show (Reality)	10:55 Charlie's Angels (Series)	10:00 Meerkat Manor (Documentary) 10:30 Holiday Heaven on Earth (Travel)	10:25 Gok's Clothes Roadshow (Fashion)
	11:40 MOTD Kickabout (Football)	11:20 The Real Housewives of New York City (Reality)	11:55 The Big Bang Theory (Sitcom)	11:15 Police interceptors (Reality)	
12:00 BBC News 12:10 BBC London News: Weather	12:00 The sky at Night (Science) 12:20 Road to Rio (Film: Comedy)	12:20 Murder, She Wrote (Mystery)	12:20 The Simpsons	12:15 Eddie Stobart: Trucks and Trailers (Documentary)	12:15 Football Focus
13:00 Live: The Boat Race (Rowing)		13:25 The Planet's Funniest Animals (Entertainment)	13:55 Live: Racing (Horses)	13:15 Rory McGrath's Pub Dig (Documentary)	13:20 Hollyoaks Omnibus (Soap opera)
	14:00 Bringing Up Baby (Film: comedy)				14:20 Ambush at Tomahawk Gap (Film: action)
15:05 The Masters 2012 PGA Tour Golf	15:35 Escape to the Country (Documentary)	15:55 Willy Wonka and the Chocolate Factory (Film)		15:45 War Arrow (Film: Western)	
	16:05 Flog it! (Soap opera)		16:05 Come Dine with Me (Cookery)		
	17:05 Dad's Army (Sitcom)	17:00 Live: The Masters PGA Tour Golf	17:00 Doctor Who (Science fiction)	17:05 4thought.tv (Current events)	17:00 My name is Earl (Sitcom)
	18:10 Take Me Out (Romance)	18:00 Big Fat Gypsy Weddings (Documentary)		18:30 The Cleveland Show (Animated)	

Role-plays I.E.S. Miguel Catalán

<p>You are a travel agent. You have a special offer on trips to Ireland, and you have one more holiday to sell to make some extra commission.</p>	<p>You are in the travel agent's with your partner. You would like to book a short holiday together. You like good scenery and interesting culture.</p>	<p>You are in the travel agent's with your partner. You would like to book a short holiday together. You enjoy going to tropical islands and relaxing in the sun.</p>
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<p>You've just arrived in your first country at the beginning of your world tour. You're worried about money and so you'd like to find a cheap hotel to stay in. Try and convince your friends that this is the best option.</p>	<p>You've just arrived in your first country at the beginning of your world tour. You want to start your holiday in style and stay in a nice hotel. Try and convince your friends that this is the best idea.</p>	<p>You've just arrived in your first country at the beginning of your world tour. Your friends have got different ideas about where they would like to stay. Listen to them and decide who you agree with trying to be balanced.</p>
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<p>You're now in your second country but unfortunately you've just been mugged and have lost your bag with your passport, air tickets and money in it. You're at the police station to report the theft. Although you and your friend aren't sure about the description of the thief, be accurate in the other facts.</p>	<p>You're now in your second country but unfortunately your friend's bag's been stolen. You're at the police station to help your friend. Although you and your friend aren't sure about the description of the thief, be accurate in the other facts.</p>	<p>You're a police officer. Two westerners are in your police station to report a theft. You don't believe their story. Ask them a lot of questions (nationality, reason of the trip, next destination, personal belongings, appearance of the thief; when, how, where the theft happened) to find out if they are telling the truth.</p>
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<p>Because of the mugging you phone home to talk to your parents. You want your parents to send you some money urgently because you have no money left. Reassure your parents that everything is OK and get as much money as possible.</p>	<p>You are Mum. You are upset about what has happened to your child. You don't want to send him/her any money because you want him/her to come back home immediately and you are worried about his/ her safety.</p>	<p>You are Dad. You are upset about what has happened to your child. You don't want to send him/her any money because you want him/her to come back home immediately and you are worried about the money he/ she is wasting.</p>
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<p>You're in Malaysia and you've fallen in love with Asia. Now you really want to go to Thailand because you've heard they've got the best beaches in the world. Try and convince your friends to come with you.</p>	<p>You're in Malaysia and feel quite happy. Your two friends have got very different ideas about where to go next. Listen to your friends and then tell them what you would like to do.</p>	<p>You're in Malaysia but you want to leave. You are tired of travelling and you miss your home and your home cooking. Try and convince your friends to come home with you.</p>
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<p>You're ecstatically happy. You've fallen in love with a boy/girl from the country you are visiting and you've decided you want to buy a house on the beach and live there forever. Tell your friends about your big decision.</p>	<p>Your friend has something important to tell you. Listen carefully and then respond: You think their relationship could work, but your friend should convince the boy/girl to move to Spain.</p>	<p>Your friend has something important to tell you. Listen carefully and then respond: You think your friend's gone mad (crazy) and he/she is going to make a terrible decision. Think of all the reasons why his/her plan is crazy and convince him/her to come back home with you.</p>
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Role-play I.E.S. Ángel Sanz Briz

You were standing next to the bank at 4pm yesterday. You saw one person standing outside the bank.

You were in the bank changing money, you heard someone shout "Get on the floor" and so you lay down.

You saw three people dressed in black. They ran to the counter and demanded money.

You saw one person in black with a gun. He/She was pointing it at the bank teller. She was putting money into a bag.

You were standing outside the bank. You saw a blue car stop in front of the bank and three people got into it.

You were standing next to the bank manager in the bank. You were asking about the bank. Suddenly, he ran passed you and left the bank.

You were waiting on line when you heard a gunshot, you screamed and fell to the floor.

You were waiting buy the bank and you saw one person shoot a gun into the sky. He was shouting to three other people.

You saw three people take a bag of money out of the bank. They were wearing black masks.

You were standing by the telephone outside the bank. You heard one person shout come on _____!

You were waiting for a telephone. You saw three people in black run to a blue car. They had a big black bag. One said his name- _____!

You were trying to use the cash machine outside the bank when you heard a gunshot and three people. They were running to a blue car. There was a fourth man in the car.

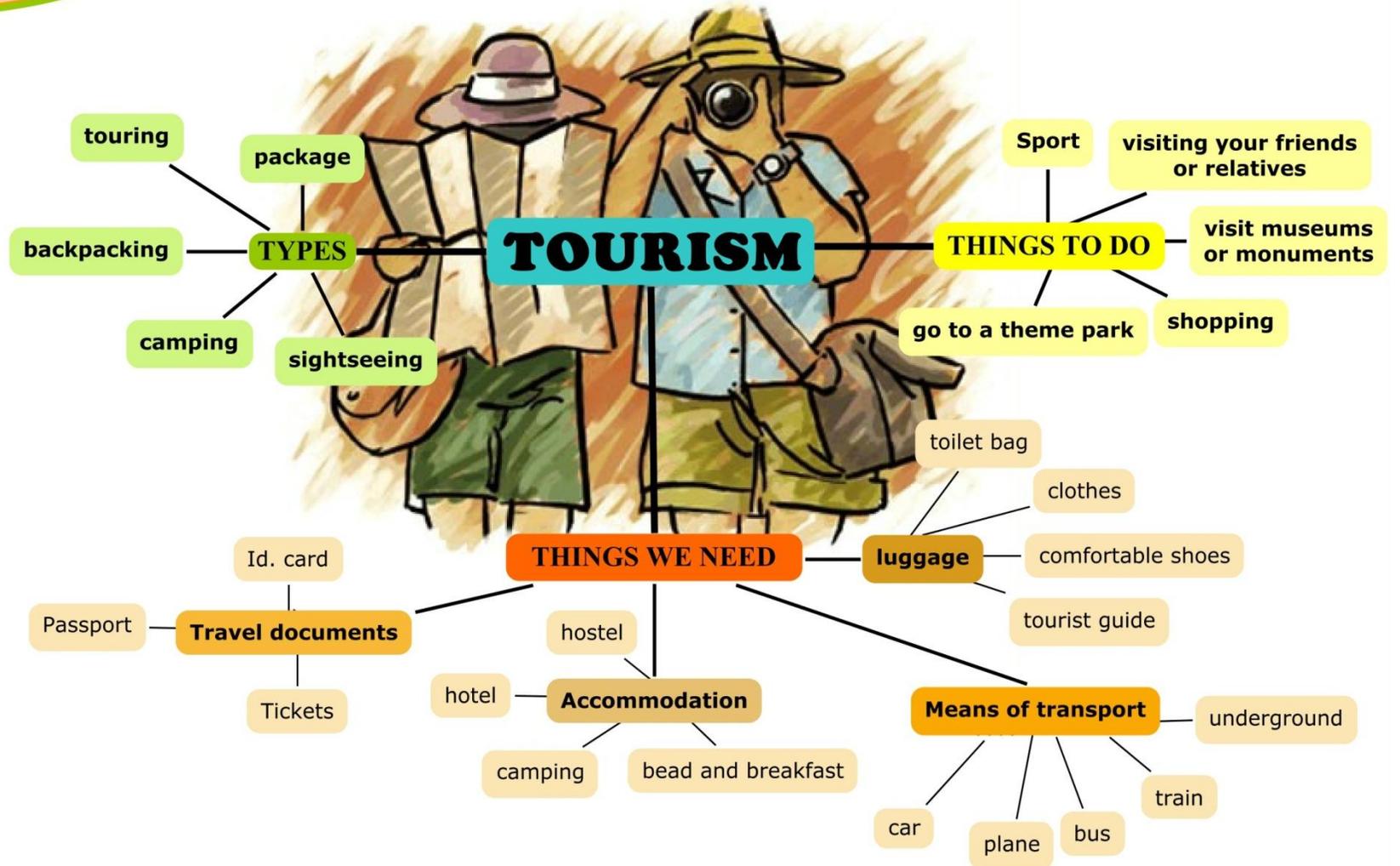
You were standing next to a blue car outside the bank. You saw three people run out of the bank. They jumped into the car and it drove off. You then saw the police came.

You were walking to the bank when you saw a police car speed towards the bank.

You were waiting at the airport. You saw a blue car arrive; four women got out. You heard two names _____ and _____! They tried to get to a plane but the police caught them!

Appendix IV: MindMap

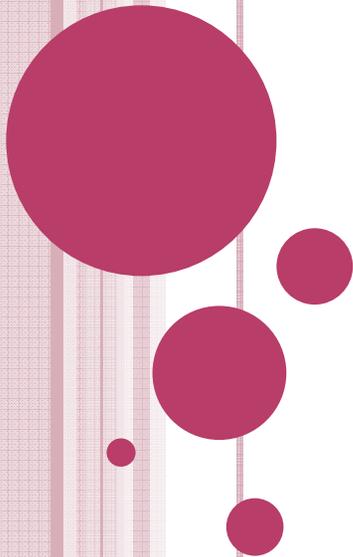
Vocabulary you need to know as a tourist



Appendix V: PowerPoint Presentation



ON THE MOVE





MAIN POINTS:

- Types of holidays
- Things we need
- Things we can do
- Organizing our end-of-year trip
- Promoting holidays



TYPES OF HOLIDAYS



EUROPE EARLYBIRD SALE ADD A STOPOVER in SINGAPORE 2 Nights, transfers and breakfasts from \$78 per person

Includes: Return Economy airfare flying Singapore Airlines to Europe, taxes, 3 days inclusive car hire* in your choice of destination.

ROME	MILAN	PARIS	LONDON
Includes 3 Days Car Hire from \$1,959 PP	Includes 3 Days Car Hire from \$1,959 PP	Includes 3 Days Car Hire from \$2,025 PP	Includes 3 Days Car Hire from \$2,085 PP

*A seasonal surcharge applies for departures: Year-29Jan, 16Aug-31Aug12 (Shoulder Season) and 20Jun-15Aug12 (High Season)

Call Singapore Airlines Holidays on **1300 666 722** Main 911 2016-09-01 AEST for the full range of holidays on sale to suit every **www.siaholidays.com.au** or see your licensed travel agent.

package



TYPES OF HOLYDAYS

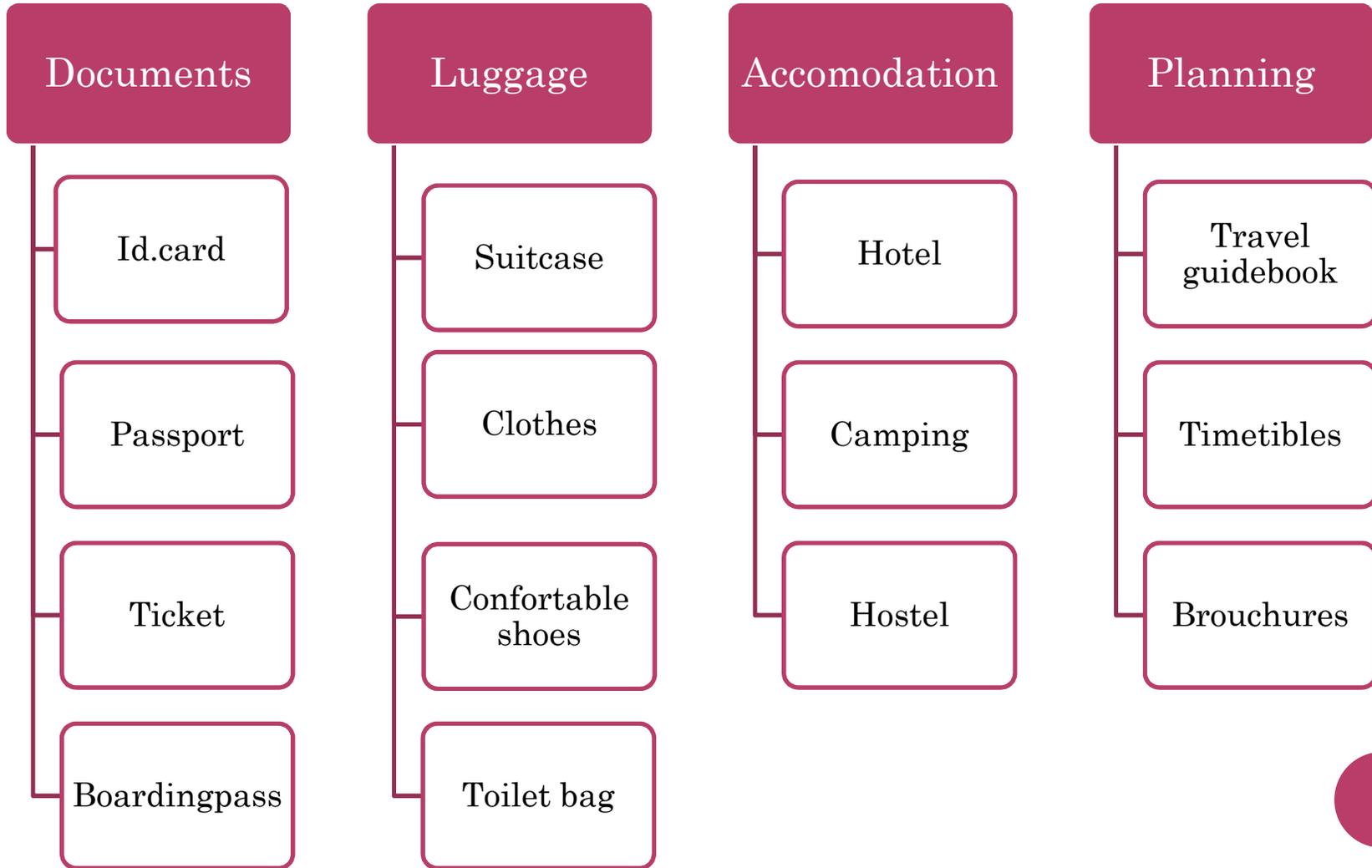
- Complete each definition with the correct word:, package, skiing, camping, hitchhiking, backpacking, touring, sightseeing and cruise.

Definition	A holiday.....
A holiday organized by a travel agent which includes the cost of your hotel and transport	
A holiday spent in the mountains moving across the snow	
You do this when you want to see interesting buildings and places	
A holiday spent in a tent	
A holiday 'on the move' visiting different places	
A holiday spent on a ship	
A way of travelling by getting free lifts from motorists	
A holiday where you travel with your luggage on your back	





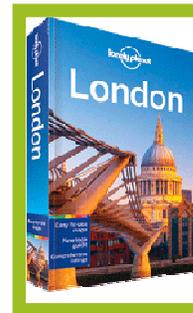
THINGS WE NEED



THINGS WE NEED

○ Join the following word with its image:

- Id.card
- Hotel
- Passport
- Travel guide book
- Camping
- Suitcase
- Timetables
- brochures



Piccadilly Line			
Services from this station towards Cockfosters Underground			
Monday - Friday			
First trains	6am to midnight	Last trains	
05:21	about every	00:09	
05:36	4-7	00:13	
05:46	minutes	00:22	
05:56		00:31	
Saturday (also Good Friday)			
First trains	6am to midnight	Last trains	
05:21	about every	00:09	
05:36	4-8	00:13	
05:46	minutes	00:22	
05:54		00:31	
Sunday and other Public Holidays			
First trains	7am to 11pm	11pm to midnight	Last train
06:05	about every	about every	00:04
06:20	5-8	10-11	
06:27	minutes	minutes	
06:35			
06:42			
06:50			
06:57			



THINGS WE CAN DO

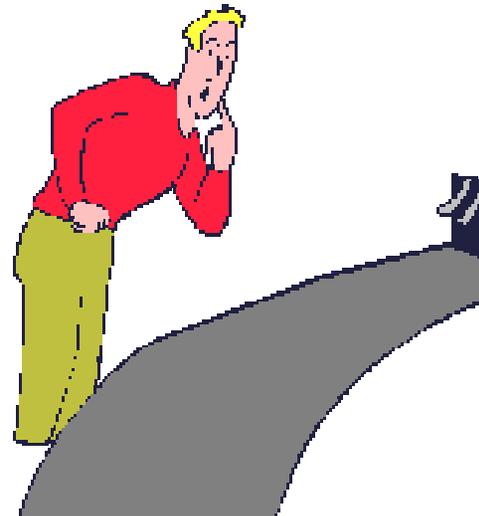
- What do you want to do on holidays or in your end-of-year trip?
- *I want to...*
 - go abroad
 - go camping
 - go climbing
 - go hiking
 - go sightseeing
 - go skiing
 - go to the beach
 - go to a theme park
 - relax
 - travel



ORGANIZING OUR END-OF-YEAR TRIP

- We have to plan our end-of-year trip, write a dialogue talking about the type of holidays you want to have, all the things you need for going there, and the activities you are going to do. Use the vocabulary we have learned, and the following expressions:

- *I want to...*
- *I will...*
- *We are going to...*





ORGANIZING OUR END-OF-YEAR TRIP: EXAMPLE

Teacher: your end-of-year trip is coming soon so you must tell me what type of holidays do you prefer

Student 1: I want to go hitchhiking

All the students: hahahaha

Teacher: I'm afraid that's no possible so let's vote and go where most of you decide...

A few minutes later

Student 2: yes teacher, but what do we need to bring there? Do we need something especial?



PROMOTING HOLIDAYS

- Characteristics of the language of advertising:
 - Be direct (present and future tenses → play, will win)
 - Use short sentences
 - Use positive adjectives (great, powerful, cheap, wonderful)
 - Add a representative image
 - End using an original sentence («Get out and play», «Feel the sound»)



PROMOTING HOLIDAYS

- **Now is your turn create an advertisement using what you have learnt in this unit.**
- **Do not forget the essence of this genre.**
- **Be creative and brief.**



Appendix VI: Group self-evaluation

Group Self-Evaluation

Name _____ Date _____

Group Members

Read each statement and rate your group by circling one response for each description.

	ALWAYS	ALMOST ALWAYS	SOMETIMES	NEVER	NOT OBSERVED
Members of the group...					
performed their assigned roles.	4	3	2	1	0
understood the purpose of the activity.	4	3	2	1	0
were able to answer the questions.	4	3	2	1	0
listened to each others' ideas.	4	3	2	1	0
gave feedback to those who contributed ideas.	4	3	2	1	0
stayed on task.	4	3	2	1	0
assisted in preparing the work.	4	3	2	1	0
expressed their ideas to the group.	4	3	2	1	0
were willing to compromise when needed.	4	3	2	1	0
actively participated in the group.	4	3	2	1	0
_____	4	3	2	1	0
_____	4	3	2	1	0