

APPENDIX 1:

LEARNING UNIT

CRIME AND PUNISHMENT

Silvia Dilla Vidal



2nd E.S.O.

2011-2012

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

*Máster Universitario en Formación de Profesorado de E.S.O., Bachillerato, F.P.
y Enseñanzas de Idiomas, Artísticas y Deportivas*



**Universidad
Zaragoza**



INDEX

1. INTRODUCTION.....	2
2. CONTRIBUTION TO THE KEY COMPETENCES.....	2
3. CONTENTS.....	3
4. OBJECTIVES.....	4
5. METHODOLOGY.....	5
6. EVALUATION.....	6
6.1.PROCEDURES.....	6
6.2 CRITERIA.....	6
6.3.SELF-ASSESSMENT.....	6
7. LESSON PLANS.....	7
7.1. LESSON PLAN 1.....	7
7.2. LESSON PLAN 2	9
7.3. LESSON PLAN 3.....	11
7.4. LESSON PLAN 4.....	13
7.5. LESSON PLAN 5.....	15
7.6. LESSON PLAN 6.....	16
7.7. LESSON PLAN 7.....	17
7.8. LESSON PLAN 8: Final Test.....	19
7.9. ASSESSMENT.....	20
8. LESSON PLAN TEMPLATES.....	21
9. CONCLUSIONS.....	27
10. REFERENCES.....	28
11. APPENDIXES.....	29

1. Introduction

The secondary school “Ramón Pignatelli” is located in Zaragoza, between three different districts: *Valdefierro*, *Oliver* and *Casablanca*. Thus, students come from very different socio-cultural and economic backgrounds and it is shown in their educational needs. Generally speaking, these needs are related to learning difficulties and demotivation, mainly due to the family’s indifference towards their children education.

On the one hand, this learning unit has been designed for 2nd year of ESO, group A, which is made up of 22 students, most of them with very good levels of English. There are only three students with lower levels and other two who do not want to do anything (and they do not do anything indeed) and are just waiting to be 16 and then leave school. That was the main reason why I decided to choose this group: I wanted to raise their curiosity for learning and make them get involved in the activities but without imposing anything. And that was my big challenge. Both of them like drawing and are quite good at it, so I will prepare different activities for them according to their ability.

On the other hand, I have entitled this unit “*Crime and Punishment*” because it is based on the unit 7 from the textbook *English Alive 2!*, and even though the contents are the same as in the textbook, the activities are original and taken from other sources. It consists of six sessions of 50 minutes each, organised around the practice of the four macro skills. Then, there is one extra session in the computer room and the final evaluation.

It has to be noted that the classroom has an Interactive White Board, a projector and a computer with Internet access; therefore, activities in class will be implemented using this advantage.

2. Contribution to the key competences

As it is stated in the Aragonese Curriculum, “*the teaching of Foreign Languages directly contributes to the development of the linguistic competence, but at the same time, the language, as a vehicle for interpreting and representing reality, also contributes to the development of other key competences.*”¹

¹ Translated from the Aragonese Curriculum for the teaching of Foreign Languages

In this learning unit, the key competences that are going to be dealt with are:

- **Competence in linguistic communication**, of course, because the main aim is to develop students' ability for using the English language as a vehicle for communication.
- **Competence in processing information and use of ICTs**, when students are asked to look for information on their own, analyse and summarize it and more especially with the use of computers.
- **Competence in social skills and citizenship**, since the topic of the unit will set out different situations in which students will have to think about which social and civic behaviours are the most appropriate.
- **Cultural and artistic competence**, in view of the fact that aspects about British culture and lifestyle are going to be introduced and worked on throughout the unit.
- **Learning to Learn**, in the sense that students are going to be the responsible for building their own knowledge and will have to use the English language as a vehicle for thinking and representing reality.
- **Sense of autonomy and personal initiative**, since students will have to think about the way they are learning, which strategies are the best for each and, consequently, it will involve a decision-making process.

Apart from these key competences, the main aim of this learning unit is to make students think about the world and reality as well as to develop a tolerant and respectful attitude towards themselves and the rest of people.

3. Contents

The contents that are going to be focused on throughout this learning unit are:

- Knowledge of vocabulary related to crimes and police language
- Revision of adjectives to describe people and learning of new ones
- Use of comparatives and superlatives in context
- Differentiation in use between the modals *should/shouldn't*, *must* and *mustn't*.
- Reading of a text about *Banksy*
- Listening activities related to the topic of the unit
- Writing activities and the description of someone

- Revision of some phonetic symbols through a phonetic quiz
- Oral discussions about topics/situations proposed in class
- Comparison between the Spanish and the British school system by watching a video on youtube
- Searching for information on the Internet to answer very specific questions about the United Kingdom
- Participation in oral discussions and lose of worries to speak in English

4. Objectives

According to the Aragonese Curriculum for the teaching of Foreign Languages, some of the objectives to be achieved during the Second year of ESO are the following ones:

- To understand oral messages related to the everyday communication in the classroom
- To produce short and comprehensible texts about topics of personal interest
- To participate in conversations about the classroom activities and personal experiences
- To use comprehension strategies such as getting the general idea of a text using textual and non-textual elements; activating previous knowledge about the topic; guessing meaning from the context, visual elements or by comparing similar structures with L1; using a dictionary and other sources...
- To write different type of texts with clearly-defined purposes and recipients, as a response to concrete communicative situations and paying attention to both cohesion and coherence and to planning, writing and revision as well.
- To understand and use the most common expressions, chunks and vocabulary related to the topic that is being dealt with and to incorporate contents from other subjects.
- To participate in the assessment of the teaching and learning process through self and peer assessment.
- To consider errors as part of the learning process and have a good attitude to overcome them.
- To take profit of the learning opportunities provided inside and outside the classroom.
- To appreciate the language as a vehicle for communication with other people and as a means for accessing information about them through different sources.

Taking into account the objectives from the Aragonese Curriculum and the contents proposed for the learning unit, at the end of the unit students will be able to:

- Follow a lesson taught in English and use the English language as a vehicle for classroom communication.
- Participate in class discussions, mainly orally.
- Understand and produce oral messages and to maintain an oral conversation with a classmate about one of the unit topics.
- Use the already known vocabulary as well as the new one to describe people, both physically and in terms of personality.
- Establish comparisons between people, things...
- Differentiate and correctly use the modals *should* and *must*.
- Develop different strategies to get the general idea of a text and guess meaning from context.
- Learn more about the British school system and compare it with the Spanish one, looking for similarities and differences, and establishing value judgements and preferences.
- Think about and reflect on everyday situations taking place inside and outside the classroom.

5. Methodology

The methodology for this learning unit is going to be flexible and will integrate different strategies so as to respond to the different needs within the classroom:

- It will be mainly based on the communicative approach, where students will be asked to actively use the language and will be responsible of monitoring their own learning.
- It will deal with cooperative work and learning, where the teacher will only act as a facilitator and students will build up their own knowledge.
- It will provide immediate and constructive feedback as well as individual attention whenever it is necessary.
- It will focus on useful contents so that students will be able to apply their knowledge to practical situations and establish relationships with previous experiences.
- It will stress students' progress rather than contents.
- It will use the ICT as a tool for searching, selecting, analysing and exchanging information.

- It will create a good atmosphere in the classroom through interaction, team work and collaboration among students.
- It will attend to multiple intelligences.
- It will pay attention to the assessment of the teaching and learning process so as to modify or change those aspects that do not lead to students' progress.

6. Evaluation

Assessment will be formative, that is to say, its aim will be to check that the learning objectives are being achieved and which aspects have to be modified or changed so as to improve the teaching and learning process.

6.1. Procedures

- Observation in class in speaking activities and oral discussions.
- Daily homework
- Final test in which grammar and vocabulary will be assessed through listening, reading and writing activities.

6.2. Criteria

PROCEDURES	IMPORTANCE
Daily homework, participation in class, interest, effort...	20 %
Speaking activity	30 %
Writing composition	20 %
Final test (Reading, Listening and Writing)	30 %

6.3. Self-Assessment

- Survey in which students will be asked about the teaching process, methodology used, activities, areas of improvement... It will be anonymous and in writing.
- EPOSTL
- Tutor and mates' feedback
- Teacher's observation and personal reflection at the end of the process, taking into account the final marks, students' progress...

LESSON PLAN 1

Cultural note: Brief references to Dostoevsky's novel *Crime and Punishment* to set the context

- | | |
|--|---|
| - Vocabulary: crime scenes and police language | - Competence in linguistic communication |
| - Reading: Banksy | - Competence in social skills and citizenship |
| - Oral discussions | - Learning to learn and autonomy |

1. What does the title of the unit suggest to you? In pairs, write at least ten words that you think can be related to the topic of the unit. (Source: original)

2. Match the pictures in A with the corresponding words in B. (Original)

Column A



Column B

SPEEDING

SHOPLIFTING

ROBBER

MURDER

PICKPOCKETING

SPRAYING GRAFFITI

MURDER

BULLYING

3. Here you have the definitions of some useful words that are going to appear throughout the unit.

Can you match the definitions with their corresponding words from the box? (Source: original)

- a) Person who sees a crime taking place and calls the police
.....
- b) Person injured, killed... as a result of a crime or an accident
.....
- c) Information indicating if a belief or fact is true or valid
.....
- d) System of detecting the speed of a car on the road
.....
- e) The action or crime of stealing
.....

VICTIM	RADAR	EVIDENCE
THEFT	WITNESS	

4. In pairs, discuss which of the scenes in exercise 2 do you think are the most serious and the least serious. Can you think of any kind of punishment for them?

Then, share your ideas with the rest of the class.

(Source: textbook)

5. COOPERATIVE READING: BANKSY**(Source: original; material: workbook and en.wikipedia.org/wiki/Banksy)****Pre-Reading:** Have a look at Banksy's official website (www.banksy.co.uk).

What do you think about his paintings? Do they have any meaning or are they just paintings on a wall?

**While-Reading:** The text is divided into four paragraphs with different kinds of activities. In groups of 4-5 people you are going to work on one specific paragraph and do the corresponding exercises; then, you will meet a member of each other groups and explain them what your paragraph is about so as to reconstruct the whole text. After it, you will come to the initial groups and check if the final result has been the same.

Graffiti is writing or drawings sprayed on a wall or other surface in a public place. Graffiti ranges from simple written words to elaborate wall paintings, and has existed ancient times, with examples dating back to Ancient Greece and the Roman Empire.

In most countries, marking or painting property the property owner's consent is considered , which is a punishable crime. Graffiti may also express underlying social and political messages and a whole genre or artistic expression is based upon spray graffiti styles.

SINCE / FOR

LEGALLY / ILLEGALLY

ART / VANDALISM

WITH / WITHOUT

Which are the main ideas in this paragraph?

Banksy is one of the world's most popular artists, who continues to remain faceless in today's society. He is known for his political, anti-war mainly in Bristol (England) but his work can be seen anywhere from Los Angeles to Palestine. In the UK, Banksy is the most recognizable icon for this cultural artistic movement and keeps his identity a secret to avoid arrest. Much of Banksy's artwork can be seen around the streets of London, though he has painted pictures around the world. A number of exhibitions have also taken place since 2000, and recent works or art have achieved vast sums of money.

Can you think of the questions for the given answers?

When did he start spraying graffiti? Banksy says that he didn't enjoy school, but he felt better when he started spraying graffiti. He was about fourteen. Some of his friends had problems with the police, for crimes like shoplifting, vandalism and theft. But Banksy thought that graffiti art was more exciting than a life of crime.

FOURTEEN

DIDN'T ENJOY
SCHOOLSHOPLIFTING, THEFT,
VANDALISM...**What do you think the whole text is about?**

Banksy's art is a prime example of the classic controversy: vandalism vs. art. Art supporters approve his work distributed in urban areas as pieces of art and some councils, such as Bristol and Islington, have officially protected them, while other officials have considered his work to be vandalism and have removed it.

Post-Reading: Within the groups, discuss: *What do you think about graffiti: is it art or vandalism?***HOMEWORK:** Students are given a photocopy with the complete text and a few questions about it, to be answered at home. (See Appendix)

LESSON PLAN 2

- Comparatives and Superlatives
- Adjectives
- Comparing people
- Competence in linguistic communication
- Learning to learn
- Autonomy and personal initiative

1. **WARM-UP ACTIVITY:** Describe to the rest of the class one of the crime scenes from the previous lesson, but without using words: only gestures. Your classmates will have to guess what you are miming.
(Source: Original)

2. **Comparative and superlative adjectives:** Go to the following link and follow the instructions to help the detective finding the thief.

http://www.childrensuniversity.manchester.ac.uk/media/services/thechildrensuniversityofmanchester/flash/adjective_detective_stamp.swf



3. According to the previous explanations, make comparisons between the following pictures. Do the exercise with a classmate, so that he/she has to guess who you are talking about.

(Source: original; material: <http://clevermice1.blogspot.com.es/2010/09/comparatives-and-superlatives.html>)

COMPARATIVE AND SUPERLATIVE

LAURA GREEN AGE: 20 HEIGHT: 1.65cm WEIGHT: 54 Kg SALARY: 1000\$	HANNA JONES AGE: 21 HEIGHT: 1.67cm WEIGHT: 50 Kg SALARY: 1200\$	RACHEL TYLER AGE: 25 HEIGHT: 1.70cm WEIGHT: 55 Kg SALARY: 2000\$	GRETA SIMON AGE: 30 HEIGHT: 1.68cm WEIGHT: 55 Kg SALARY: 2000\$

1. Laura's hair is... 2. Hanna's... 3. Rachel's hair is... 4. Greta's...

HOMEWORK: Write a list of adjectives that you can use to describe a person, both physically and in terms of personality. Try to have the longest and most realistic list and you will get a positive mark! But remember that you should know the meaning of all adjectives, since you will have to use them appropriately... ☺

For those two students who are in class but do not do anything, different activities are proposed so that they feel integrated instead of being left at the back of the classroom.

ADAPTED WORKSHEET: (Source: Original)

1. Complete the following crosswords with the given instructions.

		1			2			3									
4																	
											5						
								6									
									7								
8																	
9								-									

ACROSS →

- 4. To steal things from a shop
- 6. Crime scene in which someone has been killed
- 7. Information indicating if a belief or fact is true or valid.
- 8. To pick a wallet from someone's pocket
- 9. To illegally paint drawings on a wall or surface

DOWN ↓

- 1. Person who robs someone or somewhere
- 2. Person who sees a crime taking place and calls the police
- 3. Person injured or killed as a result of a crime, accident...
- 4. Travelling at a higher speed than the legal limit
- 5. The action of destroying someone's property

2. Draw a picture recreating one of the scenes in exercise 1.

LESSON PLAN 3

- One-minute-paper
- Adjectives: describing people
- Listening a police interview
- Competence in linguistic communication
- Competence in social skills and citizenship
- Learning to learn
- Autonomy and personal initiative

1. ONE-MINUTE-PAPER: What do you remember about yesterday's class? (Source:original)

- 1) Where do you usually put the adjectives in English: before or after the noun? Circle the correct answer: BEFORE AFTER
Write an example:
- 2) Do you remember the comparative and the superlative forms of these irregular adjectives?

<u>ADJECTIVE</u>	<u>COMPARATIVE FORM</u>	<u>SUPERLATIVE FORM</u>
GOOD		
BAD		
- 3) Write two complete sentences: a comparative and a superlative one

2. Write your list of adjectives in the blackboard and explain them to your classmates.

Together, classify them depending on if they refer to physical appearance or personality.

(Source: original)

3. Write the name of one of your classmates on a piece of paper and put it on someone's forehead. He or she will have to ask questions to know who s/he is.



(Source: original)

3. LISTENING: A POLICE INTERVIEW

(Source: esl.about.com/library/media/audio/police.mp3; activities adapted)

Pre-Listening: You will hear a policeman asking a woman questions about a robbery. What do you think has happened? Do you think that the woman has been the victim, the witness or the robber? In small groups, write a brief story about what you guess and share it with the rest of the class.



While-Listening: Listen to the dialogue and write the answers for the questions. Then, listen again and check your answers.

Post-Listening: Class discussion:

Have you ever witnessed/been the victim of a crime? If so, what should you do?

HOMEWORK: Write a description of any famous person, attending to his/her physical appearance, personality, what they do, why s/he is famous for... but without revealing the name.

QUESTIONS FOR THE LISTENING (2 MODELS): The questions are the same, but model B has been adapted for those students with lower levels of English.

MODEL A

1. What is the investigator's name?
2. What is the manageress' name?
3. Where do they speak?
4. Why does she excuse herself?
5. What time did the robbery happen?
6. Was the post office closed?
7. What was she about to do?
8. How many thieves were there?
9. How did the woman look like?
10. What was the woman wearing?
11. What was special about the man she saw?
12. How much did they take?
13. How did they escape?
14. Who does he want to speak to?

MODEL B

1. What is the investigator's name?
a) Mr Brown b) Mr Octon c) Mr Please
2. What is the manageress' name?
a) Mrs Dexton b) Mrs Scott c) Mrs Alton
3. Where do they speak?
a) In her office b) In the shop c) In the café
4. Why does she excuse herself?
a) The shop is a mess
b) She is nervous
c) She doesn't have her glasses
5. What time did the robbery happen?
a) At 12 o'clock b) At lunch time c) At quarter past one
6. Was the post office closed?
a) No b) Yes c) Only for lunch time
7. What was she about to do?
a) Go to lunch b) Go to lunch c) Buy some stamps
8. How many thieves were there?
a) Four b) Three c) Two
9. How did the woman look like?
a) Tall, brown, skinny
b) Tall, dark, heavy
c) Tall, blond, skinny
10. What was the woman wearing?
a) Sunglasses b) A hat c) Glasses
11. What was special about the man she saw?
a) Dark, beard, 30 b) Tall, blond, 40 c) Tall, brown, skinny
12. How much did they take?
a) 540 pounds b) 5,400 pounds c) 514 pounds
13. How did they escape?
a) By car b) On foot c) By bike
14. Who does he want to speak to?
a) Her husband b) Her colleagues c) Her boss

LESSON PLAN 4

- | | |
|-----------------------------------|---|
| - Feedback | - Competence in linguistic communication |
| - Revising adjectives | - Competence in social skills and citizenship |
| - Should & must | - Learning to learn |
| - Revision of phonetics and quizz | - Autonomy and personal initiative |

1. In groups, read the composition you have written and your classmates will have to guess who you are talking about. After reading each one's description, try to find any errors and correct them together. (Source: original)

2. You are going to play a quiz game, but first the rules for the game have to be established. Here you have some clues that can help you:



YOU MUST REACH A CONSENSUS ON THE ANSWER WITH YOUR GROUP BEFORE SHARING IT.



YOU MUSTN'T STAND UP OR SPEAK ALOUD IF IT IS NOT YOUR TURN



YOU SHOULD PAY ATTENTION TO THE TEACHER AND YOUR CLASSMATES

Now, try to think of other behavior rules following the examples above. Can you find any explanation for the use of the modals *must*, *mustn't* and *should*?

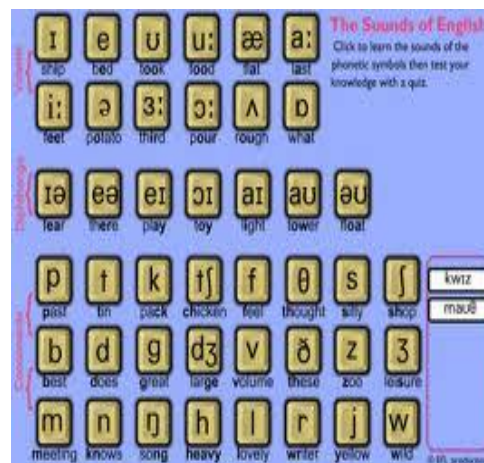
(Source: original)

3. PHONETICS: Go to the link www.stuff.co.uk/calcul_nd.htm and listen to the pronunciation of the English sounds. (Source: original; material: www.stuff.co.uk/calcul_nd.htm)

The aim of this exercise is to realize that English spelling does not correspond with its pronunciation, and to enable you to recognize and pronounce the different sounds. Don't worry about the symbols because the important thing is to pronounce them well!

EXTRA INFORMATION!

- There are 12 vowel sounds in English
- / ə / is known as the "weak vowel" because it's always found in unstressed syllables.
- / ʌ / corresponds to the Spanish / a /
- The word "since" is pronounced with / ɪ / not with / aɪ /



4. PHONETIC QUIZ: In groups, you will have to answer some questions about English phonetics. Remember that you must pay attention to other teams' questions because if they do not know the answer or if it's not correct, there will rebound to the other team! Positive marks will be distributed according to each team's scores!

Again, don't worry about the phonetic symbols because you will have the phonetic chart projected on the screen, so have a look to it whenever it's necessary!

PHONETIC QUIZZ CARDS

See Appendix for the quiz cards

To make groups, each student is given a sound. The teacher pronounces several words and the students with the corresponding sounds stand up and form a group, and so on. It is a dynamic way of having mixed groups.

(Source: original)

For those two students who are in class but do not do anything, different activities are proposed so that they feel integrated instead of being left at the back of the classroom.

ADAPTED WORKSHEET: (Source: Original)

1. Find the adjectives in the template. Do you know their meaning?

S	M	G	C	F	R	I	E	N	D	L	Y	I	H	I	BALD
E	B	B	A	L	D	T	M	B	T	R	Y	R	A	F	BETTER
M	H	A	R	D	W	O	R	K	I	N	G	U	P	S	DANGEROUS
E	S	A	D	O	V	I	I	X	R	I	Q	W	P	S	FRIENDLY
V	T	M	A	B	S	N	Y	J	C	A	L	W	Y	M	HAPPY
W	C	Y	N	U	H	T	U	J	T	Q	M	M	U	R	HARDWORKING
O	V	S	D	Q	Y	E	E	U	X	J	A	P	B	B	INTELLIGENT
R	V	T	A	U	Z	L	M	S	T	B	A	E	Y	I	LAZY
S	G	E	N	P	G	L	A	Y	Y	M	T	Q	Q	T	MYSTERIOUS
E	F	R	G	R	Y	I	A	S	Z	T	R	P	O	J	PRETTY
Q	O	I	E	O	B	G	F	Y	E	A	T	R	U	A	PROUD
U	F	O	R	U	C	E	L	R	M	R	L	E	G	M	SAD
F	E	U	O	D	Q	N	Q	F	A	L	O	E	R	D	SERIOUS
T	R	S	U	J	S	T	H	O	G	O	Y	T	N	P	SHY
Y	T	N	S	V	U	T	F	S	E	R	I	O	U	S	WORSE

2. Draw a picture of someone with any of the characteristics of the previous exercise.

LESSON PLAN 5

- Feedback
- Revising contents
- Speaking
- Competence in linguistic communication
- Competence in social skills and citizenship
- Learning to learn
- Autonomy and personal initiative

1. REMEMBERING BANKSY: What do you remember about Banksy?



2. SPEAKING ACTIVITY: You are going to be divided in pairs or groups of 3 and the teacher will give you a card with a role you'll have to play. You will have 10-15 minutes to prepare a dialogue that will have to be performed in front of the class. (Source:original)

During the performances you are going to be assessed by the teacher and your mates.

Creativity and originality will be positively valued. (See Appendix for the rubric)

ROLE PLAY CARD 1		ROLE PLAY CARD 2
STUDENT A: You are Banksy, the world's most famous graffiti artist. You are a very private person that hardly ever gives interviews. Be prepared to answer the journalist's questions.		STUDENT A: Yesterday you were walking on the street and saw a speeding car knocking a woman down. You call the doctor and the police, who has to interview you.
STUDENT B: You are a journalist that has the chance to interview Banksy, the world's greatest graffiti artist. Prepare some questions for him but remember that he is a very private person that hardly ever gives interviews!		STUDENT B: You are policeman/woman who is interviewing the witness of a knocking down.
ROLE PLAY CARD 3		
STUDENT A: You are a policeman/woman investigating a murder and you have to interview two suspects and discover which one has been the murderer to solve the case.		
STUDENT B: You are a suspect for having murdered a man but you are innocent. Answer to the police questions and try to prove your innocence.		
STUDENT C: You have murdered a man and a policeman/woman is interviewing you for it. Answer to the questions trying to seem innocent!		

LESSON PLAN 6

- | | |
|--|--|
| - Speaking | - Competence in linguistic communication |
| - Listening: <i>Schools in Britain</i> | - Cultural and artistic competence |
| - Writing | - Learning to learn |
| | - Autonomy and personal initiative |

1. You are going to watch a video about schools in Britain.

Pre-Listening: What do you know about the British school system? In pairs, think of at least ten words or ideas to answer the question.

While-Listening: Watch the video and take notes to answer the questions on the right.



1. What are GCSE exams?
2. When do British students take A-levels?
3. Which subjects are mentioned in the video? Do you know any others?
4. What time does the school finish?
5. What is a state school?
6. Can you find anything similar in your country's school system?

Post-Listening: What do you think? Are British schools good? Or do you prefer your school? Discuss in groups.

(Source: original; material: http://www.youtube.com/watch?v=wH_xy3uLbqE)

2. In groups, draw a table comparing both school systems. You may consider timetables, subjects, examinations...

BRITISH SCHOOLS	SPANISH SCHOOLS

HOMEWORK: Individually, write a composition comparing the Spanish and the British school systems, using the information in the table you have previously drawn. Try to be correct and use all the structures studied in class because it is going to be part of your final mark!

LESSON PLAN 7

- United Kingdom trivial
- Revision

- Competence in linguistic communication
- Cultural and artistic competence
- Competence in processing information and use of ICTs.
- Learning to learn
- Autonomy and personal initiative

This lesson plan will be put in practice in the computer room, where there is an available computer for each student.

1. INTRODUCTORY ACTIVITY:

Which is the difference between *England*, *Great Britain* and *United Kingdom*? Locate them in the map.



(Source: original)

2. Can you match the flags with their corresponding countries?



NORTHERN IRELAND



IRELAND



ENGLAND



SCOTLAND



WALES



UNITED KINGDOM

How is the United Kingdom's flag called?

Now, here you have some webpages where you can find some piece of information to answer the following questions.

www.everyculture.com

en.wikipedia.org/wiki/Geography_of_the_United_Kingdom



UNITED KINGDOM TRIVIAL

Answer the following questions in silence, be the first who finishes and you will get a positive class mark!

1. What is the highest mountain in the United Kingdom? And the lowest point?
2. What is the longest river in England?
3. ... and in the United Kingdom?
4. What is the deepest lake in the United Kingdom?
5. What is the highest mountain in England?

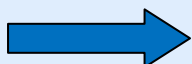
STAR QUESTIONS:



Who is the actual Queen of the United Kingdom?



Which Queen reigned the longest?



Can you answer these questions about your country?

LESSON PLAN 8: Final Test

TOTAL: 40 POINTS

Name:

Date:

1. Read the following newspaper article and answer the questions. (10 points)

Juror's cough clears throat but jails innocent man

A man found not guilty by a jury was jailed by mistake because somebody coughed as the foreman delivered the verdict.

Judge Michael Gibbon sentenced Alan Rashid to two years' imprisonment believing he had been found guilty of making a threat to kill. But the ill-timed cough **drowned out** the vital word 'not', leaving the court and defendant convinced that he had been convicted. Judge Gibbon, 68, told Rashid, 'The maximum sentence for making a threat to kill is ten years. Taking everything into account, the least sentence I can give you is two years' imprisonment.'

Mr Rashid, 32, of LLanrumney, Cardiff, was led to the cells at Cardiff Crown Court and the judge discharged the jury. But as Mr Rashid waited for a van to take him to jail, a mystified juror asked a court usher why a man they had exculpated was being imprisoned. Then Mr Rashid was freed.

Nicholas Williamson, the court manager, said, 'It was very bizarre. The jury foreman indicated a guilty verdict and the court proceed to sentence the defendant. One of the jurors was **puzzled** why he was jailed after being found not guilty, and the judge was informed. Mr Rashid was a very **relieved** man when the judge explained what had happened.'

Jurors had not spoken up earlier during the hearing because they believed that Mr Rashid had been convicted of other offences.

A Look at the **highlighted** words and guess their meaning from the context. Then, match them to the meanings.

- | | |
|-------|---|
| | confused |
| | pleased because your worry has disappeared. |
| | made impossible to hear because of a noise |

B Answer the following questions:

Where was Mr Rashid from?

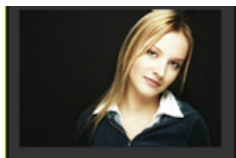
Why was he accused?

What is the maximum sentence for this crime?

How did Mr Rashid feel when the judge told him he was free?

(From *New English File, Intermediate Plus*)

2. LISTENING: You will hear an audio for each picture. Listen to the audio and write the girls' names according to the descriptions. Pay attention... they are not in order! (10 points)







.....

(From http://www.elllo.org/yeartwo/march20th/main_hair.htm)

3. Describe your best friend, using the vocabulary and structures seen in class during this unit. (10 points).

ASSESSMENT

As it has been explained in section 6, several tools will be used to assess and check students' progress. Once the activities and the procedures have been explained in further detail, the assessment criteria will be the following:

1. Revised homework, participation in class, interest, effort and progress  **20%**
2. Speaking activity (See rubric in the Appendix)  **30%**
3. Written composition about the British school system  **20%**
4. Final test (reading, listening and writing)  **30%**

The most important thing regarding evaluation is that its aim is to help students progress in their understanding and use of the English language and to bring them opportunities to perform appropriately, not just taking a test at the end of the unit. Participation, interest and effort will be positively taken into account so that students feel more motivated and willing to learn.

As it has been already said, the main objective of this learning unit is that students get used to the use of the English language as the vehicle for communication in class and to change their way of thinking about foreign languages.

7. Lesson plan templates

	Teacher Guide: LESSON 1	
Learning goals	<p>At the end of this lesson students will:</p> <ul style="list-style-type: none"> - Know a little bit more about universal literature through the title of the unit. - Know new vocabulary about crime scenes - Be able to discuss about what is a civic and non-civic behaviour - Be able to critically discuss and differentiate between what is art and what is vandalism. 	<p>Materials Needed:</p> <ul style="list-style-type: none"> - Pencils, pens - Paper - Handout lesson plan 1 - Blackboard <p>Other Resources:</p> <ul style="list-style-type: none"> - IWB - Computer & Internet <p>www.banksy.co.uk</p>
Critical input	<p>Brief hints about Dostoevsky's <i>Crime and Punishment</i> novel to introduce the topic of the unit.</p> <p>Explanation of who is Banksy and why is he known for.</p>	
Learning activities	<ol style="list-style-type: none"> 1. Brainstorming to revise already known words and introduce new ones (Whole group, write words in the blackboard). 5' 2. Vocabulary activities (whole group) 5' 3. Oral discussion (first in pairs and afterwards with the whole group). 10' 4. Reading (in groups, cooperative learning – puzzle) 25' <ul style="list-style-type: none"> Pre-Reading (in groups) 5' While-Reading (puzzle in groups) 15' Post reading (in groups) 5' 5. Oral discussion (in groups, critical discussion) 5' 	<p>Homework assigned</p> <p>Students are given a photocopy with the whole text and some questions about it to be answered at home. They have been already worked on in class.</p>
Verification	<p>Whereas students are working in pairs/groups, the teacher goes around the class checking that they are using English and that they are being critical in oral discussions. The teacher will help students whenever it is necessary, but first they will have to ask their mates.</p> <p>The teacher won't interrupt students when they are speaking to correct them but will give them feedback at the end of their speech or the exercise and the whole class will practice the correct forms, because common errors are repeated once again. They have to be aware that making errors is part of the learning process.</p>	
Summary	<p>The aim of this lesson is to learn new vocabulary but also to develop critical ideas about the world outside the classroom. It will be considered that students have achieved this aim if they are able to give logical and reasoned answers to the questions set out in class.</p> <p>To reinforce vocabulary, a warm-up activity will be carried out in the next session.</p>	Additional notes

	Teacher Guide: LESSON 2	
Learning goals	At the end of this lesson students will: <ul style="list-style-type: none"> - Understand the difference between the comparative and superlative forms of the adjectives. - Know how to form the comparatives and superlatives in English. - Be able to establish comparisons between people, things... 	Materials Needed: <ul style="list-style-type: none"> - Pencils, pens - Paper - Handout lesson plan 2 - Blackboard Other Resources: <ul style="list-style-type: none"> - IWB - Computer & Internet www.childrensuniversity.manchester.co.uk
Critical input	Revision of word classes	
Learning activities	<ol style="list-style-type: none"> 1. Warm-up activity to remember the vocabulary learnt in the previous session and check that it is being internalized. 5' 2. Continue with the previous lesson discussion and revise homework. 10' 3. Power point presentation from the Internet about the comparatives and superlatives with a final game (whole group). 25' 4. Compare people (in pairs, orally first and then in written form) 10' 	Homework assigned Write a list of adjectives to describe someone, both physically and regarding personality.
Verification	Teacher will ask students questions about what is being explained to check that they are following it and that they understand it. Errors will be introduced on purpose to see if they can notice and correct them.	
Summary	<p>The aim of this lesson is to learn how to use the comparatives and superlatives in English. Although it seems that students have understood it, a one-minute-paper will be carried out in the next session to see which students have really achieved it and which ones need more attention. Individual feedback will be provided.</p> <p>Although in this lesson grammar is explicitly taught, it is done in a different way from the traditional one.</p>	Additional notes A different worksheet is prepared for those two students who do not want to do participate, so that they feel integrated instead of being left at the back of the classroom.

	Teacher Guide: LESSON 3	
Learning goals	<p>At the end of this lesson students will:</p> <ul style="list-style-type: none"> - Understand the formation of the comparative and superlative adjectives. - Know new adjectives to describe people. - Be able to follow and understand a conversation in English and talk about it. - Develop their critical sense by discussing on the various situations set out in class. 	<p>Materials Needed:</p> <ul style="list-style-type: none"> - Pencils, pens - Paper - Handout lesson plan 3 - Blackboard - One-minute-paper handout
Critical input	<ul style="list-style-type: none"> - Differentiate between physical appearance and personality - Explain what a police interview is and what kind of language is used. 	<p>Other Resources:</p> <ul style="list-style-type: none"> - IWB - Computer & Internet - Speakers <p>esl.about.com/library/media/audio/police.mp3</p>
Learning activities	<ol style="list-style-type: none"> 1. One-minute-paper (individually) 5' 2. Brainstorming to revise homework and learn new vocabulary (whole group, in the blackboard). 10' 3. "Who am I? game" (whole group, orally) 10' 4. Listening 25' <ul style="list-style-type: none"> Pre-Listening (in groups) 5' While-Listening (individually) 10' Post-Listening (in groups) 10' 	<p>Homework assigned</p> <p>Write a description of any famous person attending to his/her physical appearance, personality, what s/he does... but without revealing the name.</p>
Verification	<p>Teacher will collect the one-minute-papers and correct them, providing students with individual feedback in the next session and revising the contents if they have not been clearly acquired.</p> <p>Whereas students are working in pairs or groups, the teacher will go around the class checking that they are using English and do the activities correctly. Teacher will help students whenever it is necessary but first they will have to ask their mates.</p>	
Summary	<p>The aim of this lesson is to learn new vocabulary but also to use it in context, as well as to reflect on the world outside the classroom. It is supposed that little by little students are developing personal strategies to learn new contents and to monitor that knowledge.</p>	<p>Additional notes</p> <p>A different worksheet is prepared for those two students who do not want to do participate, so that they feel integrated instead of being left at the back of the classroom.</p>

	Teacher Guide: LESSON 4	
Learning goals	<p>At the end of this lesson students will:</p> <ul style="list-style-type: none"> - Be able to write a description using a wide variety of adjectives - Understand the difference between the modals <i>should</i> and <i>must</i> by inferring it in context. - Understand which are good and bad behaviours in certain circumstances. - Be able to produce the sounds of English. - Have expanded their knowledge about English phonetics 	<p>Materials Needed:</p> <ul style="list-style-type: none"> - Pencils, pens - Paper - Handout lesson plan 4 - Blackboard - Quiz cards
Critical input	<ul style="list-style-type: none"> - There are 12 vowel sounds in English - / ə / is known as the “weak vowel” because it’s always found in unstressed syllables. - / ʌ / corresponds to the Spanish / a / - The word “since” is pronounced with / ɪ / not with / aɪ / 	<p>Other Resources:</p> <ul style="list-style-type: none"> - IWB - Computer & Internet - Speakers <p>www.stuff.co.uk/calcul nd /htm</p>
Learning activities	<ol style="list-style-type: none"> 1. Give the one-minute-paper with the corresponding corrections and/or congratulations. Comment on the general errors to reinforce understanding. (whole group) 5’ 2. Warm-up-activity (whole group) 5’ 3. Establishing rules (whole group) 10’ 4. Revision of phonetics (whole group) 10’ 5. Phonetic quiz (whole group) 20’ 	Homework assigned
Verification	<p>Students repeat sounds in small groups (boys, girls, first row...) for the teacher to see that everybody is participating.</p> <p>The teacher is the moderator and manages the game’s running but are students who cooperatively think the answers and who decide if they are correct or not.</p>	
Summary	<p>The aim of the lesson is to make students aware that English pronunciation does not correspond to its spelling and to enable them to pronounce every sound correctly.</p>	<p>Additional notes</p> <p>A different worksheet is prepared for those two students who do not want to do participate, so that they feel integrated instead of being left at the back of the classroom.</p>

	Teacher Guide: LESSON 5	
Learning goals	At the end of this lesson students will: <ul style="list-style-type: none"> - Be able to produce, understand and follow a conversation in English. - Be able to assess their classmates finding errors on their speech and avoiding doing the same ones. 	Materials Needed: <ul style="list-style-type: none"> - Pencils, pens - Paper - Role play cards - Blackboard
Critical input	Originality and creativity will be positively valued.	Other Resources:
Learning activities	Preparing the conversation (in groups) 20' Performing the dialogue (in groups) 30'	Homework assigned
Verification	The teacher will walk around the class checking that they are working on their dialogues and helping them whenever it is required.	
Summary	The aim of the lesson is to make students use the English language as a vehicle for communication in context.	Additional notes

	Teacher Guide: LESSON 6	
Learning goals	At the end of this lesson students will: <ul style="list-style-type: none"> - Be able to establish relationships between the British school system and the Spanish one. - Understand a real conversation in English. - Be able to extract the key information from a conversation. - Be able to talk about their likes and preferences regarding the school system. 	Materials Needed: <ul style="list-style-type: none"> - Pencils, pens - Paper - Handout lesson plan 6 - Blackboard Other Resources: <ul style="list-style-type: none"> - IWB - Computer and Internet - Speakers
Critical input	Explain the difference between state school, public school and private school.	http://www.youtube.com/watch?v=wH_xy3uLbqE
Learning activities	1. Give feedback on the speaking activity done in the previous lesson. 2. Watching the video and answering the questions (individually) 25' 3. Drawing a table comparing the British and the Spanish school systems (in groups) 25'	Homework assigned Students will have to write a composition comparing the British and Spanish School system and stating which of them like most and why.
Verification	The teacher will walk around the class checking that they are working on the task, using English and that every student is participating and giving ideas.	

	Teacher Guide: LESSON 7	
Learning goals	<p>At the end of this lesson students will:</p> <ul style="list-style-type: none"> - Be able to read and understand articles in English. - Be able to analyse, select and synthesize information from a text, extracting the specific details. - Be able to use the ICTs as vehicle for finding information. - Understand the difference between England, Great Britain and the United Kingdom. - Know some cultural and geographical aspects about England and the United Kingdom. 	<p>Materials Needed:</p> <ul style="list-style-type: none"> - Pencils, pens - Paper - Handout lesson plan 7 - Blackboard <p>Other Resources:</p> <ul style="list-style-type: none"> - Computer room
Critical input	Explanation of the difference between England, Great Britain and the United Kingdom.	
Learning activities	<ul style="list-style-type: none"> - Introduction: matching activity (whole group) 10' - Treasure hunt: united kingdom trivia (individually) 20' - Share and correct answers (whole group) 10' - Answer the questions about Spain (whole group) 10' 	<p>Homework assigned</p> <p>Revise and study for the final test.</p> <p>Additional notes:</p> <p>Students with lower levels of English can do the exercise with a classmate and help one another.</p>
Verification	The teacher will walk around the class checking that they are looking for the information in the given webpages and that they are reading the articles in English. The teacher will help students whenever it is necessary and will encourage them to create a good classroom atmosphere.	

8. Conclusions

I think that it is not possible to measure the amount of positive experiences that I have lived and learnt during my teaching placement: from my partners, from the teachers in the secondary school, from my students and from myself. It has been the confirmation that I really want to be a teacher.

As regards the implementation of the didactic unit, I have realized how difficult is to manage time in class and the importance of giving clear instructions. I think that it is also essential to establish a good and comfortable classroom atmosphere, based on mutual respect and promoting interaction as much as possible. In this sense, to promote students' participation in class and engagement in the activities it is necessary that there are not any pressures, they feel self-confident and don't be afraid of speaking in class and making mistakes because they are also part of the learning process. Then, giving positive feedback and celebrating success are two extremely important factors to take into account in the classroom.

Nowadays, the educational system in Spain is not precisely the best model to follow because it presents quite inefficiencies, especially as foreign languages are concerned. Teachers are supposed to be following a methodology based on the Communicative Approach, mainly aimed at developing students' linguistic competence in real situations. However, from what I have seen in the teaching placement and my previous experience, English lessons are still being too traditional and grammar-based, leaving little room for real communication opportunities. There are some teachers whose classes do not exceed what is said in the textbook and who think that just because they are doing grammatical exercises orally instead of in writing, they are already applying the Communicative Approach.

I am very happy with my teaching experience because even though it is obvious that I have too much to learn, my students have enjoyed my classes a lot. In the survey I gave them to assess me and the teaching process, they said very positive things and enjoyed activities a lot. I know that my activities are not anything especial and that they could have been much more creative and innovative but in any case, students were very happy and motivated because they were doing something different from the textbook and did not feel like if they were being taught since they were speaking and playing games all the time.

Therefore, although we are living *Hard Times* we should keep an optimistic view because another way of teaching and learning is possible.

9. References

- Aragonese Curriculum (Orden del 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).
- *English Alive! Student's Book 2*. Oxford
- *New English File Intermediate Plus*. Oxford

RESOURCES:

Lesson plan 1:

en.wikipedia.org/wiki/Banksy

www.banksy.co.uk

Lesson plan 2:

http://www.childrensuniversity.manchester.ac.uk/media/services/thechildrensuniversityofmanchester/flasadjadjective_detective_stamp.swf

Lesson plan 3:

esl.about.com/library/media/audio/police.mp3

Lesson plan 4:

www.stuff.co.uk/calcul_nd.htm

Lesson plan 6:

http://www.youtube.com/watch?v=wH_xy3uLbqE

Lesson plan 7:

www.everyculture.com

en.wikipedia.org/wiki/Geography_of_the_United_Kingdom

Lesson plan 8:

http://www.ello.org/yeartwo/march20th/main_hair.htm

10. Appendixes

Banksy, the mysterious artist



Graffiti is writing or drawings sprayed illicitly on a wall or other surface in a public place. Graffiti ranges from simple written words to elaborate wall paintings, and has existed since ancient times, with examples dating back to Ancient Greece and the Roman Empire.

In most countries, marking or painting property without the property owner's consent is considered vandalism, which is a punishable crime. Graffiti may also express underlying social and political messages and a whole genre of artistic expression is based upon spray paint graffiti styles.

Banksy is one of the world's most popular street artists who continues to remain faceless in today's society. He is known for his political, anti-war art mainly in Bristol (England) but his work can be seen anywhere from Los Angeles to Palestine. In the UK, Banksy is the most recognizable icon for this cultural artistic movement and keeps his identity a secret to avoid arrest. Much of Banksy's artwork can be seen around the streets of London, though he has painted pictures around the world. A number of exhibitions have also taken place since 2000, and recent works of art have achieved vast sums of money.

When did he start spraying graffiti? Banksy says that he didn't enjoy school, but he felt better when he started spraying graffiti. He was about fourteen. Some of his friends had problems with the police, for crimes like shoplifting, vandalism and theft. But Banksy thought that graffiti art was more exciting than a life of crime.

Answer the following questions:

- 1) When was graffiti invented?
- 2) Is it legal or illegal?
- 3) What does it express?
- 4) Who is one of the most important graffiti artist in the world?
- 5) What is he famous for? And where?
- 6) Do people know him?
- 7) Why did he start spraying graffiti?
- 8) Does he want to be a criminal?
- 9) Is his art accepted by everybody?
- 10) What do you think about graffiti: is it vandalism or art?

LESSON PLAN 3: LISTENING TRANSCRIPT

Inspector: I'm Inspector Brown Oxtan, please. Could I speak to the manager, please?

Woman: Actually I'm the manageress, my name is Louise Scott.

I: Well, Mrs Scott I'd like to ask you a few questions about the robbery.

W: Excuse me. We're all a little bit nervous after what happened. Come into my office.

I: Thanks.

W: Have a seat.

I: Thanks, I prefer to stand.

W: Yes, I see. Well, what do you want to ask me?

I: First of all, could you tell me what time exactly the robbery took place?

W: Yes, it was lunch time. It must have been half past twelve.

I: Are you sure about that?

W: Yes I just was going to lunch.

I: Was the post office closed?

W: Closed? Oh no, we stay open at lunchtime

I: Right. Could you tell me how many thieves were there?

W: Sorry?

I: How many robbers came into the post office?

W: Two men and a woman.

I: Could you describe the woman?

W: Well, not very well. She was tall and blond. She was very slim. Very slim, even skinny.

I: Do you can notice any particular part of face?

W: She was wearing glasses, you know, sunglasses.

I: Yes. And the men?

W: Sorry, I only saw one of them properly. He was dark, with a beard, he was about 30.

I: Nothing else?

W: Sorry, I can't remember anything.

I: How much did they take?

W: I've got the exact sum written down somewhere. Yes, here it is. Five hundred and 14 pounds.

I: Exactly?

W: Yes. They didn't take small change obviously.

I: How did they escape? On foot? By car?

W: Well actually they got away by bike.

I: You are joking.

W: No, seriously!

I: Well, I'd like to speak to your colleagues. Maybe one of them saw...

LESSON PLAN 4: PHONETIC QUIZ CARDS

Which of the English vowels is known as the “weak vowel”?	Can you think of at least five words containing / ɒ /?	How do you pronounce “first”? a) /e / b) / ɜ:/ c) / ə /
Can you think of at least three words containing / tʃ /?	Which of the following vowel sounds corresponds to the Spanish /a /? a) /ʌ / b) /æ / c) /ɑ:/	How many vowel sounds are there in English?
How do you pronounce the word “since”? a) / aɪ / b) / ɪ / c) / eɪ /	Which is the vowel in “car”? a) /ʌ/ b) /æ/ c) /ɑ:/	Which is the vowel for “ship”? a) /ɪ/ b) /i:/ c) /ɒ/
Do “meat” and “meet” share the same vowel sound? a) Yes b) No	Which vowel sound corresponds to the word “meat”? a) /ɪ/ b) /eɪ/ c) /i:/	Are /b/ and /v/ pronounced in the same way? a) Yes b) No
Which of the following words contains /ʊ/? a) God b) Good c) Gum	Which is the difference between a “voiced” and a “voiceless” consonant?	Which of the following words contains the sound /ʃ/? a) Should b) Must c) Will
Which is the common sound in the words “think”, “thief” and “theft”? a) /tʃ/ b) /ʃ/ c) /θ/	How would you pronounce the word “character”? a) /tʃ/ b) /k/ c) /ʃ/	Can you think of at least four words containing /θ/?

LESSON PLAN 5: RUBRIC FOR ASSESSING SPEAKING

Speaking Activity
Student's name:

CATEGORY	4	3	2	1
Intonation	All sentences were said with the appropriate intonation.	Most sentences were said with the appropriate intonation.	Most sentences were not said with the appropriate intonation.	All sentences were said with an inappropriate intonation.
Vocabulary and Grammar	All the vocabulary and verb tenses used in the role play were clear, accurate and thorough.	Most vocabulary and verb tenses used in the role play were clear, accurate and thorough.	Most vocabulary and verb tenses used in the role play were clear and accurate, but was not usually thorough.	Most vocabulary and verb tenses used in the role play had several inaccuracies OR was usually not clear.
Pragmatic features	Student consistently used gestures, eye contact, tone of voice in an appropriate way.	Student usually used gestures, eye contact, tone of voice in an appropriate way.	Student sometimes used gestures, eye contact, tone of voice in an appropriate way.	Student did not used gestures, eye contact, tone of voice in an appropriate way.
Pronunciation and Communication	All words were pronounced in an appropriate and understandable way. Communication was easy to be carried on.	Most words were pronounced in an appropriate and understandable way. Communication was easy to be carried on.	A lot of words were only understandable due to the context and communication was hard to be carried on.	Most words were not understood and communication was impossible to be carried on.
Creativity	Students are very creative and imaginative, showing new and interesting point of views in the dialogue.	Students are quite creative and imaginative, showing some new points of view in the dialogue.	Students are not very imaginative, but there is any kind of interesting idea.	Students are not creative but just answer the given questions.

LESSON PLAN 6: VIDEO'S TRANSCRIPT

SCHOOLS IN BRITAIN (Video from youtube)

Do you go to school on Saturdays? Do you wear a uniform? Do you like school? In this program you'll learn about British schools and British students.

Most children start primary school at the age of 5. Then at 11 they go to secondary school. All children stay at secondary school to the age of 16 and at 16 in England they take GCSE, that is, the General Certificate of Secondary Education. After these exams, about 30% of students leave school; the others study three subjects for two more years and then take the A levels or "Advanced examinations". About 20% of 18 years old go to university. They usually leave home and go to another city or town. Another 20% go on to other kinds of education and training.

This is the John Mason School in Abingdon, near Oxford. Students go to school from Monday to Friday and school starts at 9 o'clock. Most schools are mixed: they are for boys and girls; and at most secondary schools students wear a uniform.

This is the first class of the day: it's Maths. On average, there are about 22 students in a secondary school class and about twenty seven are in a primary school class. British students have a wide choice of subjects: this is an art class. Here's a Food Technology where students learn about food and cooking. This is a Design and Technology class, science of course, and foreign languages. Many British school children only learn a foreign language from the age of eleven. Most students study French. Other popular languages are Spanish and Italian. They also study other subjects like Information Technology, history, geography, English Literature and Religion.

Students have lessons in the morning and then a break of an hour for lunch. Some go home for lunch, some bring sandwiches with them and some eat here, in the school canteen. There are classes in the afternoon and the school finishes at four o'clock. After school some students do other activities like sport. Football's very popular, but so are other games like netball, rugby and badminton. And some students learn music.

92% of British schools are state schools. That means they're free: the government pays- not the parents. 8% of schools are independent: the parents of these students pay for their education. Some of these independent schools are boarding schools: the students don't live at home during the term-time, they live at school. And some of these schools have very traditional uniforms.

What do British students really think about their schools? I think school's great, I like school most of the time, I really like History and art, I don't like Geography, I love art and drama, I don't like French, homework's OK, I don't like homework, I really hate homework, school food's alright sometimes, I love school food.

Well, what do you think? Are British schools good or do you prefer your school?



***Máster Universitario en Formación de Profesorado de E.S.O.,
Bachillerato, F.P., y Enseñanzas de Idiomas, Artísticas y Deportivas.***



Universidad
Zaragoza



Instituto de
Educación Secundaria
Ramón Pignatelli

APPENDIX 2: RESEARCH PROJECT



Research Project:
*To what extent does CLIL contribute
to the acquisition of subject
knowledge?*

68589 – Evaluación e Investigación Docente
e Innovación Educativa en Inglés

SILVIA DILLA VIDAL

LAURA GARCÍA GRACIA

INDEX

<i>TO WHAT EXTENT DOES CLIL CONTRIBUTE TO THE ACQUISITION OF SUBJECT KNOWLEDGE?</i>	3
Abstract	3
KEY WORDS	3
SETTING THE CONTEXT	4
REVIEW OF LITERATURE	5
METHODS	7
Participants	7
Data collection	7
Program History	8
Data analysis	9
CONCLUSIONS	15
REFERENCES	16
APPENDIX 1: Examples of writing exercises	17
APPENDIX 2: Examples of questionnaires to the students	21

Learning to learn: *To what extent does CLIL contribute to the acquisition of subject knowledge?*

Abstract

Content and Language Integrated Learning (CLIL) is becoming more and more popular in Spain in the recent years, especially because of the increasing number of bilingual schools. However, “bilingualism” and “CLIL” are two different terms that sometimes get mixed and confused. This paper describes an action research project aimed at check how subject content is acquired through a foreign language, as well as what kind of strategies do the students use to understand and internalize those contents. It has been carried out with two groups of students learning the subject matter of *Biology*, one of them being taught in English and the other in Spanish. Throughout this paper the term *CLIL* is going to be used to refer to the experience in the classroom, even if it is not properly a CLIL classroom. The remarkable aspect of this research is that it shows both the expected positive features of being taught in a foreign language and the difficulties that it entails (for the students and the teacher as well), taking into account that it is set up in an unofficial context.

Key Words: accuracy, bilingualism, fluency, foreign language, L1, L2.

Accuracy: The ability to use language in accordance with accepted forms. It contrasts generally with “fluency”.

Bilingualism: Using two languages in some proportion in order to facilitate learning by students who have a native proficiency in one language and are acquiring proficiency in the other.

Fluency: The ability to speak or write a language spontaneously, appropriately, and with adequate speed. Nowadays, it is often contrasted to “accuracy”.

Foreign Language (FL): Term usually applied only to languages spoken outside the boundaries of the country in which one lives, or, more crucially, to languages learnt only for communication with those living outside one’s community and not used for everyday communication with one’s own community.

L1 (First language): Language in which an individual is most proficient. May not be the first language learned. It is also known as dominant language, mother tongue or native language.

L2 (Second language): A language which is not the mother tongue of its speakers, but which is a language of the country in which they live and which they use regularly in day-to-day business within their country. It can be a confusing term, because some use it in the sense of “foreign language”.

“Function and form, action and knowledge are mutually dependent. Action without knowledge is blind, vacuous. Knowledge without action is sterile. Finding the correct balance is the key to successful learning and teaching.”

John Trim, Language Teaching: Does a new century call for a new agenda?
EYL Dissemination Conference, Rotterdam
November 2001

SETTING THE CONTEXT

This research project has been carried out in the secondary school “Ramon Pignatelli” in Zaragoza (Spain), with two groups of learners –3rd year ESO– studying *Biology* in English. This secondary school “Ramon Pignatelli” offers a kind of “Teaching and Learning a Subject in English” program, which survives from an official program from the British Council, but which is gradually disappearing. Therefore, it is neither a bilingual program nor an example of CLIL proper, although it shares some characteristics and aspects with that one.

The reason why we chose this topic for research was that we wanted to take

advantage of that opportunity to show the benefits of being taught in a language different from L1. Nevertheless, once we were inside the classrooms we realized that as an unofficial program, the textbook was in Spanish and that although the teacher explained in English and provided students with handouts and theory in English, they still had the corresponding notes in Spanish and then, there was not immersion at all. Therefore, due to the circumstances we found there, we had to modify some of our first ideas and reorientate our research project towards a more learner-centered one, so as to take into account and analyse how the contents are

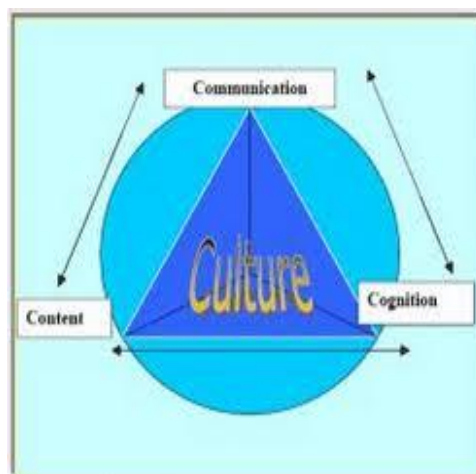
internalized and which strategies do the students employ to study that subject matter. Despite this unexpected factor and as it has been stated above, the research has been useful to verify how positive is for learners to be taught in a second language as well as to make students aware of their own strategies for learning new contents.

REVIEW OF LITERATURE

There is evidence of the inefficiency of the approach on foreign language teaching in our country which has not yet reached the goal of providing learners with the skills to perform successfully in context. The constant changes on educational policies are a clear indication of this inadequacy of the traditional language classroom methodology. The traditional Spanish attitude towards the teaching of foreign languages is artificial and disconnected from authentic and meaningful practice and that is why CLIL seems to be the best alternative.

The term CLIL refers to the teaching and learning of a subject through a foreign language, meaning this that language is the medium of instruction rather than the object of study. This approach is

based on four guiding principles, which are referred to as the 4Cs (Coyle, 1999) as they stand for: **content**, **cognition**, **communication** and **culture**. According to Coyle, the process of learning takes place due to *progression* in knowledge, *engagement* in the cognitive processing, *interaction* in the communicative context, and *awareness* of cultural self and otherness.



As a way of putting these terms together, Coyle also points out that in CLIL classrooms “scaffolding” should be the way of achieving learning, since it involves the construction of knowledge through language (by means of interaction) and enables students to be aware of their cognitive skills and their progression in the teaching and language process.

Because the main aim of CLIL is to develop specific and appropriate intercultural and linguistic skills to create *autonomous European citizens* (Coyle in Marsh, 2001:27), this approach inevitably leads to the fostering and understanding of different perspectives by the development of the 4Cs (Coyle in Marsh, 2001:27-28). It seems that CLIL provides a plausible solution to learners' L2 competence while safeguarding the subject matter. As Hugo Beatens notes "students are led to appreciate the immediate pertinence of the effort to acquire and use a 2nd or 3rd language while studying something else"(Marsh, 2001: 26). In the same way, Carmen Muñoz establishes that "learners' motivation to learn content through the foreign language may foster and sustain motivation towards learning the foreign language itself" (Marsh, 2001: 36).

Previous research as that by Gajo (2000), Gajo & Mondada (2000), and Gajo & Serra (2000; 2002) cited by Beatens in Marsh (2002:24) have already focused on the main questions regarding CLIL and bilingual education:

1. *The L1-problem: will L1 develop normally despite an important*

amount of instruction time being conducted in L2?

2. *The L2-problem: will L2 really develop better if an important amount of instruction time is conducted in it?*

3. *The subject-problem (school knowledge): does L2 complicate the subject learning and slow down progress in the curriculum subject?*

4. *The socio-psychological problem: is bilingual education appropriate for any student profile?*

According to their research the answers to these questions are affirmative, especially for question number 2, which is, ultimately, the main aim of CLIL. Whereas CLIL and bilingual education certainly address the upgrading of L2, there is no agreement on whether it heads to better subject matter knowledge or if, by contrast, it contributes to a dwindling of contents. In this regard, Dalton-Puffer catalogues this as the "fear that the foreign language may slow down proceedings so that less subject matter can be covered and that lower language proficiency may result in reduced cognitive complexity of the subject matter presented and/or learned" (2007:5)

Thus, our research project has been more aimed at establish whether the issue of subject acquisition is well accomplished or not. Particular attention will be paid to students' learning strategies and problems encountered by the teacher.

METHODS

Participants

The participants in this study include two groups of third year of E.S.O. in the secondary school "Ramón Pignatelli" (Zaragoza, Spain). The first group is made up of 20 students, and some of them have very low levels of English since they have just arrived from another secondary school. Consequently, they do exercises and exams in Spanish. The other group is composed by 28 students and in general, they are academically better than the other group.

We chose these two groups for the research because we had already been with them with the English teacher and then, we could compare their results and performances in Biology with their knowledge of English.

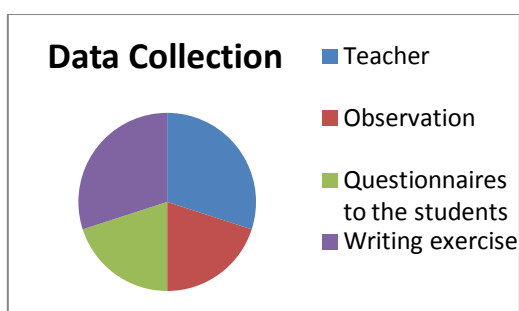
Data collection

The data we have collected for our research project is mainly based on

qualitative methods, since we have focus on observation and descriptions in narrative instead of numerical form. In this sense, we have collected two different sets of data: the first includes interviews with the teacher about the history and surviving of that specific program in the secondary school so as to know what we were exactly working with and what we could expect; and the second comprises teacher and students interviews focusing on the strategies used (both to teach and learn) on the one hand, and students performance on the other.

Therefore, the methods for collecting data have been the following:

- Informal interviews with the teacher about the history of the program.
- Interview with the teacher about the methodology she uses and the ways of teaching that subject.
- Questionnaire to the students about the strategies they use for studying that subject and their self-perception.
- Observation of oral exercises in the classroom.
- Written exercise in order to better understand learners' abilities.



Regarding data collection, it has to be noted that whereas some students answered questionnaires in Spanish, all of them did the written exercise in English even though they are used to do them in Spanish. Consequently, participation and involvement were better than expected.

Program History

During our interviews with the teacher, she explained us that a few years ago they had in the secondary school "Ramon Pignatelli" an official program entitled *English Plus*, which was endorsed by the British Council. Students from first to fourth year ESO were taught two or three subject matters in English, apart from the required proper English classes. However, it disappeared two years ago due to the lack of financial resources from the provincial government. Therefore, instead of suddenly eliminating it from the direction of

studies it was decided to keep it as an unofficial program and optional for the students that is being extinguished gradually.

As a consequence of its unofficial character, it only exists in third and fourth year of ESO in the subject of Natural Sciences, since the corresponding content teacher has a very good level of English and speaks other languages, too. Bearing these things in mind, for our project research we have defined it as an example of CLIL, even if we know that it is not an example of CLIL proper.

As regarding methodology and materials, it has to be pointed out that students follow the textbook in Spanish because there is not any textbook printed in English that corresponds with the contents established in the Aragonese Curriculum. Then, the teacher prepares worksheets, handouts and summaries in English that students can buy at the photocopy room. Besides, she gives lessons in English and all the material she brings to class (power point presentations, handouts, mind maps, outlines...) are, of course, in English. Regarding this fact, it has to be said that learners are more exposed to the target language than they actually are in the

English language classroom, as we can confirm from our experience with both teachers. This does not mean, however, that the content teacher does not use L1 at all. In fact, she uses the so called “sandwich” technique, consisting in explaining the concepts in the target language, translating them to L1 and finally repeating them again in L2 to reinforce understanding.

The main problem is that as it is not officially recognized as a bilingual or CLIL program, she cannot assess the use of language or how students perform in English, but she has to assess the acquisition and understanding of contents. That is why some of the students in Group A take their exams in Spanish, although they follow the classes in English.

In conclusion, we decided to do a research taking profit of this advantage because we really believed that it had to be positive for the students, despite of their apparent resistance to being taught in a language different from their mother tongue.

Data analysis

The program we have been describing so far is not an official one but just an example of good practice which attempts

to make the most of the current situation; it is an opportunity to change students’ state of mind and expose them to the target language as much as possible, before the program gets definitely extinguished. Bearing these things in mind, the main points to take into account regarding data analysis are: the lack of materials, students’ command of the target language, the inexistent collaboration between the content and language teacher and students’ attitude towards this program.

On the one hand, from the interviews with the teacher we have inferred that students do not feel motivated because some of them are in this program due to their parents’ decision not because they voluntarily have chosen it. Apart from that, as they are not used to be taught in a language different from their L1, being at this program means an extra effort that some of them are not ready to make. The contents are also new for them in their L1 so they feel as they were studying twice. One of the main difficulties that CLIL presents is the fear of whether contents are lowered to give more prominence to language or if, by contrast, there is not any modification on the contents but just on the way of explaining them. There have been many

researches on this aspect and although it is a controversial issue, in the case that is here concerned there is no reduction of contents. In fact, the teacher confirms that both groups A and B are academically good students and there is no need for doing that. Furthermore, the teacher affirms that this should be done just in case the students had some learning difficulties or special needs but not because they are being taught in a foreign language. According to her, the use of the English language in class is not an impediment for covering all the contents in the syllabus.

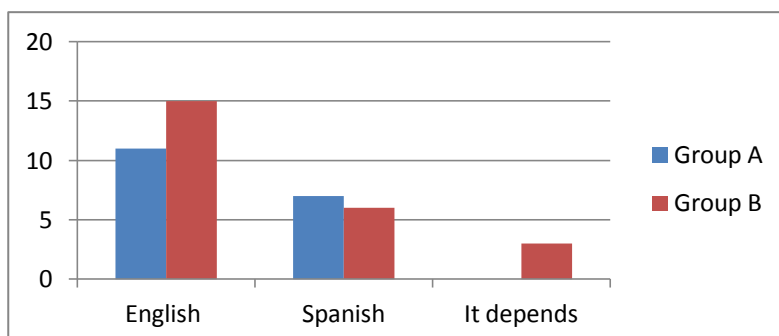
However, she focuses on fluency rather than on accuracy because what she has to evaluate ultimately is the contents not the use of language. It can be concluded, thus, that the main problem is that students do not take the expected advantage that this program offers because they are not used to be taught in English and they do not see it as something natural. Another obstacle the teacher encounters is, as it has been mentioned in the section on program history, the lack of materials. The teacher does not mind to spend time on translating, creating and designing materials because she feels it is totally worth it.

On the other hand, from the questionnaires passed to the students it can be extracted that although most of the students take exams in English because they can get higher marks that way, they do not find it as something natural. Nevertheless, it is quite clear that even though almost every student sees the program as beneficial and positive for them, they do not feel comfortable studying in English. The main difficulty for them is language production rather than content internalisation. That can be justified with the fact that language understanding is not equivalent to language production (Krashen's input hypothesis). Consequently, it has a direct effect on the student's learning strategies because, albeit they understand the concepts, many of them feel incapable of explaining them in English. Therefore, they admit to study twice: first in Spanish in order to understand the concepts and again in English; which contradicts Coyle's assumptions that CLIL "connects different areas of the learning curriculum into a meaningful and economic use of study time" (Marsh, 2001:28).

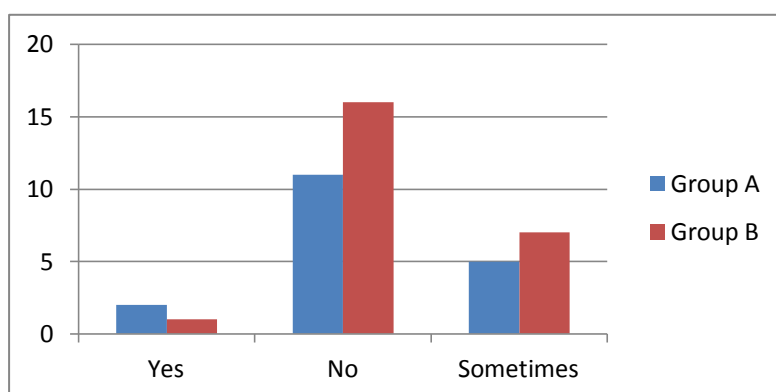
In spite of the challenge it represents, all students agree on the profits that this kind of teaching implies.

Figure 1: Results on the questionnaires to the students

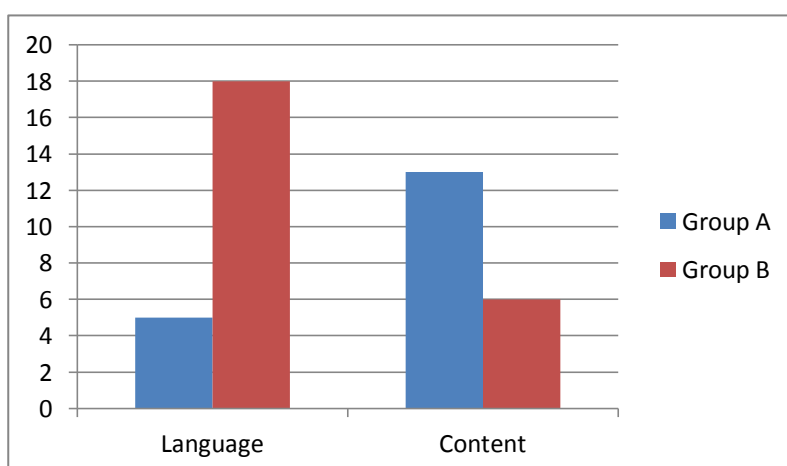
1. Do you do your exams in English or in Spanish?



2. Do you find it difficult to follow the teacher when she explains in English?

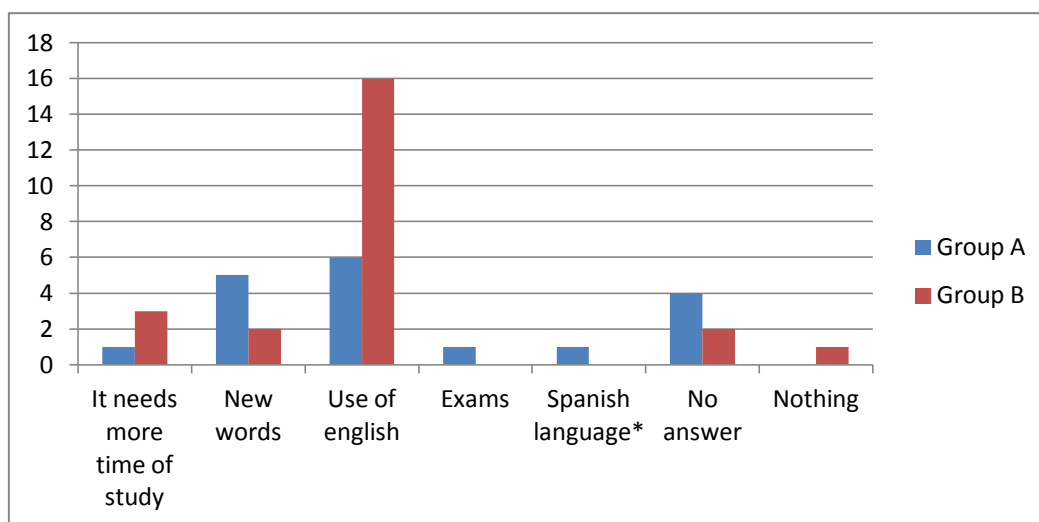


3. What do you think is more difficult: the language or the contents?



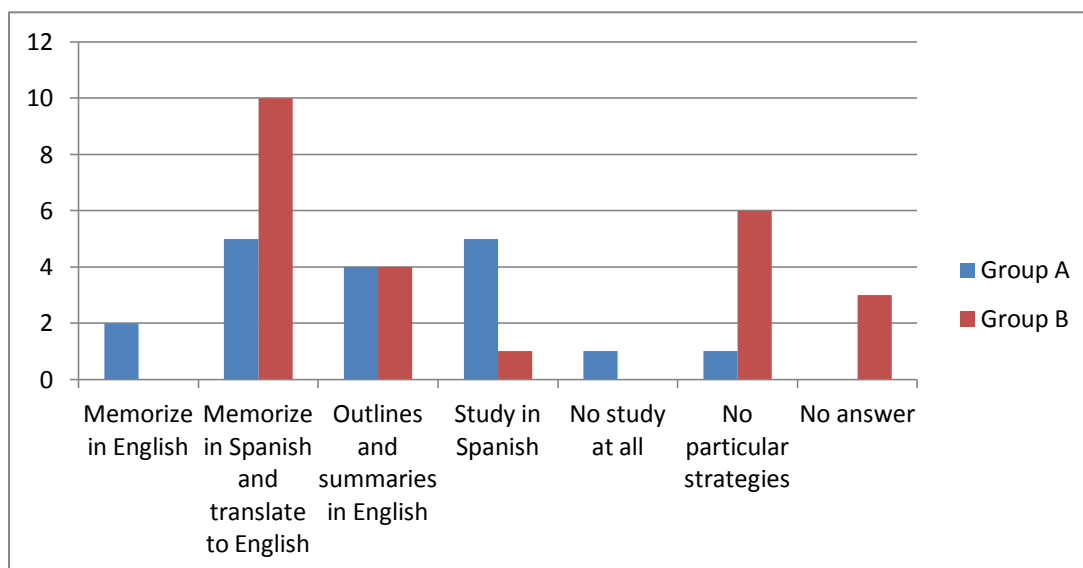
This graphic shows that the needs and weaknesses vary from one class to the other.

4. Which are the big difficulties you have when studying this subject?

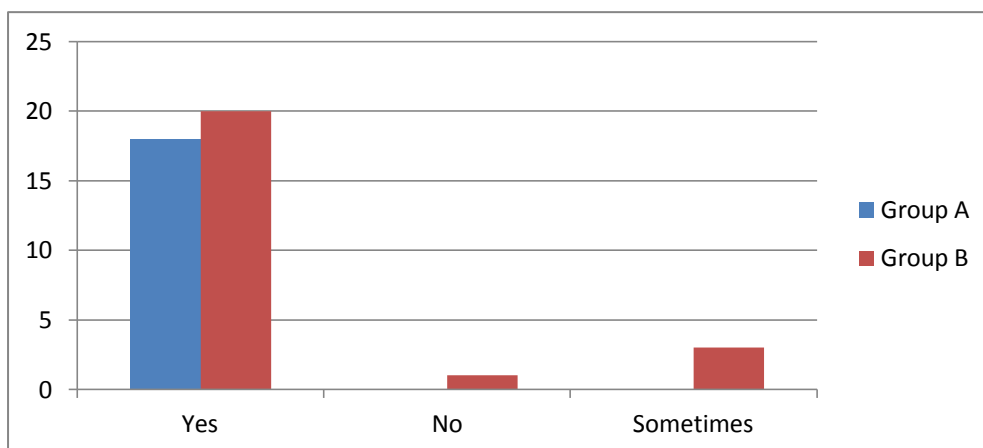


*The girl who answered that the biggest difficulty was to follow Spanish language was a newcomer from Ghana who speaks English very well but no Spanish at all.

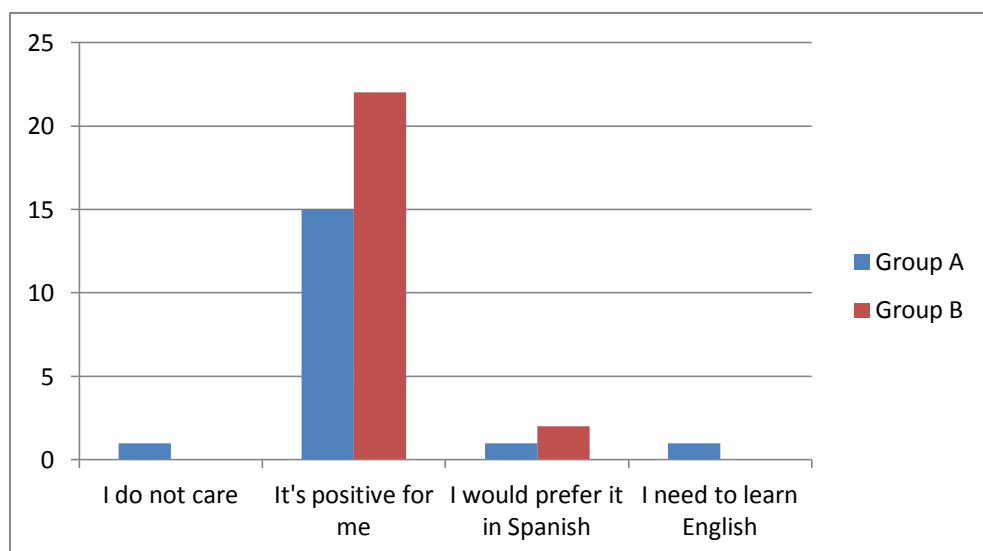
5. Which strategies do you use to study this subject?



6. If the contents are internalized in English, do you feel capable of explaining them in Spanish?



7. What do you think about this program?



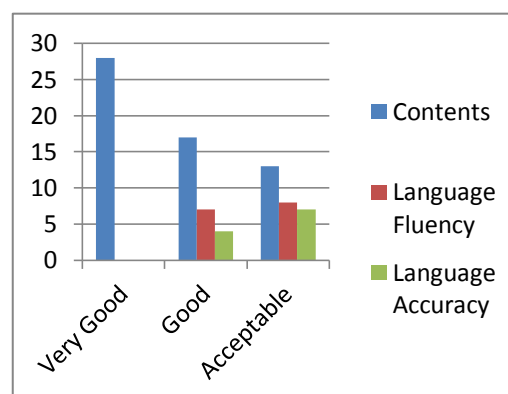
Finally, at the end of our teaching placement, once we had observed the class dynamics several times and after the questionnaires had been filled and analyzed, we collected some written exercises. As the unit was on nutrition and the Mediterranean diet, they had to describe their usual diet and justify if it fit with the Mediterranean standards seen in class. After the interviews with both the teacher and learners, and the observation of their performance in class, the expectations were not very high. Paradoxically, the obtained results differed substantially from the expected ones. Most of them were intelligible and precise regarding content though with some language inaccuracies. However, such inaccuracies had to do with misuse of prepositions and tenses but did not affect general meaning.

Figure 2 shows that students really understand the contents because they are able to explain them, and that they have more troubles with the use of English. As they had to draw a table with their normal diet and justify why they considered that was part of the Mediterranean diet, some of them just limited to draw the table and outline the main points using key words (low levels

of fluency). By contrast, some others gave very detailed and information and were more fluent using English without paying attention to making mistakes. It can be also seen, anyway, that levels of accuracy are not that bad.

The most important thing for us is that all of them did the exercise in English, even those who used to do everything in Spanish.

Figure 2: Results on the writing exercise



CONTENTS: If the answers cover the contents dealt with in class

LANGUAGE FLUENCY: If students are able to convey meaning using language strategies and resources

LANGUAGE ACCURACY: If students are able to use language structures and vocabulary correctly.

CONCLUSIONS

After three weeks of observation, interviews and analysis we can conclude that the obtained results are not that bad as we expected but not that good as we had liked. On the one hand, it is true that the program does not work as it should and that students do not make the best of it. However, it must be kept in mind that the program is unofficial and as such students are not forced to apply for it but they still do it.

Therefore, our conclusions are that students do not feel motivated with this kind of teaching because they are not used to use the English language as a means for communication. We were working with both groups in the English lessons, too and the methodology used there was still too traditional and grammar-based, leaving little room for real communication opportunities. For this reason, we consider that the content and the language teacher should collaborate and work together so as to provide students with the necessary communication strategies and make the most of the situation.

On the other hand, it is a shame that this program will disappear next year because despite all its weaknesses it is positive for students and very helpful to

acquire the foreign language, since it provides more time of exposure to the language. Besides, it is a great opportunity for students to learn the language in real context, for concrete purposes and make associations between language and other things apart from language itself.

REFERENCES

- BEATENS, H. (2001): *The Significance of CLIL/EMILE* in MARSH, D: *CLIL/EMILE: The European Dimension. Actions, Trends and Foresight Potential*. (24-26). Finland: UniCOM
- BRUMFIT, C.J. & ROBERTS, J.T. (1983): *A Short Introduction to Language and Language Teaching: with a Comprehensive Glossary of Terms*. (177-213) London: Batsford Academic and Educational
- COYLE, D. (1999): *Supporting Students in Content and Language Integrated Learning Contexts: Planning for Effective Classrooms* in MASI, J (Ed): *Learning Through a Foreign Language: Models, Methods and Outcomes* (46-62). London: CILT
- COYLE, D (2001): *Relevance of CLIL to the European Commission's Language Learning Objectives* in MARSH, D.: *CLIL/EMILE: The European Dimension. Actions, Trends and Foresight Potential*. (27-29). Finland: UniCOM
- DALTON-PUFFER, C. (2007): *Discourse in Content and Language Integrated Learning (CLIL) Classrooms*. Amsterdam: John Benjamins.
- GAJO, L. & SERRA, C. (2002): *Education and Society in Plurilingual Context*. Brussels: VUP Press
- "Mixing Qualitative and Quantitative Methods: Triangulation in Action" Todd, D. Jick. *Administrative Science Quarterly*, vol. 24-4, Qualitative Methodology (Dec, 1979). Pp 602-611
- MUÑOZ, C. (2001): *Relevance and Potential of CLIL* in MARSH, D.: *CLIL/EMILE: The European Dimension. Actions, Trends and Foresight Potential*. (35-37). Finland: UniCOM

APPENDIX 1: Examples of writing exercises

Carmen Cabeza Llerena 3ºB

DEBATE

Culture determines diet

Have a debate in class to discuss some of the following points:

- What is the influence of culture on the diet of a people? Give examples of food selection based on criteria laid down by religion.

Each village has its different customs, these are accompanied by banquets and each contains different types of food.

For example, in a religious celebration in which is forbidden eat pork, the food will be different than a religion in which you can eat pork.

- What foods do we include in our diet that would be prohibited by other religions, or would be considered repulsive by people in other countries?

In the Mediterranean diet is not forbidden any type of food and is a varied and healthy diet. On this diet is allowed to eat pork, cow, seafood ... and other foods that are not allowed for other religions in other countries. For example in the Jewish religion is forbidden drink milk or eat any milk derivative if he or she is eating meat.

RESEARCH

The Mediterranean diet

When we talk about the Mediterranean diet we refer to the coastal regions or those regions near the coast where fish is abundant (sometimes more accessible than meat) and fruit and vegetables are eaten regularly. But do all the inhabitants in Spain eat a Mediterranean diet?

- Make a list of all the typical foods in the Mediterranean diet. Beside this list, indicate the amounts (approximate) of these foods that you normally eat.

Bread- all days
Cereals- four days at week
Pasta- two days at week
Rice- three days at week
Vegetables- all days
Fruits-all days, three pieces daily
milk and its derivatives – all days
olive oil- all days
meat –all days
eggs – three days at week
fish – five days at week
wine -
margarine – three days at week



Diet and Culture

The Mediterranean diet.

When we talk about the Mediterranean diet we refer to the coastal regions or those regions near the coast where fish is abundant (sometimes more accessible than meat) and fruit and vegetables are eaten regularly. But do all the inhabitants in Spain eat a Mediterranean diet?

- Make a list of all the typical foods in the Mediterranean diet. Beside this list, indicate the amounts (approximate) of these foods that you normally eat.

Fruit → 2 or 3 pieces per day

Vegetables → A medium dish per day

Legumes → 2 or 3 times per week

Nuts → 25 gr approximately per day.

Bread → 50 - 100 gr. per day.

Cereals $\left\{ \begin{array}{l} \text{Rice} \rightarrow 2 \text{ or } 3 \text{ times per week (a medium dish)} \\ \text{Other cereals} \rightarrow \text{Once a week in the breakfast (25 - 50 gr.)} \end{array} \right.$

Acete de oliva → All days

Fish → 3 or 4 times per week

- Compare the presence of fish and meat in your diet. Find out how much oil you eat. With all this data, answer this question. Is your diet like the Mediterranean diet? ✓

The presence of meat in my diet is higher than the presence of fish and the quantity of olive oil that I eat is so high. I think that my diet is very similar to the Mediterranean diet but not the same because, the quantity of meat that I eat is more than the quantity of fish and I don't eat a little more quantity of fruits and vegetables.

Mónica Loste

12.4.12

The Mediterranean diet

• List

- rice 150g ^{once} (one) a week
- pasta 500g twice a week
- vegetables 500g four times a week
- pulses 150g one a week
- fruit 700g five pieces a day
- fish 150g one a week
- meat 500g five ~~times~~ times a week
- bread 500g one a day
- olive oil 500g every days

• In my diet there are more meat than fish but I eat fish too. I don't eat much lipids and I think that my diet is similar ^{to} ~~the~~ the mediterranean diet because I eat a lot of fruit, vegetables and olive oil. ✓

→ One question missing → Do all the inhabitants in Spain eat a Mediterranean diet?

APPENDIX 2: Examples of questionnaires to the students

Name and group: 3^ºA
Date: 17-04-2012

QUESTIONNAIRE FOR THE STUDENTS

Answer the following questions: / Responde a las siguientes preguntas:

**Do you do your exams in English or in Spanish? Why?
¿Haces los exámenes en inglés o en español? ¿Por qué?**

I do my biology exams in English because I like English and I think that it's a good way for me to know more English.

**Do you find it difficult to follow the teacher when she explains in English?
¿Te resulta difícil entender a la profesora cuando explica en inglés?**

No. For me is easy to follow the class in English because I understand the concepts that Sonia teaches in English.

**What do you think is more difficult: the language or the contents?
¿Qué te resulta más difícil de entender: la lengua o los contenidos?**

I think that is more difficult the contents because they are new for me.

**Which are the biggest difficulties you have when studying this subject?
¿Cuáles son tus mayores dificultades para estudiar esta asignatura?**

My biggest difficulties when I study this subject are new words of biology that I don't understand even in Spanish.

Which strategies do you use to study this subject? Are the same for other subjects taught in Spanish?

¿Qué estrategias usas para estudiar esta asignatura? ¿Son las mismas que para otras asignaturas explicadas en español?

First, I study the summary that we have copied in class and if there are some words that I don't understand in English, I translate it. Later, I study the photocopies of the English book, and finally, I make a scheme to know how I know for the exam.

If the contents are internalized in English, do you feel capable of explaining them in Spanish?

Si los contenidos los aprendes en inglés, ¿te sientes capaz de explicarlos en español?

Yes, because ~~because~~ I have only to translate into Spanish the concepts that before I have studied in English.

What do you think about this program? Do you think is it positive for you?

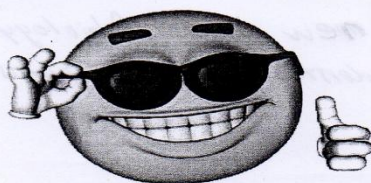
¿Qué opinas sobre este programa? ¿Crees que es positivo para ti?

Yes, I think that is better for me because this program helps me to know more English.

Do you have any other comment you would like to add?

¿Tienes algún comentario o aportación que te gustaría añadir?

Thank you for your help! / ¡Gracias por tu ayuda!



APPENDIX 3:

TEACHING SUPRASEGMENTALS:
LESSON PLAN

Lesson Plan: Overview		
Teachers: Reyes Blecua and Silvia Dilla	Length: 55'	Students' age: 14-15
Lesson type: Integrated	Level: 3 rd year ESO (A1+)	
<p>Context: It is the end of Unit 7 entitled “Enjoy your meal!”. Students have learnt and practiced vocabulary related to food and kitchen items, as well as modal verbs (<i>should, must, have to</i>). Then, they are going to use the vocabulary of the unit to practice the stress pattern of compound nouns.</p> <p>These contents are included in the Secondary Education Curriculum.</p> <p>Assumptions: It is taken for granted that students know different stress patterns as we have already worked on word stress in previous lessons. It is also assumed that students remember how to use formal language and to politely complaint about something because it has been worked on during lesson 6. Therefore, there will be an integration of previous and new knowledge in the communicative activity.</p> <p>Anticipated difficulties: Students may find it difficult to stress the first item of a compound word, taking into account that in Spanish it is usually put on the last syllable.</p> <p>Solution: We will closely monitor students to prevent them from stressing compound words wrong.</p> <p>Justification: We have decided to teach this supra-segmental feature because we consider that it is important to make them aware of the difference between English and Spanish word-stress patterns, and try to avoid stressing the second item of an English compound word as they would do in Spanish. It has to be noted that we are going to practice word stress in isolation; that is to say, we are not going to focus on the influence of stress in connected speech because we think that it would be suitable for more advanced levels.</p>		
<p>Main aim: To raise awareness of where stress falls in compounds through aural discrimination and then, oral production.</p> <p>Subsidiary aims:</p> <ul style="list-style-type: none">-To revise the vocabulary of the unit.-To practice the form and use of the modal verbs.-To understand relationships between the different parts of a text through discourse markers. <p>Personal aims:</p> <ul style="list-style-type: none">-To closely monitor students to prevent them from stressing compound words wrong.-To provide immediate feedback or error correction.		

Language to be taught and practised (language exponents)		Work on skills			
Kitchen Items	Food	Reading	Listening	Speaking	Writing
		√	√	√	
Cupboard Saucepan Frying pan Baking tray Serving dish Cling film Corkscrew Microwave Freezer bag Teaspoon Tablespoon Dishwasher Bread knife Baking paper	Shopping list Fast food Hot dog Tomato sauce White bread Brown bread Orange juice Roast beef Pork chop Strawberry Pineapple Boiled egg Fried egg Scrambled egg	Specify sub-skills SS will practise: -Listening for discrimination -Controlled oral practice -Dealing with cohesion through reading			
		How will you integrate the skills work and language work? We are going to use the vocabulary studied in the unit to practice the stress pattern in compound words in English, and to include the modal verbs, which is the grammatical content of the unit. Therefore, there will be an integration of grammar, vocabulary and stress work.			
Stage aims	Procedure		Timing	Interaction pattern	
To set the context /Aural discrimination	The teacher starts saying: <i>"I've just refurbished my kitchen and I need to buy a lot of things. Can you write them down in the right column?"</i> Then, the teacher pronounces several words from the vocabulary of the unit, both simple and compound. Students have to complete a template with different stress patterns, according to the words they listen to. (See appendix)		5'	Teacher-Students	
To infer the rule	The teacher creates groups and the students try to infer the rule for stressing compound words (Inductive approach).		2'	Students-Students	
Feedback	Students exchange their inferred rules with the teacher, who checks that they are right: compounds in English are usually stressed on the first element, unlike Spanish.		2'	Teacher-Students	

Oral production	Drilling: the teacher says some of previous compound words, and students repeat them once and again to assimilate the rule.	2'	Teacher-Students
Controlled practice (teacher feedback)	The class is divided in groups of 3 or 4 and each group is given a sentence from a recipe that has to be completed. Then, the teacher explains what they are going to cook and each group should read their sentence aloud when they feel it fits the text. The teacher and the rest of the students give immediate feedback. (See appendix)	7'	Teacher-Students and Students-Students
Guided practice	Jigsaw: In pairs, each member is given a card with a role (mother/father, who is at work and has to go shopping; and son/daughter, who is at home). Each card contains information about what has to be bought and what is not needed. They have to exchange information to fill their cards. (See appendix)	7'	Student-Student
Communicative practice	In pairs (or groups of 3), students have to prepare a dialogue to be performed in front of the class. They will be given a card explaining their role and the following information: - Context: a prestigious restaurant. - Participants: a customer and a member of the restaurant staff. - Situation: there has been a problem that has to be solved. - Language to be used: formal language expressing politeness. During the representations and in order to keep all students on task, they will be asked to peer-assess their mates. During the performance the teacher will assess students by using a rubric. (See appendix)	25'	Student-Student

One-Minute-Paper	Students are given a sheet with some questions about the development of the activities and the teaching and learning process that have to quickly answer. It will be used as teacher's self assessment. (See Appendix)	5'	Teacher-Students
Variations / Follow-up			
<p>Since the last communicative practice is to be performed in pairs in front of the class, the time spent on this activity will be longer or shorter depending on the amount of students in the class.</p> <p>As a warm-up activity for the next session, a Quiz-Quiz-Trade can be proposed: each student will write down a compound noun on a piece of paper. Then, they will go around the class asking other students for the correct pronunciation of that word and exchanging the pieces of paper.</p>			
Evaluation			
<p>Learner's Performance</p> <p>During the communicative activity students' performance will be observed and assessed following a rubric. (See Appendix)</p>		<p>Teacher's Self-Assessment</p> <p>The teacher will use observation in class during the lesson and during the role play in order to check that the teaching process has been useful and that students have acquired the contents. Besides, in the next session there will be a "One-Minute Paper" activity for the teacher to see if the process has worked well and which are the aspects to be improved for the next time. (See Appendix)</p>	

APPENDIX: Materials to be used

1. AURAL DISCRIMINATION

You are going to listen how these compound nouns are pronounced. Complete the following table, paying attention to their stress pattern.

STRESS PATTERNS TEMPLATE					
		O o	o O	O o o	o o O
Scrambled egg	Clingfilm				
Frying pan	Teaspoon				
Baking tray	Pork chop				
Serving dish	Fast food				
Corkscrew	Microwave				
Freezer bag	Fried egg				
Tablespoon	Cupboard				
Dishwasher	Saucepan				
Orange juice	Boiled egg				

2. CONTROLLED PRACTICE:

PORK CHOPS WITH EGG AND CHIPS:



Ingredients (4 serves):

3 tablespoons oil
2/3 potatoes, peeled and cut into chips
1 teaspoon salt
1 teaspoon oregano
4 pork chops
4 eggs

First of all, you must preheat the oven to 180C and place a baking tray in the oven to heat up.

Secondly, you have to heat the two tablespoons of oil in a frying pan to cook the chips, adding a teaspoon of salt.

Once coloured, you should take chips out of the frying pan and divide them between 4 sheets of baking paper. Sprinkle with a little oregano.

Third, fry the pork chops in the same frying pan.

Finally, put each pork chop on the chips, wrap it with the baking paper and put the four parcels on the hot baking tray. Cook them for 12 minutes.

While it is in the oven, you can fry the eggs. *Remember they have to be fried eggs, not boiled or scrambled eggs!*

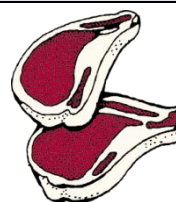
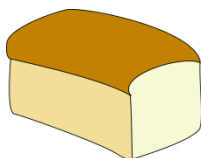
To serve, open the parcels and put a fried egg on top of each.

3. GUIDED PRACTICE:

Student A: FATHER/MOTHER

You are getting home from work and you decide to stop and buy some things at the supermarket. Since you don't remember what there is and there isn't at home, you call home and ask your son or daughter.

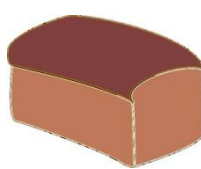
Remember, you will have to ask: *Is/are there any... ?*



Student B: SON/DAUGHTER

You are at home and your father or mother phones home and says she forgot the shopping list at home. She makes you check if there is certain food at home. Have a look in the fridge and cupboards and answer to his/her questions. Try to persuade him or her to buy some fast food!

Remember, you will have to answer using *there is/are* and *some/any*.



4. COMMUNICATIVE PRACTICE:

ROLE PLAY CARDS (Example)

Student A

You are eating dinner with your couple in a prestigious restaurant and your food has been overcooked. You have to make a complaint.

Student B

You are the waiter / chef in a prestigious restaurant and a customer makes a complaint because his/her food has been overcooked.

Remember you will have to use the vocabulary and expressions we studied in the previous lesson (about formal language and making complaints) and integrate the new one, paying attention to the stress in compound nouns.

5. ONE-MINUTE-PAPER:

Briefly answer the following questions:

- What have you learnt today?
- Have you enjoyed the lesson?
- Which aspects would you modify / change?
- Do you think that the instructions have been clearly given and contents well explained?
- Which is the most common stress pattern in English compound nouns?

6. RUBRIC FOR THE COMMUNICATIVE ACTIVITY:

Communicative Activity

Teachers Name: **Reyes Blecua and Silvia Dilla**

Student Name: _____

CATEGORY	4	3	2	1
Intonation	All sentences were said with the appropriate intonation.	Most sentences were said with the appropriate intonation.	Most sentences were not said with the appropriate intonation.	All sentences were said with an inappropriate intonation.
Vocabulary and Grammar	All the vocabulary and verb tenses used in the role play was clear, accurate and thorough.	Most vocabulary and verb tenses used in the role play was clear, accurate and thorough.	Most vocabulary and verb tenses used in the role play was clear and accurate, but was not usually thorough.	Most vocabulary and verb tenses used in the role play had several inaccuracies OR was usually not clear.
Pragmatic features	Student consistently used gestures, eye contact, tone of voice in an appropriate way.	Student usually used gestures, eye contact, tone of voice in an appropriate way.	Student sometimes used gestures, eye contact, tone of voice in an appropriate way.	Student did not used gestures, eye contact, tone of voice in an appropriate way.
Stress of compound nouns	All compound nouns were correctly stressed and used properly.	Most compound nouns were correctly stressed and used properly.	Most compound nouns were used properly but not correctly stressed.	Compound nouns were not well used or not correctly stressed.
Pronunciation and Communication	All words were pronounced in an appropriate and understandable way. Communication was easy to be carried on.	Most words were pronounced in an appropriate and understandable way. Communication was easy to be carried on.	A lot of words were only understandable due to the context and communication was hard to be carried on.	Most words were not understood and communication was impossible to be carried on.