REFLECTIONS ON THE LEARNING UNIT "STILL FRIENDS" AND THE RESEARCH PROJECT "GAMES IN L2".
MASTER OF SECONDARY EDUCATION.

María Jesús Horno Graus

Tutor: Mª Pilar González Vera

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1. INTRODUCTION

A truly special teacher is very wise, and sees tomorrow in every child's eyes. ~Author Unknown

1.1. WHY TO BE A TEACHER? WHY TO STUDY THE DEGREE MASTER?

As I studied EGB, BUP, and COU, I studied English as second language all those years. So when I decided to study a university degree, I thought I would not have any problem to study English Philology due to all the years I had studied that language. At first, I did not think to be a teacher, I wanted to have a degree and improve my knowledge in this language. However, I got to university and I noticed that I was not able to speak or write in English.

When I was young, English classes were implemented in Spanish and my generation did not have the opportunity to watch TV in English, to chat in English or to listen to real language on the internet. Travelling to an English-speaking country was very expensive and only few families could afford the expenses.

After three year at university, I had to change from the "old" study plan to a "new" one. The "old" plan had a lot of common subjects with the rest of Philologies, mainly with Spanish Philology, whereas the "new" plan was mainly focused on the study of English language. I consider the change was necessary and reasonable. Nevertheless, the change was a new handicap to me, due to the fact that my classmates were much more qualified than me.

I do not think that I have had bad teachers, because, in fact, they made me love English language. I only think that it was not the right method to learn a second language. It was there when I started to be a teacher. I wanted new generations not to have the same problems as I had had.

Ten years ago, I started to work as an English teacher in a non-formal language school and I work there since then. I have learnt all these years a lot. And I have lived a lot of experiences, which have reinforced my vocation for teaching. I believe that teaching is a job that demands a sense of vocation, and I am lucky to pursue my vocation as a teacher.

After about eight years teaching, I began wondering whether I was doing well or I was fossilized. Then I decided to study this Master. I knew that it would be quite hard to work and study at the same time. However, I could not imagine that it would be as hard as it has been. Actually, I thought several times about giving the Master up, others if I would be able to pass it and even about my vocation as a teacher. Now, when the master is almost finished, I can consider that the Master has been a positive experience. I have learnt more than I expected in the whole areas of life, both professionally and personally.

Personally, this master has given me the opportunity to understand how important it is to have the support of your people. Besides, I have known a lot of new peers who are my friends now and who encouraged me to keep on working on those difficult days.

Professionally, this master has given me some useful tools to improve my teaching. In the first term of the master course, I learnt the importance of laws that regulates teaching inside and outside the classroom and the personal and psychological aspects of teaching in general. On the other hand, in the second term, we worked more specifically on how to create and implement activities to teach English as a second language.

1.2. OVERVIEW OF THE SUBJECTS IN THE MASTER

"If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people" ～ *Chinese Proverb.*

The Master is divided into five different modules. Each module reflects a part in the teaching-learning process. Every part seems independent at first but all of them are important to educate people.

1.2.1. Module 1: CONTEXTO DE LA ACTIVIDAD DOCENTE.

My education was interrupted only by my schooling" -Winston Churchill (1874-1965)

The subject of this module, *El Contexto Social y Familiar del Proceso Educativo. El Centro Educativo: organización, proyectos y actividades,* showed me the different organizations that form an educational institution. Although there is a hierarchy, all the members are, and each member is equally important in order that an educational institution runs well.

While my *Practicum I* placement in EOI in Utebo, I analysed the different files that regulate the school. In spite of being different, both a high school and an official language school are regulated in a quite similar way. Moreover, students have less decision power in the board of governors at the EIO in Utebo than in a high school. I was quite surprised that almost all the teachers have a role in the school organization chart (APPENDIX I). Formal meetings are less frequent than in a big high school or in a big official language school, because communication flows constantly among the different bodies, as EOI Utebo is a small school. However, my peers and I had the opportunity to be present at one of these meetings and it was very interesting to observe how the different organization members took decisions and how the heads of the different organizations had to defend their position to do the best for the school.

1.2.2. Module 2: INTERACCIÓN Y CONVIVENCIA EN EL AULA.

"Experience fails to teach where there is no desire to learn." - George Bernard Shaw (1856-1950)

This module has to do with psychology. It was very interesting for me because it was the first time in my life I study people's behaviour. Although I am not a psychologist, the subjects of this module introduced me some knowledge about psychology, for

example, what a group leader is, different group leader roles, observation as tool, "happiness", positive thinking, emotional education, etc.

I attended to two subjects from this module 2: *Psicología y desarrollo de la personalidad Tutoría y orientación Dinámica del grupo en el aula* and *Educación emocional en el profesorado*. The former taught me how to face the problems I could find in a classroom. Adolescence is a difficult age, we feel lost; our body and our mind suffer changes constantly and we do not feel the control of anything that happens. So adolescents usually express themselves in many different ways and some of these ways is through violence, lack of concentration, moody behavior, etc. I think that teachers should be aware of these changes in order to avoid some conflicts. I would rather observe before trying to solve a conflict. I would like to recommend *Tiempos de Transformación* by Izcowich (2005). This book introduces parents and educators in the understanding of a crucial stage in the development of their children and students, which takes place between 12 and 15 years, proposing a series of guidelines and guidance that enable better relations with them.

Besides in this subject, I also learnt different theories in the interaction process. We studied a summary of one chapter from Berkowitz's *A survey of Social Psychology*. The chapter is an introduction to work in groups and work groups. For me, his ideas about leadership and the leaders are very interesting.

Educación emocional en el profesorado, in turn, teaches teaching students to look for a psychological balance in order to sympathize with their future students. In order to teach, teachers should be educated emotionally as we have been educated in other skills. I learnt that absolute happiness does not exist and that we have to learn to enjoy every happy moment we have. Personally, I have to learn to behave and think as happy people. Besides I consider that we, teachers, can motivate our students if we are motivated first.

There is a very noteworthy article by Lorenzo (2003) about "burnout". According to the article (APPENDIX II), "burnout" is the new illness of teachers. There are five steps in teaching. The first step is the teacher feels an enthusiasm; then the teacher fossilized; in the third step, the teacher feels frustrated and finds teaching as meaningless; in the fourth step the teacher wants to do too much things and he or she feels apathy; and finally, the teacher feels burnout, so the teacher feels tired physically, emotionally and cognitively and in some cases teachers have to stop teaching.

Another concept that I started to study in this subject was the Pygmalion effect. I think that the Pygmalion effect is a very fascinating concept. Rosenthal and Jacobson talked about this effect for the first time in the book *Pygmalion in the classroom* (1968). In 1965 the authors conducted an experiment in a public elementary school, telling teachers that certain children could be expected to be "growth sputters," based on the students' results on the Harvard Test of Inflected Acquisition. In point of fact, the test was nonexistent and those children designated as "sputters" were chosen at random. What Rosenthal and Jacobson hoped to determine by this experiment was the degree (if any) to which changes in teacher expectation produce changes in student achievement. And it is clear that teacher expectation does produce changes in student achievement. So, in my opinion, a teacher must expect the best of his or her students to get the best of them.

As it is seen, the subjects in this module are mostly based on adolescent students. Since my placement took place in the EOI, I did not have the opportunity of fulfilling the new learnt knowledge with the students. Nonetheless, I have tried to handle some of these acquaintances on myself and I have to say that some of them have simplified a bit more my life even though I have to keep working on them.

1.2.3. <u>Module 3</u>: EL PROCESO DE APRENDIZAJE.

"Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty"
Albert Einstein (1879-1955)

In this module, I learnt diverse teaching-learning patterns, mainly those which are based on interaction and communication processes as way of motivation.

The subject took the Curriculum of Aragon as keystone to develop the curricular elements in the teaching-learning process. The teachers of this subject explained in great detail all the basic sections in a didactic unit; in other words, they described the competences, objectives, contents, evaluation in the teaching-learning process, interdisciplinarity as tactic in the acquisition of the basic competences; the use of ITC in the teaching-learning process; attention to diversity; tasks and organization; and didactic resources.

The worthiest points for my future teaching are tasks and organization and evaluation. Even Spanish education is organized by homogeneous groups by ages, it cannot be said that those groups are homogeneous at all. We can find as many different levels in a class group as students in the class. Consequently, we have to organize our students in various styles resting on the task and the purpose. If we bear in mind the task and the purpose, students will obtain a great success in working in homogeneous groups, heterogeneous groups, in pairs, or individually. So as to that success, we have to know our students (what I consider is one of the drilling ideas in the Master).

Now I also know that there are many different ways to assess and evaluate. I can apply diverse types of tests and assessments depending on what I want to assess and the time I have. I have also found out that assessment is as important for teacher as for students who are able to become conscious of their progress in the learning process.

In my view, this module is one of the most relevant in the master since we have to make several didactic units this year and we will have to make even more in the future. As a result, it is essential that all the concepts must be clear.

1.2.4. <u>Module 4</u>: DISEÑO CURRICULAR EN LA ESPECIALIDAD

"Instead of a national curriculum for education, what is really needed is an individual curriculum for every child." - Charles Handy (b.1932) Social Philosopher & Management Consultant

Module 4 consists of two subjects: *Diseño curricular de las asignaturas de las especialidades de Lenguas Extranjeras* and *La comunicación oral en Lengua Inglesa.*

Curricular design of second languages subjects was implemented in the first term. We had to design an Annual Syllabus according to the Curriculum of Aragon[1]. The syllabus

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[1] *ORDEN de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de la Educación secundaria obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón. BOA 1/06/07*

contained twelve learning units apart from the general context, general contents, general objectives, attention to diversity, evaluation, as well as the specific contents, objectives, activities, attention to diversity and evaluation in each learning unit.

Personally, I was not able to contextualize to the level and context in the *Practicum* because I considered that I would learn quite more if I designed an Annual Syllabus for a Secondary group.

Oral Communication of English Language was a subject in the second term. In the learning units that I had designed in the first term, I had included pronunciation in the contents and objectives of those learning units. However, I had not known how important pronunciation is in the teaching-learning process. In addition, pronunciation helps people to understand correctly the message. Pronunciation is more than phonemes and phonetic symbols; pronunciation has to do with stress, intonation, and discourse analysis, pragmatics and so on.

I have also learnt that there are different activities from listening and repetition which I can use and adapt to teach pronunciation. I designed two dissimilar lessons. The first lesson was designed for teaching phonetic sounds and the second lesson was designed for teaching suprasegmentals. Both lessons were designed in pairs and then we implemented one of the activities by one in the lessons to a group of peers.

 I like the way this subject has been implemented. Firstly, I, as a student, knew what I had to do, how to do it, when to do it and why; and I am very pleased to the teacher because I have felt that the Master would rather be better organized many times, however, this subject is excellently organized and I felt that I was doing something meaningful. Secondly, even I had to work hard to pass the subject, the work was progressive and for an untidy person as me, this eases up of work at the end of the term. And finally, it has roused interest on me and I will give pronunciation a further importance in my teaching.

1.2.5. Module 5: DISEÑO Y DESARROLLO DE ACTIVIDADES DE APRENDIZAJE EN LA ESPECIALIDAD

"Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma - which is living with the results of other people's thinking. Don't let the noise of other's opinions drown out your own inner voice. And most important,, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary." ~ *Steve Jobs (1955-2011)*

Module 5 consists of three subjects: *Fundamentos de diseño instruccional y metodologías de aprendizaje en la especialidad de Lenguas Extranjeras*, implemented in the first term; *Diseño, organización y desarrollo de actividades para el aprendizaje del Inglés* and *Recursos didácticos para la enseñanza de lengua extranjera – Inglés,* implemented in the second term.

Basics of proceeding design and teaching methodologies in second languages explained briefly different methods and proceedings throughout history. We also had to design a learning unit in groups which we had to show in class. This was the first time in the Master I had to work in group and I had to admit that it was really difficult, since we knew neither each other nor our working habits. Nonetheless, the result was enough satisfactory and in the end we learnt a lot from the others.

"Didactic resources to teach in English language" is my optional subject in the second term. The subject is based on CLIL and it dealt with what CLIL is, how significant interdepartmental work is and the adaptations teachers should do to teach a subject in a second language. In the subject, we designed and implemented an activity, which allowed us to be on the students' side and learnt about science, history, art, biology, geography, etc. in English. It was a curious experience.

In my opinion, Design, Organization and Development of Activities to learn English is a key subject in the Master. I have acquired a lot of knowledge and practical ideas that I will certainly use in my future as a teacher. Personally, I learnt an enormous amount of activities which I have already implemented and I will continue implementing in my teaching. The theory has been very clear and well-organized, but in my opinion, the best has been the practice because as a Chinese proverb says: "I hear, and I forget. I see, and I remember. I do, and I understand."

1.2.6. Module 6: EVALUACIÓN, INNOVACIÓN E INVESTIGACIÓN EN LA ESPECIALIDAD

"I cannot teach anybody anything; I can only make them think." - Socrates

Evaluación e innovación docente e investigación educativa en Inglés is the subject of this module 6. After reading and working with some samples of innovation and investigation, we carried out a research in our teaching placement and then we reached the conclusion about it. The research was carried out in groups. I have chosen the research as one of the project to justify later on.

I would like to say that although I found the research really stimulating, we would need more time to ensue truly reliable results, my peers and I did our best and I am very proud of our research.

2. JUSTIFICATION

"A man should first direct himself in the way he should go. Only then should he instruct others." - Buddha (1869-1948)

Among all the subjects I studied during the master, there are two of them which I have a special interest to talk about. As I said before, one of the subjects in the Module 5 was "Design, Organization and Development of Activities to learn English". I think that this is one of the most important and useful subjects in the Master. In this subject I had to develop a learning unit. This learning unit was implemented during the *Practium II* placement. However, there are some sessions which I could not implement in class due to the lack of time.

The learning unit includes certain knowledge acquired along the Master, such as how a learning unit must be coherent in contents, objectives and evaluation taken into account the Curriculum of Aragon. In addition, to be a good learning unit, it

must contain all the different macroskills, that is, grammar, vocabulary, pronunciation, reading and writing since a communicative approach.

Writing was an especial challenge to me. As it can be seen, the textbook section I should use does not have any reference about writing skills. So that I had to find a topic related to the unit, to try to be coherent with the objectives of the EOI Annual Programme, and also to look for some activities which students could find interesting, useful and motivating for their learning process.

Thanks to what I had learnt in class, I believe that I passed this challenge successfully and then I would like to present it in this section.

On the other hand, I would like to talk about a research project. This project was carried out in Module 6 in the "Investigation, Research and Evaluation subject".

I had not considered that a teacher could be a researcher before attending to Investigation, Research and Evaluation class. I had thought that these kinds of projects were made by professors. However, I have found out that this kind of project is a good way so that teachers do not become fossilized.

The project that three of my peers and I decided to investigate, research and evaluate was "Games in L2 classroom". When we were proposed to bring about a project, we started to be interested in the reasons why teachers gave up using games as a resource for teaching at certain ages. We began to wonder ourselves whether games are used in class and we were wrong or they are not used; if so, do students think games are a waste of time; and how do students feel playing games. In short, should teachers use games to teach English as a second language when students are not children?

We got some interesting results as you can see in the project and I would like to explain the process in detail, bellow, in section 3.1 and in the project itself in appendixes.

3. REFLECTION

"Men learn while they teach." - Lucius A. Seneca (ca. 4 BC – AD 65)

 The projects I have chosen to study in this section are my Investigation Project *Games in the L2 classroom,* my Learning Unit *STILL FRIENDS?* and my experiences while on teaching practice. I have chosen this didactic unit because I think it contains most of the knowledge I have acquired in the Master. On the other hand, I have chosen the Investigation Project because I think that *Games in the L2 classroom* shows interesting results, which I think they will be relevant for my future teaching.

3.1. INVESTIGATION PROJECT: GAMES IN THE L2 CLASSROOM

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge." - Albert Einstein (1879-1955)

For my investigation and research project I worked with three other colleagues from the Master's course. We decided to investigate games in the classroom as it is a topic which we are all interested in. As teachers we all enjoy playing games with our students and we believed they were valid tools for language teaching. We wanted to find out if the students agreed with us about using games in class and if there had ever been any previous research into the topic of games as a tool in English language teaching.

I have chosen this project to comment on now because, apart from being a subject in which we are interested, we found some surprising results which will be extremely relevant for our future careers as secondary school teachers or adult teachers.

One of our motivations to investigate about games was several comments that we had heard from secondary school students as well as the fact that when we were in our *Practicum I* placement we observed that teachers did not play games in class. We started wondering if teachers do not play games because students would consider them a waste of time or they would like to play games as part of the class.

The process took the following format. We each played genuine games with our classes; by this, I mean the sort of games that people play at home, for example Pictionary, Donkey, Taboo, Password, Twenty Questions etc… but they had all been adapted for our students. So, Pictionary with words the students had used in class or Donkey using past tense verbs or conditionals, for example.

I used several games in my teaching sessions while my placement in EIO in Utebo. One of them was a challenge from the TV show "The Alphabet Game". The game is about giving word definitions which contestants, in the classroom the students, should match orally with the word on the board. In case the word is the right one, it is read the next definition; on the contrary, if the word is wrong, the next team must start with the first definition again. The winner is the team who fulfills all the word-definitions. I implement this game to introduce the vocabulary which we would study later on. And I also applied the game "Who wants to be a millionaire" to assess my teaching-learning process at the end of my sessions, I would like to say the results were better than I expected.

Once my peers applied some games, we passed round a satisfaction questionnaire (see APPENDIX III) to ask the students for their opinions. The questionnaire asked about students' normal game-playing habits, their feelings about playing games in the classroom and their thoughts about including games in future lessons.

Meanwhile my colleagues and I studied previous research that had been carried out in the field of games in the L2 classroom. Afterwards we compiled the results and compared our findings.

We were lucky enough to be able to compare adult responses with those of teenagers due to the fact that one of my colleagues was in a secondary school in Huesca while the other two colleagues and I were in the Official Language School in Utebo.

As I will now explain, the results not only backed up our initial thoughts and hopes for games in the L2 classroom but went further, giving us more reasons to support the use of games.

The most surprising result of all, in my opinion, was the difference in response between the students at my secondary school. We had expected all the students to be in favour of playing games, but while most were positive about them, it was the PAB (Basic Learning Programme) and Diversification groups who not only responded best in class but also gave the most positive feedback in the questionnaire (see Appendix IV)

We asked ourselves why it should be that games had such a positive effect on these students and we believe there are several reasons. These students are generally not the most academic and it probably takes much more effort for them to concentrate with books whereas games hold their attention better. They are probably used to not getting the best marks but with the games they suddenly found themselves on a level playing field where they actually stood a chance of winning as the games used different skills, for example Pictionary involved drawing, and Pelmanism involved memory. Several of the students have been diagnosed with ADHD and there are also several immigrants. The games we played were in teams, thus creating an atmosphere of competitiveness and my colleague in secondary school observed that with the ADHD students their energy was being channeled into an activity so they were focused and did not have time to start being disruptive.

The other interesting aspect I observed was that much of the time the students were learning or practicing things previously learnt without even realizing it. For instance, the fourth year Diversification group played team Pictionary with words which all came from the previous unit studied in their book. Although they were only trying to guess one particular word at a time, all the words of the unit were being bandied around the classroom during the entire game and the effort they were making to try and remember the words was clear to see on their faces, just so they could win a point for their team. But, of course, without realizing it they revised most of the vocabulary from the unit.

On the other hand, adults did not feel frustrated or wasting time while they were playing in class even they do not often play games or watch them on TV. However, they believe that playing games in class should be once a month. Maybe they do not see games as part of a lesson because they are not used to playing games in class and they would probably change their perception of games if they played games frequently as part of the lesson, giving games a meaning inside it.

Here was a clear example of the importance of knowing our students and what works with them and what does not.

Another fairly surprising result was that adults were equally in favor of games as children. Before starting the research we expected that adults might be reluctant to play, and complain, saying they were childish and not serious enough. There was just one student who felt like that but the overwhelming opinion of the adult students was that games were a good idea and that they would like to see more of them in the L2 classroom. One comment we would make here, though, is that any game used in the classroom should always have a specific purpose. By this I mean the Alphabet Game adapted to the students' vocabulary or "Who wants to be a millionaire" to assess their progression, for example.

We also found that games are relevant teaching tools at any level, obviously adapting the level of the game to the level of the students.

In our research of previous studies into games we found that games do not only have to be used as warm-ups, fillers or a treat at the end of the class. Provided the game has a specific purpose it can be the main part of the lesson. Who says that the conditional has to be practiced by doing exercise after exercise? A conditional chain around the class can be just as worthwhile.

We also found other reasons in support of games in the L2 classroom; they are easy to prepare and once a teacher has a collection of games they can be brought out whenever needed. Games are fun and create a relaxed atmosphere in the classroom. If students enjoy their classes they will be more likely to attend, their attention in class will be better and the learning will sink in better.

Another author we studied in researching this project was El-Shamy (2001: 21-24) who had compiled a Top Ten list of reasons for training with games in *Training Games*. Apart from those already mentioned here, she said that games are dynamic, they provide a safe arena for practice, they reinforce learning, they encourage socialising and they also give the teacher a chance to monitor learning and observe their students.

Ellis (2008) states some advantages of working in small groups and we observed a clear relationship between his words and our teaching experience. One of these advantages is the fact that anxiety can be reduced since games create a relaxed atmosphere and sometimes teachers need to plan some activities just for fun. Another positive aspect of group work is that group activities help students to become independent learners because each of them has a responsibility within the group and at the same time working as part of a team enables them to get to know each other.

After our research we can highlight these conclusions:

- Games are not just time-filling activities, but have great educational value.
- Games are also equally valid learning tools for teaching teenagers and adults, but they need to have a specific didactic purpose.

3.2. LEARNING UNIT: STILL FRIENDS?

"The direction in which education starts a man will determine his future in life" - Plato (428 BC-348 BC)

The learning unit I worked with was called *STILL FRIENDS?* A lot of activities of this learning unit were taken from *New English File Intermediate*. The unit in the textbook contributes to enable students to use vocabulary related to friendship and relationship; to itemize different meanings of some "get" phrases; to differentiate and express present and past habits throughout "usually" and "used to"; to discriminate and to reproduce the consonant sounds "s" and "z" within words and to indicate students how these sounds are used to differentiate some groups of words, such as "close" adjective or verb; to summarize the paragraph of a text related to friendship; to understand the general meaning of an oral text; and to be able to communicate students' opinions about friendship and explain their relationship with their best friend.

This unit was proposed by my mentor in my placement for the *Practicum II*. After designing several units while the first semester of the Master Degree in English Language, which I have not been able to implement anywhere yet, I decided to create a teaching unit integrating a textbook and some personal ideas. I thought the issue was interesting enough, and I had worked on it previously with another group of students. Nevertheless, I considered that I could improve my previous teaching this time with new ideas and materials, which I had found after my previous implementation of the topic.

During the first week in the *Practicum II*, I developed some activities to complete the skills to my teaching practice. In the process of searching activities for these skills, I found an enormous amount of activities from many different sources. I considered the most difficult thing was to select which activities would be useful, which ones could be used at the students' level and which would motivate them.

Firstly, in this process, I checked how their textbook, *New English File Intermediate,* shows the topic and the way *Friendship* is linked with "used to" and "usually". Despite the textbook activities, I found some useful activities in different books, in *New English File Intermediate* teacher's books, on the Internet, in magazines, etcetera. Although I spent a greater amount of time on searching activities, I used some of them later on.

I decided to use the textbook as a guideline for lessons, but I also thought to use extra materials both to complete the skills as well as to motivate students. Consequently, I looked up the extra activities from the teacher's book. There were only two more extra-activities: one to review grammar and other communicative activity which I did not like too much. Hence, I started my search on some websites.

The first website I used was http://www.bbc.co.uk/worldservice/learningenglish.shtml. On this website, I found an activity to add details to the vocabulary of Friendship. I was not very sure whether they would be able to learn idioms or not. I included an activity which introduced idioms and vocabulary about friendship and relationship, together with a quiz to practice with the new vocabulary.

After that, I considered that I did not include any audiovisual tasks. I knew a website which uploads movie clips with exercises to work in class. This website is *http://warmupsfollowups.blogspot.com.es/.* On that website, I found an interesting activity which I would use as follow-up of the vocabulary and communicative tasks. I thought it was an engaging activity because the clip is not too long, and it is used real language, so vocabulary is in a context. Thus, it could complete their communicative approach.

When I decided to include this activity, I showed it to my mentor and she noticed that some questions about the clip could be really difficult for this group. Therefore, my tutor and I decided to adapt them to the group.

Later, I noticed I was searching a lot of activities based on vocabulary. The point is that adults are used to learning L2 in different skills, and I would try to teach them grammar. Otherwise, I would like to follow with the same topic together with doing something different to their book.

I was searching on the net some days, but none of the activities I found was definitely what I wanted. Suddenly, I found a song by Daughtry on the website: http://en.islcollective.com/. The song is entitled "Used to" and it talks about a relationship or a friendship which weakens by the time. The level of the song is appropriate for the group. And as I like music for teaching I included in my lesson plan.

As I observed that I was going to use a lot of handouts and the textbook, I decided to use games to introduce vocabulary, to review the grammar skills that the teacher had taught in the previous sessions and feedback for my practice teaching. Besides, I could use these games for my master research.

The first idea, which came to my mind, was the TV quiz show "The Alphabet Game". One of the challenges in the game is the "Impossible word". I thought that this challenge would be good to introduce the vocabulary. When I put into practice this game, I always used the most difficult word at the beginning, due to the fact that they were going to listen its definition several times, so they were able to learn the meaning or the correct pronunciation by repetition.

For my second teaching period, I prepared another game to assess if the students had appropriately learnt the skills. In this case, I used "Who wants to be a millionaire".

In EOI Utebo, there is an IWB in each class. I think that it is a tool which furthers the teacher's work. I had attended some seminars on IWB usage. However, it is different to prepare a lesson with it. I was practicing the IWB, and I checked the activities which I had prepared to implement in class.

I organized the activities at home (see APPENDIX V). I am a bit "techno-addict" as it was explained in the first term subject "*Procesos de enseñanza-aprendizaje*". The day I was practicing in the classroom with the IWB, some of the activities could not be seen properly. So I had to modify them. As a result, I had to work twice. I suppose that when you usually work with IWB, this problem does not happen. In other words, I do not consider that I wasted my time when I had to modify those activities. What I concluded is that IWB is a very useful tool and helps you to implement your lessons according to my plan.

As can be seen in appendix V, I was not able to practice a complete unit. According to the Curriculum of Aragon, students should learn pronunciation and writing skills. In Oral Communication in English language, my peer and I had created lesson about the sounds /s/ and /z/ which fitted perfectly with my learning unit. Then, I decided to include it (see APPENDIX VI).

Finally, I tried to include some writing in my learning unit. In "Design, Organization and Development of activities in English Language" we had studied that there are two different types of approaches to teach the writing skill: product-oriented approach, which focuses on the end result of the learning process providing models to students, and process-oriented approach, which focuses on the process of the learning process providing students the different steps they should follow to write a text. According to Nunan (1995), process and product writing approaches can be integrated.

Therefore, I tried to integrate both approaches. I organized an overall plan (brainstorming, planning, composing and drafting) to write a letter to a long losing

friend or an email to the Reunited Friends organization inside the class and revising and editing task as homework. At the same time, I started the writing session working with two models of these two writing genres using real material from the internet.

On the other hand, I was also aware of the importance of providing the students an appropriate context. Then I tried to contextualize the task explaining them what Reunited friends is. For that, I started working with a song, emblem of the organization, and with the latest article I found from the guardian.co which is about the organization history and develop. I shortened the content of the article to adapt it to the students' level.

I can say that I am very proud of the final result of the learning unit. Even though I could only put into practice four of the six lessons, students were incredibly involved in the lessons while my teaching placement in the EOI in Utebo; in addition, their results on their assessment with "Who wants to be a millionaire" were successful. Whereas the sessions I did not practice in my placement complete the learning unit in all the macroskills.

3.3. How the learning unit and the research project are linked.

"The secret of education lies in respecting the pupil." -Ralph Waldo Emerson (1803-1882)

In my view, my learning unit, STILL FRIENDS and our research project, "Games in L2 classroom", are very well-related as the learning unit contains and supports the conclusions that we reached in our Research project.

As we were interested in games as a tool for teaching, not just for children but also for adults and young adults, I practiced some games in my placement and later I included them in my learning unit.

One of the conclusions we obtained in our research was that games are a useful tool of learning at any age whenever the game is contextualized in the learning unit and reflects a useful learning for the student.

Before the research, I believed that games were the best way to practice communication in the L2 class. Our research contributed to ratify my ideas and led me to include games from the very beginning of my learning unit.

As can be seen in the lesson plan, the first activity is a chain of second conditional sentences. This game is named in the lesson unit 'DIE' and it was presented by Ledding in his paper "Speaking games" at TESOL Spain 2011, Madrid. I have practiced this activity since then and it has always been a success in classes at all ages. In this conference, Ledding presented this activity as a tool of creating a story in a different way. As in our research, he said that games should be used in class because they are wonderful icebreakers, warm-ups and motivating activities for students whatever their age. He also emphasized the fact that the older students are, the more games should be used. He argued that adult people usually feel more embarrassed when they used a L2 because they are more aware of making mistakes. Adult learners are afraid of making

themselves look fools. So games are the best way to become inhibited and to break a tense atmosphere as at the beginning of a lesson. I thought that the atmosphere would be even more tensed because I was a new teacher for them. Due to that, I started my lessons with a game based on something which they had done before.

Playing 'DIE' stopped feeling nervous both students and me. Meanwhile students were more motivated and they were really surprised; then they were expectant for the next activity. Besides, even we did not mention in our research, games could be a good timing-controlled for teachers, i.e. some games like 'DIE' can be controlled by a timer as part of the game so teachers control the time that the activity should last, which facilitates planning the class.

Another game I planned to do in both learning unit and research project was the 'Impossible word'. Again the game had a clear function; this time was used to introduce new vocabulary.

Maybe I should not play two games in a row. Nevertheless these two games were those which the students in my placement in Utebo found the most interesting according to the Reaction Paper I handed out at the end of the session.

When I have said that I should not have planned two games one after the other, I have been thinking about the possibility that students could have felt that they were wasting their time. However, I noticed that they acquired the vocabulary better than when did vocabulary exercises like filling in the gaps or the BBC quiz activity.

Apart from all this, I want to highlight the fact that I adapted all the games as El-Shanny (2001) recommended in *Training Games*. In the previous activity, it can be seen that I adapted a TV show using vocabulary words from the unit. In addition, I adapted 'Who wants to be a Millionaire', too. All the questions in the game were taken from the unit. In this way, I gave games a purpose for learners (revision, vocabulary presentation and assessment depending on the game). Providing a purpose is the main argument to support games in L2 classroom. If you give a purpose to the game, students do not feel they are wasting their time or that games are used by teacher to fill/spend time.

Some comments of my students are that they learn better with games because:

- They have fun while they are learning.
- They have to use all macroskills at the same time and they have to do it fast; so their brain has to work faster too.
- They assess their learning process by themselves, I meant, games are some kind of assessment for learners because they are aware of their learning.
- They receive immediate feedback from the teacher but also from the game when they win a point or a game.
- Finally, errors or mistakes are minimized because they are part of the game.

Although the students normally practiced several macroskills at the same time, what it is true is that most of them noticed they were practicing spoken interaction although none of the games were planned to practice that skill. One of the most surprising results from the questionnaire was the answer for Question 10. Even though I planned games to review grammar skill, to present vocabulary and to assess their learning, none of the

students considered that they had practiced all skills but some of them gave more than one option. However, all of them answered, at least as their unique option, that they had practiced spoken interaction.

4. CONCLUSIONS AND PROPOSALS FOR THE FUTURE.

"Education is what remains after one has forgotten everything he learned in school." - Albert Einstein (1879-1955)

Attending to this Master has made this year one of the most difficult and stressful ever. It could be thought to be because I had to work and study at the same time. And in some way, it could be true. Nevertheless, this year has been too much difficult for other reasons, too.

4.1. CONCLUSIONS AFTER THE MASTER

"The only thing more expensive than education is ignorance." - Benjamin Franklin 1706-1790

My conclusions after the Master have been changing with the time. First of all, I thought that the Master was another way to call the previous C.A.P. *(Teachers' Adaptation Course)* but it does not have much to do with it. As I saw some years ago, when I started to attend to C.A.P., it was merely a bureaucratic procedure, whereas this Master is a really extensive procedure.

I think that there is a huge amount of information to be assimilated in a very short period of time. I do not think that the solution should be prolonged the academic year; in my opinion, the Master would rather focus on the practice than on the theory. *Practicums* should be extended and then future teachers could have the opportunity to face up to classroom reality instead of knowing them through other teachers or lecturers' experiences.

On the other hand, one of the things I have learnt in the Master is that a teacher must be well organized. However, I was very surprised the lack of organization in the Master. For example, in the first weeks we did not know our timetable or some lecturers, lecturers sometimes asked for activities at the last time, even they thought these activities were easy they did not realized if students had other activities to hand in. This disorganization makes students feel anxious and insecure and unease the learning process.

I would also like to highlight the fact that *Practicums* should be linked better with some subjects. What I mean is that there are some projects and information and which are not able to be implemented in some *Practicum* placement. As I have learnt during the Master, we all are different, and there are different realities; students in the Master should learn and face up to as many realities as possible and we should be ready to work in as many realities as possible. I have noticed that it is not the same to work in an *EOI*

or in a secondary school. So why do students in the Master not have the opportunity of working in both places?

Apart from all this, I have honestly learnt a lot in the Master. Not only did I learn as teacher but also did I learn as person. Even I sometimes thought that I should not be a teacher, now I have realized how beautiful this job is. I have more energy and illusion to teach.

Besides I have learnt a great amount of resources to motivate my future students as well as the importance of being open to new technologies, ideas and ways of teaching. At the same time, I have learnt how important it is to bear in mind that nobody learns in the same way so we have to adapt our activities and way of teaching to different learning process.

Personally, this Master has made me think about myself and question my way of teaching. And even I have to improve many things day by day, now I can say that being a teacher is my real vocation. I enjoy teaching and teaching is what I would like to do in my future.

4.2. FUTURE PROPOSALS

"Teachers open the door, but you must enter by yourself." - Chinese Proverb

During the Master I have wondered several times what a good teacher is. Lehmann (2003) wrote an interesting article about the qualities that a good teacher has to have. For Lehmann, a good teacher should always bear in mind his or her passion for teaching. For me, this passion does not mean to jump or become a clown but passion could be shown in a quiet way, as Lehmann (2003) says *"some of the best teachers I've known have had a passion that students had to be quiet to catch onto"* and I agree with that.

Lehmann (2003) said that a good teacher has to love kids. I think it is not love for kids but we must consider the needs and interests of our students. We have to worry about learners and see them as individuals and teach them as individuals. Some teachers talk about their love for their subject but they do not mention their students. I think those teachers see their students as mere furniture in the classroom when they should be the most important for a teacher.

Teachers must also love the subject they teach. If we like our subjects we will be interested in finding new ideas or research to transmit it. Additionally, Lehmann (2003) stated "Great teachers not only love their subject, but they love to share that joy with students". I could not agree more with it. It is not just important that you love your subject; teachers have to transmit this enthusiasm to students and try them to love the subject, too.

Furthermore, teachers must bear in mind that the secondary school is more than the sum of the classes the kids have. It is a time to grow, explore, try on identities, and find joys that might just last a lifetime. Sometimes the best teaching we do happens outside the classroom.

One of the most significant things I have learnt in this Master is that I must have a willingness to change. This one gets overlooked sometimes, I think. If you expect students to be changed by their interaction with you, it has to be a two-way street. Personally, I always think that I have to be flexible. I have learnt by experience that I might have been preparing a lesson for hours, and suddenly in class I found out that students need something different from your planning lesson at that time. Or I create what I consider an ideal activity and while I implement it in class, it does not work. So the best you can do is to change your plan.

This does not mean teachers do not have to plan their lessons, we must do. This means that we must be willing to change our plans if circumstances require doing it. I think organization is important to learners. Organization makes the students feel that the teacher has everything under control and this gives students and teachers self-confidence in the teaching-learning process. Students should know what to expect and teachers can still be creative and spontaneous and interesting.

Another point I will bear in mind is that teaching is a hard, draining job that will demand all that you can give sometimes. Society, in general, believes that teachers' life is easy and we are lazy. People only think we work some hours a day and we have lots of holidays. However, I do not know a teacher who works only the hours allocated by the average teacher's contract. All the teachers I have met put in hours well above and beyond the contract. Even I have to find time for myself, I must also be willing to work more hours than the time I will spend in the classroom.

Teaching requires a willingness to cast a critical eye on your practice, your pedagogy and yourself too. This is one of the new things I learnt in this master course. I should assess not only my students, but also myself. I have to learn to be more critical with my work, which does not mean to pay attention all the time to the bad things. I have to analyse the good and the bad things on my teaching. For this, I think a good tool to reflect on my teaching is the European Portfolio for Student Teachers of Languages. The EPOSTL will help me to be aware of my weakest points.

I must also understand that being a "great teacher" is a constant struggle to always improve. I have just finished my tenth year as a teacher. I'm pretty proud of what I have accomplished, and I think I have had some moments of great teaching in my career so far, but I also still see all the holes in my teaching - sadly, often times mirroring holes in myself - and I still want to get better because I think I have got a long way to go to be a great teacher every day. And even if I get better at everything I see as weaknesses now, I can only imagine what new challenges will face me on that day.

On the contrary, as in other sides in life, we have good days and bad days at work. The tough days will leave you fed up, convinced that you cannot teach or the world is too hard for these students or the work is too much or whatever the problem was that day... you have to have enough sense of self to survive those days. And I realized that even you have enough "ego", it is not sometimes enough. Then the most important is to be surrounded by a great group of work and good friends. For that, I will have a willingness to work collaboratively. Teachers are part of a school community, and even where that community can be flawed (and lots of schools are), a great teacher should be willing to work to make the community a better place.

Since the beginning of the Master course, all the teachers have repeatedly insisted on the necessity of work collaboratively among us. I have to admit that I was not used to working in groups. In my previous teaching years, I tried to help my colleagues as much as I could but that is not to work collaboratively. At the beginning it was very difficult, we did not know each other, we had different interests, motivations, responsibilities and ways of working and I sometimes disappointed with collaborative work. However, now I think that collaborative work is the best way of working for teachers. I consider I have learnt more than expected from every peer I work this year, even I have only worked with some peer in one activity in one session. So I convince how my teaching can improve in the future if I work collaboratively.

Although it could seem contradictory with the quality of having enough "ego", a good teacher has to have enough humility to remember it is not about you. You have to be self-confident of your vocation but if your ego rules your classroom, if the class turns into "me versus them" or if you cannot understand that a sixteen year-old student might be able to tell you something you do not know, then I should not teach.

I wish I could say that I was good at all these things. I wish I could say that I even knew every place I needed to improve. Notwithstanding, the Master has aroused me from wondering how to be a better teacher in the future.

APPENDIXES

APPENDIX I
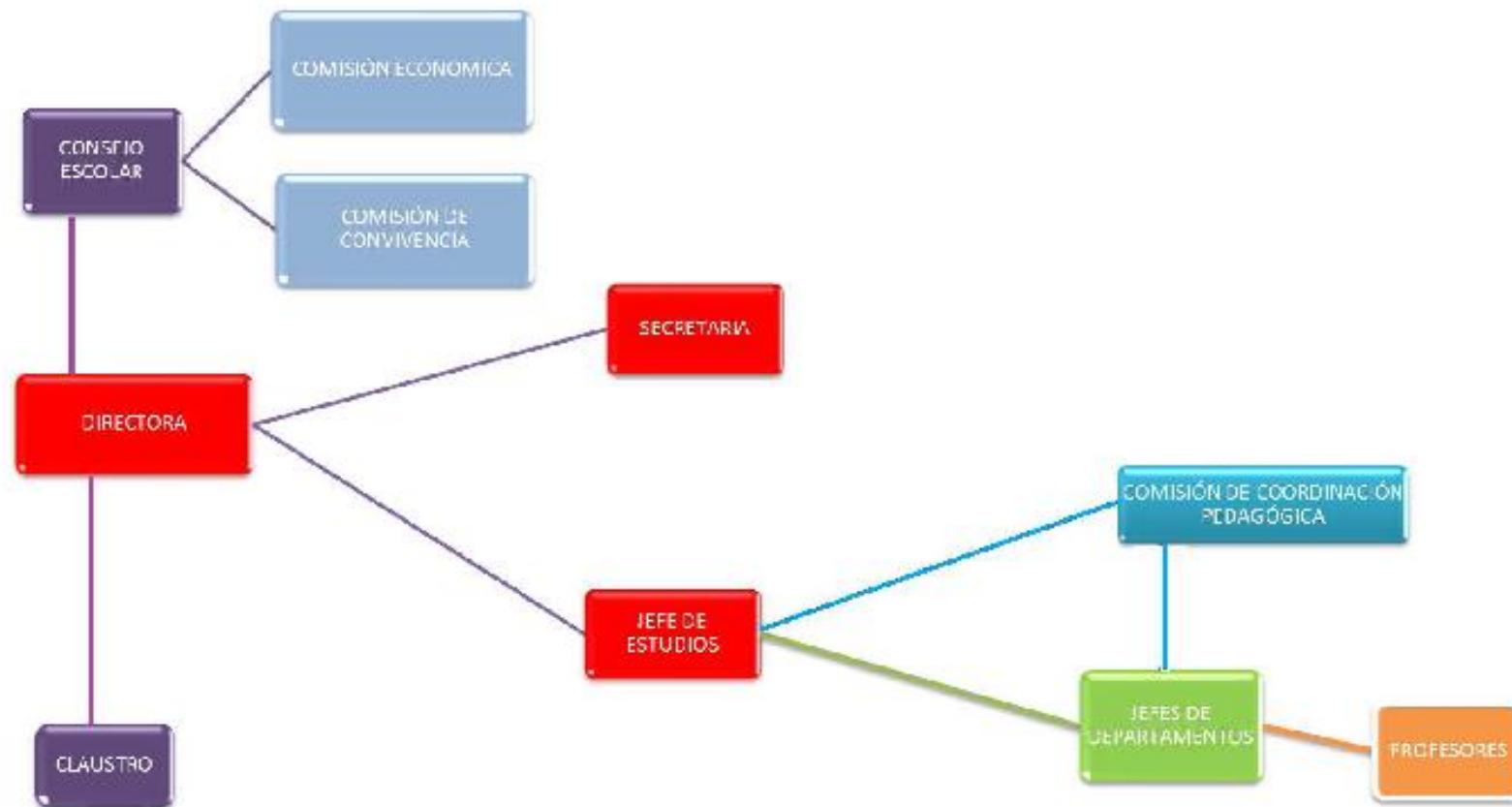
APPENDIX II

Acoso moral → "Acoso inmoral"

'Estar quemado', la nueva enfermedad del profesor

Iris Lorenzo

Quién no ha dicho nunca la famosa frase "estoy quemado"? Lo que todos desconocíamos es que es una enfermedad llamada *Burnout* o síndrome de estar "quemado" y que tiene que ver con el desgaste profesional. Especialmente el que sufren las personas que trabajan en contacto con otras como los profesores o los médicos.

Pero además, hasta que el síndrome de "quemado" llegue a su punto más elevado, hay que pasar por otras cuatro fases. Al principio se experimenta un entusiasmo con el nuevo trabajo y a la persona no le importa tener que prolongar la jornada laboral. Después comienza la fase de estancamiento en la que las expectativas profesionales del trabajador no se cumplen. El profesional se siente incapaz y comienza a actuar de forma poco eficaz.

En la tercera fase el profesional se siente frustrado y ve el trabajo como algo carente de sentido. Cualquier cosa le irrita y provoca conflictos en el equipo de trabajo. La cuarta fase es la que conlleva hiperactividad y apatía. El trabajador quiere hacer demasiadas cosas y va muy acelerado, no escucha y se olvida de sí mismo. Pierde la esperanza y crea un distanciamiento de la actividad laboral, que conlleva incluso inhibición de la misma. Se vuelve apático. La última fase es en la que el trabajador se siente "quemado". Sufre un colapso físico, emocional y cognitivo que le obliga a dejar el empleo, a cambiar de trabajo o a arrastrar una vida profesional de frustración e insatisfacción.

El estudio acerca del *Burnout* ha sido coordinado por el profesor de Psicopatología de la Universidad de Murcia, José Buendía, quien afirma que "podemos considerar el *Burnout* como un proceso en el que el trabajador se desentiende de su trabajo como respuesta al estrés y agotamiento que experimenta".

no es mobbing

El *Burnout* o síndrome de estar "quemado" es una situación de insatisfacción laboral en la que el trabajador se "quema". Sin embargo, el *Mobbing* es una situación de maltrato en la que al acosado le hacen la vida imposible.

Algunos expertos consideran el *Burnout* como una de las posibles respuestas al impacto acumulativo del estrés laboral crónico. Sin embargo, otros autores piensan que se trata del estadio final de un proceso de adaptación o inadaptación entre las demandas y los recursos del sujeto. Este síndrome se produce especialmente entre las profesiones que implican trato directo con las personas, como la de profesor o la de médico.

En el estudio realizado por el grupo de Psicología Clínica y de la Salud coordinado por el profesor José Buendía se hicieron 2.625 encuestas (885 PAS y 1.740 docentes). Respondieron 435, un 16,57%.

A este estudio se suma otro no menos sorprendente realizado por el mismo equipo. "Hemos analizado a los funcionarios de prisiones, una profesión muy dura, y tienen un nivel de *Burnout* más bajo que nosotros".

Además, el estudio contempla que 193 trabajadores sufren *Mobbing*. Los más afectados han sido los profesores titulares con 71 casos, seguidos de los ayudantes con 15... ¡y 11 catedráticos!

"Los profesores tienen más Burnout que los funcionarios de prisiones"

los síntomas

"Estar quemado" conlleva cansancio emocional. Este síntoma se caracteriza por la pérdida progresiva de energía, desgaste, agotamiento y fatiga. El aspecto clave del *Burnout* es el aumento de los sentimientos de agotamiento emocional.

La despersonalización es otro de los síntomas principales del síndrome de estar quemado. Es casi una depresión. El sujeto no ve esperanza en el futuro, no cree en lo que está haciendo, así que hace mal su trabajo o pierde muchas habilidades.

Por último, el sujeto no se siente realizado como persona. Se siente descontento consigo mismo, se evalúa negativamente y por lo tanto está desmotivado en el trabajo e insatisfecho con los resultados.

las causas

"la estructura obsoleta de la universidad tiene la culpa"

"la docencia con grupos masificados"

"la burocracia asfixiante"

"la actividad investigadora interminable"

"un proceso de promoción injusto"

"salarios inadecuados"

"el apadrinamiento genera relaciones de vasallaje"

"la organización universitaria genera espacios de impunidad y sumisión"

"el desarrollo profesional del docente le condiciona a ser bueno y a callar"

la enfermedad

La situación que viven los profesores llega un momento en el que se hace insostenible... también para los alumnos. Su irritabilidad inevitable dificulta mucho las relaciones en todos los estamentos.

Desaparece la pasión, las ganas de hacer, la fe. Y el profesor que vive esta situación se encuentra incapacitado para afrontar proyectos, por pequeños que sean, lo que contribuye a aumentar su aislamiento.

Aunque en un alto porcentaje de los casos no hay absentismo laboral, la sensación de frustración y complejo que padecen les hace huir de cualquier responsabilidad y ser ineficaces.

Los alumnos son quizás los que más 'pagan el pato'. El profesor que sufre *Burnout* pierde todo interés por ellos, los desatiende y cierra todas las vías de conexión con ellos.

el tratamiento

Preventivo

Hacer deporte, relajarse y reestructurar las situaciones problemáticas para que dejen de serlo son algunas de las estrategias que se pueden llevar a cabo para no caer en una situación de *Burnout*, según el profesor José Buendía.

Pero además, se deben desarrollar estrategias como pedir apoyo a los compañeros, intentar separar familia y trabajo y aprender técnicas de control de estrés y de solución de problemas.

Algunos factores como el llevar una vida sana o vigilar el estado de salud, pueden servir como prevención.

Curativo

"Hemos hecho una unidad de quemados"

En la Universidad de Murcia han creado una unidad de atención a las personas con *Mobbing* y *Burnout*, "la unidad de quemados". Esta unidad está en el Departamento de Psicología Aplicada y es, según Buendía "un servicio pionero en España que hemos puesto hasta que no se hable sobre lo que se va a hacer".

APPENDIX III

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General Instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male_____   Female_____   Age_____   Course_____

1. - How often do you watch quiz shows on TV?

Never   Hardly ever   Sometimes   Everyday

2. - Do you like playing game versions of quiz shows at home?

Never   Hardly ever   Sometimes   Everyday

3. - How often do you play genuine games at home?

Once a week   Once a month   Once a year   Never

4. - Who do you usually play with? (Here you can choose more than one option)

Family   Friends   Computer

5. - Which feeling arises when playing genuine games in your leisure time? (Here you can choose more than one option)

Competitiveness   Frustration   Group Spirit   I am wasting time

6. - Which feeling arises when playing genuine games in class?
(Here you can choose more than one option)

Competitiveness   Frustration   Group Spirit   I am wasting time

7. - Where do you prefer playing genuine games?

At home   In class   Both

8. - Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   Moderately   Very much

9. - How often would you include "genuine games" in your English classroom?

Never   Once a week   Once a month   Everyday

10. - Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   Vocabulary   Reading   Listening   Spoken interaction

Comments

_____

THANKS FOR YOUR PARTICIPATION!

APPENDIX IV
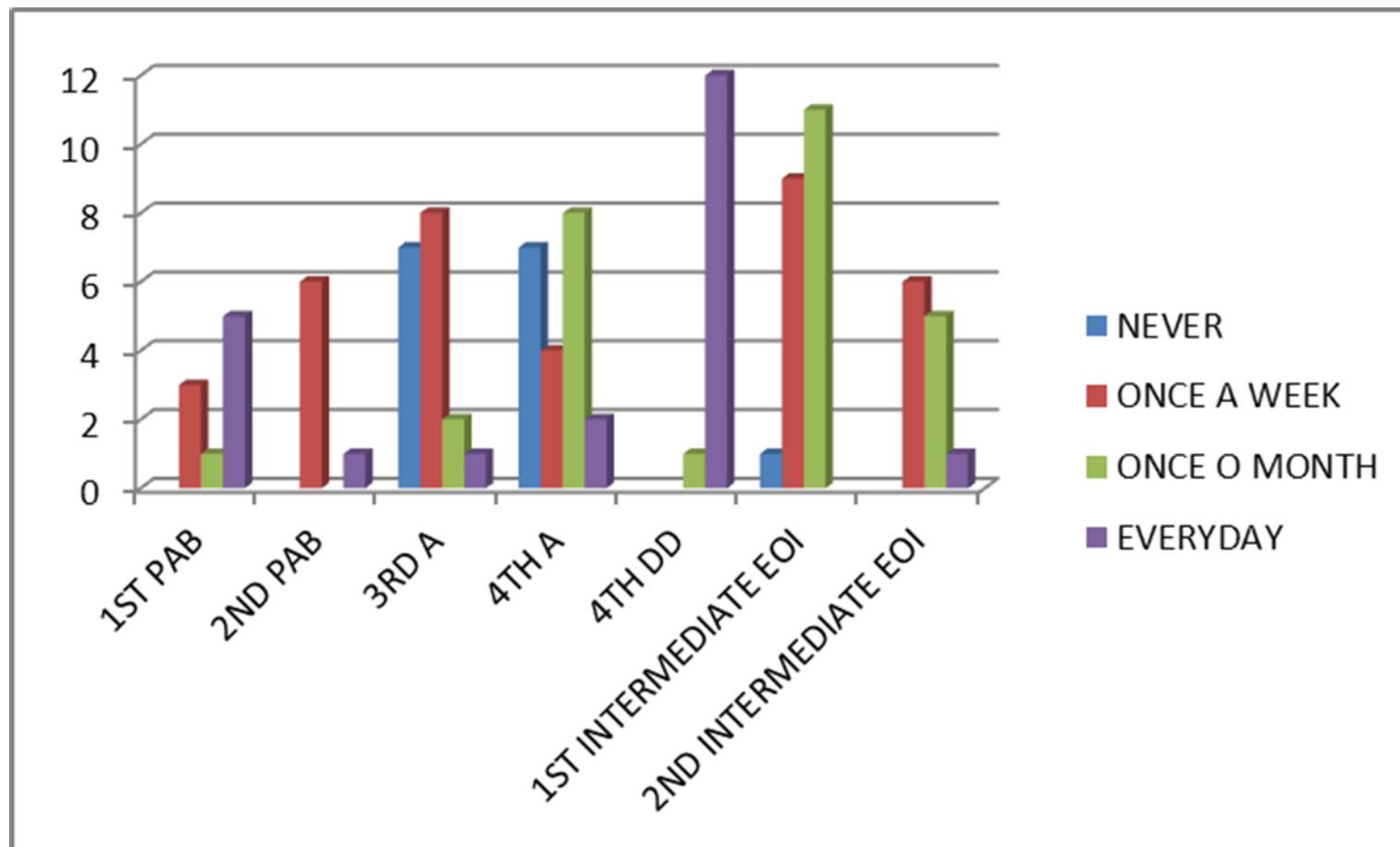
APPENDIX V
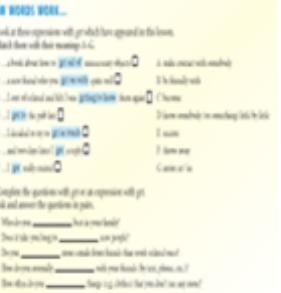
Lesson plans

IWB& ACTIVITIES ORDER	PROCEDURE	TIME
IF I WERE ...., I WOULD...	Review the second conditional. Students stand up in a circle. The first student says a hypothesis using the second conditional. Then the next student should use the second part of the condition to start a new hypothesis. Next the following student and so on. The aim of the game is to form a chain of student using the second conditional. There are three rules: -No hesitations -No repetitions -No grammar mistakes. If a student breaks one of the rules, the rest of the students and the teacher shout "DIE" and the student must sit down on his or her seat. The winner or winners are who remain standing up at the end of the time.	10'
Know colleague Argue get on well Lose touch Meet Flatmate Keep in touch	1. This challenge consists of showing a list of words and the teacher as quiz master reads the definition of the words. 2. Students have to listen and guess the word defined. 3. If the word is correct, the teacher will read the next definition; whereas if the word is not correct, the teacher will begin with the first definition again. 4. The winner team is the team that complete the list. DEFINITIONS: 1. Argue: they speak angrily to each other about something that they disagree about. 2. Keep in touch: to maintain communications with someone 3. Flatmate: a person who shares a flat with you. 4. Know: be familiar with them because you have met them and talked to them before. 5. Meet: are introduced to someone and begin talking to him or her. 6. Get on well with: you like someone and have a friendly relationship with him or her. 7. Lose touch: no longer has the latest news or information about it. 8. Colleague: the people you work with, especially in a professional job.	∓20'

	SB p. 60. • Give SS a few minutes to comple the text and compare their answers with partner's. • Check answers.	15'
	SB p.60 • Put SS in pairs and they take turns to interview each other about their close friend. • While they are doing this, go round and helping if necessary.	10'
	• Handout: Idioms about Friendship and quiz to order the idioms in context. • On the IWB show the idioms correctly to help them to order the sentences. • Check answers. Website: http://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode40/quiz.shtml (13-03-2012).	15'

BREAK: 11.00-11.10

IWB& ACTIVITIES ORDER	PROCEDURE	TIME
	1. <u>Pair-work</u> interview different from the activity proposed by their textbook. 2. In groups: deciding a rank of the qualities or characteristics most important in a friend. 3. Seen the clip (TWICE) 4. Students should answer some questions about the clip. WHOLE CLASS NEW WORDS FOR ME: **Getaway: escapadas** **I'm far and away** : By a great margin **Freakazoid: freak** **Clingy:** one's partner in a relationship. **some root beer floats: dessert** **Chocolate straws:** pajitas de chocolate **Pirouettes: pirueta** **Pepperidge Farm: galletitas saladas** **Floats: salvavidas**	10' 10' 7' 10'
	5. Some general questions about friendship. WHOLE CLASS	8'
	HOMEWORK: SB PAGE 62 READING	

	●Write on the board these questions:
	  – Which activity have you found the most interesting?
	  – Which activity have you found the least interesting?
	  – Did you like working in groups?
	  – Did you like watching a video?
	● It is not necessary to write their names.
		5'

IWB& ACTIVITIES ORDER	PROCEDURE	TIME
	• Handout the text from SB page 62 in 4 pieces. To be sure everybody has read the text before checking their homework	4'
	• Order the text	
	• Open books on p. 62	
	• Ask the three questions one by one to the whole class and elicit some answers from individual SS.	4'
	• Focus on the task and the title of the article. Find out what exactly 'editing your friends' means= decide which of your friends are importan and stop seeing, spending time with the rest.	2'
	• Work out doubts.	2'
	How words work… p.63	3'
	• Focus on the instructions for task 1 and give SS 2' individually to match the *get* phrases with the definitions.	5'
	• Check answers and make sure SS are sure what *get* phrase means.	2'
	• Focus on the task 2 and give SS 1' to do it.	
	• Check answers and then get SS to quickly ask each other the questions in pairs	2'
	Used to be (song)	
	• Hand out the song.	4'
	• Listen and order the stanzas.	4'
	• Check the order.	
	• Listen again and fill in the gaps (on the IWB the lyrics video).	4'
	• Check the answers.	4'
	• Turn over the sheet where it is the lyrics correctly. Watch the video clip.	4'
	• Work out with vocabulary questions.	4'

BREAK: 11.00-11.10

IWB& ACTIVITIES ORDER	PROCEDURE	TIME
	SB p. 60. **GRAMMAR** • Ask SS the questions of tasks a. • Get SS to read the information about *Friend Reunited* and answer the two questions.	4' 4'
	• Focus on the photos on p.61 . SS read both text and answer the questions for task c. • Read the texts again and fill each gap with one of the phrases of task f. • Check reading aloud • Task e: Focus on the task and the two questions. (open class activity).	3' 2' 3'
	• Compare *used to* and *usually*. • Focus on typical mistakes. • SS do the exercises on p 137 in pairs. • Check answers after both exercises. (Reading aloud)	5' 5' 3'
	• Go back to p.61. • Task a: Listen. SS just have to listen if the meeting was a success or not. • T.b: Listen again for a more detail understanding. • Check the answers. • T.c: Listen. Do the same for Alex. • T.d: Listen again for a more detail understanding. • Listen both stories with the tapescript from the Digital book. • Check the answers.	12'
	• Test: – 15 questions the multiple choice about the two teaching practice lessons. – The questions are in the PPT and on the IWB – Give them a sheet to write their answers. • Check the answers with the TV show "Who wants to be a millionaire" http://www.superteachertools.com/millionaire/online/game1332713769.php	8' 10'

APPENDIX V

Lesson Plan: Overview		
Teachers: Mª Jesús Horno y Elena Chacón	Length: 50'	Students' age: adults
Lesson type: Practice lesson focused on pronunciation		
Context: First Intermediate Group of EOI Utebo students. The materials they normally use are the New English File Book and Workbook. They are up to Unit 4C on Friendship. Students have learned and used the vocabulary of the Unit, but have not practiced the pronunciation or learned the grammar. Students will need to learn to pronounce the sounds /s/ and /z/ in order to be able to use them simultaneously in the next grammar lesson. *Assumptions:* Students are already familiar with the phonetic chart and the vocabulary to be practiced. *Anticipated difficulties:* Students might not be able to pronounce the sound /z/, since this is a common problem between Spanish speakers. When pronouncing the sound /s/ students might pronounce the grapheme [e] at the beginning of the word. We will try to reinforce this aspect by showing them how to link words.		
Main aim: To aurally discriminate the sounds /s/, /z/. *Subsidiary aim:* To revise present simple, the third person "s" and plurals. *Personal aim:* To be able to engage students in the activities.		

Language to be taught and practised (language exponents)	Work on skills			
	Reading	Listening	Speaking	Writing
Lexis: Once / wʌns /	X	X	X	X

Romans / ˈrəʊmənz / Special / ˈspeʃl / Used / ˈjuːst / v mod Most / məʊst / Person / məʊst / Votes / vəʊts / Was / wɒz / Exiled / ˈeksaɪld / Sent /sent/ Slaves / ˈsleɪvz / Years / jɜːz / Some / sʌm / Towns / taʊnz / So / səʊ / Jams / ʤæmz / Vehicles /ˈviːɪklz / Times / taɪmz / Class / klɑːs / Flats /flæts /	**Specify sub-skills SS will practice:** Aural discrimination of consonant sounds.
Kitchens /ˈkɪʧɪnz / Bathrooms / ˈbɑːθruːmz / Use / juːz / verbo transitivo Bars / bɑːz / Houses / ˈhaʊzɪz / Sun / sʌn / hours / ˈaʊəz / Saturnalia / ˌsætəˈneɪlɪə / Holidays / ˈhɒlədeɪz / Christmas / ˈkrɪsməs / Citizens / ˈsɪtɪzənz / Serve / sɜːv / something /ˈsʌmθɪŋ / Sacrifice / ˈsækrɪfaɪs / Toys / tɔɪz / As /æz / Sign / saɪn / Beds / bedz / Sitting /ˈsɪtɪŋ / Considered / kənˈsɪdəd /	**How will you integrate the skills work and language work?** Using a text to practice grammar we will identify, discriminate and practice the sounds of the words from the text.

Stage aims	Procedure	Timing	Interaction pattern
To set the context	4. The teacher shows students the phonetic chart projected on the board.	2'	T-S
To listen for aural discrimination	4.a. The teacher plays the CD with the sounds /s/ and /z/. 4.b. Teacher models an example of each sound and students repeat.	3'	T-S

First activity: To give instructions. To listen for aural discrimination.	Students in pairs read aloud different words containing the sounds /s/ and /z/ and find a way from **Start to Finish**.	5'	S-S
Second activity: To give instructions To identify the sounds /s/ and /z/. Feedback:	Teacher hands out a text. 1. Students will have to identify and underline the sounds /s/ and /z/working in pairs. 2. Students take turns to read the words aloud while the teacher classifies the words in two different columns /s/ and /z/. 3. Once they decided if the facts are true or false, read them aloud to check their answer. The teacher must pay special attention in how they pronounce /s/ and /z/ and correct mispronunciation.	T-S 5' 10' 10'	S-S T-S T-S
Third activity: Follow Up To introduce a tongue-twister. To create a tongue-twister	4. Teacher models a tongue-twister containing the sounds /s/ and /z/. 5. In groups of four, students will have to create a tongue twister with words containing the sounds /s/ and /z/.	15'	T-S S-S

Variations / Follow-up
As the Follow-Up activity, we will use two tongues-twisters with the sounds /s/ and /z/, respectively. Later, students will have to create a tongue-twister using these two sounds.
Tools for assessment
As the lesson develops, we will be checking our students' understanding by walking around the groups and monitoring them. To make sure our students get some extra practice we will invite them to use the following site: http://es.englishcentral.com/static/teacherregistration.   This site will show us our students' progress.   As teachers we will reflect on what has been achieved and what needs to be reinforced in future lessons.

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ORDEN de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de la Educación secundaria obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón. BOA 1/06/07

Authentic games in the L2 classroom

Curso 2011-2012

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

Authors:

Beatriz Calvo

Elena Chacón

Catherine Dolan

Mª Jesús Horno

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1. INTRODUCTION

In this study we will try to observe how genuine games are integrated in the L2 classroom. Firstly, we will look at games in three different textbooks (*New English File Intermediate*, *Outcomes Intermediate*, and *New English Alive*, all published by Oxford University Press). Secondly, we will introduce "genuine games" in our teaching and analyse how they work in the Official Language School of Utebo and in Ramón y Cajal, a Secondary School in Huesca.

We have chosen this topic because we consider that authentic materials should be implemented in the L2 classroom, a principle set out in the Aragonese curriculum. As for the purpose of this research, we will try to demonstrate that textbooks do not offer real games at all but role-play situations which are unreal in most cases. In addition, we believe that introducing a "genuine game" in the classroom would be a motivating experience for our students, the idea being that if they are having fun they will learn better.

Finally, we will pass round a satisfaction survey among our students to collect data and reflect on the use of "genuine games" in a learning environment. We hope this experience helps us to improve future teaching and go some way to finding the value of games in the classroom.

2. PREVIOUS LITERATURE ON GAMES

"You must train the children to their studies in a playful manner and without any air of constraint with the further object of discerning more readily the natural bent of their respective characters" said Plato (*ca.* 428 a. C. /427 a. C. – 347 a. C.). In other words, teachers must train their students in a relaxed and "close to life" atmosphere encouraging them to develop their own attitudes towards life.

Following this trend, foreign language teaching has always been a source of debate. Throughout history, there have been many approaches and teaching methodologies in the study of second language acquisition. However, not all of them considered a communicative side of the target language. Nowadays, there is an increasing demand of communicating in a second language and most of the current teaching methods are based on the communicative approach.

In this sense, games help teachers to create contexts in which the language is useful and meaningful. Therefore, in the following statements we will focus on the reason why games are effective tools, the contributions that games can make, the way we can use them, at which level they can be put into practice, real games in everyday life, and how games contribute to create a good classroom atmosphere. After this first analysis, we will focus on the Communicative Approach and the Affective Filter Theory in order to support our ideas.

First of all, as we mentioned above, games help the teacher to create contexts in which the language is useful and meaningful. As A. Wright (1979: 1) suggests, students want to be part of the language lesson. In this sense, games give students the opportunity to initiate the communication, in contrast to teacher-fronted lessons. This is the main contribution that games can make in the L2 classroom.

It is very important to take into account how we use these games in order to make them meaningful. We agree with A.Wright (1979:3), when he states: "it is essential to choose games which are appropriate to the class in terms of language and type of participation". This links with our beliefs on using games for specific purposes, which implies being more specific about the type of games for which aspects of language learning. For instance, games for vocabulary acquisition, fluency development or specific grammar points.

After carrying out exhaustive research, we noticed that most of the articles we found referred to games to be implemented with children or Primary students. However, we implemented games with both teenagers and adults and the results were satisfactory. This goes along with Wright's thoughts on creating games according to the students' level. On the other hand, games benefit from small group work and the interaction between students. We base our thoughts on the use of games in the L2 classroom on two well-known theories on second language acquisition: Krashen´s Affective Filter Theory and Motivation and Communicative approach respectively.

The term "affective filter" refers to the level of anxiety or frustration that a student experiences when confronted with a learning task. This anxiety may prevent a student from learning or accomplishing the learning task. If there is a high anxiety level, or high affective filter, a student may be unable to focus on learning. Under conditions that lower the affective filter, students can concentrate on the learning task and learn what is being taught.

In this sense, teachers can provide "low affective filter" conditions during instructions incorporating games. One of the advantages of including games in the L2 classroom is that learners are motivated to use the language when they are in the game. Students get absorbed in the game because there is a feeling of competitiveness arising, which stimulates their interest and as a result they become willing to learn. Many teachers believe that competition should be avoided because there is always a winner and a loser. However, our experience tells us the opposite, as we will comment on in our conclusions.

The use of games in the L2 classroom echoes many of the principles of another theory: the Communicative Approach. This is reflected in the use of games, because when you play a game with your students the understanding and use of the language is necessary, whereas the analysis of the language itself is not. Also, when playing a game another principle of communicative methodology arises because the teaching situation must be learner-centred.

In addition, Communicative Language Teaching makes use of real-life situations that need communication. When introducing games in the

classroom, the teacher sets up a situation that students are likely to encounter in real life. In this sense, learners are often more motivated with this approach as they have an interest in what is being communicated. What is more, playing games students seem to learn new vocabulary or grammar structures quicker and better than in a usual classroom situation.

3. GAMES IN OUR SCHOOLS´ TEXTBOOKS

***Outcomes Intermediate*, Huge Dellar and Andrew Walkey**:

The textbook contains sixteen lessons and eight lessons at the end which teach different styles of writing. Each lesson has a model text as well as speaking tasks to do in pairs or groups. There are lots of grammar and vocabulary exercises. As for games, there are four Review Units in which the students can only practice grammar and vocabulary of the previous four units. The first two pages of these reviews contain a board game, always the same in each Review Unit, a quiz and work on collocations and pronunciation.

On the other hand, the teacher's book offers a detailed plan of the lessons. It contains the answer key of each exercise, extra help for the teacher´ s management of the class and some tips, additional activities for early finishers and web pages for practising and revising the contents of the units. There is a complete absence of games and there are no additional activities implying cooperative work. Every activity is so guided that the teacher never has the opportunity of choosing between different options.

New English File Intermediate

There are some examples of games that teachers can find in *New English File Intermediate.* As seen, most of them are authentic games

adapted to students' levels. They are given as grammar and vocabulary revision. However, they can sometimes be used as warm-up, follow-up and even introduction of a topic or grammar point. The teacher's book is an excellent guide for teachers but, at the same time, it gives a lot of freedom to the teacher to implement other activities.

English Alive 3 and 4 **Ben Wetz**

The textbooks contain nine units plus a starter unit and three Curriculum Extra units. Each unit is packed with activities which build from presenting the language to providing productive practice. At the end of each section there is also Practical English and either a section on Culture or a song. While there is some pair work there are no role plays or games.

4. METHOD

4.1. PARTICIPANTS

The participants in this study are students in 4º E.S.O., First Intermediate and Second Intermediate Levels, from two different schools:

- **EOI Utebo:** The EOI of Utebo is an Official Language School in a rural area of Zaragoza. It is located in a quiet area close to a bank, a theatre, a primary school and some shops. This school offers three levels (Basic, Intermediate and Advanced) of English, German and French as well as That´s English for distance learning English. It is a small school with two floors. However, every classroom is equipped with a computer with Internet access, a CD player, a projector and an interactive whiteboard. The library, apart from books, dictionaries and films, also has three computers with Internet access for the students.

- **IES Ramón y Cajal, Huesca:** This secondary school is located very close to the centre of Huesca, and is surrounded by shops, bars and government buildings. There are just under 900 students and nearly 80 teaching staff. There are 56 immigrant students of 23 different nationalities. The school is spread between two separate buildings with 1º, 2º and 3º ESO in one and 4º ESO and Bachillerato in the other. Classes are from 8.30am until 2.30 pm and Ramón y Cajal is also the only centre in Huesca which offers afternoon/evening Bachillerato classes for older and repeating students. Almost all the ESO classrooms have an interactive whiteboard and in the library there are four computers with internet access available for students during break times. There is also internet on the computers in the

computer room. There is Wifi within the school but not freely available, just for teachers who are given the password.

Some of the characteristics of these groups are:

- **First Intermediate Level (EOI Utebo):** It is a big group of around 30 students who range in age from 21 to 70 but there are no students at all from 45 to 55. Their ability in spoken English doesn´t correspond to their level. Adults and retired people do the activities at home before coming to class. They usually work together according to their age and they are not very fluent. Their learning goals are completely different; young people are more interested in getting a certificate whereas retired people are more interested in learning.

- **Second Intermediate Level (EOI Utebo):** In this class there are 28 students, the amount of women is higher than men. Their age ranges between 25 and 56 years old. Generally speaking we can say that they have a positive attitude towards learning English and their knowledge of English corresponds to the course they attend. Although some differences in the students´ levels can be noticed.

- **3º ESO (IES Ramón y Cajal):** This is a class of 20 students (12 girls and 8 boys) aged 14 and 15, who are very participative and at times quite competitive. With the exception of four students (one is repeating, two will repeat next year and one is lazy) the level of the class is good and in the evaluation students demonstrated they had learnt the language taught.

- **1º PAB (IES Ramón y Cajal):** This is a class of nine students (four girls and five boys) aged between 13 and 15. There are two immigrant boys (African and Moroccan) and two with attention deficit problems. All the students have a very low level of English, but are participative and very noisy. They have trouble concentrating on activities, especially silent or written work and are very easily distracted and as a group quite rowdy.

- **2º PAB (IES Ramón y Cajal):** This is a small group of just seven students (two girls and five boys) aged between 14 and 16. There are two immigrant boys (African and Moroccan) and one boy who have a bad hearing problem. They are very participative and talkative, but also have problems in concentrating and behaving. They are easily distracted.

- **4º ESO (Ramón y Cajal):** This is a group of 20 Students aged between 15 and 17. They are participative and have a mixed level of English.

- **4º Diversificación (Ramón y Cajal):** This group is a group of 13 students aged between 16 and 18. There are five immigrant students from South America. They are very lively and participative although their level of English is not particularly high, certainly not 4ºESO level.

4.2. INSTRUMENTS

The questionnaire was designed by the authors. It consists of a series of questions, the aim of which was to find out the students´ perception about the use of authentic games in English lessons by means of general questions regarding the use of games in the classroom (6, 8, 9, 10 and 11) and some other questions (1, 2, 3, 4, 5, and 7) in relation to their personal habits when playing games at home.

5. RESULTS AND DISCUSSION

1. - How often do you watch quiz shows on TV?
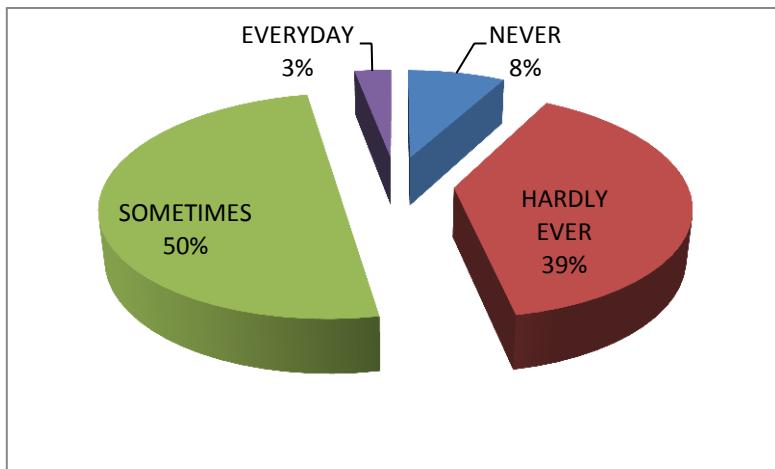
As we can see in this graphic, half of the students we asked sometimes watch quiz shows on TV. We can assume that they like watching them in their spare time, so quiz shows are not new for them.

However, a large amount of students are not used to watching these kinds of TV programmes in their free time. They like doing something different.

2. - Do you like playing game versions of quiz shows at home?
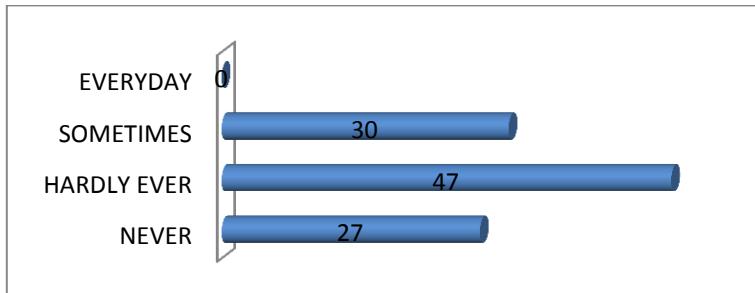
Our students play game versions of quiz shows at home from time to time, but we cannot consider this as a habit for them.

3. - How often do you play genuine games at home?

As expected, we saw that as people grow up, they played games less frequently. However, we were extremely surprised that twelve-year-old

students mostly answered they never played games. We do not understand this result as we expected that students of this age would play as a way of interacting with others.

1ST PAB

2ND PAB

3RD A

4th year

Adults

- ONCE A WEEK
- ONCE A MONTH
- ONCE A YEAR
- NEVER

4. - Who do you usually play with? (Here you can choose more than one option)

FAMILY FRIENDS COMPUTER
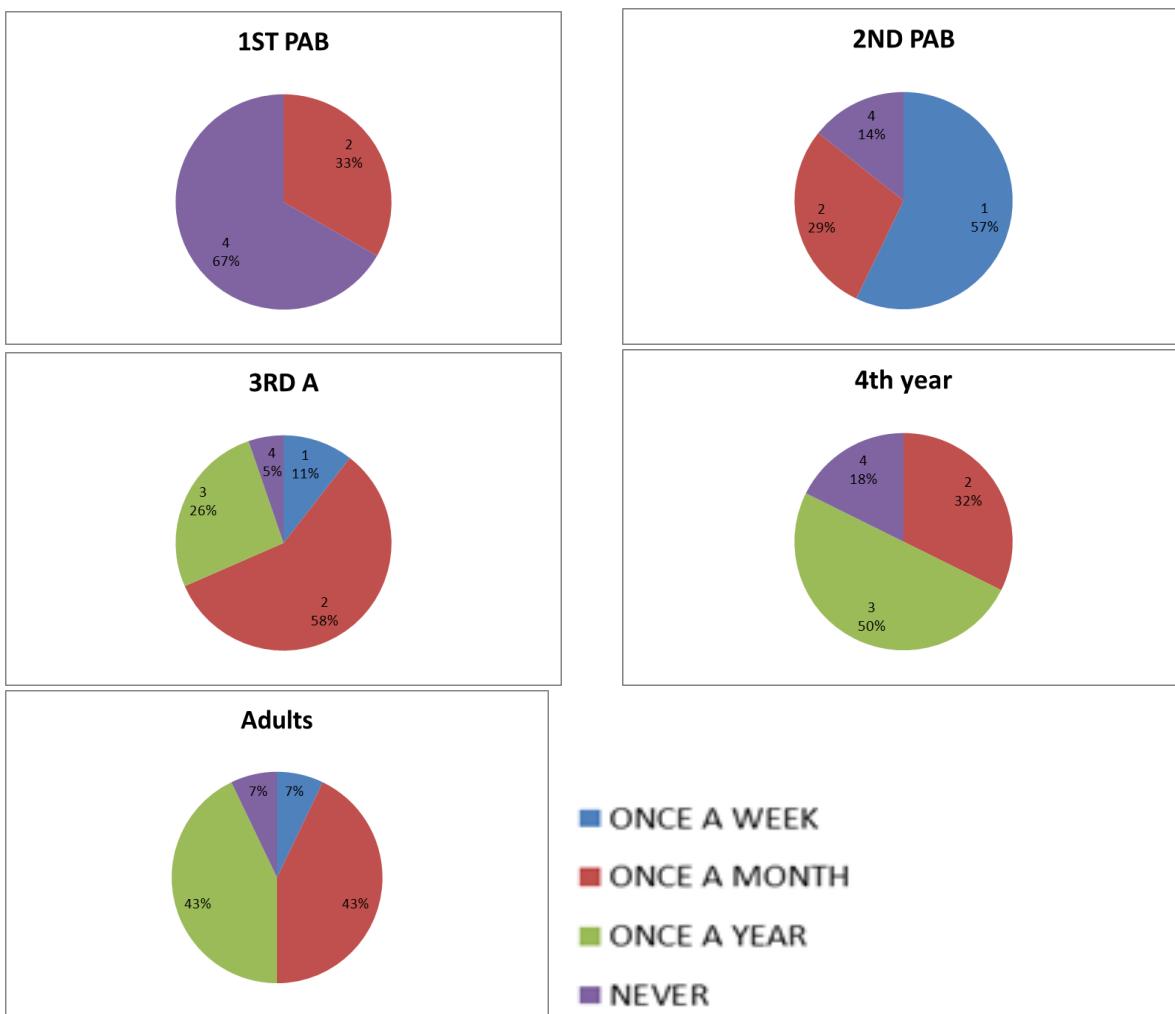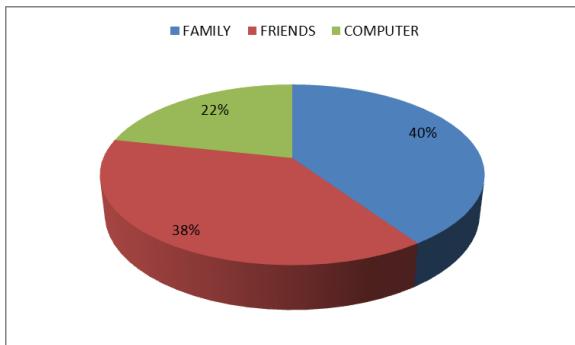
The answer to this question does not depend on the age or the social level. Most of students play both with their families and their friends. Surprisingly, only 22 per cent of them play on computers.

5. - Which feeling arises when playing genuine games in your leisure time? (Here you can choose more than one option)
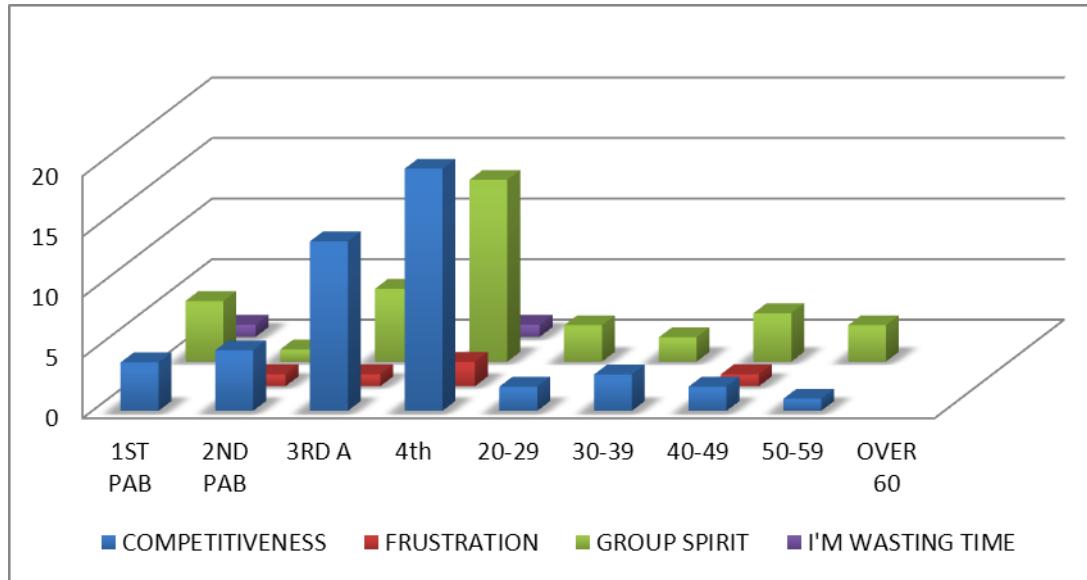
Competitiveness and group spirit are the feelings which arise when they play. Furthermore, only a small group feels they are wasting their time.

6. - Which feeling arises when playing genuine games in class? (Here you can choose more than one option)
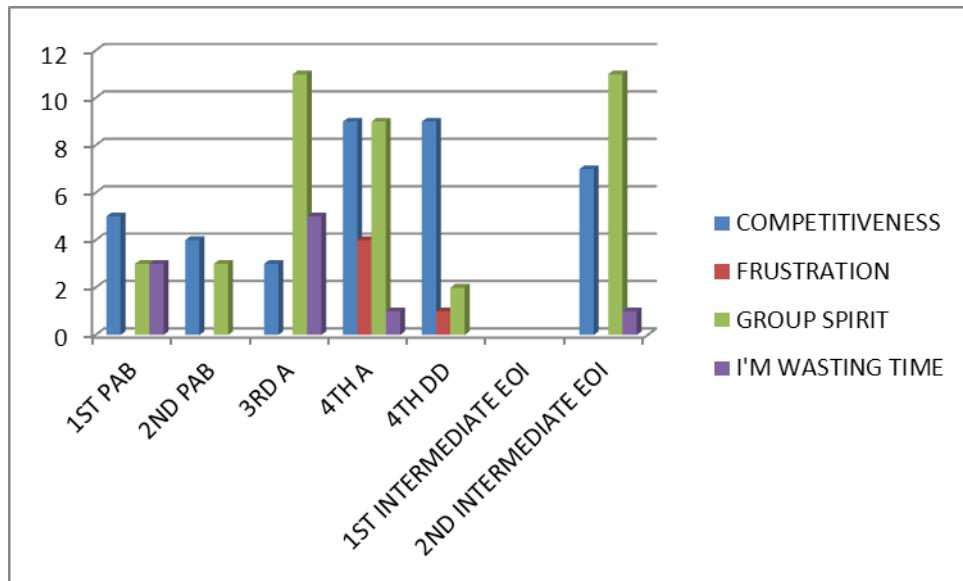
Contrary to what we had thought at first, first year PAB and third year ESO students considered games to be a waste of time. Meanwhile, very few adults considered it a waste of time when they were playing games in class.

In general, all of them agreed that games encourage group spirit and competitiveness.

7. - Where do you prefer playing genuine games?
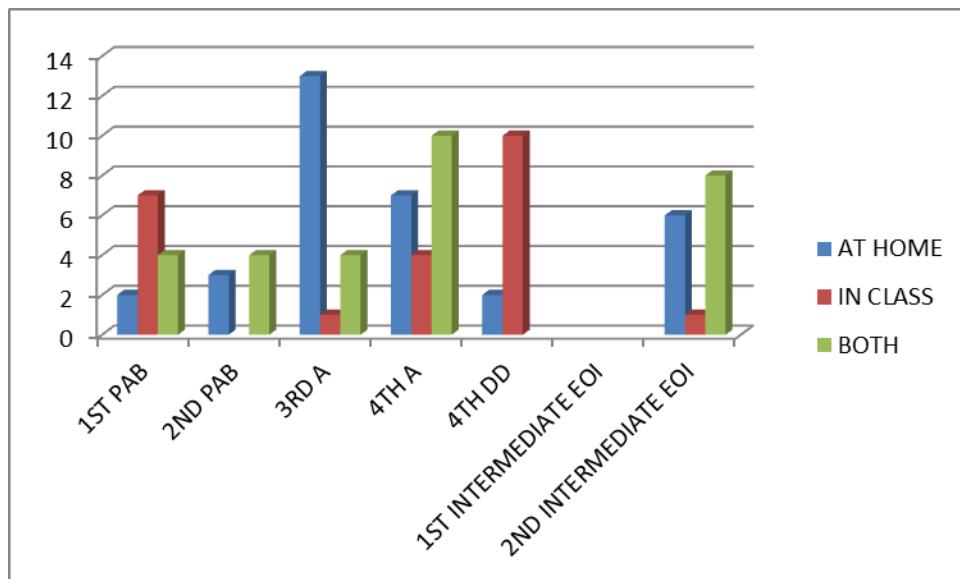
We are not sure if the third year group can be taken as representative of their age, but they are largely against games in class.

We have found it more interesting to compare the answers of both fourth year groups. As we can see in the graphic, group A prefers playing games both at home and in class whereas DD group mainly answer in class. This answer could be either misunderstanding the meaning of both or the vindication of games at school. It is also interesting to note that when we implemented games in our classes, we obtained the best response in 4th DD students.

8. - Were "genuine games" a worthwhile learning experience?
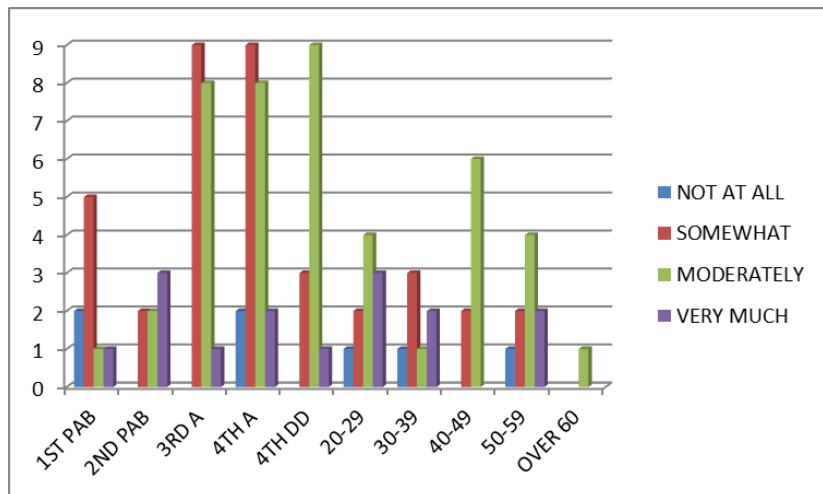
Despite saying that they preferred playing games at home, the third-year-ESO students overwhelmingly found games worthwhile, as did both the fourth-year groups.

9. - How often would you include "genuine games" in your English classroom?
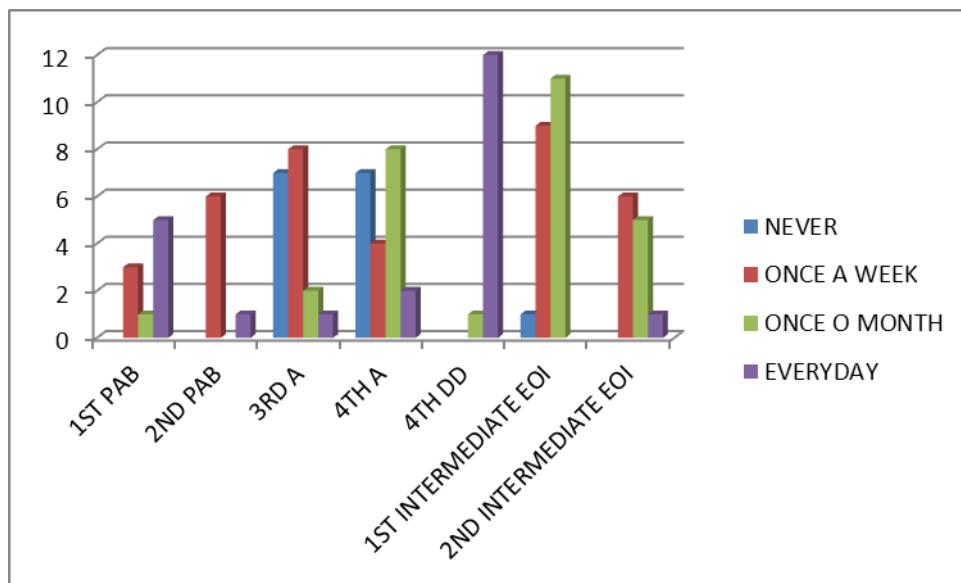
The fourth-year diversification group, who responded better than any others in class, wanted to include games every day. Students at the EOI liked the idea of games and generally agreed they should be included regularly, perhaps once a week or once a month.

10. - Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)
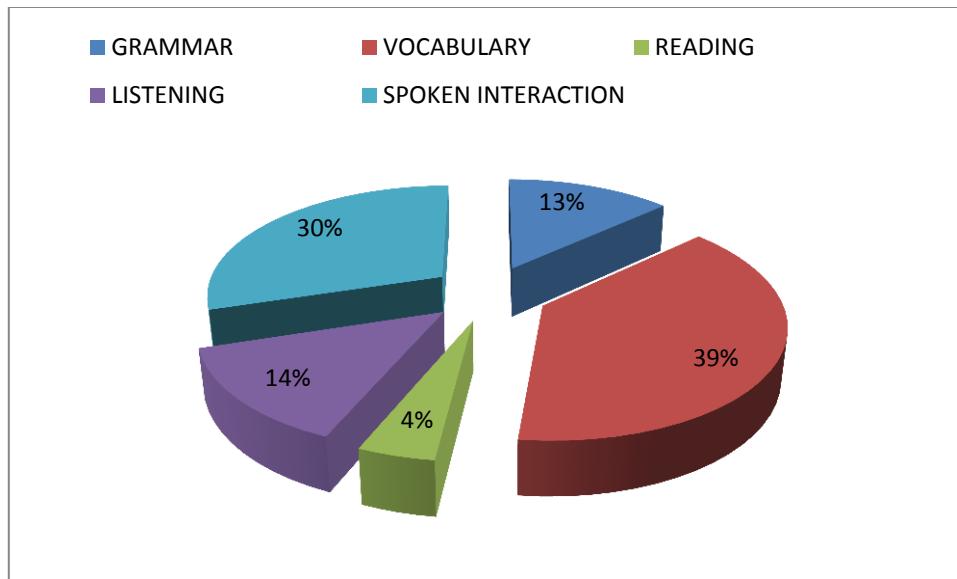
It is interesting to see the students' perception of the skills which were practised during the games sessions. Although all the games involved spoken interaction, students felt they were practising vocabulary most.

How do you feel when playing a "genuine game" in class?
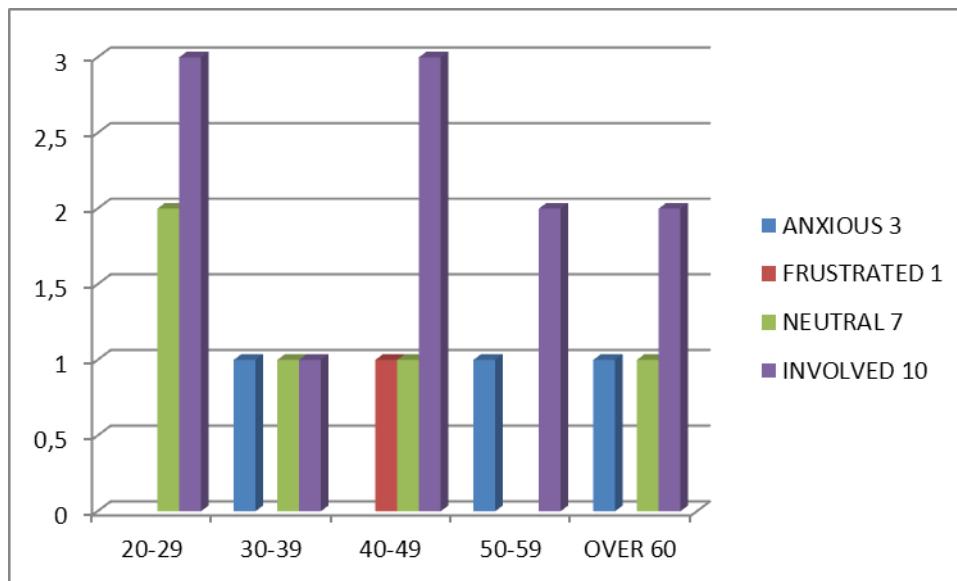
This question was only asked in the First Intermediate group. Due to the fact that we adapted the questionnaire. This question appeared in the first

questionnaire. However, we would like to say that most of the students felt involved when they play games in class.

Important factors to consider: not all the same games were played with each group.

1st and 2nd year PAB played Pelmanism/Memory and Taboo (adapted for their level).

3rd year ESO played a selection of board games, including Scrabble and Half Minute Topics.

4th year ESO played 20 Questions in teams.

4th year Diversification played team Pictionary (adapted for their vocabulary content).

6. CONCLUSIONS

The following conclusions are based on our experiences in our teaching placements, which were IES Ramón y Cajal (Huesca) and EOI Utebo (Zaragoza). Firstly, we will explain the difference we found when implementing games with our students. Secondly, we will mention some of the advantages R. Ellis states when "doing small-group work and interaction" that

we can apply to games as well. Finally, we will conclude with two main proposals for future teaching.

IES Ramón y Cajal Huesca vs. EOI Utebo:

In the IES Ramón y Cajal, games were particularly successful with PAB and Diversification groups. These groups tend to be considered low-ability and less 'academic' students but by introducing games they were taken out of the usual routine and able to use different skills. We will remember this for our future teaching careers and if we find ourselves teaching these groups, we will try to use games whenever appropriate. Adult learners from EOI Utebo responded very well to games, although at the beginning we were afraid of their reactions. What is more, in general students seemed to learn new vocabulary or grammar structures quicker and better than in a usual classroom situation.

As we mentioned above, R. Ellis states some advantages of working in small groups and we observed a clear relationship between his words and our teaching experience. One of these advantages is the fact that anxiety can be reduced; since games create a relaxed atmosphere and sometimes teachers need to plan some activities just for fun. Another positive aspect of group work is that group activities help students to become

independent learners because each of them has a responsibility within the group and at the same time working as part of a team enables them to get to know each other.

Our proposals for future teaching will mainly be the following two:

"Games are not just time-filling activities, but have great educational value":

We believe that games should be treated as central, not peripheral to the foreign language teaching syllabus, as we also believe in a student-centred classroom. Probably teachers use games as time fillers, because they think they take too long to prepare and they have no time to do that. However, new technologies make it easier for us and we encourage teachers to use games for revising, introducing a new topic or even to assess their students at the end of a learning unit.

"Games are also equally valid learning tools for teaching teenagers and adults, but they need to have a specific didactic purpose":

Games are more interesting than traditional language instruction. Course books rarely offer any games or ideas for real situations in the classroom, neither additional ideas for games in the teacher's books. For classes that have motivation problems, such as PAB and Diversification, it would be beneficial to introduce a gaming situation because it will increase opportunities for learning. In the case of adults they need to know what the aims are and what they are learning when playing the game in order to appreciate the use of games in the classroom.

Following these trends, our research tries to demonstrate that games have an educational value and that they can provide a meaningful context for language use. Surveys have been very useful tools to strengthen our beliefs, since they have provided us with real data of their habits and opinions about how they learn best.

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- (2011) *Digital culture and Education (DCE)*; Hayno Reinders (Middlesex University) & Sorada Wattana (Dhurakij Pundit University).

- *Games to teach English learners* by International Teacher Trainer Organization (Date and place not available).

- *Learning Vocabulary through Games*; Nguyen Thi Thanh Huyen & Khuat Thi Thu Nga Asian EFL Journal. December, 2003

Books:

- (2001) El-Shami, Susan.: *Training Games: Everything You Need to Know About Using Games to Reinforce Learning*;

- (1982) Wright, Andrew*; Games for Language Learning*. Cambridge University Press.

WEBS RESOURCES:

- http://teachingenglishgames.com/adults.htm
- http://www.superteachertools.com/millionaire/

8. APPENDIX (SATISFACTION QUESTIONNAIRES)

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General Instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male_____   Female _✗_   Age _21_   Course _1º Intermedio_

How often do you watch quiz shows on TV?

Never   Hardly ever   <u>Sometimes</u>   Everyday

Do you like playing game versions of quiz shows at home?

<u>Never</u>   Hardly ever   Sometimes   Everyday

Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   <u>Moderately</u>   Very much

How do you feel when playing a "genuine game" in class?

Anxious   Frustrated   <u>Neutral</u>   Involved

How often would you include "genuine games" in your English classroom?

Never   Once a week   <u>Once a month</u>   Everyday

Which skill do you think you practised playing "genuine games" in the classroom? [Here you can choose more than one option]

<u>Grammar</u>   Vocabulary   Reading   Listening   Spoken interaction

Comments

_____

THANKS FOR YOUR PARTICIPATION!

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Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General Instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male_____   Female ✓   Age _25_   Course _1º Intermedio_

How often do you watch quiz shows on TV?

Never   Hardly ever   Sometimes   Everyday

Do you like playing game versions of quiz shows at home?

Never   Hardly ever   Sometimes   Everyday

Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   Moderately   Very much

How do you feel when playing a "genuine game" in class?

Anxious   Frustrated   Neutral   Involved

How often would you include "genuine games" in your English classroom?

Never   Once a week   Once a month   Everyday

Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   Vocabulary   Reading   Listening   Spoken interaction

Comments

_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

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<u>General Instructions</u>: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male _X_   Female _____   Age _42_   Course _1º Intermedio_

How often do you watch quiz shows on TV?

Never   Hardly ever   Sometimes   Everyday

Do you like playing game versions of quiz shows at home?

Never   Hardly ever   Sometimes   Everyday

Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   Moderately   Very much

How do you feel when playing a "genuine game" in class?

Anxious   Frustrated   Neutral   Involved

How often would you include "genuine games" in your English classroom?

Never   Once a week   Once a month   Everyday

Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   Vocabulary   Reading   Listening   Spoken interaction

Comments

_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

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General Instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male __X__   Female _____   Age _55_   Course _1º Intermedio_

How often do you watch quiz shows on TV?

Never   Hardly ever   (Sometimes)   Everyday

Do you like playing game versions of quiz shows at home?

(Never)   Hardly ever   Sometimes   Everyday

Were "genuine games" a worthwhile learning experience?

(Not at all)   Somewhat   Moderately   Very much

How do you feel when playing a "genuine game" in class?

Anxious   Frustrated   Neutral   (Involved)

How often would you include "genuine games" in your English classroom?

Never   (Once a week)   Once a month   Everyday

Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   Vocabulary   Reading   Listening   (Spoken interaction)

Comments

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General Instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male ✓   Female _____   Age _7ᵒ_   Course _1ʳᵗ intermediate_

How often do you watch quiz shows on TV?

Never   Hardly ever   Sometimes   Everyday

Do you like playing game versions of quiz shows at home?

Never   Hardly ever   Sometimes   Everyday

Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   Moderately   Very much

How do you feel when playing a "genuine game" in class?

Anxious   Frustrated   Neutral   Involved

How often would you include "genuine games" in your English classroom?

Never   Once a week   Once a month   Everyday

Which skill do you think you practised playing "genuine games" in the classroom? [Here you can choose more than one option]

Grammar   Vocabulary   Reading   Listening   Spoken interaction

Comments

_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male __X__ Female_____ Age _20__ Course__2º__

1.- How often do you watch quiz shows on TV?

Never   Hardly ever   (Sometimes)   Everyday

2.- Do you like playing game versions of quiz shows at home?

Never   (Hardly ever)   Sometimes   Everyday

3.- How often do you play genuine games at home?

Once a week   (Once a month)   Once a year   Never

4.- Who do you usually play with? (Here you can choose more than one option)

(Family)   Friends   Computer

5.- Which feeling arises when playing genuine games in your leisure time? (Here you can choose more than one option)

Competitiveness   Frustration   (Group Spirit)   You are wasting time

6.- Which feeling arises when playing genuine games in class? (Here you can choose more than one option)

Competitiveness   Frustration   (Group Spirit)   You are wasting time

7.- Where do you prefer playing genuine games?

(At home)   In class   Both

8.- Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   (Moderately)   Very much

9.- How often would you include "genuine games" in your English classroom?

Never   Once a week   (Once a month)   Everyday

10.- Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   Vocabulary   Reading   Listening   (Spoken interaction)

Comments

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General Instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male_____ Female ✗ __ Age _29_ Course _2° INTERMEDIATE_

1.- How often do you watch quiz shows on TV?

Never (Hardly ever) Sometimes Everyday

2.- Do you like playing game versions of quiz shows at home?

Never Hardly ever (Sometimes) Everyday

3.- How often do you play genuine games at home?

Once a week (Once a month) Once a year Never

4.- Who do you usually play with? (Here you can choose more than one option)

(Family) (Friends) (Computer)

5.- Which feeling arises when playing genuine games in your leisure time? [Here you can choose more than one option)

(Competitiveness) Frustration (Group Spirit) You are wasting time

6.- Which feeling arises when playing genuine games in class? (Here you can choose more than one option)

Competitiveness   Frustration   ~~Group Spirit~~   You are wasting time

7.- Where do you prefer playing genuine games?

~~At home~~   In class   Both

8.- Were "genuine games" a worthwhile learning experience?

Not at all   ~~Somewhat~~   Moderately   Very much

9.- How often would you include "genuine games" in your English classroom?

Never   Once a week   ~~Once a month~~   Everyday

10.- Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   Vocabulary   Reading   Listening   ~~Spoken interaction~~

Comments

_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General Instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male____   Female__X__ Age__55__ Course__2ⁿᵈ INTERMEDIATE__

1.- How often do you watch quiz shows on TV?

Never   Hardly ever   (Sometimes)   Everyday

2.- Do you like playing game versions of quiz shows at home?

Never   (Hardly ever)   Sometimes   Everyday

3.- How often do you play genuine games at home?

Once a week   Once a month   (Once a year)   Never

4.- Who do you usually play with? (Here you can choose more than one option)

(Family) Friends   Computer

5.- Which feeling arises when playing genuine games in your leisure time? (Here you can choose more than one option)

Competitiveness   Frustration (Group Spirit) You are wasting time

6.- Which feeling arises when playing genuine games in class? (Here you can choose more than one option)

~~Competitiveness~~ Frustration   Group Spirit   You are wasting time

7.- Where do you prefer playing genuine games?

At home   In class   (Both)

8.- Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   (Moderately)   Very much

9.- How often would you include "genuine games" in your English classroom?

Never   (Once a week)   Once a month   Everyday

10.- Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   Vocabulary   Reading   Listening   Spoken interaction

Comments

_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General Instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male_____ Female _X__ Age _58_ Course_2ª Intermedio_

1.- How often do you watch quiz shows on TV?

Never   Hardly ever   (Sometimes)   Everyday

2.- Do you like playing game versions of quiz shows at home?

Never   (Hardly ever)   Sometimes   Everyday

3.- How often do you play genuine games at home?

Once a week   Once a month   (Once a year) Never

4.- Who do you usually play with? (Here you can choose more than one option)

(Family) Friends   Computer

5.- Which feeling arises when playing genuine games in your leisure time? [Here you can choose more than one option]

Competitiveness   Frustration (Group Spirit) You are wasting time

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Ecuación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "how genuine games work in the EOI classroom".

General instructions: Please complete the blank spaces with the specific information required or indicate the option that suits you better. Please note the results of this questionnaire are commercial.

Male ___ Female ___ Age ___ Course ___

1.- How often do you watch up a shows on TV?

Never   Hardly ever   Sometimes   Everyday

2.- Do you like playing some versions of quiz shows at home?

Never   Hardly ever   Sometimes   Everyday

3.- How often do you play genuine games at home?

Once a week   Once a month   Once a year   Never

4.- Who do you usually play with? (Here you can choose more than one option)

Family   Friends   Computer

5.- Which feeling arises when playing genuine games when you choose more than one option?

Competitiveness   Frustration   Group spirit   I am wasting time

6.- Which feeling arises when playing genuine games in class? (Here you can choose more than one option)

Competitiveness   Frustration   Group spirit   I am wasting time

7.- Where do you prefer playing genuine games?

At home   In class   Both

8.- Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   Moderately   Very much

9.- How often would you include "genuine games" in your English classroom?

Never   Once a week   Once a month   Everyday

10.- Which skill do you think you practiced playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   Vocabulary   Reading   Listening   Spoken interaction

Comments

THANKS FOR YOUR PARTICIPATION

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

Sample instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male _X_ Female _____ Age _18_ Course _4º D,D_

1.- How often do you watch quiz shows on TV?

Never (Hardly ever) Sometimes Everyday

2.- Do you like playing game versions of quiz shows at home?

(Never) (Hardly ever) Sometimes Everyday

3.- How often do you play genuine games at home?

Once a week Once a month (Once a year) Never

4.- Who do you usually play with? (Here you can choose more than one option)

Family Friends (Computer)

5.- Which feeling arises when playing genuine games in your leisure time? (Here you can choose more than one option)

Competitiveness Frustration (Group spirit) I am wasting time

6.- Which feeling arises when playing genuine games in class? (Here you can choose more than one option)

(Competitiveness) Frustration Group spirit I am wasting time

7.- Where do you prefer playing genuine games?

At home (In class) Both

8.- Were "genuine games" a worthwhile learning experience?

Not at all Somewhat (Moderately) Very much

9.- How often would you include "genuine games" in your English classroom?

Never Once a week Once a month (Everyday)

10.- Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar (Vocabulary) Reading Listening (Spoken interaction)

Comments
_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

Sample instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male _X_ Female _____ Age _16_ Course _4 D,D_

1.- How often do you watch quiz shows on TV?

Never (Hardly ever) Sometimes Everyday

2.- Do you like playing game versions of quiz shows at home?

(Never) Hardly ever Sometimes Everyday

3.- How often do you play genuine games at home?

Once a week Once a month (Once a year) Never

4.- Who do you usually play with? (Here you can choose more than one option)

(Family) Friends (Computer)

5.- Which feeling arises when playing genuine games in your leisure time? (Here you can choose more than one option)

Competitiveness Frustration (Group spirit) I am wasting time

6.- Which feeling arises when playing genuine games in class? (Here you can choose more than one option)

(Competitiveness) Frustration Group spirit (I am wasting time)

7.- Where do you prefer playing genuine games?

At home (In class) Both

8.- Were "genuine games" a worthwhile learning experience?

Not at all Somewhat (Moderately) (Very much)

9.- How often would you include "genuine games" in your English classroom?

Never Once a week Once a month (Everyday)

10.- Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar (Vocabulary) Reading (Listening) Spoken interaction

Comments
_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria at the University of Zaragoza to collect data from ECI students to develop a research project on "How genuine games work in the L2 classroom".

General instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male ⃝ Female ____ Age 15 Course 4EP

1.- How often do you watch quiz shows on TV?

Never   Hardly ever   Sometimes   (Everyday)

2.- Do you like playing game versions of quiz shows at home?

Never   Hardly ever   (Sometimes)   Everyday

3.- How often do you play genuine games at home?

Once a week   Once a month   Once a year   (Never)

4, Who do you usually play with? (Here you can choose more than one option)

Family   (Friends)   Computer

5.- Which feeling arises when playing genuine games in your leisure time? (Here you can choose more than one option)

(Competitiveness)   Frustration   Group Spirit   I am wasting time

6. Which feeling arises when playing genuine games in class? (Here you can choose more than one option)

(Competitiveness)   Frustration   Group Spirit   I am wasting time

7.- Where do you prefer playing genuine games?

At home   In class   (Both)

8.- Were "genuine games" a worthwhile learning experience?

(Not at all)   Somewhat   Moderately   Very much

9.- How often would you include "genuine games" in your English classroom?

(Never)   Once a week   Once a month   Everyday

10.- Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   (Vocabulary)   Reading   Listening   Spoken Interaction

Comments

_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

Male ____ Female X Age 17 Course 4 clevers/Bachiller

1.- How often do you watch quiz shows on TV?

Never   (Hardly ever)   Sometimes   Everyday

2.- Do you like playing game versions of quiz shows at home?

(Never)   (Hardly ever)   Sometimes   Everyday

3. How often do you play genuine games at home?

Once a week   Once a month   (Once a year)   Never

4. Who do you usually play with? (Here you can choose more than one option)

Family   Friends   (Computer)

5.- Which feeling arises when playing genuine games in your leisure time? (Here you can choose more than one option)

Competitiveness   Frustration   (Group Spirit)   I am wasting time

6. Which feeling arises when playing genuine games in class? (Here you can choose more than one option)

(Competitiveness)   Frustration   Group Spirit   I am wasting time

7.- Where do you prefer playing genuine games?

At home   (In class)   Both

8.- Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   (Moderately)   Very much

9.- How often would you include "genuine games" in your English classroom?

Never   Once a week   Once a month   (Everyday)

10. Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   (Vocabulary)   Reading   Listening   (Spoken Interaction)

Comments

_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from [illegible] Professorado de Secundaria of the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male,_____ Female __X__ Age __15__ Course __4°__

1.- How often do you watch quiz shows on TV?

Never   hardly ever   (Sometimes)   Everyday

2.- Do you like playing game versions of quiz shows at home?

(Never)   Hardly ever   Sometimes   Everyday

3.- How often do you play genuine games at home?

Once a week   Once a month   (Once a year)   Never

4.- Who do you usually play with? (Here you can choose more than one option)

Family   (Friends)   Computer

5.- Which feeling arises when playing genuine games in your leisure time? (Here you can choose more than one option)

(Commitment)   Frustration   (Group Spirit)   I am wasting time

6.- Which feeling arises when playing genuine games in class? (Here you can choose more than one option)

Competitiveness   Frustration   (Group spirit)   I am wasting time

7.- Where do you prefer playing genuine games?

At home   In class   (Both)

8.- Were "genuine games" a worthwhile learning experience?

Not at all   (Somewhat)   Moderate   very much

9.- How often would you include "genuine games" in your English classroom?

Never   Once a week   (Once a month)   everyday

10.- Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   (Vocabulary)   Reading   (Listening)   (Speaking or interaction)

Comments

_____

THANKS FOR YOUR PARTICIPATION!

LEARNING UNIT: STILL FRIENDS?

"Design, Organization and Development of Activities to learn English"

María Jesús Horno Graus

INDEX

INTRODUCTION

JUSTIFICATION

The learning unit I am going to work with is called *STILL FRIENDS?* This unit has been taken from New English File Intermediate, Ed. Oxford University Press. The unit in the textbook contributes to enable students to use vocabulary related to friendship and relationship; to itemize different meanings of some "get" phrases; to differentiate and express present and past habits throughout "usually" and "used to"; to discriminate and to reproduce the consonant sounds "s" and "z" within words and to indicate students how these sounds are used to differentiate some groups of words, such as "close" adjective or verb; to summarize the paragraph of a text related to friendship; to understand the general meaning of an oral text; and to be able to communicate students' opinions about friendship and explain their relationship with their best friend.

This unit was proposed by my mentor in my placement for the Practicum II. After designing several units while the first semester of the Master Degree in English Language, which I was not able to implement anywhere, I decided to create a teaching unit integrating a textbook and some personal ideas. I thought the issue was interesting enough, and I had worked on it previously with another group of students. Nevertheless, I considered that I could improve my previous teaching this time with new ideas and materials, which I had found after my previous implementation of the topic.

As I said before, I had worked with *New English File Intermediate* before, and I think I know quite well the right and the poor points of the book, according to my teaching point of view. Personally, I think *New English File* is an effective and useful textbook both for students and for teachers. Once students understand how the book is structured, this is not sometimes easy, the textbook engages them because it presents useful vocabulary, stimulating oral and written text, and grammar is shown clearly. Equally, the textbook is useful and easy for teachers because it enables teachers to get it like a guide as well as to use different materials and activities in order to enhance students' learning process. Thus,

some activities will be taken from the textbook but others will be genuine or taken from different sources.

CONTEXTUALIZATION

This learning unit is designed to First Intermediate level in the Official Language School in Utebo. The Intermediate level in Official Languages Schools in Aragon is divided into two years. In the second year, learners are assessed to obtain the B1 certificate in accordance with the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). In the first year Intermediate, learners are assessed to pass for the second year, but they do not change the level.

Fundamental Law (LOE, Ley Orgánica 2/2006, 3rd May, of Education) stated, in its Chapter VII Title I, teaching of languages as the special teaching regime is implemented in the Official Language Schools, establishing in its articles 59, 60, 61 and 62 that this teaching is organized in three levels: Basic, Intermediate and Advanced.

The curricula established by this Fundamental Law are in keeping with the European Council principles, which plead for promoting teaching with communicative purposes.

The aforementioned communicative approach implies that teaching has to deal with the reality in the communication both the real communication is outside the classroom and the reality of students as they are outside and inside the classroom.

The Intermediate level contents and objectives are based on the B1 competences, according to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), a European Union Council Resolution (January 2002) recommended the use of this Council of Europe instrument in setting up systems of validation of language competences.

COMPETENCES

In order to carry out the tasks and activities required to deal with the communicative situations in which they are involved, users and learners draw upon a number of competences developed in the course of their previous experience. In return, participation

in communicative events (including, of course, those events specifically designed to promote language learning) results in the further development of the learner's competences, for both immediate and long-term use. (CEFR pages 101-131[2])

1. **General competences**

    1.1. Declarative knowledge:

        1.1.1. Knowledge of the world;

        1.1.2. Sociocultural knowledge;

        1.1.3. Intercultural awareness;

    1.2. Skills and know-how:

        1.2.1. Practical skills and know-how;

        1.2.2. Intercultural skills and know-how;

    1.3. 'Existential' competence.

    1.4. Ability to learn:

        1.4.1. Language and communication awareness;

        1.4.2. General phonetic awareness and skills;

        1.4.3. Study skills;

        1.4.4. Heuristic skills;

2. **Communicative language competences**

    2.1. Linguistic competences:

        2.1.1. Lexical competence;

        2.1.2. Grammatical competence;

        2.1.3. Semantic competence;

        2.1.4. Phonological competence;

        2.1.5. Orthographic competence;

        2.1.6. Orthoepic competence.

    2.2. Sociolinguistic competence

        2.2.1. Linguistic markers of social relations;

        2.2.2. Politeness conventions;

        2.2.3. Expressions of folk wisdom;

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[2] http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf

2.2.4. Register differences;

2.2.5. Dialect and accent;

2.3. Pragmatic competences:

2.3.1. Discourse competence;

2.3.2. Functional competence;

GENERAL OBJECTIVES

Intermediate level students will be able to:

- *Have a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.*

- *Have enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.*

- *Have a sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.*

- *Show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situation.*

- *Communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence.*

- *Errors occur, but it is clear what they are trying to express.*

- *Use reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.*

- *Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.*

- *Can produce continuous writing which is generally intelligible throughout.*

- *Spelling, punctuation and layout are accurate enough to be followed most of the time.*

- *Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.*
- *Are - aware of the salient politeness conventions and acts appropriately.*
- *Are aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.*
- *Can adapt their expression to deal with less routine, even difficult, situations.*
- *Can exploit a wide range of simple language flexibly to express much of what they want.*
- *Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor.*
- *Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.*
- *Can reasonably fluently relate a straightforward narrative or description as a linear sequence of point.*
- *Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.*
- *Can express themselves with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', they are able to keep going effectively without help.*
- *Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.*
- *Can explain the main points in an idea or problem with reasonable precision.*
- *Can convey simple, straightforward information of immediate relevance, getting across which point they feel is most important.*
- *Can express the main point they want to make comprehensibly.*

B1 GENERAL CONTENTS

LISTENING

Learners can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.

Learners can understand what is said to them in everyday conversations, but they sometimes need help in clarifying particular details.

Learners can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but they sometimes need help in understanding details.

Learners can follow clearly spoken, straightforward short talks on familiar topics.

Learners can understand the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.

Learners can understand simple technical information, such as operating instructions for familiar types of equipment.

READING

Learners can understand the main points in straightforward factual texts on subjects of personal or professional interest well enough to talk about them afterwards.

Learners can find and understand the information they need in brochures, leaflets and other short texts relating to my interests.

Learners can understand the main points in short newspaper and magazine articles about current and familiar topics.

Learners can follow simple instructions, for example for a game, using familiar types of equipment or cooking a meal.

Learners can understand simplified versions of novels, and follow the story line in short stories with a clear structure, with some effort and regular use of a dictionary.

Learners can understand private letters about events, feelings and wishes well enough to write back.

SPOKEN INTERACTION

Learners can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

Learners can express and respond to feelings and attitudes like surprise, happiness, sadness, interest and disinterest.

Learners can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.

Learners can help to solve practical problems, saying what they think and asking others what they think.

Learners can find out and pass on uncomplicated factual information.

Learners can ask for and follow detailed directions.

Learners can manage unexpected things that could happen on holiday, e.g. needing a dentist or getting a bike repaired.

Learners can make arrangements on the telephone or in person, e.g. booking flights, hotels, rental cars, restaurants, cinemas, etc.

Learners can have simple telephone conversations with people they know.

SPOKEN PRODUCTION

Learners can give descriptions on a variety of familiar subjects related to their interests.

Learners can talk in detail about my experiences, feelings and reactions.

Learners can briefly explain and justify their opinions.

Learners can give a short prepared presentation on a very familiar area (e.g. "My country") and answer clear questions.

Learners can relate the main content of short texts they have read.

WRITTEN PRODUCTION

Learners can write short, comprehensible connected texts on familiar subjects.

Learners can write simple texts about experiences or events, for example about a trip, describing their feelings and reactions.

Working to a standard format, learners can write very brief reports which pass on routine factual information on matters relating to their field.

Learners can write emails, faxes or text messages to friends or colleagues, relating news and giving or asking for simple information.

Learners can write a short formal letter asking for or giving simple information.

STRATEGIES

Learners can ask someone to clarify or elaborate what they have just said.

Learners can repeat back part of what someone has said to confirm that they understand each other. When the students can't think of a word, they can use a word meaning something similar and invite "correction" from the person they are talking to.

Learners can ask for confirmation that a form is correct and correct some basic mistakes if they have time to do so.

QUALITY OF LANGUAGE

Learners know enough vocabulary to talk about their family, hobbies and interests, work, travel, news and current events.

When learners explain something, they can make the other person understand the points that are most important to them.

Learners can link a series of short phrases into a connected, sequence of points.

Learners can express themselves reasonably accurately in familiar, predictable situations.

Learners can keep a conversation going, but sometimes have to pause to plan and correct what they are saying.

Learners can use simple expressions politely in a neutral way in everyday situations.

CONTEXTUALIZATION: FIRST INTERMEDIATE GROUP IN THE EIO IN UTEBO

The learning unit will be implemented in a first Intermediate group. This group attends to class in the mornings on Mondays and Wednesdays. Sessions are from 9.45 a.m. to 12.00 with a break of around 10 minutes in the middle of each session.

There are enrolled thirty students, which is the maximum number in an EIO group. From them, around twenty-six of them attend to class regularly. All students are adults. However, the group is not homogeneous. By age, learners are from 20 to 70 years old. There are about nine students who are from twenty to twenty-six years old. Eight students are from thirty to forty-five. And five students are from fifty-five to seventy. Due to their different generations, it is obvious learners have different interest and goals. Young students learn at the Official Language School because they want to obtain the B1 certificate in order to get a job or improve their present one. Whereas retired students want to learn a second language so as to travel or to acquire new knowledge of that language just for pleasure.

As adults, there are not problems with their behaviour. Besides, students are motivated to learn the language. However, moving them from the comfort zone is a challenge for the teacher. They have created learning routine, based on the traditional method of learning, and it is quite difficult to change it to another method of teaching.

On the other hand, students have lower speaking level than Intermediate, so they change to their L1 frequently. However, they usually do their grammar, reading, vocabulary and writing tasks at home, even I have observed that some of them do exercises at home before being taught in class.

There is a student that could require special attention. This seventy year-old man has hearing problems, but he uses a hearing aid. He is also very shy and he has low-esteem when he speaks in English.

ORGANIZATION OF LEARNING UNIT

The learning unit is organized in three sessions of two hours each session. In EOI in Utebo class time takes two hours a day every two days. This group attends class on Mondays and Wednesday in the mornings.

They use New English File Intermediate as the textbook in class. This textbook will be used as a guide to organize the learning unit, although I will use other materials in order to complete, reinforce and review the unit contents.

The sessions are divided into macroskills as follows:

SESSION 1	SESSION 2	SESSION 3
• **Vocabulary** • **Speaking** • **Listening**	• Reading • Grammar • Listening	• Pronunciation • Listening • Writing

LEARNING UNIT OF WORK

CONTRIBUTION TO THE KEY COMPETENCES

As I said before, Fundamental Law (LOE, Ley Orgánica 2/2006, 3rd May, de Educación) stated, in its Chapter VII Title I, teaching of languages as special teaching regime is implemented in the Official Language Schools, establishing in its articles 59, 60, 61 and 62 the curricula established by this Fundamental Law are in keeping with the European Council principles.

Based on the B1 competences, according to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), this learning unit mainly contributes to the following key competences:

1. <u>General competences</u>

    1.2 Skills and know-how:

        1.1.1. Practical skills and know-how;

    1.4 Ability to learn:

        1.4.1 Language and communication awareness;

        1.4.2 General phonetic awareness and skills;

        1.4.3 Study skills;

2. <u>Communicative language competences</u>

    2.1 Linguistic competences:

        2.1.1 Lexical competence;

2.1.2 Grammatical competence;

2.1.3 Semantic competence;

2.1.4 Phonological competence;

2.1.5 Orthographic competence;

2.1.6 Orthoepic competence.

2.2 Sociolinguistic competence

2.2.1 Linguistic markers of social relations;

2.3 Pragmatic competences:

2.3.1 Discourse competence;

2.3.2 Functional competence;

Although some other competences could be involved while the unit is implemented, these are the key competences in this unit.

OBJECTIVES

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

- *Have enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, interests, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.*

- *Have a sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to themselves everyday life such as family, interests, and current events.*

- *Show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situation.*

- *Communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence.*

- *Errors occur, but it is clear what they are trying to express.*

- *Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.*

- *Can produce continuous writing which is generally intelligible throughout.*

- *Spelling, punctuation and layout are accurate enough to be followed most of the time.*
- *Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.*
- *Can reasonably fluently relate a straightforward narrative or description as a linear sequence of point.*
- *Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.*
- *Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.*
- *Can explain the main points in an idea or problem with reasonable precision.*
- *Can convey simple, straightforward information of immediate relevance, getting across which point they feel is most important.*
- *Can express the main point they want to make comprehensibly.*

CONTENTS

LISTENING

Learners can understand the main points of clear standard speech on familiar, everyday subjects, provided there is an opportunity to get repetition or clarification sometimes.

Learners can understand what is said to them in everyday conversations, but they sometimes need help in clarifying particular details.

Learners can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but they sometimes need help in understanding details.

Learners can follow clearly spoken, straightforward short talks on familiar topics.

READING

Learners can understand the main points in straightforward factual texts on subjects of personal interest well enough to talk about them afterwards.

Learners can follow simple instructions for a game.

SPOKEN INTERACTION

Learners can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.

Learners can express and respond to feelings and attitudes like surprise, happiness, sadness, interest and disinterest.

Learners can give or seek personal opinions in an informal discussion with friends, agreeing and disagreeing politely.

Learners can help to solve practical problems, saying what they think and asking others what they think.

SPOKEN PRODUCTION

Learners can give descriptions on a variety of familiar subjects related to their interests.

Learners can talk in detail about my experiences, feelings and reactions.

Learners can briefly explain and justify their opinions.

WRITTEN PRODUCTION

Learners can write simple texts about experiences or events describing their feelings and reactions.

Learners can write simple instructions.

Learners can write an informal letter/email.

Learners can plan what they need to write.

Learners can check their writing for mistakes.

STRATEGIES

Learners can ask for clarification if necessary.

Learners can paraphrase when they do not know the exact word for something.

Learners can guess the meaning of words in context.

Learners know enough vocabulary to talk about their family and friends.

MACROSKILLS CONTENTS

GRAMMAR:

- Express past habits with "used to".
- Express present habits with "usually" and the present simple.
- Differentiate "used to" from "usually".

VOCABULARY:

- About friendship, for example, *flatmate, colleague, argue, keep in touch, lose contact, know, meet, etc.*

- Idioms about friendship: *a shoulder to cry on, to see eye to eye, to hate each other's guts, etc.*

- Phrasal verbs with <u>get:</u> *get on well with, get in touch, get rid of, etc.*

PRONUNCIATION:

- Consonant sounds /s/ and /z/.

LISTENING:

- Interview about *Friends reunited* people talking about friendship.

- *Used to* – Draughty (song).

- *I love you, man* (video clip).

READING:

- *Friends reunited.*
- *Do you need to edit your friends?*
- *Friends Reunited pins hopes on nostalgia.*

COMMUNICATION:

- Talking about a close friend and friendship.

- Talking about the most important qualities in a friend.

- Talking about relationship.

WRITING:

- Writing a letter or email when reuniting with long lost friend.

METHODOLOGY

As it is recommended in the Common European Framework of Reference for Language: Learning, Teaching, Assessment and in the Fundamental Law (LOE, Ley Orgánica 2/2006, 3rd May, de Educación), this learning unit will be taught following the communicative approach.

As for CEFR, communicative approach implies that teaching has to deal with the reality in the communication both the real communication is outside the classroom and the reality of students as they are outside and inside the classroom. Through some of the activities, it will be tried to hold this methodology. Motivating communication will be the main goal in most of the activities, so that students will talk in class to ask information, to check most of their tasks, and to express their opinions.

As well as communicative approach, this unit will be based on cooperative learning. Students might work some tasks in class in small groups, in pairs or the whole class to deduce some grammar rules, to obtain information and vocabulary, and to share opinions.

EVALUATION CRITERIA

Students' Assessment

Official Evaluation

At the end of the year students take a final exam. It is divided into four parts:

Tasks	Marks	Minimum (50%)
Reading comprehension.	20 points	10 points
Oral comprehension.	20 points	10 points
Oral expression and interaction.	20 points	10 points
Writing expression and interaction.	20 points	10 points

Teacher 's Assessment

In order to assess students' learning in this unit, it will be followed the criteria below:

- Monitoring groups. By observation, it will be monitor students while they are working in groups or pairs. Students should use English when they work in groups or pairs. Speaking errors should be corrected when the teacher is observing their interaction and feedback will be given to them by the teacher.
- Individual oral assessment. Students must read most tasks aloud while checking. Grammar and pronunciation errors must be corrected, and feedback will be given to them by the teacher.

- Grammar and vocabulary test. In order to check the students' assimilation, at the end of the second class, students will take a quick grammar and vocabulary check. Although it will be checked as a whole class activity, this test is thought as self-assessment.

- Writing description. At the end of the unit, students must write a description about their relationship with their best friend as homework. The teacher will make students aware of what it is requested in the writing through a rubric before writing as well as of their errors with a correction code. Students will be able to re-write the description once the teacher gives them the feedback.

Students' self-assessment

Students will be aware of their own progress in this unit throughout the Portfolio attached in the annexes.

Teacher's self-assessment

As a teacher, I will assess the implementation of the activities in this unit by a Reaction Paper about the activities implemented in class. This Reaction Paper will consist of four simple questions which students must answer at the end of the first session. So I will know what kind of activities they like the most and the least, and if they are suitable to their English level. I will ask for assessment at the end of the first session in order to adapt the rest of the activities if it is necessary. The questions they should answer are:

1. Which activity have you found the most interesting?
2. Which activity have you found the least interesting?
3. Which activity have you found the most useful for you?
4. How did you feel in class today?

I will also assess myself through the observation of students. I will pay attention to their feedback and their interaction in the activities.

At the end of the unit, I will fill the Portfolio: Unit Planning Guide & Checklist, which is attached in the annexes. This portfolio will give me information to reflect my teaching for future learning units.

LESSON PLANS

Unit/Topic: _STILL FRIENDS?_   **SESSION: 1**   **Lesson:** __1__

LENGTH: __65 MINUTES_____   **Level:_1ST** __
INTERMEDIATE

Outcomes: Learn new vocabulary about friendship and describe a friend

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(Key Knowledge and Skills students should achieve in the lesson)
VOCABULARY:
- About friendship, for example, *flatmate, colleague, argue, keep in touch, lose contact, know, meet, etc.*

- Idioms about friendship: *a shoulder to cry on, to see eye to eye, to hate each other's guts, etc.*

COMMUNICATION:

- Talking about a close friend and friendship.

SESSION OBJECTIVES:

- *Have enough language to get by, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, interests, and current events, but lexical limitations cause repetition and even difficulty with formulation at times.*
- *Have a sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to themselves everyday life such as family, interests, and current events.*
- *Show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situation.*
- *Communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence.*
- *Errors occur, but it is clear what they are trying to express.*

Lesson Structure:

Time	Warm up and Icebreakers:	Competences	Materials needed

15 minutes	Students stand up in a circle. The first student says a hypothesis using the second conditional. Then the next student should use the second part of the condition to start a new hypothesis, the following student next and so on. The aim of this game is to make a chain by using the second conditional.
	There are three rules:
	  - **No hesitations**
	  - **No repetitions**
	  - **No grammar mistakes.**
	If a student breaks one of the rules, the class will shout "DIE" and the student should sit on his/her seat. This student could play again, if he/she is the only person in the class that shouts "DIE" when a rule is broken.
	The winner or winners are who standing at the end of the time remains.
		Language and communication awareness; Grammatical competence; Functional competence.
		
		Teaching Approaches
		
		Communicative Approach
		Cooperative learning
			A timer.

Time	Introduction (Set):	Competences	Materials needed
	Vocabulary new words: Argue, keep in touch, flatmate, know, meet, get on well with, lose touch, colleague.	*Competences*	Materials needed
15 minutes	Based on "The Impossible Word" challenge from the TV quiz show Alphabet game. This challenge consists of showing a list of words and the teacher as quiz master reads the definition of the words. The class is divided into two teams. Students have to listen and guess the word defined. There is a speaker order within the teams so that all the students have the opportunity to speak. If the word is correct, the word is placed in the right position in the list and the teacher reads the next definition. If the word is wrong, words disappear from the lists and the next team should start from the first definition. The winning team is the one that complete the list or the one that has the turn when the time is over.	*Language and communication awareness; Semantic competence;* *Teaching Approaches* *Communicative Approach* *Cooperative learning*	A timer. PowerPoint Slide. (CD) Words Definitions (Annexes)

Time	Main Content: Vocabulary **New words:** *Argue, keep in touch, flatmate, know, meet, get on well with, lose touch, colleague.*	*Competences*	*Materials needed*
10 minutes	**Vocabulary & Speaking- friendship. (New English File Intermediate page 60)** **a.** Give SS a few minutes to complete the text with the introduced word in the previous task. Compare their answers with a partner's. Check answers reading the text aloud.	*Practical skills and know-how Semantic competence Discourse competence* *Teaching Approaches* *Communicative Approach* Cooperative learning	Textbook Page 60. Markers or digital book to facilitate the answers.
Time	**Main Content: Speaking. (New English File Intermediate page 60)**	*Competences*	*Materials needed*
10 minutes	**b.** Focus on the task and give SS a couple of minutes to think about their close friend and how they will answer the questions. Put SS in pairs and they take turns interviewing each other about their close friend. While they are doing this, go around monitoring and helping if necessary.	*Language and communication awareness; Linguistic markers of social relations; Discourse competence* *Teaching Approaches* *Communicative Approach*	Textbook Page 60

Time	Main Content: Increasing vocabulary about friendship. Idioms	Competences	Materials needed
15 minutes	a. Hand out some idioms with their meaning and project them onto the board. b. SS turn over the sheet where there is a quiz to order those idioms in context. c. Give SS 3 minutes to order the sentences by themselves. While the teacher prepares the website: http://www.bbc.co.uk/worldservice/learningenghish/flatmates/episode40/quiz.shtml. d. Check the order on the website and a Student reads the definition provided by the web aloud.	Language and communication awareness; Lexical competence; Linguistic markers of social relations.	*Flatmate Sheet (Annex V-VI)*
		Teaching Approaches	*Internet*
		Communicative Approach Cooperative learning	IWB

BREAK

Unit/Topic: __STILL FRIENDS?__   SESSION: **1**   Lesson: __2__

LENGTH: __50 MINUTES_____   Level:_**1**ST
INTERMEDIATE

Outcomes: Being aware of the qualities of friendship, getting a group

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(Key Knowledge and Skills students should achieve in the lesson)
LISTENING:

- *I love you, man* (video clip).

COMMUNICATION:

- Talking about the most important qualities in a friend.

Lesson Structure:

Time	Introduction (Set): Pair work activity. I love you, man	Competences	Materials needed
10 minutes **5 minutes** **5 minutes**	a. Put SS in pairs. Hand out a sheet of Student 1 to one student and one of Student 2 to another. Student 1 asks his/her questions to Student 2. Then they switch roles. b. Put SS in small groups of four. They have to get an agreement to rank the qualities or characteristics they believe important in a friend. c. The whole class shares the agreements they get. The teacher elicits information from their agreements.	*Linguistic markers of social relations*; *Discourse competence.* *Teaching Approaches* *Communicative Approach*	***I love you, man*** Photocopy (Annex VIII-IX)
Time	**Main Content: Listening** **I love you, man (movie segment)**	*Competences*	Materials needed
10 minutes **5 minutes** **15 minutes**	1. Turn over the photocopy. Read the question to focus SS on the task. 2. Watch the clip once. Give SS two minutes to answer some of the questions. Ask SS about the main idea of the segment. 3. Watch the clip again. Give SS two minutes more to answer the rest of the questions. The questions are about general information of the movie segment. 4. Check the answers orally. The three last questions are not from the movie, they are general questions about friendship. Elicit more information in order to express their opinion about friendship.	*Practical skills and know-how; Language and communication awareness; Linguistic markers of social relations Semantic competence;* *Teaching Approaches* *Communicative Approach*	***I love you, man*** photocopy (Annex X) DVD player or computer or IWB. Movie clip (CD)

Resources

(Include equipment required for class and/or for teacher preparation)

A timer.
PowerPoint Slide. (CD)
Words Definitions (Annex IV)
Textbook Page 60.

Markers or digital book to facilitate the answers.
Flatmate Sheet (Annexes V-VI)
Internet
IWB
I LOVE YOU, MAN PHOTOCOPY (ANNEXES VIII-X)
DVD player or computer or IWB.
Movie clip (CD)

SAFETY CONSIDERATIONS/MATERIALS

http://www.bbc.co.uk/worldservice/learningenghish/flatmates/episode40/quiz.shtml.
http://warmupsfollowups.blogspot.com.es/ (this website has the movie clip in case there are any problems with the CD)

ASSESSMENT

REACTION PAPER:

1. Which activity have you found the most interesting?
2. Which activity have you found the least interesting?
3. Which activity have you found the most useful for you?
4. How did you feel in class today?

Unit/Topic: _STILL FRIENDS?_   SESSION: **2**   Lesson: __1__
LENGTH: __55 MINUTES__   Level: _1^{ST}_ INTERMEDIATE
Outcomes: Understand and summary a text, learn some phrases with *get*, and listen and understand speakers' point of view and opinion, and express agreed and disagreed opinions.

(Key Knowledge and Skills students should achieve in the lesson)
VOCABULARY:

- Phrasal verbs with <u>get:</u> *get on well with, get in touch, get rid of, etc.*

LISTENING:

- *Understand a speaker's point of view and opinion*

READING:

- *Do you need to edit your friends?*

 COMMUNICATION:

- Express opinion, agreements and disagreements.

SESSION OBJECTIVES:

- *Show good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situation.*
- *Communicate with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence.*
- *Errors occur, but it is clear what they are trying to express.*
- *Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.*
- *Can convey simple, straightforward information of immediate relevance, getting across which point they feel is most important.*

– *Can express the main point they want to make comprehensibly.*

Lesson Structure:

Time	Warm up: Text jigsaw.	Competences	Materials needed
10 minutes	Before checking homework (Textbook page 62), give SS the text "Do you need to 'edit your friends'?" into four pieces. Each piece is a paragraph of the text. SS should order the text. (In case some SS did not read the text at home, they can follow the class; and those SS who read the text before can remember what the text is about.) Then some SS read the text aloud to check the order and to correct the pronunciation of some words and intonation.	Study skills; Semantic competence; Discourse competence. *Teaching Approaches* *Cooperative learning.*	Photocopies of the text from the book cut it into four pieces. (Annex XI)
Time	Introduction (Set): Do you need to 'edit your friends? (New English File Intermediate page 62)	Competences	Materials needed
10 minutes	Write on the board A FRIEND, A COLLEAGUE, A CLASSMATE. Ask SS what the difference is. a. Ask the three questions one by one to the whole class and elicit some answers from individual SS. b. Focus on the title of the article. Set SS two minutes to read the article once and find out what exactly 'editing your friends' means.	*Language and communication awareness; Study skills; Semantic competence; Discourse competence.* *Teaching Approaches* *Communicative Approach*	Markers Textbook page 62

Time	Main Content: Reading	Competences	Materials needed
5 minutes	**c.** Focus on the task. SS now read the article for more detail and choose the best summary for each paragraph. Check their answers the whole class. **d.** Feedback the new words and phrases they want to learn. **e.** Ask the questions to the whole class: Do you agree with the article? Do you need to 'edit your friends'? Elicit some reactions.	*Practical skills and know-how; Language and communication awareness; Study skills; Semantic competence; Discourse competence* *Teaching Approaches* *Communicative Approach*	Textbook Page 62. Markers or digital book to facilitate the answers.
Time	Main Content: HOW WORDS WORK... (New English File Intermediate page 63)	Competences	Materials needed
10 minutes	1. Focus on the instructions and give SS a few minutes in pairs to match the *get* phrases, which have come up during the lesson, with definitions A-G. Check answers and make sure SS are sure what each *get* phrase means. Point out that the verb *get* has several different meanings and is one of the most common verbs in English. 2. Focus on the task and give SS a minute to do it. Check exercise and elicit some answers.	*Practical skills and know-how; Lexical competence; Functional competence* *Teaching Approaches* *Communicative Approach*	Textbook Page 63

Time	Main Content: Listening	*Competences*	*Materials needed*
10 minutes	a. Focus on the instructions and go through sentences A-F. Then play the CD and SS decide the answers. Check the correct answers. b. Play the CD again, pausing after each speaker. SS listen to see if the speakers agree or disagree with the sentence, and for the reasons and examples they give. Elicit answers.	*Practical skills and know-how; Lexical competence; Functional competence.* *Teaching Approaches* *Communicative Approach*	CD CD player or Digital book.

Time	Main Content: Speaking **Express agreement or disagreement**	*Competences*	Materials needed
10 minutes	c. Get SS to tick and cross the sentences according to their own opinions. Give SS a few minutes to think about their reasons. They can write notes if they want. d. Put SS in groups and go through the expressions in **Useful language.** SS discuss each sentence in turn giving their opinion. If there is time, get some feedback from the whole class.	*Language and communication awareness; Linguistic markers of social relations; Functional competence:* *Teaching Approaches* *Communicative Approach*	

BREAK

Unit/Topic: _STILL FRIENDS?_	SESSION: 2	Lesson: __2__

LENGTH: __65 MINUTES_____ ____   **Level:_1ST**
INTERMEDIATE

Outcomes: Listen and understand a song, express present and past

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(Key Knowledge and Skills students should achieve in the lesson)
GRAMMAR:

- Express past habits with "used to".
- Express present habits with "usually" and the present simple.
- Differentiate "used to" from "usually".

LISTENING:

- Interview about *Friends reunited* people talking about friendship.
- *Used to* – Draughty (song).

READING:

- *Friends reunited.*

Lesson Structure:

Time	Introduction (Set): Used to be- Daughty (song)	*Competences*	*Materials needed*
4 minutes	Hand out the sheet. Ask the SS to listen to the song and order the stanzas. Then check the order and elicit what the song is about.	*Lexical competence; Functional competence*	***Used to be (song)*** Photocopy (Annex XIV)
		Teaching Approaches	
		Communicative Approach	

Time	Main Content: Ask for details from a listening.	*Competences*	Materials needed
4 minutes **5 minutes**	Turn over the photocopy. Listen to the song again and fill in the gaps with the words in the box. Check their answers. Watch the video clip and feedback new vocabulary. Ask what the grammar they will learn later on. Try to deduce the grammatical rules of "used to".	*General phonetic awareness and skills Lexical competence; Orthoepic competence; Functional competence* *Teaching Approaches* *Communicative Approach*	photocopy (Annex XV) DVD player or computer or IWB. Song track. (CD) Song video clip (CD)
Time	**Main Content**: **Grammar** **Usually and used to** (*New English File Intermediate* page 60)	*Competences*	Materials needed
10 minutes	**a.** Ask SS the questions: Have you ever tried to get in touch with an old friend? Why? Did you succeed? Elicit any experiences SS have had. **b.** Get SS to read the information about *friends Reunited* and answer the questions: What's it for? / How do you use it? **c.** Tell SS to read both texts and to answer the two questions: Who did they want to meet? Why? Check answers. **d.** Focus on the *used to* phrases in the list and tell SS to read the texts again and to fill each gap with one of the phrases. Check the answers. **e.** Focus on the task and the two questions: When do we use *used to?* How do you make negatives and questions? Do this activity as an open class one. Elicit answers.	*Language and communication awareness; Study skills; Grammatical competence; Functional competence* Practical skills and know-how *Teaching Approaches* *Communicative Approach Cooperative learning*	Textbook Page 60. Markers or digital book to facilitate the answers.

Time	**Main Content**: **Grammar Bank**. (New English File Intermediate page 136-137)	*Competences*	Materials needed
10 minutes	Go through the examples and the rules with the class and drill the pronunciation of *used to*. Now get SS to do the exercises on page 137 individually or in pairs. Check answers after both exercises.	*Practical skills and know-how; Language and communication awareness; Study skills; Grammatical competence.*	Textbook Pages 136-137
		Teaching Approaches	
		Communicative Approach	
Time	**Review activity**: **Listening**.	*Competences*	Materials needed
2 minutes	SS are going to listen to what happened when Carol and Alex (exercise 2 page 60) went to their reunions. Teacher reads the texts aloud to the class while SS follows with books closed.	*Language and communication awareness; Linguistic markers of social relations.*	T needs the text from page 60 in the textbook.
		Teaching Approaches	
		Communicative Approach	
Time	**Main Content**: Listening.	*Competences*	Materials needed
2 minutes **5 minutes** **2 minutes** **5**	a. Play the CD once and tell SS they just have to listen if the meeting was a success or not. Elicit answer. b. Listen again for more detailed understanding. Before SS listen go through questions 1-5. Play the CD from the book. Check the answers. c. Play the CD once and tell SS they just have to listen if the meeting was a success or not.	*Language and communication awareness; Semantic competence; Linguistic markers of social relations.*	Textbook page 61 New English File Intermediate class cd or Digital book.
		Teaching Approaches	

minutes	Elicit answer. d. Listen again for more detailed understanding. Before SS listen go through questions 6-10. Play the CD from the book. Check the answers.	*Communicative Approach*	
Time	**Main Content**: Quick grammar and vocabulary test.	*Competences*	Materials needed
6 minutes	In order to assess their learning process, SS have to answer the multiple choice questions from the PowerPoint. There are 15 questions and they have 30 seconds for each questions. The teacher will read the questions and options aloud.	*Study skills; Lexical competence; Grammatical competence; Semantic competence.*	Ppt test. (CD) Test sheet (Annex XX)
		Teaching Approaches	
		Communicative Approach	
Time	**Conclusion:** Who wants to be a millionaire?	*Competences*	Materials needed
10 minutes	As students' self-assessment, they will check their answers while we play to the game "Who wants to be a millionaire". A volunteer will be the contestant and the rest of SS can help him/her to get the correct answers.	*Study skills;*	Internet connection. IWB
		Teaching Approaches	
		Communicative Approach	

Resources

(Include equipment required for class and/or for teacher preparation)

USED TO BE (SONG) PHOTOCOPY (ANNEXES XII-XIII)
DVD player or computer or IWB.
Song track. (CD)
Song video clip (CD)
TEXTBOOK PAGE 60-61; 136-137.
Markers or digital book to facilitate the answers.
New English File Intermediate class cd or Digital book.
PPT TEST. (CD)
Test sheet (Annex XX)
INTERNET CONNECTION.

SAFETY CONSIDERATIONS/MATERIALS

http://www.superteachertools.com/millionaire/online/game13332713769.php (Who wants to be a millionaire game)

ASSESSMENT

Quick grammar and vocabulary test

PowerPoint questions for the test.

Unit/Topic: _STILL FRIENDS?_   SESSION: 3   Lesson: __1__

**LENGTH: __50 MINUTES_____   Level:_1ST
INTERMEDIATE**

Outcomes: to pronounce the sound /z/, since this is a common problem between Spanish speakers. To try to reinforce this aspect by showing them how to link

---

(Key Knowledge and Skills students should achieve in the lesson)
PRONUNCIATION:

- Consonant sounds /s/ and /z/.

COMMUNICATION:

- Express opinion about famous quotations on friends and friendship.

SESSION OBJECTIVES:

- *Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.*

- *Can produce continuous writing which is generally intelligible throughout.*

- *Spelling, punctuation and layout are accurate enough to be followed most of the time.*

- *Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.*

- *Can reasonably fluently relate a straightforward narrative or description as a linear sequence of point.*
- *Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.*
- *Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.*
- *Can explain the main points in an idea or problem with reasonable precision.*
- *Can convey simple, straightforward information of immediate relevance, getting across which point they feel is most important.*
- *Can express the main point they want to make comprehensibly.*

Lesson Structure:

Time	Introduction: Sounds /s/ and /z/. New English File Intermediate page 61	*Competences*	*Materials needed*
10 minutes	Focus on the two pronunciation pictures and elicit the two examples words: snake and zebra and the /s/ and /z/ sounds. Focus on the task and point out that SS need to be careful with *–se* because the pronunciation may be /s/ or /z/. Play the CD for SS to write /s/ or /z/ in the box after each sentence. Get them to compare their answers in pairs and then play the CD again. Check answers and elicit that the most common pronunciation of *se* is /z/.	Phonological competence *Teaching Approaches* *Cooperative learning*	Textbook Class CD New English File Intermediate.
Time	**Main content: Sound Discrimination in context.**	*Competences*	Materials needed
5 minutes **5 minutes**	Give students the sheet about *Strange, but true?* SS should underline the words which contain the sound /s/ or /z/ in pairs in the facts. Then they have to write them under the right sound. Students say some of them aloud and teacher writes them on the board. Feedback pronunciation.	*Grammatical competence; Semantic competence; Phonological competence;* *Teaching Approaches* *Communicative Approach*	Strange, but true? Photocopies (Annexes XXII-XXIII)

Time	Main Content: Reading	Competences	Materials needed
5 minutes	SS read the ten facts and decide if they are true or false. All the facts are past habits. This activity is used to follow up the grammar and to drill /s/ and /z/ sounds. Check SS decision and provide the true and false facts.	*Semantic competence* *Teaching Approaches* *Communicative Approach*	Textbook Page 62. Markers or digital book to facilitate the answers.
Time	Follow-up: /s/ and /z/ sounds maze.	Competences	Materials needed
5 minutes	SS in pairs read aloud the words in the maze, which contain those sounds and are taken from the previous facts, and find a way from Start to Finish.	*Orthoepic competence* *Teaching Approaches* *Communicative Approach*	Maze photocopy (Annex XXIV)

Time	Introduction Content: Writing	Competences	Materials needed
10 minutes	Look at some famous quotations on friends and friendship. SS express their opinion about them.	*Linguistic markers of social relations ; Discourse competence* *Teaching Approaches* *Communicative Approach*	Friends photocopy (Annex XXVII)

BREAK

Unit/Topic: _STILL FRIENDS?_   SESSION: 3   Lesson: __2__

LENGTH: __60 MINUTES_____   Level:_____1ST
INTERMEDIATE

Outcomes: Write a reply to a problem letter

(Key Knowledge and Skills students should achieve in the lesson)
READING:

- ▪ Article from a digital newspaper about Friends Reunited

WRITING:

- ▪ Writing an informal letter or an email.

COMMUNICATION:

- ▪ Talk about their friendship.
- ▪ Express opinion

Lesson Structure:

Time	Introduction (Set): Reading and listening to a song.	Competences	Materials needed
10 minutes	Reading and listening to a song. SS should answer some questions about the song. They should understand the general meaning of the song and express their opinion.	*Semantic competence Linguistic markers of social relations*	*photocopy* (Annex XXVIII) Song track. (CD Friends Reunited soundtrack)
		Teaching Approaches	
		Communicative Approach	

Time	Main Content: Reading	Competences	Materials needed
20 minutes	SS have to read an article from *guardian.co.uk.* Then, they have to answer the questions about the article. This article also justifies the writing that students have to do later.	*Semantic competence; Discourse competence.* *Teaching Approaches* *Communicative Approach*	Friends Reunited pins hopes on nostalgia. Article. (Annex XXIX-XXX)

Time	Conclusion: Writing	Competences	Materials needed
30 minutes	SS should read the models to write a letter or an email to reunite a friend. Then SS individually decide to write either a letter or an email. The teacher will draw on the blackboard a mind map to help them to think the main ideas of their writing. Then SS will start writing following a model. Teacher monitors and gives them a rubric to check their writings. SS will finish their writings at home to have time to check them, and they hand them in the next class.	*Practical skills and know-how; Language and communication awareness; Study skills; Lexical competence; Grammatical competence; Semantic competence; Orthographic competence; Linguistic markers of social relations; Discourse competence; Functional competence* *Teaching Approaches* *Communicative Approach*	How to write a letter when reuniting with long lost friend. Photocopies (Annexes XXXI-XXXI) Letter Rubric (Annexes XXXIII)

Resources

(Include equipment required for class and/or for teacher preparation)

Textbook

Class CD New English File Intermediate

Strange, but true? Photocopies (Annexes XXII-XXIII)

Textbook Page 62.

Markers or digital book to facilitate the answers.

Maze photocopy (Annex XXIV)

Friends photocopy (Annex XXVII)

photocopy

(Annex XXVIII)

Song track. (CD Friends Reunited soundtrack)

Friends Reunited pins hopes on nostalgia. Article. (Annex XXIX- XXX)

HOW TO WRITE A LETTER WHEN REUNITING WITH LONG LOST FRIEND. PHOTOCOPIES (ANNEXES XXXI-XXXI)

Letter Rubric (Annexes XXXIII)

SAFETY CONSIDERATIONS/MATERIALS

ASSESSMENT

Writing class and home work.

CONCLUSIONS

Creating this learning unit, I have noticed how difficult it is. This is the fourth version of this learning unit. I think that I have made a good learning unit in the end. However, I would change something again if I read it once more time.

Even taking a textbook, there are a vast amount of resources everywhere, thus, it is complicated to choose the best.

Although it is a very difficult work, I feel proud enough to hand in. I am almost sure that I will implement the whole unit in the future.

2011-2012

ANNEXES
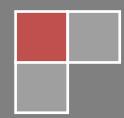
STUDENT'S PORTFOLIO

Can do statements	I can do this…			
	With difficulty **1**	**2**	**3**	**easily** **4**
Listening				
I can understand a song.	1	2	3	4
I can understand short anecdotes about friends.	1	2	3	4
I can understand a speaker's point of view and opinion.	1	2	3	4
Reading				
I can understand a short description of a person.	1	2	3	4
I can understand a short article about a website.	1	2	3	4
I can understand the main points in an article about friends.	1	2	3	4
Spoken interaction				
I can ask for and give an opinion.	1	2	3	4
I can give reasons.	1	2	3	4
I can agree/disagree.	1	2	3	4
I can ask and talk about friends and family.	1	2	3	4
Spoken production				
I can describe past habits or states.	1	2	3	4
Strategies				
I can ask for clarification if necessary	1	2	3	4
I can paraphrase when I don't know the exact word for something.	1	2	3	4
I can guess the meaning of words in context.	1	2	3	4
Writing				
I can write simple instructions.	1	2	3	4
I can write an informal letter/email.	1	2	3	4
I can plan what I need to write.	1	2	3	4
I can check my writing for mistakes.	1	2	3	4

Portfolio:

UNIT PLANNING GUIDE & CHECKLIST

Topic: Still Friends?   Textbook: New English File Intermediate (pp 60-64)   Unit 4c

Year Level: 1ˢᵗ Intermediate   Teacher: Mª Jesús Horno

	STAGE 1 – LEARNING CONTEXT – Completed by (date)	**Teacher**
1.	**Unit Question:** Is this open ended (designed so students can explore a variety of possibilities)- relevant and engaging (assumes a degree of prior knowledge, hooks students interests and provides a variety of ways students can be actively involved,) significant (relates to developing the significant concept).	Y / N /?
2.	**Areas Of Interaction (AOI)** Does the **I**dentified AOI form the context for the unit with a clear connection to the significant concept. Has the AOI scope & sequence document been used to help phrase the statement? Has the AOI been identified?	Y / N /?
3.	**Significant Concept (Big Idea):**Is this clear, related to real life and written as a statement of what you want students to retain into the future. **D**oes it relate to the Unit question? Has a key concept been identified?	Y / N /?
4.	**Approaches To Learning**. Have these been detailed using the ATL skills scope & sequence document, use the appropriate ATL code and linked to activities in Stage 2 to show how and when they will be developed?	Y / N /?
5.	**Learner Profile**: Have these been detailed and linked to activities in Stage 2 to show how and when they will be developed?	Y / N /?
6.	**Objectives:** Have these been identified and suited to the unit?	Y / N /?
7.	**Assessment tasks.** Are these open ended and designed to allow students to demonstrate their understanding of the significant concepts, unit questions, objectives, subject knowledge and use of ATLs. Do the tasks allow for students to use multiple ways to communicate their learning?	Y / N /?
8.	**Assessment tasks.** Have the assessment task been adequately described and linked to objectives? Are a variety of assessment methods used?, Are the number of assessment tasks required of a students realistic (3,4 major tasks). Do the assessment tasks led to the coverage of all the criteria in a reporting period?	Y / N /?
9.	**Content:** Is the content listed appropriate in equipping students with the necessary knowledge and ATL skills to allow them to respond to the unit question & assess. Tasks	Y / N /?

	STAGE 2: TEACHING & LEARNING ACTIVITIES SEQUENCE– Compiled as the unit is taught and to be completed at the end of the unit.	Teacher
10.	Do the activities have a **title**?	Y / N /?
11.	Are **activities** appropriate in preparing students to respond to the **unit question and assessment tasks**, are they detailed enough to be followed by another teacher. has adequate front-loading of activities been detailed and has the **number of lessons** an activity will take been provided?	Y / N /?
12.	Are the **ATL & Learner profile links** as outlined in stage 1 been included (using a code) in an activity and detailed enough to show how they are being developed?	Y / N /?
13.	Are **activities varied** to cater for differing needs, learning styles interests and abilities of students i.e has consideration been given to **differentiation**?	Y / N /?
14.	Are there **activities** that **challenge** and engage the student to think at **higher levels**? I.e., applying, analysing, synthesizing, evaluating, etc.	Y / N /?
15.	Are **resources** identified that support the teaching of the activity and have they been referenced and stored appropriately for ease of access?	Y / N /?
16.	Are the **links to other curricula areas real** i.e. Do interdisciplinary activities reflect the content & skills targeted for another subject? Avoid incidental or contrived links.	Y / N /?
17.	Have **assessment tasks** listed in stage 1 been included in the sequence of learning activities list to show where and when they will be presented.	Y / N /?
18.	Do **assessment tasks** have an **assessment rubric / guide** included? Does the assessment guide/ rubric allow students to achieve the **highest levels of the descriptors.** **NOTE:** Students MUST use higher level thinking skills *(I.e. applying, analysing, synthesizing, evaluating)* in order to achieve the highest levels	Y / N /?
	STAGE 3: REFLECTION - Completed at the end of the unit with information being considered for future units.	
19.	Have details been provided on what was learnt about students? This maybe be helpful to guide planning in future units.	Y / N /?
20.	Have details been provided about the unit activities, assessment tasks with regards to what worked or what could be revised for the next time the unit is taught.	Y / N /?

The IMPOSSIBLE WORD

DEFINITIONS

1. **ARGUE:** to speak angrily to each other about something thaty they disagree about.
2. **KEEP IN TOUCH:** to maintain communications with someone.
3. **FLATMATE:** a person who shares a flat with you.
4. **KNOW:** to be familiar with someone because you have met him/her and talked to him/her before.
5. **MEET:** to be introduced to someone and beging talking to him or her.
6. **GET ON WELL WITH:** you like someone and have a friendly relationship with him or her.
7. **LOSE TOUCH:** to have no longer the latest news or information about it.
8. **COLLEAGUE:** the people you work with, specially in a professional job.

Idioms about friendship:

a shoulder to cry on: someone who listens to your problems
It's always good to talk to Hilary, she's so sympathetic. She's a real **shoulder to cry on**
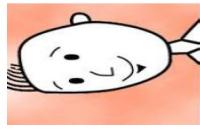
see eye to eye: to agree with someone
(usually used in the negative) They don't always **see eye to eye** on politics but they're still great friends

no love lost: disagree with someone
They used to be best friends but they had a huge fight about money. Now there's **no love lost** between them

hate each other's guts: to very strongly dislike someone
They fell out and now **hate each other's guts**

clear the air: two people talk about a problem they have been avoiding discussing
I hated the way he kept borrowing things without asking me but we had a chat about it and **cleared the air** so now he knows to check with me first

bury the hatchet: to stop fighting or quarrelling
After years of arguing with my dad about politics, we finally decided to **bury the hatchet** and stopped trying to change other's opinions

patch up our differences: to settle an argument
I used to fight a lot with my sister. My mum would always make us apologise and **patch up our differences** so that we would be friends again

through thick and thin: people who have had some good times and difficult times together
They've been friends for over 20 years. They've had a lot of fun over the years but he was unemployed after university and she was very ill for a long time recently. They've really been though thick and thin together

THE FLATMATES

Quiz:
Friendship vocabulary

BBC Learning English – The Flatmates
The Flatmates © BBC Learning English

You can try the quiz online at:

http://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode40/quiz.shtml

For each of the six questions choose the correct words to complete the sentence:

1. A good friend listens to your troubles and is _____ _____ _____

_____ _____.

Cry	tear	a	to	on	head	shoulder

2. They _____ _____ _____ _____ _____ on politics
But they agree with each other on just about everything else.

Eye	eye	eyes	see	to	for

3. He borrowed loads of money from her and didn't pay it back. Now _____
_____ _____ _____ _____

Love	hate	they're	there	there's	no	lost

4. They used to be best friends but after that huge row _____ _____ _____
_____ _____.

Guts	hate	each	stomachs	they	detest	other's

5. _____ _____ _____ _____ _____ and now we're pals again.

Up	differences	settled	patched	mended	our	We've

6. We're more than _____, we're not _____ _____ but we're _____ _____.

Friends	mates	acquaintances	companions	good	best	excellent

The Flatmates – Quiz – Friendship vocabulary
Answers
1. A good friend listens to your troubles and is _____ _____ _____ _____ _____.
cry tear a to on head shoulder
a shoulder to cry on - Correct - that means your friend is sympathetic and a good listener.
2. They _____ _____ _____ _____ _____ on politics but
they agree with each other on just about everything else
eye eye eyes see to for
don't see eye to eye - Correct - this means they disagree with each other about politics
3. He borrowed loads of money from her and didn't pay it back. Now _____ _____ _____ _____ _____
love hate they're there there's no lost
there's no love lost there – Correct - this means she doesn't like him anymore.
4. They used to be best friends but after that huge row _____ _____ _____ _____ _____
guts hate each stomachs they detest other's
hate each other's guts - Correct - this means they really don't like each other. They can't stand each other!
5. _____ _____ _____ _____ _____ and now we're pals again.
up differences settled patched mended our We've
We've patched up our differences - Correct - this means they've settled their disagreement and have made up

BBC Learning English – The Flatmates

The Flatmates © BBC Learning English
Page 5 of 5
bbclearningenglish.com/flatmates/archivelanguagepoint.shtml
6. We're more than _____, we're not _____ _____ but we're _____ _____.
friends mates acquaintances companions good best excellent
acquaintances/best friends/good mates – Correct - this means you're close but not that close!
Would you like to look at the language point that this quiz was based on? Go to:
http://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode40/languagepoint.shtml
Or you can download the language point from:
http://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode40/languagepoint.pdf
More quizzes on this topic:
http://www.bbc.co.uk/worldservice/learningenglish/quizzes/quiznet/quiz129.shtml

A. Work in pairs and interview each other. Student 1 first asks his questions to Student 2. Then they switch roles.

Student 1:

1. How important are friends to you? Why?

2. What makes a friend the best friend? Explain it?

3. Talk about your best friend.

4. Is it possible men and women be friends without any sexual connotation involved? Why (not)?

5. Is it true that male friends are more sincere and united than female friends? Explain it.

6. Are friends in Orkut or Facebook real friends? Do you keep contact with all of them? Why (not?)

B. Rank the qualities or characteristics you believe are important in a friend. 1 is the most important one, whereas 10 is the least important one.

( ) Honesty

( ) Intelligence

( ) Be fun

( ) Have the same tastes about music, movies and entertainment preferences

( ) Sincerity

( ) Be supportive of you and your goals

( ) Trustworthiness

( ) Loyalty

( ) Be a good listener

( ) Be a good advisor

C. Share your list with a few partners and compare your lists.

A. Work in pairs and interview each other. Student 1 first asks his questions to Student 2. Then they switch roles.

Student 2:

1. Are friends sometimes more important than family? Explain it.

2. Does it matter to you if your friend is male or female? How different are these kinds of friendship?

3. How similar are you and your best friend? And how different?

4. At which stages of life is it easier to make friends? Why?

5. Do you still have childhood friends? If so, talk about them. If not, why did you lose contact with each other?

6. Would you trust a person who does not have friends? Why (not)?

B. Rank the qualities or characteristics you believe are important in a friend. 1 is the most important one, whereas 10 is the least important one.

( ) Honesty

( ) Intelligence

( ) Be fun

( ) Have the same tastes about music, movies and entertainment preferences

( ) Sincerity

( ) Be supportive of you and your goals

( ) Trustworthiness

( ) Loyalty

( ) Be a good listener

( ) Be a good advisor

C. Share your list with a few partners and compare your lists.
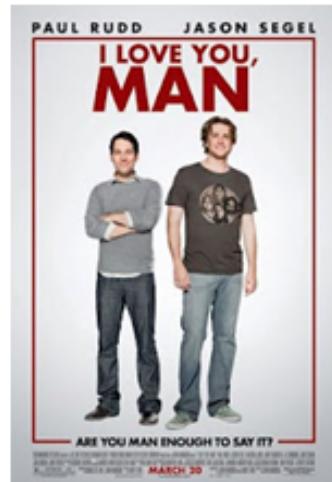
D. Watch the movie segment and talk about the questions that follow:

1.   What are the girlfriends talking about? What are they saying about Peter?

2. Why is his fiancée concerned?

3. Why didn't Peter want to serve the chocolate drinks anymore?

4. What advice would you give Peter?

5. Is it okay for a man not to have any male friends? Why (not?)

6. Do you think it is okay for your boyfriend/girlfriend (husband/wife) to go out with other friends at night without your company? Why (not?)

7. What are the best ways to make friends where you live?

X

Is your mobile phone directory full of phone numbers of people you don't really want to talk to? Do you go out with people from work or university more often than with your real friends? Do you say yes to invitations because you think you should, not because you want to? If you answered yes to at least two of these questions, then perhaps it's time to 'edit your friends'?

Nowadays people tend to spend a lot of time socializing with colleagues at work or classmates at university. The result is that we don't have enough time to see our real, close friends. As our lives get busier it becomes more important to spend the little free time we have with people we really want to see, people we love and who really love us.

Who are the friends you need to edit? A few years ago I read a book about how to get rid of unnecessary possessions. It said you should ask yourself about each thing you have: Is it useful? Do I really like it? Do I feel better every time I look at it? If the answer is no to any one of those questions, you should throw it away. Maybe we should ask similar questions about our friends.

What kind of friends will you probably need to edit? Sometimes it's an old friend. Somebody who you used to have a lot in common with, but who, when you meet now, you have very little or nothing to say to. Or it might be a new friend who you get on quite well with, but who is taking up too much of your time. Next time one of these people calls you and suggests a meeting, think, 'Do I really want to see this person?' and if the answer is no, say no, and make an excuse. That way you'll have more time to spend with your real friends.

5 READING

a How often do you see your really good friends? Would you like to see them more often? Do you spend much time with people you don't really like?

b Now read the magazine article. What does 'edit your friends' mean?

Do you need to ' edit your friends '?

Is your mobile phone directory full of phone numbers of people you don't really want to talk to? Do you go out with people from work or university more often than with your real friends? Do you say yes to invitations because you think you should, not because you want to? If you answered yes to at least two of these questions, then perhaps it's time to 'edit your friends'?

Nowadays people tend to spend a lot of time socializing with colleagues at work or classmates at university. The result is that we don't have enough time to see our real, close friends. As our lives get busier it becomes more important to spend the little free time we have with people we really want to see, people we love and who really love us.

Who are the friends you need to edit? A few years ago I read a book about how to get rid of unnecessary possessions.

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What kind of friends will you probably need to edit? Sometimes it's an old friend. Somebody who you used to have a lot in common with, but who, when you meet now, you have very little or nothing to say to. Or it might be a new friend who you get on quite well with, but who is taking up too much of your time. Next time one of these people calls you and suggests a meeting, think, 'Do I really want to see this person?' and if the answer is no, say no, and make an excuse. That way you'll have more time to spend with your real friends.

c Now read the article again. Choose the best summary of each paragraph, a, b, or c.

1 People need to 'edit' their friends if...
   a they have moved to a different area.
   b all their friends are people from work or school.
   c they are spending a lot of time with people who are not real friends.
2 People today are often very busy, so...
   a they should see their friends less.
   b they should think carefully about how they spend their free time.
   c they should try to make friends with people from work / school.
3 The writer says that...
   a we should ask ourselves who our real friends are.
   b most of our friends are unnecessary.
   c we shouldn't treat friends as possessions.
4 The kind of friends we probably need to 'edit' are...
   a old friends who don't talk very much.
   b new friends who talk too much.
   c friends that you don't really want to see any more.

d Read the article again. Underline five new words or phrases you want to learn.

e Do you agree with the article? Do you need to 'edit your friends'?

XII

HOW WORDS WORK...

1 Look at these expressions with *get* which have appeared in this lesson. Match them with their meanings A–G.

1 ...a book about how to get rid of unnecessary objects ☐
2 ...a new friend who you get on with quite well ☐
3 ...I sort of relaxed and felt I was getting to know them again ☐
4 ...I got to the pub late ☐
5 ...I decided to try to get in touch ☐
6 ...and two days later I got a reply ☐
7 ...I got really excited ☐

A make contact with somebody
B be friendly with
C become
D know somebody (or something) little by little
E receive
F throw away
G arrive at / in

2 Complete the questions with *get* or an expression with *get*. Ask and answer the questions in pairs.

1 Who do you _____ best in your family?
2 Does it take you long to _____ new people?
3 Do you _____ more emails from friends than work-related ones?
4 How do you normally _____ with your friends (by text, phone, etc.)?
5 How often do you _____ things (e.g. clothes) that you don't use any more?

6 LISTENING & SPEAKING

a 4.14 Read sentences A–F below. Now listen to three people talking. Which sentences are they talking about? Write 1, 2, or 3 next to the sentence.

A Men keep their friends longer than women.
B It's more difficult to keep in touch with friends than it used to be.
C It's impossible to stay 'good friends' with an ex-partner.
D You should never criticize your friend's partner.
E You should never lend money to a friend.
F You can only have two or three close friends.

b Listen again. Do they agree or disagree with the statements? What are their reasons? What examples do they give?

c Now look at the sentences and tick (✔)the ones you agree with and cross (✘) the ones you don't agree with. Think about your reasons.

d In groups, compare opinions. Try to give real examples from your own experience or of people you know. Use the phrases below to help you.

Useful language

Agreeing
I agree with that.   I think that's true.

Disagreeing
I don't agree with that (at all).   I don't think that's true.

Giving examples
For example, I have a friend who...

"Sorry, Frank, but I can no longer go on with this charade. Not only am I not your best friend, I'm not even sure I like you at all."

USED TO

by Daughtry

1 – Listen to the song and put the stanzas in the right order. Use the sentences in **BOLD** as hints.

A) I look around me,
And I want you tobe there
'Cause I miss the things that we shared.
Look around you.
It's empty, and you're sad
'Cause you miss the love that we had.
B) We used to have this figured out;
We used to breathe without a doubt.
When nights were clear, you were the first star that I'd see.
We used to have this under control.
We never thought.
We used to know.
At least there's you, and at least there's me.
Can we get this back?
Can we get this back to how it used to be?
C) You used to talk to me like
I was the only one around.
You used to lean on me like
The only other choice was falling down.
You used to walk with me like
We had nowhere we needed to go,
Nice and slow, to no place in particular.
D) We used to have this figured out;
We used to breathe without a doubt.
When nights were clear, you were the first star that I'd see.
We used to have this under control.
We never thought.

We used to know.
At least there's you, and at least there's me.
Can we get this back?
Can we get this back to how it used to be?

E) You used to talk to me like
I was the only one around,
The only one around.
F) We used to have this figured out;
We used to breathe without a doubt.
When nights were clear, you were the first star that I'd see.
We used to have this under control.
We never thought.
We used to know.
At least there's you, and at least there's me.
Can we get this back?
Can we get this back to how it used to be? Yeah.
To how it used to be.
To how it used to be, yeah.
To how it used to be.
To how it used to be.

G) I used to reach for you when
I got lost along the way.
I used to listen.
You always had just the right thing to say.
I used to follow you.
Never really cared where we would go,
Fast or slow, to anywhere at all.

1 ___	5 ___
2 ___	6 ___
3 ___	7 ___
4 ___	

XIV

2 – Listen one more time and fill in the blanks

You used to talk to me like
I was the only one around.
You used to lean on me like
The only other choice was falling down.
You used to walk with me like
We had _____ we needed to go,
Nice and slow, to no place in particular.

We used to have this figured out;
We used to breathe without a doubt.
When nights were clear, you were the first star
that I'd see.
We used to have this _____ _____.
We never thought.
We used to know.
At least there's you, and at least there's me.
Can we get this back?
Can we get this back to how it _____ ____
____?

I used to reach for you when
I got lost along the way.
I used to listen.
You always had just ____ _____ _____ to say.
I used to follow you.
Never really cared where we would go,
Fast or slow, to anywhere at all.

We used to have this figured out;
We used to breathe without a doubt.
When nights were clear, you were the first star
that I'd see.
We used to have this under control.
We never thought.

We used to know.
___ _____ there's you, and at least there's me.
Can we get this back?
Can we get this back to how it used to be?

I look around me,
And I want ____ ___ ____ there
'Cause I miss the things that we shared.
Look around you.
____ _____, and you're sad
'Cause you miss the love that we had.

You used to talk to me like
I was the only one around,
The only one around.

We used to have this figured out;
We used to breathe without a doubt.
When nights were clear, you were the first star
that I'd see.
We used to have this under control.
We never thought.
We used to know.
At least there's you, and at least there's me.
Can we get this back?
Can we get this back to how it used to be?
Yeah.
To how it used to be.
To how it used to be, yeah.
To how it used to be.
To how it used to be.

Correct order

USED TO

By Daughtry

1 -C   6 - E

2- B   7 – F

3 - G

4 - D

5 - A

You used to talk to me like
I was the only one around.
You used to lean on me like
The only other choice was falling down.
You used to walk with me like
We had nowhere we needed to go,
Nice and slow, to no place in particular.

We used to have this figured out;
We used to breathe without a doubt.
When nights were clear, you were the first star
that I'd see.
We used to have this under control.
We never thought.
We used to know.
At least there's you, and at least there's me.
Can we get this back?
Can we get this back to how it used to be?

I used to reach for you when
I got lost along the way.
I used to listen.
You always had just the right thing to say.
I used to follow you.
Never really cared where we would go,
Fast or slow, to anywhere at all.

We used to have this figured out;
We used to breathe without a doubt.
When nights were clear, you were the first star
that I'd see.
We used to have this under control.

We never thought.
We used to know.
At least there's you, and at least there's me.
Can we get this back?
Can we get this back to how it used to be?

I look around me,
And I want you to be there
'Cause I miss the things that we shared.
Look around you.
It's empty, and you're sad
'Cause you miss the love that we had.

You used to talk to me like
I was the only one around,
The only one around.

We used to have this figured out;
We used to breathe without a doubt.
When nights were clear, you were the first star
that I'd see.
We used to have this under control.
We never thought.
We used to know.
At least there's you, and at least there's me.
Can we get this back?
Can we get this back to how it used to be? Yeah.
To how it used to be.
To how it used to be, yeah.
To how it used to be.
To how it used to be.

XVI

4

C

G *usually* and *used to*
V friendship
P /s/ or /z/?

Still friends?

1 VOCABULARY & SPEAKING friendship

a Complete the text with the phrases below.

> argue   close friend   colleague   get on very well
> have a lot in common   keep in touch   known
> lost touch   met

I have a   *close friend*   called Irene. I've [1]_____
her for about 15 years now. We [2]_____ at work
– she was a [3]_____ of mine at the company
where I used to work, and we used to have our coffee
breaks at the same time.

We [4]_____ although we don't [5]_____
– we have quite different interests. We don't work
together any more, and when I changed jobs we
[6]_____ for a couple of years. But now we
[7]_____ regularly. We phone each other once
a week, and we see each other about twice a month.
We don't often [8]_____, only sometimes about
films as we have completely different tastes!

b Think of a close friend of yours. In pairs, ask and
answer the questions.

How long have you known him / her?
Where did you meet?
Why do you get on well?
What do you have in common?
Do you ever argue? What about?
How often do you see each other?
How do you keep in touch the rest of the time?
Have you ever lost touch? Why? When?
Do you think you'll stay friends?

2 GRAMMAR *usually* and *used to*

a Have you ever tried to get in touch with an old friend?
Why? Did you succeed?

b Read about the *Friends Reunited* website and answer
the questions.
1 What's it for?
2 How do you use it?

Friends Reunited is a website which helps you to
find old friends and let's you read what people you've lost
touch with are doing now.

How does it work?
New visitors find their old schools or workplaces, which
are usually listed on the web page, and then add their
names to the list of people already registered. They can
also post photos and information about what they are
doing now. When they want to contact another member,
Friends Reunited forwards the message. Communication
takes place without revealing personal email addresses or
contact details until members decide they want to do so.

c Now read about two people who registered on the
website. Who did they want to meet? Why?

d Complete the texts with the sentences below.

> he used to go to   I used to know   I used to live
> used to come   we used to go out

e Look at the two texts again. When do we use *used to*?
How do you make negatives and questions?

f ⭕ **p.136 Grammar Bank 4C.** Read the rules and
do the exercises.

2 GRAMMAR usually and used to

a Have you ever tried to get in touch with an old friend? Why? Did you succeed?

b Read about the *Friends Reunited* website and answer the questions.

1 What's it for?

2 How do you use it?

Friends Reunited is a website which helps you to find old friends and let's you read what people you've lost touch with are doing now.

How does it work?

New visitors find their old schools or workplaces, which are usually listed on the web page, and then add their names to the list of people already registered. They can also post photos and information about what they are doing now. When they want to contact another member, *Friends Reunited* forwards the message. Communication takes place without revealing personal email addresses or contact details until members decide they want to do so.

c Now read about two people who registered on the website. Who did they want to meet? Why?

d Complete the texts with the sentences below.

he used to go to	I used to know	I used to live
used to come	we used to go out	

e Look at the two texts again. When do we use *used to*? How do you make negatives and questions?

f ○ p.136 Grammar Bank 4C. Read the rules and do the exercises.

4C usually and used to

present habits and states

| I usually get up at 8.00 on school days. |
| I don't usually go out during the week. |
| Houses in the suburbs usually have gardens. |
| Do you usually walk to work? |

past habits and states

| We used to be close friends but we don't see each other any more. |
| I used to go out with that girl when I was at school. |
| Did you use to wear glasses? |
| She didn't use to have fair hair. She had dark hair before. |

- For present habits use *usually* or *normally* + present simple.
- For past habits use *used to / didn't use to* + infinitive. *Used to* does not exist in the present tense.
- We use *used to* for things that were true over a period of time in the past. It usually refers to something which is not true now.
  I used to smoke. = I smoked for a period time in the past but now I don't.
- *Used to / didn't use to* can be used with action verbs (e.g. *wear, go out*) and non-action verbs (e.g. *be, have*).
- We often use *not…any more / any longer* (= not now) with the present simple to contrast with *used to*.
  I used to go to the gym but I don't any more / any longer.

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4C

a Correct the mistakes in the highlighted phrases.
She wasn't use to be so shy. *She didn't use to be*

1 *I use to get up* at 6.30, but I don't any more.
2 *Did she always used to* have long hair?
3 *Do you use to have breakfast* before you go to work?
4 *They didn't used to have* a car, they used to cycle everywhere.
5 He doesn't like coffee, so *he use to drink tea* in the morning.
6 *He used be a teacher*, but now he works for Greenpeace.
7 *Do usually you wear* trousers or skirts?
8 Last year *we used to go* to Prague in August.
9 *Does she use to live* near you when you were children?
10 At school *we don't use to wear* a uniform. We wore what we liked.

b Complete with *used to* in ⊞, ⊟, or ? and a verb from the list.

argue   be (x2)   go   have (x2)   like   live   play   work

⊟ I *didn't use to go* to the theatre much but now I go twice a month.

1 ⊞ Kirsty _____ in Bristol but she moved to London last year.
2 ? _____ you _____ a moustache? You look different.
3 ⊟ I _____ my boss but now we get on quite well.
4 ⊞ We _____ really close but now we hardly ever meet.
5 ? Where _____ you _____ before you started with this company?
6 ⊞ She _____ tennis professionally but she retired last year.
7 ⊞ When I lived in Paris, I always _____ breakfast in a cafe.
8 ? _____ you _____ with your parents when you were a teenager?
9 ⊟ He _____ so slim. In fact, he was quite overweight before.

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XVIII

Friends Reunited?

Carol, 52, from Cornwall

When I was 15 I fell in love with a boy called Robert. I was at school, a girls' convent, and he was in his first year at university. ¹_____ in secret because my parents didn't like him at all – Robert was a long-haired hippy who played the guitar. But after a year I broke up with him because my parents were making my life impossible. Robert was very angry, and we completely lost touch. But I always wondered what had happened to him, and when I heard about *Friends Reunited* I decided to try to get in touch again. I'm divorced now, and I thought 'you never know…'. I remembered the name of the school that ²_____ and I went to their web page on *Friends Reunited* and there was his name! I sent him an email and two days later I got a reply…

Alex, 24, from Manchester

³_____ in Manchester but when I was eighteen my family moved south to London. Two years ago I had a really bad motorbike accident. I was in a coma for two weeks and in hospital for six months. I completely lost my memory, not just of the crash itself but also of my past. While I was in hospital, my family ⁴_____ every day and play me my favourite music and show me photos. Little by little I began to remember who I was and who my family were. But I still couldn't remember anything about the rest of my life. Then my sister had the idea of contacting *Friends Reunited*. Through them she contacted people ⁵_____ in Manchester when I was at school. She arranged a reunion in a pub near Piccadilly Station and I travelled to Manchester in search of my past.

3 LISTENING

a **4.11** Read the text about Carol again. Now listen to her talking about what happened next. Was the meeting a success?

b Listen again and answer questions 1–5.

   1 Why was Carol surprised at Robert's choice of job?
   2 What happened when she got to the restaurant?
   3 What do Carol and Robert look like now?
   4 What did Carol realize as soon as she saw Robert?
   5 How had Robert changed?

c **4.12** Read the text about Alex again. Now listen to him talking about what happened next. Was the meeting a success?

d Listen again and answer questions 6–10.

   6 Did he recognize any of the people?
   7 How did he feel?
   8 What did they talk to him about?
   9 What did he remember when he saw the photos?
   10 Who is Anna? What does he think of her now?

4 PRONUNCIATION & SPEAKING /s/ or /z/?

a **4.13** Listen to the sentences. Is the *se* in the verbs pronounced /s/ or /z/? Write s or z in the box. Which pronunciation is more common?

   1 I used to live in London.   ☐
   2 I used my credit card to pay.   ☐
   3 Excuse me. Can you help me?   ☐
   4 You need to practise your pronunciation. ☐
   5 We won't win, we'll lose.   ☐
   6 They advertise on TV.   ☐
   7 They promised to keep in touch.   ☐
   8 Could you close the window?   ☐

b Now practise saying the sentences.

c In pairs, tell each other about three of the following. Give as much information as you can.

A machine you used to use a lot but don't any more

A friend you used to have but who you've lost touch with

A teacher at school you used to hate

A sport you used to play but don't any more

A singer you used to listen to a lot and who you still like

A food or drink you didn't use to like but like now

An actor you used to like a lot but don't any more

Name……………………………………………

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

Name……………………………………………

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

Name……………………………………………

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

xx

4

a

1. Underline the words which contain the sound /tʃ/ or /dʒ/.
   Work in pairs.

Ten things you probably didn't know about ... the Romans!

1 Once a year, the Romans used to have a special vote where they wrote down the name of the politician they most disliked. The person who got the most 'votes' was then exiled (sent out of the country), and wasn't allowed to come back for ten years.

2 In some Roman towns there used to be so many traffic jams that vehicles were not allowed into the town during the day, and could only enter at night.

3 In Roman times, people who were middle class used to live in flats. These flats didn't have kitchens or bathrooms, so people used to eat in bars and use public wash-houses.

4 The Romans used to tell the time by the sun, but when it was cloudy, they used to get a slave to count the hours.

5 During the Saturnalia holidays, (the equivalent of our modern Christmas) Roman citizens used to serve dinner to their slaves, and the slaves could go out at night, something they weren't normally allowed to do.

6 When Roman women got married, the day before the wedding they used to 'sacrifice' all their toys on a fire as a sign that their childhood was over.

7 Although the Romans used to lie on beds when they were eating (eating sitting up was considered bad manners), they didn't use to use beds for sleeping. They slept on special carpets on the floor.

8 The Romans used to play an early form of football using a small round stone instead of a ball. 'Matches' were played between men from different towns. Because the men only wore sandals on their feet, many players ended up with broken toes.

9 In Roman plays at the theatre, when an actor was going to 'die', he used to go behind the curtain and change places with a slave. The slave came out and was then really killed.

10 Roman men were famous for being good soldiers. However, the men were also very interested in their appearance, and they used to wear eye make-up and perfume.

Owwww!!!

XXI

2. Which words sound /z/? And /s/?

/z/	/s/

3. Read ten facts about the Romans. Five are true and five are false.

4. In pairs, discuss the facts and decide if they are T (true) or F (false).

Find a way from Start to Finish. You may not pass a square if the word contains the sound /z/. You can move horizontally (←→) or vertically (↕) only.

START

Once	Special	Was	Slaves	Years
Romans	Votes	Towns	Jams	Vehicles
So	Some	Times	Kitchens	Bathrooms
Class	Bars	Serve	Sent	Person
Flats	Houses	Used *v mod*	As	Something
Sun	Saturnalia	Christmas	Toys	Sacrifice
Use *verbo transitivo*	hours	Holidays	Citizens	Sign

FINISH

KEY

START

Once   Special

Votes

So   Some

Class   Serve   Sent   Person

Flats   Used *v mod*   Something

Sun   Saturnalia   Christmas   Sacrifice

Sign

FINISH

XXIV

KEYS

Exercise 2:

/z/	/s/
Romans / ˈrəʊmənz /	Once / wʌns/
Was / wɒz/	Special / ˈspeʃl/
Sla<u>ves</u> / sleɪvz /	Used /juːst/ *v mod* (indicating former state, habit) (only in past)
Years / jɜːz/	Most / məʊst /
Towns /taʊnz/	Person / ˈpɜːsn /
Jams /ʤæmz/	Votes /vəʊts/
Vehicles /ˈviːɪklz/	Exiled / ˈeksaɪld /
Times /taɪmz/	Sent /sent/
Kitchens /ˈkɪtʃɪnz/	**Sla<u>ves</u>** / sleɪvz /
Bathrooms / ˈbɑːθruːmz/	Some /sʌm/
Use /juːz/ *verbo transitivo*	So /səʊ/
Bars / bɑːz /	Class / klɑːs /
Houses / ˈhaʊzɪz /	Flats /flæts /
hours / ˈaʊəz /	Sun /sʌn/
Holidays / ˈhɒlədeɪz /	Saturnalia / ˌsætəˈneɪlɪə/
Citizen<u>s</u> / ˈsɪtɪzənz/	Chri<u>s</u>tmas / ˈkrɪsməs/
Toys / tɔɪz /	**<u>C</u>itizen<u>s</u>** / ˈsɪtɪzənz/
As /æz /	Serve / sɜːv /
Beds / bedz /	something /ˈsʌmθɪŋ/
Manners /ˈmænəz/	Sacrifi<u>ce</u> / ˈsækrɪfaɪs/
Using / ˈjuːzɪŋ/	Sign / saɪn /
Matches / ˈmætʃɪz/	Sitting /ˈsɪtɪŋ/
Because /bɪˈkɒz/	Considered / kənˈsɪdəd /
Sandals / ˈsændlz /	Sleeping / ˈsliːpɪŋ /
Players / ˈpleɪəz/	Slept /slept/
Toes / təʊz/	Carpets / ˈkɑːpɪts/
Plays / pleɪz/	Small /smɔːl/
Places / ˈpleɪsɪz/	Stone /stəʊn/
Soldiers / ˈsəʊlʤəz/	Instead / ɪnˈsted /
	Famous / ˈfeɪməs /
	Also / ˈɔːlsəʊ/
	Interested / ˈɪntrəstɪd/
	Appearance / əˈpɪərəns/

Exercise 4:

| 20 | Strange, but true? | | 3 | A |

A reading activity with true and false facts about the Ancient Romans. Copy one sheet per student.

- **1** Give out the copies and give SS five minutes to read the facts on their own.
- **2** In pairs, SS discuss the facts and decide which they think are true and which are false.
- Get feedback from the pairs to see if SS agree, without telling them the answers.
- Finally, tell them which ones were false.

1 F (true of Greeks, not Romans) 2 T 3 T 4 F
5 T 6 T 7 F (they slept in beds) 8 F 9 T
10 F (true of Egyptians)

FRIENDS

Quotations and lyrics

Look at these famous quotations on friends and friendship. Some of them are lyrics from pop songs.

> *'An honest answer is the sign of true friendship.'* **Proverbs 21:26**
>
> *'A friend is someone who gives you total freedom to be yourself.'* **Jim Morrison**
> **Lead singer of The Doors**
>
> *'Friends have all things in common.'* **Plato**
>
> *'I get by with a little help from my friends.'* **John Lennon and Paul McCartney**
>
> *'Anybody can sympathise with the sufferings of a friend, but it requires a very fine nature to sympathise with a friend's success.'* **Oscar Wilde**

- Do you agree with them?
- Which is your favourite?
- Do you have any similar sayings or quotations from writers in your country?
- Have you got any favourite songs about friendship?
- Do you know any lines or lyrics well?
- Make a poster or leaflet with English lyrics for everyone to keep. All the lyrics should say something about friends or friendships.

1. Listen and read the lyrics of this song:

I was sitting in on New year's eve
 and my life was feeling pretty untidy,
Then my heart jumped a million beats
when I saw you on Friends Reunited ....

Yes I loved you when I was at school
But I never took the chance of writing
Oh, you might just think that I was a fool
Looking up on Friends Reunited

I'll never fall in love again
This is the last time
I'll never fall in love again

Well, we met up on a Friday night
You said you would choose the boozer
And I hoped it would be all right
You wouldn't think I was the world's biggest
loser
Then you said you were getting engaged

But your feelings were so divided
Now my life has turned a different page since I
saw you on Friends Reunited

I'll never fall in love again
This is the last time
I'll never fall in love again

Now we're lovers and we sometimes fight,
And my life is still pretty untidy
But I bless the day I saw your name written up
on Friends Reunited
Written up on Friends Reunited
I bless the day I saw your name
Written up on Friends Reunited
I bless the day I saw your name
Written up on Friends Reunited
I bless the day I saw your name
Written up on Friends Reunited

2. What is the song about?

3. The song is a TV show soundtrack. What is the title of the song and TV programme?

4. Have you ever heard about

   that TV programme?

5. Are/were there any TV programmes like this in your country?

6. Would you like to participate in it?

This is a fragment from an article written recently in the *guardian.co.uk.* **Read it an answer the questions**

Friends Reunited pins hopes on nostalgia

(John Plunkett, guardian.co.uk, Friday 30 March 2012 19.43 BST)

School's out for site once valued at £175m: now it wants people to collect and share their most cherished moments.

When Friends Reunited was launched in 2000, Mark Zuckerberg was writing software programs in high school and tweeting was strictly for the birds.

The school reunion site, set up[3] by husband-and-wife Steve and Julie Pankhurst in their suburban semi in Barnet, north London, pioneered the <u>social networking</u> phenomenon in Britain – not that anyone called it that back then.

Credited with rekindling[4] classroom romances and blamed for breaking up marriages – invariably at the same time – within a year it had 1 million members and by 2005 it had 12 million – half of the UK households that were then able to access the <u>internet</u>.

It spawned[5] a top-selling 80s compilation CD; a sister site about family history, Genes Reunited, and grand plans for spin-off[6] television shows.

But then came Bebo. And MySpace. And Facebook. And Twitter, a whole host of social media rivals that left Friends Reunited, handicapped by a lack of innovation and debilitating changes in ownership, at the bottom of the class.

Now it is back, although in its new incarnation you might wonder why it is called Friends Reunited at all. School's out and, in the spirit of the Alice Cooper song, the site's original concept has been blown to pieces.

Owned by online publishing group Brightsolid, part of the Dundee-based Beano publisher DC Thomson, it was relaunched[7] last week as a "share the memories" site, heavy on nostalgia but no longer so interested in tracking down who you sat next to in geography.

Positioning itself as "the place to remember when", it wants people to collect and share their "most cherished[8] moments", from "heart-warming personal experiences" to the Queen's silver jubilee and Live Aid, with photo archives from the Press Association and the Francis Frith Collection….

http://www.guardian.co.uk/technology/2012/mar/30/friends-reunited-nostalgia

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[3] If you **set** something **up**, you create or arrange it.

[4] If something **rekindles** an interest, feeling, or thought that you used to have, it makes you think about it or feel it again.

[5] If something **spawns** something else, it causes it to happen or to be created.

[6] To **spin off** or **spin off** something such as a company means to create a new company that is separate from the original organization.

[7] To **relaunch** something such as a company, a product, or a scheme means to start it again or to produce it in a different way.

[8] If you **cherish** something such as a hope or a pleasant memory, you keep it in your mind for a long period of time.

Answer these questions about the article in your own words:

1. What was the original Friends Reunited about?
2. Who were the creators? And why?
3. What is the new concept of the website?
4. When was Friends Reunited launched again?
5. Do you think Friends Reunited will be successful?

xxx

How to Write a Letter When Reuniting With a Long Lost Friend

Here you have to models to write a friend after losing contact for a long time. You have to choose one of these model and write a friend from the past to reunit him/her.

1. Writing a letter to a long lost friend is an ideal way to reunite.

Do you have a long lost friend that you have not spoken to in years? It is often hard to know what to say when you write this type of friend a letter. It might be a childhood friend, a friend you met in college or any friend you have not seen in months or years. When you decide to write this person a letter, it is often best to begin it with an apology.

Instructions

1 Address the letter. When you are reuniting with an old friend, address the letter "Dear" followed by your friend's name. If you remember the person by a certain nickname, it is appropriate to address it to that name as well.

2 Begin the body of the letter with an apology. By starting with an apology, you can let your friend know that you are sorry for the amount of time that has passed since seeing each other. With sincerity, tell your friend how sorry you are for letting this amount of time pass without any form of contact.

3 Let her know your purpose in writing the letter. This type of letter is generally used to reunite with the old friend. State this purpose early in the letter and tell her that you want to re-establish your friendship by writing the letter.

4 Tell him about your life. There may be a lot of details to state, depending on the amount of time that has passed. You do not need to write a complete life history, but tell him about important details of your life, such as your marital status, your job and if you have children.

5 Ask about her life. After you discuss details about your own life, ask her what is going on in hers. If the person was involved in an activity that you remember, ask her if she still is. Ask several questions, letting her know that you are interested in her life.

6 Offer your contact information. Tell your friend that you would love to hear from him. Give him your address, phone number and email address. Ask him if he would be interested in meeting or talking on the phone.

7 Close the letter. At the end of this letter, you can write something such as, "I hope to hear from you soon!" Follow this with your name.

http://www.ehow.com/how_8400727_write-reuniting-long-lost-friend.html

2.   This second model is an e-mail found on a website. As you can see, it is more informal and the structure is different.

WAY back in 1951, when I was 13, there was a 13-plus scholarship. It only lasted a few years, but I got through from St Oswald's, to Notre Dame Central School, in Maryland.

Only two of us got through to this school that year at that age.

The other girl was called Rachel Lyttle (Little?). I never knew her address but I think it was somewhere around Parliament Street. She was the first black person I'd ever met. We got on really well, we both loved singing, were both in the choir.
We learned shorthand, typing, book-keeping and the other subjects. All I knew about her family was that her mother was a white Liverpool girl and her father was from Africa.

Also, she had a very beautiful sister who was an extra in the film, Cleopatra. When we left school at 15, she said she would never get a decent job here and told me she was going to emigrate.

We left school, going our separate ways, and I never saw her again. With the advent of computers, many years later I started searching for her online without any luck.

So - if there is any of Rachel's family left in Liverpool, I would be so grateful to hear from you to find out how she got on. She had a profound effect on me at that tender age, and I've never forgotten her, despite the fact that I am now 70.

Anne McQuaid.

http://www.thefreelibrary.com/Letter%3A+Reunite+friends.-a0192784649

3.   Now choose a letter or an email and write a friend who you lost contact some time ago.

Letter/email Rubric

	1	2	3	3
Opening Statement	Strongly and clearly states a personal opinion. Clearly identifies the issue.	Clearly states a personal opinion. Some references to the issue.	Personal opinion is not clearly stated. Little or no references to the issue.	Personal opinion is not easily understood with no reference to the issue.
Supporting Details	Provides 2 or more strong details, reasons and/or examples in support of the opinion	Provides 2 details, reasons and/or examples in support of the opinion.	Provides at least 1 detail, reason and/or example in support of the opinion.	Provides little or no support of the opinion.
Tone/ Language	Chooses words that are clear, descriptive and accurate. Maintains consistent persuasive tone throughout letter.	Adequately chooses words that are clear and descriptive. Demonstrates a persuasive tone in parts of the letter.	Chooses some words that are clear and descriptive. Lacks consistent persuasive tone.	Language and tone of letter is unclear and lacks description.
Format/ Organization	Sentences and paragraphs are complete, well written and varied.	Sentence and paragraph structure is generally correct.	Sentence and paragraph structure is inconsistent	Little or no evidence of sentence or paragraph structure.
Concluding Statement	Summarizes personal opinion in a strong concluding statement.	Summarizes personal opinion in a concluding statement.	Concluding statement is a weak summary of personal opinion.	Concluding statement makes no reference to personal opinion.
Mechanics and Grammar	Contains few, if any punctuation, spelling or grammatical errors.	Contains several errors in punctuation, spelling or grammar that do not interfere with meaning.	Contains many punctuation, spelling and/or grammatical errors that interfere with meaning	Contains many punctuation, spelling and/or grammatical errors that make the piece illegible.