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-Teacher's Role and the Application of the Curriculum-

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1. Introduction

This *Trabajo Fin de Máster* can be considered as an opportunity to show the progress and improvements acquired during the *Máster Universitario en Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanzas de Idiomas, Artísticas y Deportivas*. It is the final leg of a long and hard year but with many personal and professional benefits.

This paper is aimed to demonstrate my critical understanding of the teaching profession thanks to the training and acquired knowledge during the whole year. In the words of Hilda Taba:

“One scarcely needs to emphasize the importance of critical thinking as a desirable ingredient in human beings in a democratic society. No matter what views people hold of the chief function of education, they at least agree that people need to learn to think. In a society in which changes come fast, individuals cannot depend on routinized behavior or tradition in making decisions, whether on practical everyday or professional matters, moral values, or political issues. In such a society, there is a natural concern that individuals be capable of intelligent and independent thought.”
(Taba 1962:49).

Therefore, the main purpose of this project is to offer a reflection on the learning and teaching processes, and more precisely, on the responsibility that all teachers have when designing their lessons by following the specifications of the curriculum. This means that the analysis of two of my papers (the Course Plan and the Learning Unit) as well as my experience gained during the *Prácticums* and the master’s degree in general, together with the considerations of the legal provisions and theoretical framework; will lead me to self-evaluate and reflect on my own teaching practice. At the same time, this reflective attitude will make me improve my teaching skills and practice, becoming a better teacher which ultimately will have a beneficial influence on my future students.

This is one of the main reasons why I decided to carry out this master's degree, in order to be a good, efficient and skilled teacher with the aid of specific training. But I must say that at first I was not aware of the great amount of implications and elements that are involved in the learning and teaching process, this is something that I realized with the passing of the year. All those elements need to be considered as a necessary step in the process, not only by me but also by all the teachers that really want to make a difference in this field and provide an education of quality.

Regarding the general structure of this paper, this is the introductory part which will be followed by a second section that will serve as justification for selecting the topic and the two projects for this paper. It will provide reasons about the usefulness of these choices for my own learning process as a teacher. The following pages will also contain a third section devoted to the critical reflection about the chosen projects, analysing them in detail in order to establish connections between them, the topic and consequently, the legal provisions. Finally, there will also be a section including the main conclusions and reflections obtained from this work, together with suggestions that could be useful for my future practice as a teacher.

2. Justification of the topic and the projects: Course Plan and Learning Unit

The main objective of this project is to show the importance of the teachers' role when interpreting the curriculum specifications, guiding this responsibility towards self-criticism and reflection on the teaching process.

For this reason, all the projects elaborated during the master's degree were designed taking the curriculum and the legal provisions as references. This led me to realise that as teachers we need to be careful when designing and creating our lessons since these interpretations and specifications will have a great influence on our students. Therefore, self-reflection of the teaching process, which means not only the teaching practice but also the previous stage of preparation and designing, plays a significant role if we want our influence to be positive.

As for the two projects chosen for this work to be deeply analysed, they are the Course Plan (see appendix 1) and the Learning Unit (see appendix 2), which belong respectively to the subjects *Diseño Curricular de Lenguas Extranjeras* and *Diseño, Organización y Desarrollo de actividades para el Aprendizaje del Inglés*. It is important to mention that there is a remarkable lapse of time between the creation of these projects since they were designed in the first and the second terms respectively. Noticing this temporal difference and looking at both projects it is possible to see my progress and growth, as well as the differences in terms of proficiency, expertise and maturity. However, it must be said that in spite of those differences, both works show similarities in that they follow the same lines of design of the legal provisions as it has been already mentioned.

Following this line of proficiency and growth, it is worth mentioning that the first work chosen was made in a brief period of time and the second even in less, and in spite of the short periods of time, I managed to design both works. This means that experience played a significant role because the former work was more general and the second required a more detailed and specific design in less time. Therefore, by considering this, it is possible to see the results of my

training since I was more prepared to accomplish this second work, both in terms of time and specificity.

However, it must be said that the main reason behind the selection of these two projects is that both share a connection since the main principles of the first paper were used and recycle in order to design the second. This means that they are linked by means of objectives, methodological and evaluation principles, among other aspects; following the curriculum in both cases. Moreover, it can be mentioned that they have a global nature because they include and allude to different key concepts and parts from all the subjects in the master's degree. For instance, both works promote the use of cooperative work in the classroom, being something really emphasised in many subjects but especially in the one called *Interacción y Convivencia en el Aula*. Other aspects that these projects promote are for example respectful attitudes towards interpersonal and cultural values, following the curriculum specifications but also the subjects *Procesos de Enseñanza y Aprendizaje*, *Prevención y Resolución de Conflictos* and *Interacción y Convivencia en el Aula*.

Another reason for selecting these two projects is that they were the first contact with the basic elements involved in the teaching and learning process, helping me to understand better how to design their content by following the curriculum and specifying its prescriptions. Besides, these designs provided me with useful information about the classroom dynamics as they serve as authentic and real examples, having a real purpose as well. It has to be said that the placement periods, and more precisely the second and the third *Prácticums*, were the turning point that made me realise what the reality in the classroom actually is, as well as how to change and improve the planning of my lessons. This is a noticeable fact that it is possible to see especially in the Learning Unit as the second and third placement periods gave me a new perspective about reality.

I would also like to mention that it was really difficult for me to make a decision when selecting these two projects since I was also considering another choice from the subject of *Evaluación e Innovación Docente e Investigación Educativa en Inglés*. This other project was also a good opportunity to show my progress in the design of lessons and my critical understanding of the curriculum specifications. It can also be seen as a turning point because my

group and I had to change and modify a great part of this work once we came back from the second and the third placement periods. This means that as we faced the reality in the classroom and gained experience, we changed our perspective.

Regarding the selection of this topic, it has to be said that both projects highlight the importance of being familiar with how to design in the teaching and learning process, as well as with the curriculum guidelines in that same process. These are essential aspects that every teacher needs to take into account, and therefore, that is the main reason why I chose this topic and the projects. Besides, they are also good examples that serve as self-reflection and as guidance in the same teaching and learning processes.

In addition, it is worth mentioning that this last idea is one of my reflections from the master's degree. Understanding the value of self-reflection for the teaching profession is one of the most important aspects I have realised and learned during this year. I have understood that teachers need to follow a reflective model which will lead them to improve and become more aware of their own beliefs and attitudes in relation to the teaching and learning process. This is called reflective teaching and it is an essential aspect in teacher's professional training as well as in their concrete practice at school. Richards and Lockhart defined this concept as follows: "teachers and student teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching." (Richards and Lockhart 1996: 1).

Following with the idea of the importance of the curriculum guidelines, I would like to mention my lack of knowledge about the legal provisions before I started this master's degree. At first, I was sceptical about these legal models provided by the State,¹ the Autonomous Community of Aragón² and the Common European Framework of References for Languages: learning, teaching, assessment (CEFR) since I thought they were only models to follow but not

¹ *Ley Orgánica 2/2006, de 3 de mayo, de Educación.* (Boletín Oficial del Estado, 4th May 2006, n. 106, pp. 17158-17207).

² 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.

necessary or indispensable. However, with the passing of time as well as my personal and professional growth through training, I realised that the importance of these documents while organising and designing lessons. Therefore, it can be said that an efficient practice and the previous design of lessons, learning units or a year plans; need to be built on some basis that will help and guide teachers.

In relation to the legal provisions above, it is necessary to mention that this paper follows the curriculum called *Ley Orgánica de Educación* (LOE) as it was the valid legal framework during the year and the placement periods. However, it is worth saying that the *Ley Orgánica para la Mejora de la Calidad Educativa* (LOMCE) curriculum is now a reality that also needs to be considered while designing in future projects.

For all the reasons and ideas above, this section can be concluded saying that teachers are not simple information suppliers but influential models of reference. This profession is not as simple as many may think since teachers need to take into account several factors, aspects and elements while designing; considering always the legal prescriptions and coordinating all their knowledge to put everything into practice.

3. Critical analysis about the possible relations between the projects

This section is going to be devoted to the analysis of the two projects chosen for this paper: the Course Plan and the Learning Unit. As stated before, this analysis is an opportunity to show my critical understanding while interpreting the curriculum specifications, which is a great responsibility that all teachers need to bear in mind when designing their lessons. Moreover, the critical analysis of these projects is also a way to develop perspective in relation to the learning and teaching process in order to self-reflect on my own designing and teaching practice.

Before continuing, I would like to provide a brief context of both projects which may be useful to follow the subsequent analysis. The first work, the Course Plan, was designed during the first term of the master's degree and it was entitled *English Course Plan: Discovering the Future*. This document was thought to be an ideal but, at the same time, realistic course plan for the third grade of ESO that considered all the aspects learnt from the *Practicum I*. However, it must be said that it was never implemented. Besides, this work contains six unit plans, each of them defined by a topic which means that it is partly a topic-based syllabus. It was considered that this continuity across units in terms of content was a way of presenting the language. In addition, this project also belongs to a process-oriented type of syllabus which was classified by White (1988) as "Type B", calling "Type A" to another syllabus, the product-oriented. The former type of syllabus focuses not on what the student will have to accomplish but on the specification of learning tasks and activities that students will undertake during the course. This syllabus embraces other three main types: task-based, learner-led and proportional syllabuses. Considering all the above, this project can be classified as a mixed syllabus, integrating the topic-based and the three types of syllabuses included in the process-oriented syllabus. This syllabus organization was applied not only to the first but also to the second project, and it is promoted in the Spanish Curriculum as it encourages the Communicative Approach.

In contrast, the Learning Unit was designed during the second term and it was called *Learning Unit: Mad about mobiles!*. Unlike the first work, some of the tasks of this project were designed based on another learning unit that was actually implemented during the *Practicums II* and *III*. Another important feature to highlight is that the six lesson plans of this Learning Unit are sequenced and organised towards a final task carried out in a seventh lesson that will be

mentioned later in this paper. Moreover, this Learning Unit was also designed for the third grade of Secondary Education.

In addition, it can be said that both projects were created after each of the *Practicums* respectively, which means that the knowledge acquired during those placement periods was analysed, considered and used as a source for their design. The first project has a more general scheme, not putting much emphasis on the development of the activities and the materials but on the context and the general legal provisions, since what we learnt in the first *Practicum* was aimed to set and create a basis about how a real school functions. The second project was designed taking into account our own teaching practice and implementation in the schools, and for this reason, it was more devoted to the design of materials for the seven lessons. In addition, it is possible to say that the required specificity in this work was not an obstacle for its design as we were more prepared to follow and understand the curriculum this second time.

Once the context has been set, it is possible to continue with the critical analysis of the two projects chosen, considering from here on the different aspects that may link them in relation to the topic.

Considering Stern's words, "an education system is a large and complex organization which involves the co-ordination of many components: personnel, students, parents, curriculum, learning materials, building, equipment, finance, and so on, directed to a common purpose" to acquire learning successfully (Stern 1983). This same author also explains that this complex education system needs several levels among which to divide responsibilities, in order to operate appropriately and in a more precise way. These levels can be associated to different documents or legal provisions which are the National Curriculum at the central or national level (*Ley Orgánica 2/2006, de 3 de mayo, de Educación*), the Aragonese Curriculum as the regional level (*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*), and the Common European Framework of Reference for languages (CEFR) which is more oriented towards learning foreign

languages. Therefore, it is possible to say that the examination of all these documents was the first step in order to design the two projects chosen for this paper.

As a consequence, teachers of English as a foreign language need to know how to interpret and specify all the information provided by these documents. This means that they need to look at curriculum development as a global, integrated and comprehensible approach to the planning and design of the teaching and learning process. However, it must be said that these legal provisions offer a broad framework that only contains some specifications and therefore, teachers have some margin to manoeuvre. This has led to different perspectives of looking at the curriculum: prescriptive and descriptive.

I would like to say that it is possible to accept this double nature of the curriculum without considering it as a negative thing. It sets some useful, necessary and obligatory guidelines to be followed by teachers, and at the same time, it also lets them plan and come to decisions on their own, analysing and interpreting every specific situation in their classrooms. In addition, this freedom to choose can lead them to develop a more successful and personal teaching style, but it has to be said that this would not be possible without the help that those guidelines provide them from the beginning.

This is what happened during the design of the two projects analysed in this paper since the curriculum instructions and prescriptions were followed, but my group and I also had to take some decisions considering aspects that we saw as relevant thanks to the experience and practice during the *Practicums*. All those aspects will be analysed in the following pages and they are for instance the establishment of contents and objectives, the design of materials organised in tasks and according to learners' needs and interests, or the development of evaluation tools, among others. It is important to add that like the curriculum itself, all the previous aspects need to have a flexible nature as they are aimed to be adapted to many different situations that could happen in the classroom.

Having all this in mind, it is necessary to define the concept of curriculum as it is a central element in the analysis of these projects. As Mckimm says, "the word curriculum derives from

the Latin *currere* meaning ‘to run’. This implies that one of the functions of a curriculum is to provide a template or design which enables learning to take place.” (McKimm 2003). Another possible definition is the following:

“Curriculum takes content (from external standards and local goals) and shapes it into a plan for how to conduct effective teaching and learning. It is thus more than a list of topic and lists of key facts and skills (the ‘input’). It is a map of how to achieve the “outputs” of desired student performance, in which appropriate learning activities and assessments are suggested to make it more likely that students achieve the desired results” (Wiggins and McTighe 2006: 6).

It is possible to say then that the curriculum refers to “the planning, implementation, evaluation, management, and administration of education programmes” (Nunan 1988). This means that it not only refers “to the subject matter or content, but also to the entire instructional process including materials, equipment, examinations, and the training of teachers, in short all pedagogical measures related to schooling or the substance of a course of studies” (Stern 1983).

However, this term is frequently confused with another concept, the syllabus. This concept can be defined in a few words as the selection and grading of content in a particular subject. Another possible definition is that “syllabuses are concerned with the specification and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers and learners. They have, traditionally, the mark of authority” (Candlin 1984:30).

In addition, the term syllabus is also confused with that of course plan; however, this last concept is wider in the sense that it contains more elements among which the syllabus is included. For this reason, it is possible to say that the two chosen projects are designed according to the curriculum and that they contain a mixed syllabus design as has already been mentioned. However, they differ in that Course Plan is designed for a whole year while the Learning Unit consists of a single unit.

Another aspect to comment on is that these two projects are designed according to the Communicative Language Teaching. This is one of the main axes in the entire master's degree and, consequently, it is also central in the two projects since they foster the development of communicative abilities as well as the communicative competence that will be later explained in detail. These ideas are reflected throughout the curriculum and especially in its foreign language section.

I would like to add that the Communicative Approach had a very abstract nature for me at the beginning of the year but it gradually became easier to understand thanks to experience and reflection on the different tasks proposed by our teachers. These tasks were intended to make us realise that the importance of the change from the traditional methods towards this methodology, as those traditional values are still present in many teachers' practices and we probably also come from an education based on them. The following quote is a good example that shows the ideas above:

“It is clear that it is no longer enough to teach merely the structures and rules of a language- the myriad approaches to curriculum design which have sprung up in the last four decades under the umbrella of ‘the communicative approach’ have illustrated the shortcomings and lack of relevance of the grammar-systems models of language teaching. Language is communication, and as teachers we must develop in our learners the ability to communicate effectively in a wide range of professional and social contexts.” (Finney 2002:69)

The main idea that this approach fosters is that learners will learn the language by using it in order to communicate thought negotiation of meaning, interaction or information sharing; making sure that all the contents and objectives established by the curriculum, and thus the projects here presented, are included. This means that the result of communicative tasks is not the simple practice of the language but its functional use in different contexts and meaningful situations.

In addition, this methodology, and as a consequence these projects, promote students' active role in the different activities whereas the teacher will act mainly as guidance in the learning process. Moreover, this approach also promotes the integration of the different language skills in order to communicate: speaking, writing, reading and listening.

In order to achieve a better understanding of the process of learning a foreign language and the importance that the just mentioned Communicative Language Teaching has in it, it is necessary to provide a brief examination and summary of its origins, considering a shift from the traditional methods towards this approach.

In the nineteenth century, the Grammar Translation Method was the predominant methodology for the teaching of foreign languages. Its basic principles were based on the Classical Method by which Latin was taught. This means that it was focused on grammatical explanations of rules as well as the promotion of the direct translation from and into the target language, with the posterior memorization of vocabulary lists. It has to be mentioned that this method is still present and followed in many schools today.

However, the demand for oral proficiency as well as the avoidance of the use of the mother tongue, both logical principles for studying languages, generated the appearance of other teaching movements such as the Direct Method also known as the Natural Method. It was based on the idea that meaning should be connected directly to the target language without translation and by means of instruction and communication in the classroom in that language. Besides, this method followed the principles described by Richards and Rodgers:

- “1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in carefully graded progression organized around question-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.

6. Concrete vocabulary was taught through demonstrating, objects, and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.”

Richards and Rodgers (2001:12)

The main criticism that this method received was, as Brown pointed out, that it “did not take well in public education, where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use” (Brown 1994:56).

Another method that appeared was the Reading Method in which the training of reading comprehension was an essential principle. This method was criticised when speaking grew in importance, especially in the USA and during World War II.

Afterwards, this importance in the speaking skill gave birth to the Audio-lingual Method which was widely used in the 1950s and 1960s. It became a popular way of teaching a language which was influenced by structural linguistics and behavioural psychology. Therefore its main principle was the promotion of the use of spoken language and the native like pronunciation models; this means the importance of native speakers as teachers. However, it has to be said that there were also many problems that emerged from this method such as the lack of engagement in meaningful language exchanges since students did not have enough opportunities to use the target language creatively. Other features of this method were that it separated the different language skills (listening, speaking, reading and writing) and the use that it made of dialogues by which it presented the language, among others.

In response to the criticism of the Audiolingual Method, another method emerged during the mid-sixties, Cognitive Theory. It has been interpreted by some authors as a “modified, up-to-date grammar-translation theory” (Carroll 1966:102) and by others as a “modified-up-to-date direct method approach” (Hester 1970; Driller 1978). Therefore, it can be said that this theory

was somehow a rediscovery of those movements by looking at them and their principles with renewed eyes.

During the 1970s, other approaches emerged in response to the Audiolingual Method, Humanistic Approaches. They were student-centered which means that they were more concerned with their needs. These approaches were the Suggestopedia, the Silent Way, the Community Language Learning and the Total Physical response.

Afterwards, in the 80s, another ‘humanistic’ approach appeared, the Natural Approach which was developed by Krashen and influenced by Chomsky’s theory of first language acquisition. This approach is considered as a comprehension-based approach but it also drew on acquisition theories.

At this moment, during the 1980s, a major paradigm shift in language teaching methodology happened, raising the popularity of the Communicative Approach or Communicative Language Teaching. This approach appeared during the 1970s and, with some changes; it is still used as the mainstream, as it is possible to see in the curriculum. As Richards states and as has been already said the “communicative language teaching sets as its goal the teaching of *communicative competence*.” (Richards 2006). Therefore, it can be said that the main aim of the Communicative Approach is that students need to achieve this competence in communication by means of authentic, contextualised, meaningful, sequenced, and varied materials.

It has to be said that from the paradigm shift in language teaching until now, which means from the 80s and 90s onwards, all the different perspectives and theories that appeared were intended to forget about methods and look for a principled approach. This also affected Communicative Language Teaching since it was interpreted in different ways, giving birth to the following perspectives: Learner-Centered Instruction, Cooperative & Collaborative Learning, Interactive Learning and Whole Language Education; Content-Based Instruction and Task-Based Language Learning. Therefore, from this shift onwards, the concept of method was thought to be prescriptive whereas an approach gave importance to non-prescriptive materials that were open to teachers’ interpretations and also adaptable to students’ diversity as well as to different

contexts and purposes. In other words, there was a “necessity of making methods-based pedagogies more sensitive to local exigencies” (Kumaravadivelu 2006). Considering all this, it is possible to say that there was a “shift from method-based pedagogy to postmethod pedagogy” (Kumaravadivelu 2006).

In addition to the previous ideas, it is also necessary to consider that the projects analysed in this paper also contribute to the development of the key competences that are established in the Spanish and the Aragonese curriculum. The national curriculum explains these competences in a general way for all the subjects, whereas the regional document describes them in a section for each of the subjects, among which there is a specific space dedicated to foreign languages. It is important to add that these projects contribute to the development of six of the key competences established for foreign languages which are the competence in linguistic communication, the learning to learn competence, the personal initiative and autonomy competence, the treatment of the information and digital competence, the interpersonal and civic competence, and the artistic and cultural competence. It is necessary to focus on these competences in an integrated way, which means that students will acquire them at the same time and in all their interrelations as it happens in the real world. Moreover, these competences combine the knowledge, the skills and the attitudes that are appropriate for the different contexts and situations in the classroom.

As has been already said, the competence in linguistic communication was considered an essential organising principle in the development of the projects analysed in this paper as they follow the Communicative Approach. Moreover, it is considered as a cornerstone throughout the Spanish and the Aragonese curriculum, this last document being the one that provides the following specifications: “la actividad del aula deberá por tanto girar en torno a la comunicación en la lengua extranjera, ofreciendo amplias oportunidades para la interacción ‘real’ y favoreciendo un enfoque global al aprendizaje de la lengua” (Aragonese Curriculum 2007:226). In other words, the development of this competence will help students to progress in the learning process by means of participating in communicative situations in the classroom that need to be as real as possible. These situations will provide them with key sociolinguistic or cultural

information among others aspects, which, at the same time, will allow them to develop comprehensive and expressive abilities in the target language. In addition to this, it is possible to say that learning a foreign language per se improves directly the general communicative capacity of the learner and, consequently, the development of this competence.

Both projects also contribute to the development of the learning to learn competence as well as to the personal initiative and autonomy competence since they promote critical and autonomous learning, which will be mentioned later in the analysis. These works are intended to make students aware of their own capacities and development by means of showing them strategies and making them reflect about themselves and the world that surrounds them.

Regarding the treatment of information and digital competence, both the Course Plan and the Learning Unit try to promote the use of the ICTs, as will be pointed out later in this work. This is another important aspect that was considered in many materials and tasks because of the increasing demand coming from the current world we live in. Therefore, students need to know how to take advantage of these new technologies by means of an appropriate use.

Another important aspect to remark in these projects is that they also try to promote students' respectful attitudes towards other opinions as well as towards cultural aspects. This contributes to the development of other key competences, the interpersonal and civic competence as well as the cultural and artistic competence. These values are essential in the present democratic and multicultural society.

In addition to the previous key competences, and in close relation to the communicative competence, both projects contain another section which explains how they contribute to the development of four subcompetences. There are the morphosyntactic, pragmatic, procedural and intercultural competences.

Apart from the methodology applied and the key competences and subcompetences considered in the projects, it is necessary to talk about other aspects that are also fundamental in the design and organisation of the Course Plan and the Learning Unit, which also establish

relations between them. It is possible to say that these projects were mainly built around three basic components that integrate the curriculum and which coincide with those proposed by Stern (1983): purposes and content, instruction and evaluation. This means that, as they were elaborated while designing the curriculum itself, the projects analysed in this paper were created following those similar lines.

The first component consists of two sets of elements: purposes and content. These elements refer respectively to the objectives and to the subject matter.

In relation to the objectives of both projects, they were designed by considering the organization and the structure of the Aragonese Curriculum, as it establishes ten general objectives for the foreign language subject in the stage of Secondary Education. My group and I designed the Course Plan by looking at those general objectives as a reference in order to generate more specific ones for each of the six units. As for the objectives of the Learning Unit, we created some general ones which were the basis for the design of those specific to each of the lessons. In addition, it is worth saying that the curriculum objectives, as well as those from the projects chosen for this work, were designed considering Bloom's Taxonomy.

As for the content used in the two projects, the Aragonese Curriculum establishes some general contents which are classified in four sections by taking into account four subcompetences: morfosyntactic (subdivided into lexical, grammatical and phonological competences), pragmatic (subdivided into sociolinguistic, discursive, and functional), procedural (subdivided into intrapersonal, interpersonal, related to knowing how to learn) and intercultural competences. In addition, this document states that "el desarrollo de estas competencias continuará de una manera global y progresiva a lo largo de toda la etapa, a través de los siguientes bloques de contenidos." (Aragonese Curriculum 2007:208). Those blocks of contents are established and designed for each of the years of Secondary Education and they are the following:

- Block 1: listening, speaking and oral interaction.
- Block 2: reading and writing.

- Block 3: understanding of the language through its use (subdivided into reflecting on the language in communicating and reflecting on learning).
- Block 4: socio-cultural aspects and intercultural awareness.

Therefore, it is possible to say that the general contents for both projects were designed having these four blocks of the regional curriculum in mind, together with the foreign language section of the national curriculum which follows the same structure. It has to be said that both projects have some general contents but those of the Course Plan were used as a basis for some specific contents that appear in each of its six units. In addition, the Course Plan has another section with the same schema but which comprises the minimum contents that students need to achieve in order to pass to the next year.

Both projects also considered the cross-curricular contents which were taken from the National Curriculum, as it states that together with the key competences there are also some democratic values that need to be developed in a cross-curricular way. These cross-curricular contents are: education for tolerance, education for coexistence and education for interculturality.

The second component that we considered in the design and organisation of our projects, which also follows the lines of the curriculum, is called instruction. This term refers to the teaching and learning process that needs to be applied in order to achieve the already mentioned objectives, that is, all the elements involved during this process: structuring of the lessons, selection and arrangement of content, students, use of ICTs, timing, space of the classroom, teaching methods, and so on. All these elements need to be considered in an interconnected manner in order to finally reach a successful learning and teaching process; however, it must be said that there is not only one possible way or solution since every student is different and needs from different stimuli, types of activities, timing, materials, among others. Therefore, as has already been said, the curriculum and these projects have a flexible nature, which means better adaptation to those different situations and students.

One of the elements that comprise the instruction and that has been mentioned in the paragraph above is the structuring of the lessons. It is necessary to comment that the Learning

Unit is the only work that requires an analysis in relation to this aspect since it is divided into different lessons, whereas the Course Plan only provides some general information about the units but it does not contain detailed lessons. Therefore, it is possible to say that the structure of the Learning Unit follows the Task-Based Approach that was mentioned before in the analysis, trying to avoid the traditional Three P's Model still used in many schools. In order to avoid any confusion, it is necessary to comment on the idea that this project follows the Communicative Approach for the design of the methodology and also Task-Based Approach as a curricular content for the structuring and division of each of the lessons of the Learning Unit.

This Task-Based Approach followed in the Learning Unit is aimed at a final project, dividing each of the lessons into three phases: pre-task, during-task and post-task. This is a student-centered approach in which learners play an active role and an inductive way of learning by means of the use of authentic materials that will allow them to face situations similar to the real world such as for instance giving opinions or advices, making comparisons and so on.

It is necessary to mention that this use of authentic materials adapted to students is promoted not only in the Learning Unit but also in the Course Plan as it is a recurrent aspect throughout the national and the regional curriculum; however, it must be said that teachers have some margin and freedom to choose these materials. In relation to the use of these authentic materials, the Aragonese Curriculum states the following ideas in its foreign language section:

“Se preferirán los textos ‘auténticos’, entendiendo por tales los no diseñados específicamente para la clase de lengua extranjera y dando preferencia a aquellos que un hablante nativo de su edad usaría (revistas juveniles, tebeos, Internet, libros de texto de otras asignaturas, de divulgación, narrativos, enciclopedias, vídeos, canciones, programas de radio y TV, etc.). Se trata de textos relativamente simples, pero no simplificados, que los ayuden a desarrollar los mecanismos necesarios para enfrentarse con confianza a cualquier texto oral o escrito de su interés y a ser capaces de extraer de ellos la información relevante.” (Aragonese Curriculum, 2007:226)

Some examples of authentic materials that were used in the two projects are videos, advertisements, objects related to the topic, maps and pictures, among others that can be found in the appendixes.

It is important to add that the design of some of the activities of the Learning Unit have some traditional traces as it was required by the teacher of the school during the implementation; however, they were adapted and modified in order to be as innovative as possible.

Another element of the instruction is the selection and arrangement of the contents. Since it is a student-centered approach, all the aspects related to this element were determined by students' necessities and interests, being as flexible as possible. In addition, differentiation was also considered in some of the activities of the Learning Unit in order to provide students with different input that would adjust to their levels. This follows the curriculum's statement that learning is not a linear process because it needs to be adapted to every student's rhythm and particularity.

Students' needs and interests were also taken into account when both projects incorporated the use of ICTs and cooperative work. These are other elements that form the component of instruction since they are necessary aspects promoted by the curriculum as well as by current society.

Other elements of instruction are the timing and the space of the classroom. The design of both projects in relation to these elements was based mainly on the experience gained during the placement periods; therefore, it is possible to talk about fifty minutes lessons taking place mainly in the classroom space.

Finally, as the third major component for the design of the two projects is the evaluation or assessment in relation to the achievement of the objectives established in the teaching and learning process. In Stern's words "evaluation serves to make judgements about the progress and performance of individual students exposed to the curriculum in question." (Stern 1983).

In both projects evaluation was considered as essential in the teaching and learning process since it is a way of observing students' progress by means of different tools or instruments. In addition, these works also promote the possibility of students and teachers' self-evaluation which is a way of realising about the good and the bad things that both parts do, and this will lead them to improve in case they follow or change those actions. The evaluation and self-evaluation tools designed in the projects are rubrics, checklists, one minute papers, portfolios, tests, exams as well as direct observation of the students' involvement and participation in the classroom activities. These instruments are not only intended to evaluate the degree of achievement of competences and objectives in the students but they are also created in order to promote self and peer-evaluation. This is a way of making learners more autonomous and introducing them gradually into the process of taking decisions and having responsibilities about their own learning. It has to be said that these assessment tools are better explained and detailed in the Learning Unit because of the experience gained throughout the year, and more precisely during the second and third *Prácticums*.

As has been already said, the two projects chosen for this work also promote self-evaluation of teachers' practice since reflective teaching is something that needs to be considered as a key element in the learning and teaching process. For that reason, these projects also foster the use of an observable guide or journal from the beginning of the course in which problems, positive comments, participation, involvement, behaviour and other aspects will be included. It can be also considered as a way of organising teacher's thoughts not only about students but also about his or her own practice. Therefore, this diary is an assessment tool dedicated to evaluate both the teaching and the learning processes at the same time.

Still focusing on evaluation, it is possible to add that in both projects a continuous, formative and differentiate assessment from the rest of the subjects was promoted, as it is said in the curriculum. This document establishes some evaluation criteria for the third grade which are associated to the key competences and the objectives. These criteria were the basis for the design of the general evaluation criteria in both projects but there were also designed some specific criteria for each unit of the Course Plan. It can be said that there is also a section in each lesson of the Learning Unit devoted to explain the possible feedback and the specific assessment tools that will be used in the classroom. In addition, in this same project, there is another section which

establishes the minimum degree of achievement that students need to get in relation to the same evaluation criteria.

Finally, these projects also include some grading criteria with the percentages that will guide the teacher in the evaluation and the use of the previous tools in order to give students a final mark.

4. Conclusion and future suggestions

This paper and its analysis can be considered a significant step forward in my professional career as well as in my personal beliefs in the same field. It has served as a reflection about my knowledge and my own teaching practice through both a critical observation of the legal provisions and the experience gained during the year. Now, I can ensure that I am better prepared as a teacher but I must also say that this profession implies continuous learning and self-evaluation in order to be in agreement with the changing society we live in.

With that purpose, teachers need to be aware of the innovations and variations that surround them and their profession. Therefore, it is essential that they receive an appropriate training such as this provided in the master's degree. This training could be of great help for teachers in order to better understand the theoretical basis that they will put in practice afterwards.

These ideas about being in synchronisation with reality, as well as the importance of training teachers, lead these lines to another idea that needs to be mentioned. As has been previously said the projects analysed in this work follow the legal framework provided by the LOE, however, another law has been already established in Spain, the LOMCE, which means that it also needs to be considered in the design of future projects. This uncertainty in terms of regulations is a complex situation for teachers or even a challenge for them, and therefore they must be prepared to face them.

Another aspect that I have learnt from the whole master as well as from this analysis, and which can be seen as a future goal in my teaching practice, is the importance of considering the Communicative Approach and all the values that it embraces. Therefore, it is possible to say that I want my future lessons to continue in the same line as the projects analysed in this paper in order to be meaningful, motivating and interesting for students. Moreover, those lessons will also provide authentic materials that foster real situations in which students manage to communicate appropriately as they need to be prepared for the world outside the classroom. I would like to add that this is something really difficult to achieve, however, I am totally sure that with practice,

help from experienced people and following the legal framework, it is a goal that is worth trying to obtain.

Considering the above, it can be said that one of the main concerns with regard to teaching, and most precisely with teaching a foreign language, is that of providing a teaching practice of quality. For that reason, I tried to follow all the previous ideas while designing my projects but they must be followed also in the future. In addition, I also want my students to appreciate the English language as an essential tool in the world outside the classroom that can serve them for their own self-fulfilment, their future jobs or even for issues related to pleasure or spare time.

I would also like to mention another aspect learnt thanks to this work, which is that the organisation of your own ideas and concepts in relation to the teaching profession is essential in order to succeed in the understanding and the design of your projects. As a result, it is possible to say that I am now more aware about the idea that teachers need to give shape to those ideas in terms of contents, objectives, key competences and other elements in the design. This practice will help them to see and understand the teaching and learning process from different perspectives, that is, to consider its flexibility.

This flexibility is a key idea in the teaching and learning process, and more precisely, in the design of lessons if you want your students to be successful and learn. For this reason, and as has been already said in this paper, flexibility was considered while designing both projects since all their components were intended to adapt to students' interests, needs and diversity.

Finally, it is worth saying that all the already mentioned ideas, theories, elements, concepts and other aspects need to be considered, analysed, understood and put into practice afterwards. However, this is not the final stage of the teaching and learning process because if teachers really want to succeed in this profession, they also need to reflect on that same process and all its components with the intention of changing the not so good practices as well as continuing with the good ones.

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Appendixes

Appendix 1

- **Course Plan:** Discovering the future (*Diseño Curricular de Lenguas Extranjeras*).

ENGLISH COURSE PLAN: DISCOVERING THE FUTURE

-DISEÑO CURRICULAR DE LENGUAS EXTRANJERAS-

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I. CONTEXTUALIZATION

1. Legal provisions

The following course plan has been designed according to the legal provisions, which are the National Curriculum and the Aragonese Curriculum. We have also taken into account the Common European Framework of Reference.

First, we have taken into consideration the National Curriculum for Secondary Education, which is specified in the *REAL DECRETO 1631/2006, de 29 de diciembre*. This document offers the guidelines that have to be applied at a state level. It specifies some generic guidelines of education for the different academic years, as well as the competences that students must develop during their years at compulsory education.

In respect to foreign languages, it is important to remark the fact that they constitute a recurring statement throughout the whole National Curriculum. At the same time, the development of the communicative competence is a key objective, and therefore it must be also be taken into consideration.

We have also taken into account the Aragonese Curriculum for Secondary Education, developed in the *Orden 9 de Mayo de 2007*. It is based on the National Curriculum, but it is adapted to the specific needs of the region.

We are going to concentrate on the Aragonese Curriculum for the learning of Foreign Languages. The stage objectives are the ones specified in the National Curriculum, but the Aragonese curriculum adds the stage contents in terms of the components of communicative competence specified by the CEFR: linguistic competence, pragmatic competence and sociolinguistic competence. Furthermore, the Aragonese Curriculum adds a fourth competence, the procedural one, which implies learning to learn, the development of learner's autonomy, self-awareness of the learner and interaction.

The Aragonese Curriculum (as well as the National Curriculum) organises the contents for each course in four different parts which deal with the skills that have to be developed in the process of learning a language. The subject matter is organized in four “bloques” or modules:

Block 1: Listening, speaking and conversation

Block 2: Reading and writing

Block 3: Language awareness and reflections on learning

Block 4: Sociocultural aspects and intercultural awareness

These subject matters are separated in the curriculum for practical purposes, but they must be integrated in the teaching and learning process.

The evaluation criteria are the same that we find in the National Curriculum.

Finally, there are some methodological guidelines, which offer suggestions as to how to do all this. We have tried to follow these guidelines as much as possible.

The Common European Framework of Reference for Languages (CEFRL) must be also taken into account in the design of a course plan, especially a course plan for foreign languages. The CEFRL is a European recommendation and it can be used as a point of reference in the development of the curriculum for foreign language teaching. It specifies the components of the communicative competence, which should be promoted in the language classroom. It also describes the knowledge and the skills that learners need to achieve in order to use language for an effective communication.

This particular course plan is targeted to the third year of Secondary Education. This third year is formed by three different classes, A, B and C, all of which have around 25 to 29 students.

2. School Setting

- Characteristics of the school

The school is a public school with 938 students. It offers three years of preschool education (220 students), and complete Primary (438 students) and Secondary Education (280 students).

The school does not have many facilities, but they are enough and available for all students and teachers. It has two libraries (one for Primary education and another one for Secondary Education), two playgrounds and two closed spaces for the break. It also has a gymnasium, with the necessary equipment for Physical Education, and two changing rooms, one music room, one laboratory, one computer room, one assembly hall and one school dining hall.

In addition, all the classrooms have a computer and a digital board, which is most frequently used as a projector rather than a digital board (most teachers prefer the traditional blackboard). Finally, individual laptops are available at the teacher's room in case they are needed.

If we focus on Secondary Education, the school has *Diversificación* in third and fourth grade. Moreover, this is the first year that Bilingual education is available at the Secondary level, specifically in the first year, in the subject Natural Sciences. Foreign languages are very important at the school, and many cultural activities are developed in English throughout the year.

- Socio-cultural context

As for the socio-cultural context, children in this school come from many different family situations and cultural backgrounds. These are relevant factors that will influence the students development and their social context of education.

The growing rate of immigration in this area is also an important factor that must be taken into consideration. For this reason, lower social classes with economical difficulties are frequent in the school and it is important to be aware of the resources these students might have access to.

Therefore, all these factors are important when designing a course plan because they show how diverse students and their situations are. Considering all of these differences and adapting the teaching process to all of the students can be a challenge, but it is worth it when it provides a quality education.

- **The students: characteristics and needs**

This course plan in particular focuses on the third grade of Secondary Education which is formed by three different classes: A, B and C, all of which have around 25 to 29 students, who present different profiles.

In the school, there are different types of students: average students whose evolution is the appropriate one; those such as immigrants or students who present mild difficulties in learning, who need a non-significant curricular adaptation and will have an extra support like more individualised assistance in the classroom, some reinforcement with their learning materials, etcetera. Finally, we can also find students who have no learning difficulties but only a bad behaviour or a strong lack of motivation. However, for the third grade, it is not necessary to do any adaptation. We will simply have to reinforce some students who will need some extra support, but nothing extraordinary.

II. SYLLABUS DESIGN AND DEVELOPMENT

3. Introduction: key principles

- **Epistemological framework and contribution of specific course plan to the 6 key competences selected for *Lenguas Extranjeras* and to specific competences**

The National Curriculum describes eight key competences that students need to acquire by the end of the Secondary Education stage. However, the learning of foreign languages contributes to the development of six of these competences. Moreover, language learning itself is a key competence: competence in linguistic communication.

The teaching-learning process should focus on the integrated and combined development of all the competences together with elements such as concepts, abilities, skills and attitudes, among others. This means that students should acquire them all together at the same time and in all their interrelations, as it happens in real world situations.

This course plan contributes to the development of the key competences in the way that we explain next:

Competence in Linguistic Communication (CLC). Learning a foreign language contributes directly to the development of this competence, since it improves the general communicative capacity of the learner by acquiring comprehensive and expressive competences in English. Moreover, it strengthens the students' competences in their mother tongue and other languages they might already know.

Learning to Learn (LL): being aware of the process of learning is something really useful for learners of a foreign language since it helps them to know and develop procedures and strategies. Students will become aware of their own capacities, their weaknesses and strengths and this will encourage them to improve what needs to be improved. Moreover, they will acquire strategies to keep learning outside the classroom.

Personal Initiative and Autonomy Competence (PIAC): students will learn to develop their own opinions and a critical point of view about different aspects of society and the world in general, by dealing with different topics. They will learn to reflect about the world around them.

Treatment of the Information and Digital Competence (TIDC): the use of computers, Internet, and the new technologies in general is very present in our course plan. Students will learn to use the resources provided by the Internet in order to search for the information necessary to do the projects proposed in the different units, and they will be able to transfer this knowledge for practical aspects in their life. They will learn to use these technologies in a responsible way. The knowledge of a foreign language like English will improve the students' competences because they can gain access to different types of information such as encyclopedias and magazines and they will also be able to communicate with people from other countries.

Interpersonal and Civic Competence (ICC): Languages are vehicles for communication but they can also transmit cultural aspects that are linked to the speakers of the country. In this course plan, we will increase student's interest in other cultures, especially those cultures where English is spoken. The main characters of our course plan belong to different cultures, and with them, students will have the opportunity to learn a lot.

Furthermore, the knowledge of another language will contribute to the students' understanding and value of their own language and culture promoting the respect and acceptance of different cultures. It promotes the integration and tolerance and students will learn to accept the differences in language. The implication of this competence in the process of learning is crucial because students will be able to listen, respect other people's opinions, negotiate, think, make decisions in a group and collaborate in order to reach a common objective

Artistic and Cultural Competence (ACC): The language is a perfect vehicle to transmit the most important cultural aspects of the target language, such as literature, sculpture, architecture or cinema. The main characters of our course plan are famous characters of history related to literature, painting, music and history in general, and they will be a very important source of artistic and cultural information. They constitute fundamental sources in order to learn a language.

As we have explained before, language learning itself is a competence, the communicative competence, which consists of four different subcompetences. This course plan also contributes to the development of these subcompetences:

- **Morphosyntactic competence:** the English language will be the main vehicle for communicating in the classroom, so students will learn new lexical, grammatical and phonological aspects of the language by means of using it.
- **Pragmatic competence:** students will be presented with different situations in which they will learn how to adapt the language taking into account the context.
- **Procedural competence:** students will become aware of their knowledge of the language, and they will realize what they know and what they need to improve. They will become aware of the gap between a native competence and their own competence.

Moreover, they will acquire confidence when using the language, since we will promote many real-life situations to practice.

- **Intercultural competence:** culture will be an important part of these course plan, so students will have many opportunities to learn many things about the foreign culture.

- **Organising principles or rationale for specific course plan.**

The syllabus that we have chosen is a topic-based syllabus, whose aim is particularly devoted to make profit of real life circumstances taking them into practice in the classroom. Each of the units are based on a topic which means that the syllabus will focus on content rather than on grammar.

We consider that starting with content is very useful, because it provides the vehicle for the presentation of language rather than the other way around. It also provides links and continuity across the different units, which is much more interesting for students. It must be added that the syllabus is flexible and open to changes depending always on the situation and the students' needs.

This course plan revolves around one single story. There are five famous historical characters, Shakespeare, Cleopatra, Marie Curie, Christopher Columbus and Leonardo da Vinci, who are the main characters of the story. They have magically travelled through time and have ended up in the year 2015; they do not know how that has happened, and they do not know each other. The only thing they have in common is this time-travel. They will have to find their way in the new world; they will travel, know new places, new foods, new technologies... everything will be new for them, and students will follow their experiences throughout the different units. Each unit will concentrate on a new circumstance in the life of these characters, and it will be the point of departure for the different activities of the unit.

Some of the advantages of this syllabus design are the following ones:

- It facilitates comprehension, since content makes the learning of the language and its structures more meaningful

- Content serves as the best basis for teaching the skill areas
- It addresses students' needs
- It is more motivating
- It is useful for the integration of the four different skills
- Authentic materials can be easily introduced

4. Contents

- **Specific contents (drawing on curricular contents for year chosen)**

As we have previously mentioned, our syllabus design focuses on contents which are taken from the Foreign Language section of the Aragonese Curriculum. Firstly, we will describe the specific contents that we have included in our course plan, organized into four blocks, and which contribute to the development of competences. These contents are general for all the units of the course plan. In each unit, we will include more specific contents for that particular unit. After that, we will explain the cross-curricular contents that are most present in our course plan.

Block 1: Listening, speaking and oral interaction

- Oral production of descriptions and brief explanations about experiences, preferences, advertisements and opinions.
- Spontaneous participation in communicative situations in the classroom and in formal and informal situations about sports, jobs, tourism, fashion and lifestyle, using the most common conventions of the communicative context.
- General understanding of messages from different sources, like interviews, songs, and videos.
- Understanding of instructions in different contexts

Block 2: Reading and writing

- Understanding general and specific information of authentic or slightly graded texts in paper or digital form, dealing with common topics of general interest

- Use of the appropriate register (formal and informal) taking into account the receiver of the message
- Production of different texts, in response to specific communicative situations, using elements of cohesion to mark clearly the relationship between ideas and using basic strategies in the writing process (planning, writing and revision)
- Showing interest in the careful presentation of written texts, in paper and digital form.
- Use of proper spelling and punctuation marks.
- Autonomous reading of texts related to their interests, more specifically, sports, fashion, food, travelling and culture.

Block 3: Understanding of the language through its use

Reflecting on the language in communicating

- Understanding and use of common as well as fixed expression and vocabulary about interesting and daily topics, relating them to contents from other subjects.
- Acknowledgement and application in communicating of sociolinguistic clues about aspects like formality and politeness, among others.

Reflecting on learning

- Acceptance of mistakes as part of the learning process and taking a positive attitude in order to overcome them.
- Development of attitudes, procedures and strategies that allow groupwork.
- Confidence and initiative in order to express themselves in public and in writing.
- Use of strategies to organize, acquire, remember and use vocabulary.
- Organisation and use of learning resources such as dictionaries, reference books, libraries or ICTs.

Block 4: Socio-cultural aspects and intercultural awareness

- Appreciation and use of the foreign language as a means of communication with people from other cultures and as a tool to become familiar with the most significant aspects of these cultures.
- Use of polite forms adequate to social exchanges like job interviews
- Understanding of some historical and geographical features of the countries where the English language is spoken, by analysing information of historical characters, tourist guides and obtaining information through audiovisual media found on the Internet and other ICTs.
- Understanding the personal enrichment that arises from the relationship with people from other cultures and the knowledge of different customs and traditions.

- **Cross-curricular contents**

The National Curriculum states that together with the eight key competences, some democratic values need to be developed in a cross-curricular way, since it is a constant demand of our society. This is specified in the article 11 of the *Orden de 9 de mayo de 2007*.

In our course plan, we will focus especially on the development of three of these cross-curricular contents:

- **Education for tolerance:** students will become aware of the characteristics of cultures different to their own and they will learn the importance of respecting and valuing the different cultures.
- **Education for coexistence and peace:** students will learn together by means of cooperating, planning, negotiating and resolving conflicts. Also, individuals should raise awareness on learning and language, they should reflect on communication and analyse and identify different aspects of language and language learning.
- **Education for interculturality:** in this course plan, students will learn about the foreign language's culture, values and customs and they will learn to create an atmosphere of respect and tolerance, encouraging thus intercultural relations.

5. Methodology

- **Underlying principles and techniques (with reference to/summary of *Orientaciones Metodológicas* in AC)**

Every course plan needs a defined methodology which must be in agreement with the objectives. We have used the Aragonese Curriculum as a guidance for our methodology. This curriculum specifies the following objective: the development of the communicative competence and the intrapersonal and interpersonal competences, which will help the student progress as an autonomous individual, who is capable of various learnings and cope with success in a multicultural society. We will follow a global approach, since it offers the students the possibility of developing all the competences in an integrated way.

Taking these objectives into account, we have decided to follow a Communicative Language Teaching methodology, which consists on the development of communicative skills and procedures (that is, the communicative competence). Students will have an active role in the different units, and the teacher will act mainly as a guide of the process of learning. The main goal of our course plan is to promote communicative processes (information sharing, negotiation of meaning and interaction), which is what students will find in the real world outside the classroom.

The main idea is that learners will learn the language by using it to communicate, making sure that all the contents established by the curriculum are included, and that students reach the objectives established. In the activities proposed, we will integrate the different skills (speaking, writing, reading and listening), and we will promote all the components of communicative competence.

Each unit of our course plan is going to be built around one topic and students will work on the four language skills. We have made the selection of these topics and their contents based on the students' motivations, interests and needs. All the units have a main objective whose purpose is to activate learners' linguistic resources and promote acquisition even in an unconscious way. All this means that students will be able to develop their communicative

competence in the foreign language at the same time that they enjoy the lessons which are based on real life contexts and situations.

Finally, we will follow a continuous evaluation system, that will be used in order to adapt the teaching process if we consider it necessary, depending on the results obtained by students in this evaluation process. We will make sure to evaluate the grade of achievement of competences, rather than isolated items of the language. The criteria for evaluation will be, then, an on-going evaluation which will focus on the students' progress rather than just a final result.

- **Characteristics and types of activities and/or instructional sequences**

In this course plan, students will be working on basic elements of the target language, such as grammar, vocabulary or pronunciation, but in an unconscious way. Following the Aragonese Curriculum suggestions, our main focus is to develop the students' communicative competence, and for this reason, we will provide as many activities as possible in which students have to participate in real-world situations of communication. By engaging in these activities, students will be focusing on specific aspects of the language, but without consciously noticing it.

We will provide many opportunities for real interaction, so that students can use the language as they would use it in real life. Activities will be student-centered, and we, teachers, will act mainly as helpers or guides in the learning process.

We will combine situations where students will need to improvise, developing their fluency, with situations more strictly planned and guided, where the goal will be to achieve more complexity and accuracy.

Contents and its sequencing will be determined by the communicative needs that arise during the lesson, or those provided by the chosen task, but not the other way around. Tasks will be selected according to the contents of the particular unit plan, and all the contents established in the official curriculum, (and that we have mentioned in section 4), will be covered.

Moreover, we want to encourage pair and group work, so that students get to interact with their classmates, learn from each other and practice real interaction. This, at the same time,

will increase motivation and lessons will be more dynamic. Our activities will tend, therefore, to make students interact and cooperate with each other.

- **References to resources, including (types of) materials (e.g. course book) and TICs**

We will use authentic texts and materials whenever it is possible, relatively simple (according to the students' level of competence), but not simplified. Moreover, we have tried to choose tasks, situations, texts, and materials in general, as varied as possible, so that lessons are not repetitive and boring. By using real materials, students will learn not only the foreign language, but also other aspects that will be useful for their lives, and that they could encounter outside the classroom.

We have also introduced the use of the ICTs, because we consider that they are completely necessary in our society. Students are surrounded by technology, and we need to incorporate it to the teaching-learning process. For this purpose, we will use as many audiovisual materials as necessary, mainly as a support and as a way of motivating students, and we will encourage the use of the computer and Internet.

- **Groupings**

As we have already commented, we want to emphasize interaction, so pairwork and groupwork will be essential in our lesson plan. This will develop students' social skills and their ability to cooperate, to negotiate meaning, to discuss and to come to agreements. However, there will also be individual tasks, especially useful so that students can reflect on their own about the things they have (or have not) learned and also about their own learning process. This will help students develop their autonomy. So, in our lessons, we will provide opportunities for different types of tasks: individual tasks, pairwork and work in groups.

- **Space**

As for the space, the activities of our course plan will take place mainly in the classroom and sometimes in the computer room

- **Timing**

This course plan is designed for 30 lessons, which means that it will last 10 weeks (3 lessons per week).

6. Differentiation and curricular adaptations

There are not significant differences among our students and none of them has any special need, therefore they do not require a curricular adaptation.

What really needs to be taken into account is that all our students are different and because of this, all of them have different learning styles. Thus, as teachers we have to provide them with different tools and learning strategies that could be useful for all of them.

Multiple intelligences are also important to guide the way students learn. Therefore, we will include activities that develop the different intelligences, instead of focusing on just one or two, so that all differences are considered. For that end, we have included different types of materials, not only texts as it happened in the past, but also videos, songs, activities to work with the classmates and also activities that require for students to use the logic and reflect about different aspects, and about themselves. It is important to help our students reach goals that are appropriate to their particular spectrum of intelligences.

7. Reading Encouragement strategies

At the beginning of each unit, students will have to read short texts about the main characters of the course plan, as an introduction to the unit. We think that they will be eager to read these texts since they will want to know what happens next in the adventure of the protagonists. In the first unit, for example, students will read the story of the characters as an introduction to the course plan, and descriptions about each one of the characters.

Moreover, we will propose students the reading of the following books about the history of four of the main characters of the course plan. It will be compulsory to read one of these books, and they will have to do some activities about it. They can read more books if they want,

and this will help them to improve their marks. The books that we have chosen are the following ones:

Book about Marie Curie: *Who was Marie Curie?*, by Megan Stine

<http://www.barnesandnoble.com/sample/read/9780448478968>

Book about William Shakespeare: *Stories from Shakespeare*, retold by Anne Collins. Penguin Readers

<http://www.penguinreaders.com/pdf/downloads/pr/teachers-notes/9781405879385.pdf>

Book about Cleopatra: *The Fireboy*, by Stephen Rabley. Penguin Readers

<http://www.penguinreaders.com/pdf/downloads/pr/teachers-notes/9781405869577.pdf>

Book about Leonardo da Vinci: *Leonardo da Vinci*, by Georgia Clarke. Penguin Active Reading

<http://www.penguinreaders.com/pdf/downloads/par/teachers-notes/TN-LeonardodaVinci.pdf>

8. Evaluation

- **(Literal Reference to) Curricular Evaluation Criteria and indicators (*Indicadores*) of Curricular Evaluation Criteria, associated to Key Competences.**

With this course plan, students will reach the evaluation criteria described in the National Curriculum for the third grade of Secondary Education. This evaluation criteria is specified in the following indicators, which are associated to Key Competences (we will specify the key competences by putting them into brackets, as well as the different evaluation criteria each indicator contributes to):

- The student is able to understand the general and specific information from audiovisual materials related to the fields of life and knowledge (TIDC, CLC- EC 1,7)
- The student is able to follow instructions (CLC- EC 1)

- The student is able to understand the interlocutor when participating in dialogues about holidays and free time (CLC- EC 1,2)
- The student is able to develop a critical and ethical opinion thanks to the understanding of videos and texts about controversial topics (CLC, PIAC, TIDC- EC 1,7)
- The student is able to keep a conversation about topics from the daily life (CLC- EC 2,5)
- The student is able to speak fluently (CLC - EC 2,5)
- The student is able to use strategies in order to make himself understood even if he makes some grammatical mistakes in the process (CLC, LL- EC 2,5)
- The student is able to express feelings, emotions, experiences and opinions in face to face exchanges (CLC- EC 2)
- The student demonstrates an understanding of other's opinions when participating in conversations, as well as being able to offer his own opinions, demonstrating a critical spirit (CLC, PIAC - EC 1,2,5)
- The student can summarize newspaper articles and opinion pieces, highlighting the most important ideas (CLC - EC 3, 4, 5)
- The student is able to identify the main ideas of narrative, descriptive and argumentative texts (CLC - EC 3, 5)
- The student is able to offer his opinions about argumentative texts on topics of general interest, and/or refute the ideas contained in them (CLC, PIAC, ICC - EC 3)
- The student is able to use reading strategies to identify the main topic and the secondary ideas by paying attention to textual and paratextual elements. (CLC, LL - EC 3, 5, 6)
- The student is able to write formal texts, such as letters, emails, reports and essays (CLC - EC 4)

- The student is able to write informal emails addressed to friends and family (CLC - EC 4, 7, 8)
- The student is able to write short essays on controversial issues, offering his own point of view and supporting it with clear arguments (CLC, PIAC, ICC - EC 4)
- The student is able to write texts of varied nature with clarity, coherence and accuracy (CLC - EC 4)
- The student is able to detect mistakes in his own production, both oral and written, and correct them without help (CLC, LL, PIAC - EC 5)
- The student is able to adapt the register of their productions (formal or informal) to specific communicative situations, depending on the social context (CLC, LL, PIAC - EC 2, 4, 5).
- The student knows the social conventions and cultural aspects of the language, and is able to adapt his speech to the context and communicative intention (PIAC, CLC, ACC, ICC - EC 5).
- The student takes part in group or class activities (ICC- EC 2, 6)
- The student cooperates in the planning, development and evaluation of activities (LL - EC 6)
- The student is able to establish comparisons (of vocabulary, pronunciation and grammar) between the foreign language and his mother language (CLC - EC 6, 8)
- The student is able to self-correct his oral and written productions (CLC, LL, PIAC - EC 5, 6)
- The student is able to search for information about current issues using reliable Internet sources (TIDC, PIAC, LL - EC 7)
- The student is able to solve doubts about linguistic issues by using the Internet (TIDC, LL - EC 6, 7)

- The student is able to use dictionaries available on the Internet to find synonyms, antonyms and definitions (TIDC, LL - EC 6, 7)
- The student is able to use the computer or another computer system to make writings which will be delivered in class (TIDC, CLC - EC 4, 7)
- The student is able to make comparisons between his own culture and the culture of English-speaking countries (ACC - EC 8)
- The student is able to identify stereotypes about English language speakers (ACC - EC 8)
- The student knows the social norms of English-speaking countries and is able to apply them in appropriate contexts (ACC, ICC - EC 5, 8)
- The student accepts and respects the customs, norms, attitudes and values of the culture of English-speaking countries (ACC, ICC - EC 8)
- **Specifications of Minimum Requirements (mínimos exigibles): minimum contents and degree of achievement of evaluation criteria**

Minimum degree of achievement of evaluation criteria

- The student is able to understand the general information from audiovisual materials related to the fields of life and knowledge (EC 1, 7)
- The student is able to use basic strategies in order to make himself understood even if he makes some grammatical mistakes in the process (EC 2, 5)
- The student is able to identify three main ideas of narrative, descriptive and argumentative texts (EC 3, 5)
- The student is able to write texts of varied nature with clarity and coherence (EC 4)
- The student knows some social conventions of the language, and is able to adapt his speech to the context (EC 5).
- The student takes part in group or class activities (EC 2, 6)

- The student is able to search for information about current issues using reliable Internet sources (EC 7)
- The student is able to make comparisons between his own culture and the culture of English-speaking countries (EC 8)

Minimum contents

Block 1

- Oral production of descriptions and brief explanations about experiences and preferences.
- Understanding of some of the main ideas of interviews and videos.

Block 2

- Understanding some general information of slightly graded texts in paper or digital form, dealing with common topics of general interest
- Use of the appropriate register in formal and informal situations
- Production of short texts, in response to specific communicative situations, using basic strategies in the writing process (planning, writing and revision)

Block 3

- Understanding and use of some common expressions and vocabulary about interesting and daily topics.
- Use of some strategies to organize, acquire, remember and use vocabulary.
- Organisation and use of some learning resources such as dictionaries or ICTs.

Block 4

- Use of some polite forms adequate to social exchanges.
- Appreciation and use of the foreign language as a means of communication with people from other cultures.

- Approaches to evaluation and instruments for evaluation of the learning process

We need to evaluate the degree of achievement of competences. The evaluation of competences has to take place at the beginning, during and at the end of the course, so that we are able to follow the student's progress over time in a better way. For the evaluation of the learning process, we will use different instruments:

Students will have to take short written tests at the end of each unit about the contents studied in that specific unit, and we will also evaluate whether they have achieved the learning objectives established for each unit or not. Moreover, there will be an exam at the end of each trimester, about everything studied during that period. This final exam will be used to assess the four language skills: speaking, writing, listening and reading. Students need to pass the three final exams of each semester in order to pass the subject.

Furthermore, we will also include a final exam, with two options:

- It will be optional for those students who have passed the three exams at the end of each trimester, and it will be used in order to get a better mark in the subject.
- It will be compulsory for those students who have failed some of the three exams at the end of each trimester. The exam will be divided in three parts, corresponding to the three trimesters, and students will only have to take the exam corresponding to the part or parts that they have failed. This final exam, again, will be used to assess the four language skills.

Apart from the exams, students will have to create a portfolio with different activities. This portfolio will cover three of the four language skills, and it will include the written compositions, reading activities and listening exercises that students would do during the course for homework. The reading activities section will include the activities of the compulsory book they have to read about one of the characters of the course plan, and the ones they voluntarily decide to read. Moreover, the oral skill will be evaluated by means of the participation in the conversations and group work that take place in the different units, and presentations of the different projects proposed along the course plan.

Finally, both participation in class and interest in the subject will also be part of the final mark. Students will also be evaluated in their knowledge and use of the ICTs in the activities in which its use is compulsory.

For the assessment of the oral presentations and the written compositions, the teacher will make use of rubrics. Some examples of these rubrics appear in Appendix 1.

- **Grading criteria**

- Participation in class and interest in the subject: 10%
- Portfolio: 30%
- Oral presentations and participation in the conversations and group work: 10%
- Short written tests at the end of each unit: 15 %
- Exams at the end of the trimester: 10 % each exam, 30 % in total
- Use of ICTs: 5%

This makes the 100% of the subject.

- Optional final exam: up to 1,8 points (0,6 each part, corresponding to each of the trimesters). This will be added to the final mark.

- **Evaluation of the teaching process and course plan, including reference to specific resources/materials:**

In this course plan, we have decided to include different types of evaluation of the teaching process. It is important to evaluate not only the results, but also the whole learning and teaching process. It is important to reflect about our own teaching practice, the materials that we use, the group dynamics, and in general, about everything that we do and use in our lessons. This process, which is called reflective teaching, is useful for our future practice as teachers, so that we can improve and become better teachers.

For this reason, we have decided to keep a journal from the beginning of the course, where we will write after every lesson or at least some time after it. In this journal we will write down every incident or problem that happens during our lessons, as well as the positive things, comments and events in relation to our students. We will also write about our colleagues' observations and advices, since they could give us new perspectives. The journal is also a way of organising our thoughts so that they can be useful for future introspections. Teaching is not a linear process but one that evolves over time and keeping a record of everything that we do will help us see things with a different perspective in the future.

In order to improve our teaching practice, and to adapt the lessons to our students, we need to know them. For this reason, at the beginning of the course we will do an initial evaluation, which will allow us to know the level of students in order to be able to adapt the different materials or the lessons to their needs. This evaluation will have five parts: grammar, vocabulary, listening, speaking and writing. It will not be very exhaustive, because we do not want to overwhelm students in the first lesson, but it will be enough. The marks obtained will not affect the final mark of the subject; it will only be used as a source of information for the teacher.

During the course, it is important to see whether our students are learning or not, that is, the results of the learning and teaching process. For that end, we have included continuous and formative evaluation. These types of evaluation will provide constant information about the learning process, and it will be useful in order to know whether we have to introduce changes (if things are not going as expected) or whether we have to keep doing the things we planned.

In these types of evaluation, observation will be very important: we will see if students participate in class, if they perform the tasks as expected, if they are developing the competences or if they have difficulties. This observation will give us a lot of information about the way our students learn and about their weaknesses and strengths. Moreover, students will also make written tasks, like essays, and sometimes, they will be able to correct their own exercises and projects, so that they can learn from their mistakes and ask questions if they have any doubts. All this offers constant information about the students' progress so it is very useful for the teacher to know if any kind of aspect needs to be modified.

Finally, another type of formative evaluation that we will use are one-minute papers, in those lessons that we consider more intense and whose contents are more difficult to assimilate by students, because they will provide us with information about what students have understood and what they have not, and we can devote a few minutes of the next lesson to concentrate on those aspects that were not clearly understood.

III. STRUCTURE OF THE UNIT PLANS

Unit 1 – INTRODUCING OURSELVES

2. Introduction and justification

This is an introductory unit, in which the storyline and the characters of the course plan are presented. The time-traveling plot is introduced, and the characters get to know each other. This will be the beginning of their adventure. The main aim of this unit is to introduce the characters of the story and their special circumstances, as well as for students to practice the mechanisms and tools to introduce themselves, getting to know new people and working in groups.

3. Contribution to key competences

This unit will contribute to the development of the six key competences:

- **Linguistic and communicative competence:** this competence is basic in this subject, and will be developed throughout the whole course plan. In this unit, language will be a basic instrument to get to know the main characters of the story, and the activities presented here will develop students' both productive and receptive skills.
- **Digital competence:** students will be allowed to use computers in this unit to find ideas for the elaboration of a project, so they will develop strategies to search for information online.
- **Interpersonal and civic competence:** students will have to introduce themselves and work with their classmates, so their social skills will be developed.
- **Cultural competence:** this competence will be highly developed in this particular unit because students will learn about five famous characters in history and their contributions to the world. They will learn mainly about literature, science and history, but other unexpected cultural aspects might arise during the unit.
- **Learning to learn:** there will be activities in which students will have to improvise and use the language for imaginary situations; by doing this, they will develop their strategies to understand and provide information about their lives and their routines. They will learn

how to do this in situations similar to those that they may encounter outside the classroom.

- **Autonomy and personal initiative:** students will have to come to an agreement with other classmates, providing their own points of view and supporting them by giving good reasons in order to convince their classmates. They will need to cooperate and work in groups, negotiating ideas, working on their assertiveness and respecting other people's ideas.

4. Contribution to specific competences

According to the Aragonese curriculum, the communicative competence (the main competence that has to be developed in this subject throughout the whole course plan) consists of four sub-competences. The two main subcompetences that will be developed in this unit are the pragmatic and the procedural competences. Students will learn the appropriate ways to introduce themselves depending on the context and the situations (greetings, introductions, the different ways of addressing people, turn-taking conventions...), and this will contribute to the development of the pragmatic competence. They will also develop the procedural competence because they will have to interact with their classmates, cooperating and making plans together, accepting people's opinions... They will develop the intercultural competence, by getting to know people from other time, with different customs, and probably, other language. Of course, the morphosyntactic competence will also be developed, especially in the lexical aspect, since students will learn different expressions and words, apart from the contexts in which they should use them.

5. Learning objectives

The objectives that students need to achieve in this unit plan are the following ones:

1. To use their own linguistic resources in order to introduce themselves, and to acquire new ones
2. To keep a conversation with a classmate about their occupation and their hobbies
3. To express their opinion when speaking face to face with classmates
4. To support their ideas with valid arguments

5. To come to an agreement with the classmates
6. To identify the main ideas of the short texts read in class
7. To write short descriptions about imaginary situations with clarity and accuracy
8. To use the appropriate register to introduce themselves
9. To participate in the activities proposed in the unit inside their corresponding group
10. To use the Internet in order to search for information and ideas for their project

6. Contents

In this unit, students will work on the following contents:

- Oral production of short experiences and information, more specifically, using vocabulary and expressions for introducing themselves, highlighting the most interesting data.
- Spontaneous participation in situations of communication in the classroom with the objective of interchanging ideas about the future and the creation of a poster
- General understanding of five short texts with the biography of famous characters of history
- Production of written descriptions about the characteristics of a future society: cities, transport, food, technology...
- Organization of ideas for the elaboration of a poster, summarizing the most important ideas to fit the small space
- Confidence and initiative to express themselves speaking individually and speaking and writing in groups
- Understanding of different cultures

7. Methodology

During most of the unit plan, students will have to work in small groups of 4-5 students. The methodology used in this unit will be based on ideas from Communicative Language Teaching, as we will do throughout the whole course plan.

8. Evaluation criteria

1. The student is able to use his own linguistic resources in order to introduce himself and identifies new expressions that could be useful in the future for the same purpose
2. The student is able to keep a conversation with a classmate about personal things, like hobbies and occupations
3. The student is able to express his opinion when participating in a conversation with the classmates
4. The student uses resources to support his ideas with valid arguments when discussing about different issues
5. The student is able to use the language in order to come to an agreement with his classmates
6. The student is able to identify the main ideas of the short texts read in class
7. The student is able to write short descriptions in an organized and accurate way
8. The student is able to identify and use the appropriate register when introducing himself
9. The student participates in the activities of the unit and engages in the discussions
10. The student is able to use the resources available on the Internet in order to find information for the project

9. Materials and resources

This unit will start with a reading section, where we will present the story: Shakespeare, Cleopatra, Marie Curie, Christopher Columbus and Leonardo da Vinci, somehow, have travelled through time and have ended up in the year 2015. This story will be explained in the text. Moreover, they do not know each other, and they are surprised by everything that has happened. They are five strangers that have magically appeared in a red telephone box in London. We will use pictures or paintings of the characters in order to talk about them.

After this exchange of knowledge, there will be a text where the characters introduce themselves, one by one, explaining who they are and the things they did in their time that made them famous.

In this unit, students will also see some videos about the characters, like the following ones:

https://www.youtube.com/watch?v=_FSiGWCX09s (Video about Marie Curie)

<https://www.youtube.com/watch?v=hR8Sw5BqbPE> (Video about Shakespeare)

<https://www.youtube.com/watch?v=kOHM7DhqTpE> (Another video about Shakespeare).
Screenshot in Appendix 2, picture 1)

<https://www.youtube.com/watch?v=5PGdtmMxqrA> (Video about Leonardo da Vinci)

And we will talk about controversial issues related to Shakespeare's authorship:

https://www.youtube.com/watch?v=_rglqYl3PbY

<http://www.williamshakespearefacts.net/did-shakespeare-write-his-plays.html>

After this introductory session, students will have to work in small groups of 4-5 students. They will have to imagine they are in the same situation as the protagonists of the course plan. First, they will have to introduce themselves, and we will devote some time to learn how to do this, learning expressions and vocabulary.

After that, they will have to think about what they would do in the new era where they are: where to go first, what to do there... They will have to come to an agreement as to the things they will do in the journey to the future.

At the end of the unit, each group will have to create a poster in which they will describe the characteristics of the future they have imagined (drawings can be included too), how the cities will be, the food, the transport... These posters will be used to decorate the class. They can

take inspiration in this video: <https://www.youtube.com/watch?v=dy5MIJ4EgvI> (Screenshot in Appendix 2, picture 2)

10. Approximate timing

This unit will last for about five lessons. The first one or two will be devoted to get to know the main characters of the story, and the rest will be about the different activities about the future and the creation of the poster. We will work mainly productive skills, and the idea is that students interact with each other and feel comfortable in class. We want to create a good learning atmosphere, and working in a relaxed environment, with an interesting topic, will contribute to that.

UNIT 2. WELCOME TO ENGLAND!

2. Introduction and justification

In this second unit, we have decided to integrate the aspect of culture as we think that it is an inseparable part of the language. So, the main purpose of the unit is the introduction of the English culture to our students thanks to and by means of the language.

The characters of the course plan have decided to start their trip in the future by going to England, more precisely to London, and discovering its most emblematic places and cultural features. However, it is important to bear in mind that there are other countries with English as their first language (as for example, The United States of America); therefore, the unit will also include some cultural aspects about them including several comparisons.

3. Contribution to key competences

This unit will contribute to the development of the following key competences:

- **Competence in linguistic communication:** this competence will be developed because language will be the element by which students will learn and know about the English culture.

- **Digital competence:** different audiovisual materials such as videos and recordings are going to be used in this unit, which means that it will contribute to the development of this competence in our students. There will be activities in which they will have access to different technologies and to the Internet.
- **Interpersonal and civic competence:** the students will need to give and gather information about other students, and thanks to this, they will develop their social skills.
- **Cultural competence:** this unit is intended to transmit cultural aspects of the English language, trying to link them with our students. Moreover, it stimulates their curiosity about the new culture and their respect towards its people.
- **Learning to learn:** there will be activities in which students will need to reflect on and use their own learning strategies in order to fulfill the activity and communicate with their classmates.
- **Personal initiative and autonomy competence:** this unit will provide the students with activities in which they will have the opportunity to make their own decisions and supporting them. They will also be able to develop their skills of looking for and organising information about the topic of the unit.
- **Artistic and Cultural competence:** this unit will contribute to develop this competence since our students will learn the language thanks to activities considered to be sources of cultural information from the English language.

4. Contribution to specific competences

In this unit, our students will develop the morphosyntactic competence since they will use the English language for communicating with their classmates. They will learn new English vocabulary related to its culture such as idioms, as well as differences and similarities across cultures (English and American).

The second unit will also contribute to the development of the pragmatic competence because there will be activities which will show real world situations to our students which are related to the context and its culture.

Finally, it will also help the students to develop the intercultural competence, with culture as its central topic. Therefore, they will have the opportunity to learn different aspects and things

about the English culture and also about another culture with that same official language, the American culture.

5. Learning objectives: Concrete indicators of Curricular Evaluations Criteria for the Unit.

Our students are supposed to achieve the following learning objectives thanks to this unit.

- To use and reflect on the linguistic resources in order to understand and participate in dialogues and debates about the topic of the unit.
- To understand and use the given audiovisual materials related to cultural features of the English language.
- To follow instructions.
- To improvise and keep a conversation by means of giving and asking for information about a city.
- To show and accept personal opinions and feelings.
- To identify the main ideas of a text about the English culture.
- To elaborate and plan a text with a touristic itinerary of a city.
- To make comparisons between two varieties of the same language and to compare them with the mother tongue.

6. Contents

The unit will work on the following contents:

1. Spontaneous participation in communicative situations in the classroom, related to cultural and touristic aspects (such as giving or asking for information), by means of using vocabulary and expressions about the same topic.
2. General and autonomous understanding of authentic materials related to the most symbolic aspects of the English culture and daily life.
3. General and autonomous understanding and use of authentic materials containing different expressions, idioms and vocabulary about the English language.
4. Making comparisons between the British and American English varieties.
5. Production and organisation of written texts, more precisely, touristic itineraries of a city.

7. Specific methodology (if applicable)

Students will participate in activities that will require both working individually and in small groups, always emphasizing a communicative way of language learning. On the one hand, interaction will be emphasised in order for the students to develop their social and cooperative skills. On the other hand, they will also need to accomplish individual tasks and think about their own learning process with the purpose of developing their autonomy and self-confidence.

8. Evaluation criteria.

Our students are supposed to achieve the following learning objectives with this unit:

1. The student is able to use and reflect on his own linguistic resources in order to understand and participate in dialogues and debates about the topic of the unit.
2. The student is able to understand and use the given audiovisual materials related to cultural features of the English language.
3. The student is able to follow instructions.
4. The student is able to improvise and keep a conversation by means of giving and asking for information about the city.
5. The student is able to show and accept personal opinions and feelings.
6. The student is able to identify the main ideas of a text about the English culture
7. The student is able to elaborate and plan a text with a touristic itinerary of a city.
8. The student is able to make comparisons between two varieties of the same language, as well as to compare them with the mother tongue.

9. Materials and resources

Most of the materials that we will use in this unit are authentic materials and resources which sometimes will need to be slightly adapted to our students.

This unit is going to start with a reading part, following the same storyline as in unit 1, with the same characters. The story is about these characters arriving to London in the present

time and they are curious about the city, its people and their new ways of living. These characters will appear in some of the activities throughout the unit and they will tell the students their experiences and the new things they are discovering. It is important to mention that towards the end of the unit there will also be activities and materials comparing the British English and the American English, as well as cultural aspects about them respectively.

The authentic materials and resources that we are going to use are the following ones:

- These are materials for the students in order to learn touristic information about London such as brochures, maps, photos or tickets:

<https://eurosection.files.wordpress.com/2011/06/london2.jpg> (Appendix 2, picture 1)

<https://m1.behance.net/rendition/modules/31557049/disp/a08b61e4df8faa8980b66ba8dd55b6c3.jpg>

<http://1.bp.blogspot.com/>

POCdmudFBMs/Tu5Nec4WBXI/AAAAAAAAAGs/V56MCxnJzzM/s1600/London_collage.jpg

http://cdn.shopify.com/s/files/1/0284/1216/products/Guy_Fox_London_Children_s_Map_international.jpg?v=1386634459

<http://furnish.co.uk/photos/articles/original/prints/prints-11041.jpg>

[http://resources.woodlands-](http://resources.woodlands-junior.kent.sch.uk/customs/questions/london/images/under/maplarge.gif)

[junior.kent.sch.uk/customs/questions/london/images/under/maplarge.gif](http://resources.woodlands-junior.kent.sch.uk/customs/questions/london/images/under/maplarge.gif)

https://c1.staticflickr.com/3/2501/4243809407_504e55394d.jpg

- Cultural quiz about the English culture and daily life: in this websites it is possible to find different materials and quizzes about the British culture.

<http://es.slideshare.net/eoi.soraya/british-culture-quiz-2010>

https://books.google.es/books?id=_WAUwdEtPMoC&pg=PA36&lpg=PA36&dq=british+cultural+questions+children&source=bl&ots=Va3w7QhQQb&sig=vZv0EgWO1g8Gmz4_Pi56W5TCszc&hl=es&sa=X&ei=Wv6wVPGhC4HEUpvhgvgG&ved=0CG0Q6AEwCQ#v=onepage&q=british%20cultural%20questions%20children&f=false

- English and American English: our students will learn new vocabulary and expressions comparing both varieties. Some materials will be found in this web page.

<http://www.michellehenry.fr/britus.htm>

10. Approximate timing

The timing for this unit will last about six lessons, however, it can take more time if necessary.

UNIT 3. GETTING A JOB

2. Introduction and justification

In this unit, the main characters have decided that they need to get a job. They will need to be very well prepared, because in this new society, things are very different to how they were in the past. The five characters find out the different steps that they need to follow in order to get a job: prepare their CV, finding the adequate job advert for them, applying for jobs, preparing the interview and going to the interview. Students will have to perform these steps at the same time as the characters.

3. Contribution to key competences

This unit will contribute to the development of the following competences:

- **Linguistic and communicative competence:** this competence is developed because language will be the main element used for creating the CV and doing the job interview. Students will learn how to use the language for these purposes and they will learn useful expressions about the topic.
- **Digital competence:** students will learn how to use the computer to search for job adverts, which is something they will probably do in the future outside the classroom. Moreover, they will be able to use the computer to find any information that they need for the elaboration of their CVs.

- **Interpersonal and civic competence:** students will learn how to behave in a job interview and they will develop social skills to use in formal situations.
- **Learning to learn:** students will have to reflect about their skills and abilities that will be useful for the job they have chosen. Moreover, they will become aware of those capacities they need to develop more. Finally, they will learn how to obtain information on their own, which will be useful for their future.
- **Autonomy and personal initiative:** students will have a goal to reach at the end of the unit (getting the job they wanted) and all their efforts during the unit will concentrate on that. They will learn how to work in order to achieve an outcome.

4. Contribution to specific competences

In this unit, students will develop the morphosyntactic competence: they will acquire new vocabulary and expressions about jobs and getting a job and polite forms of address. They will also develop the pragmatic competence, because they will learn how to use the language in formal situations. They will also learn how to organize the language for specific types of text. Finally, they will develop the procedural competence because they will learn how to behave in a particular context and how to address people in that context.

5. Learning objectives

1. To understand the different steps in the process of getting a job
2. To acquire the linguistic resources necessary to apply for a job and for a job interview
3. To be able to follow instructions
4. To keep a conversation about the students' studies, job experiences, skills, weaknesses and strengths
5. To be able to improvise in a conversation
6. To reflect about their own abilities

7. To elaborate a CV
8. To use the language in the formal context of a job interview
9. To write a formal email
10. To find information on the Internet that will help them elaborate the documents necessary to get a job

6. Contents

In this unit, students will work on the following contents:

- Participation in situations of communication in a formal context (more particularly, job interviews), using a formal register
- Understanding of the necessary steps in the process of getting a job.
- Identification of specific information in short texts, namely, job adverts
- Production of texts necessary for getting a job: a curriculum vitae
- Communication with other people by using technology: writing a formal email
- Understanding and use of vocabulary related to jobs and job search.
- Understanding and use of polite forms of expression adequate in social exchanges
- Confidence and initiative to express themselves in public

7. Specific methodology

In this unit, students will work both individually and in small groups. The main purpose of this lesson is for students to create their personal CV because they want to get a summer job, and it is important that they do this on their own, because it is personal. However, during the process, students will have many opportunities to work in groups, especially as they discover the different steps that they need to follow, and the kind of information that they need to include in every step. The teacher will be a guide and will provide any information and help that students need.

8. Evaluation criteria

1. The student knows and follows the different steps in the process of getting a job successfully
2. The student uses the necessary linguistic resources to apply for a job and to do a job interview
3. The student is able to follow instructions correctly
4. The student is able to keep a conversation about life experiences, more particularly those that are required and appropriate for a job: studies, job experiences, skills, weaknesses and strengths
5. The student is able to adapt the speech to any change in a conversation
6. The student is able to write his CV
7. The student is able to identify his personal skills, weaknesses and strengths, and to describe them
8. The student is able to use the appropriate language in a formal job interview
9. The student is able to write a formal email
10. The student is able to use Internet in order to find information necessary to perform the activities in this unit

9. Materials and resources

<http://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-13878.php>

We want students to follow the different steps in the process of getting a job.

First, we will show this video in order to introduce the topic of summer jobs:
<https://www.youtube.com/watch?v=svW5ZOHHVLo>

And an article with ideas for summer jobs:

<http://www.buzzle.com/articles/summer-jobs-for-14-and-15-year-olds.html> (It can be found in Appendix 2, picture 1)

Students will also have to critically comment on this article:

http://www.slate.com/articles/business/moneybox/2011/07/get_a_job_kid.html

After that, they will see different job adverts. They will have to access one of the following websites, with jobs addressed specifically to teenagers:

<http://www.seasonworkers.com/searchresults.aspx>

<http://www.e4s.co.uk/indexNew>

<http://www.studentjob.co.uk/>

In these websites, they will have to find one job that they want to apply for. Everything that they do from this moment onwards will have to do with this job they have chosen. They will have to write a CV. We will show them an example of a CV:

http://esol.britishcouncil.org/sites/default/files/CV_writing_%28E2%29_student_worksheets.pdf

(page 3) and we will comment on the different parts of it. For more information about the different parts of a CV, we will give them the information that we find in this website:

<http://www.myworldofwork.co.uk/content/10-things-you-should-have-in-your-cv>

They will have to prepare and perform a job interview.

<http://jobsearch.about.com/od/internshipsummerjobs/a/summer-job-interview-questions.htm> (It can be found in Appendix 2, picture 2)

<https://www.youtube.com/watch?v=u0S4woZp85g>

10. Approximate timing

This unit plan will last for about five lessons. Each of the lessons will be devoted to a particular step of the process of getting a job, but we can use more lessons if we consider that it is necessary.

Unit 4 - AT THE SHOPPING CENTRE AND AT THE RESTAURANT

2. Introduction and justification

In this unit the characters will go outside in order to buy modern clothes and items and to have lunch. They will visit different shops of the shopping centre including the supermarket and then, they will have to decide among different styles of restaurant to have lunch. With this didactic unit, the students will learn to express their culinary and fashion preferences at the same time they learn new vocabulary related to these fields.

3. Contribution to the key competences

This unit will contribute to the development of the following competences:

- **Linguistic and communicative competence:** Students will speak about their particular preferences in food and their dressing styles. They will have to buy new clothes to stay up-to-date with the times and they will also have to decide where to eat using new vocabulary and structures.
- **Learning to learn:** Students will learn to use different kind of structures and strategies to express their opinion and preferences in the matter of fashion and food.
- **Autonomy and personal initiative:** Students will have to give their point of view trying to convince their classmates. Trying to choose clothes and a restaurant to eat will help them to improve their initiative.
- **Digital competence:** Students will be allowed to use the Internet to search for information which will help them to express themselves in a better way, increasing at the same time their level of grammar and vocabulary.
- **Interpersonal and civic competence:** Students will learn how to respect other opinions and cultures.

4. Contribution to specific competences

In this unit, students will develop the four following sub-competences:

- **Morphosyntactic competence:** Students will practice new vocabulary and grammar about food and fashion. They will learn the importance of the intonation to give an opinion about their likes and dislikes.
- **Pragmatic competence:** They will learn to distinguish different kinds of registers: formal and informal, discovering how to use them depending on the context.
- **Procedural competence:** Students will have to interact with their classmates showing their particular interests to try to find a solution.
- **Intercultural competence:** They will develop it by discovering food and fashion from other time. They will learn to respect other customs and opinions using language as an instrument.

5. Learning objectives

1. To express an opinion or preferences about fashion and food
2. To learn from different cultures
3. To value and respect different options
4. To show initiative when expressing an opinion
5. To look for agreement in a group
6. To know how to behave in a restaurant
7. To know how to speak taking into account different contexts

6. Contents

In this unit, students will work on the following contents:

- Oral and written production of their particular preferences of clothes and food
- Understanding and use of vocabulary and grammar related to fashion and food
- Understanding and use of polite and colloquial expressions (related to fashion and food) adequate in social exchanges
- Organization of ideas for the elaboration of a group project about the main items and places we can find in a shopping centre

- Confidence and initiative to express themselves and giving their opinion to the rest of the classmates
- Understanding of different cultures and customs related to the fields of fashion and food

7. Specific methodology

The methodology that we are going to follow in this unit is both individually and in small groups (projects and tasks). The group work will be very important because the students will have to reach an agreement and each one of them will show his particular preferences and opinions regarding different fashion styles and menus.

8. Evaluation Criteria

1. The student is able to express his opinion and preferences about fashion and food.
2. The student is able to learn from different cultures
3. The student is able to value and respect different options
4. The student is able to show initiative when expressing an opinion
5. The student is able to look for agreement in a group
6. The student is able to know how to behave in a restaurant
7. The student is able to know how to speak taking into account different contexts

9. Materials and resources

Materials and resources deal with the matters of fashion and food

- **Fashion** (Students will speak about their particular preferences in groups of 4-5 people and then they will explain their opinion individually to the whole class) Before it, the teacher will prepare them through these web pages:

http://educativa.catedu.es/44700165/aula/archivos/repositorio//4500/4555/html/EDAD_3ESO_IN_GLES_U3/index.htm

-Trends

http://educativa.catedu.es/44700165/aula/archivos/repositorio//4500/4562/html/EDAD_3ESO_IN_GLES_U9/index.htm

-Shopping: Students will perform a short play in which they have to buy different items in a supermarket as if they were the main characters of the story (groups of 4-5 people). For it, the teacher will train them through this web page:

http://educativa.catedu.es/44700165/aula/archivos/repositorio//4500/4553/html/EDAD_3ESO_IN_GLES_U6/index.htm

-Students will debate about their favourite type of restaurant and then, they will have to write a short essay expressing their opinion about this particular theme. For it, the teacher will show them these websites with vocabulary related to different types of food:

Chinese menu

<http://www.chengdurestaurant.com/menu-cheng-du-restaurant.htm>

<http://takeawaymenu.info/thumbs/amoy-takeaway-menu-chinese-bracknell-menupage2.jpg>

English menu

<https://www.oldenglishinns.co.uk/food-and-drink>

http://www.nelsonstavern.com/images/restaurant/english_menu.pdf

Italian menu

<http://www.cairnsdining.com/articles-italian>

http://kennedycafe.com/?page_id=85 (appendix 2, picture 1)

Spanish tapas menu

<http://spanishfood.about.com/od/tapas/>

<http://www.musthavemenus.com/category/tapas-menus.html>

-How to behave in a restaurant (Students will express their different opinions in groups of 4-5 people). First of all, the teacher will show them this web page, explaining the things he considers necessary for the students:

<http://www.wikihow.com/Behave-Considerately-at-a-Restaurant>

After that, each one of the group will have to make a poster with the main ideas they have learned.

10. Approximate timing

This unit plan will last for about four lessons. The first ones will be devoted to Fashion and the arriving of the characters to the shopping centre and the next lessons will deal with food (how to buy in the supermarket and different styles of restaurant and menus).

UNIT 5. HAVING FUN AND GETTING FIT

2. Introduction and justification

In this unit, the characters will realise that the sports and the way of doing exercise have changed a lot with the passing of time. They will learn some of the current sports and they will also see the new trends about being healthy by means of doing exercise and having fun at the same time. The students will follow these same storyline and will learn and acquire new vocabulary and expressions as well as healthy habits.

3. Contribution to key competences

This unit will contribute to the development of the following key competences:

- **Linguistic competence:** our students will develop this competence since they will use the language in order to learn useful expression about sports and healthy habits.
- **Personal initiative and autonomy competence:** students will learn to develop and support their opinions and assumptions in relation to the topic of the unit.
- **Treatment of the information and digital competence:** students will be able to use technological devices in order to look for information about the topic of the unit. They will also learn to use it in productions required in different activities.
- **Interpersonal and civic competence:** as sports and healthy habits are universal, they can be a perfect vehicle for linking speakers of different countries. Therefore, this unit is intended to increase our students' interest in other cultures.

4. Contribution to specific competences

This unit contributes to the development of the morphosyntactic competence since our students will use the English language as a means for communicating with their classmates. They will need to learn and use new specific vocabulary and expressions related to sports and a healthy lifestyle.

Our students will also develop the procedural competence because they will have to face interaction activities in which they will have to provide to support their opinions.

Finally, our students will develop the intercultural competence since they will learn sports from other cultures, as well as new English expressions from this field.

5. Learning objectives: Concrete indicators of Curricular Evaluation Criteria for the Unit.

In this unit plan, our students are supposed to achieve the following learning objectives:

1. To understand and use the given audiovisual materials related to sports and a healthy lifestyle.
2. To understand and keep a conversation with a classmate about healthy habits and personal experiences related to sports.

3. To accept others' personal opinions and feelings in classroom interactions.
4. To identify and self-correct mistakes in oral and written productions about sports and healthy habits.
5. To identify and summarize the main ideas of an interview, an advertisement and an article.
6. To write an advertisement for a sport or a gym course.
7. To look for information about sports by using the Internet.

6. Contents

This unit is based on some contents which will help students to develop their language skills: listening, reading, speaking and writing. The contents are the following ones:

- General and autonomous understanding of an interview, an article, and some advertisements of sport courses offered in a gym.
- Oral and written productions about their own advertisement of a sport course.
- Confidence and initiative to explain their advertisements of a sport course in front of the class.
- Spontaneous participations in communicative situations in the classroom related to healthy lifestyle and personal experiences about sports, by means of using specific vocabulary and expressions.
- Autonomous search of new specific vocabulary and expressions about sports by using technology.

7. Specific methodology (if applicable)

During this unit, students will work individually and in small groups, in order to accomplish the different activities. The main purpose of this mixed methodology is to teach them how to increase their autonomy as well as their cooperative skills.

8. Evaluation criteria

1. The student is able to use the given audiovisual materials related to sports and a healthy lifestyle.
2. The student is able to keep a conversation with a classmate about healthy habits and personal experiences related to sports.
3. The student is able to accept others' personal opinions and feelings in classroom interactions.
4. The student is able to identify and self-correct mistakes of oral or written productions about sports and healthy habits.
5. The student is able to identify and summarize the main ideas of an interview, an advertisement and an article.
6. The student is able to write an advertisement for a sport or a gym course.
7. The student is able to look for information about sports by using the Internet.

9. Materials and resources

Our students are going to learn aspects about the topic of sports. They will also learn how to succeed in having a healthy lifestyle by having good habits. Most of the activities in this unit will be based on authentic materials and resources adapted to the classroom and our students' interests.

The activities and resources that we will use are the following ones:

- The students will watch an interview of a famous Formula One racing driver:

<http://www.amara.org/es/videos/sCIIQWA94i3h/info/lewis-hamilton-interview-and-lap-top-gear-bbc-autos/>

- The students will use these brochures of gym and sport courses as a guide, in order to create and show their own designs afterwards:

<http://www.mygreenlake.com/wp-content/uploads/2012/03/Fitness-Brochure-1.jpg>

https://sait.usc.edu/Recsports/files/Library/Wellness/pictures/WellUWeek_2013.jpg

http://www.google.es/imgres?imgurl=http%3A%2F%2Fimg.docstoccdn.com%2Fthumb%2Forig%2F4115083.png&imgrefurl=http%3A%2F%2Fwww.gopixpic.com%2F1275%2Fconference-brochure-fitness-new-brunswick%2Fhttp%3A%257C%257Cimg*.docstoccdn*.com%257Cthumb%257Corig%257C91300264*.png%2F&h=1275&w=1650&tbnid=AODqHScE9Kk4UM%3A&zoom=1&docid=st8TwLLi6mj4IM&ei=iAyxVMzeN4HzUKSXgrAD&tbm=isch&ved=0CCoQMygLMAs&iact=rc&uact=3&dur=940&page=1&start=0&ndsp=15

<http://img.petites-z-annonces-maurice.com/en/classified-ads-mauritius/Sports-Hobbies-Recreation-10/Sports-95/COURSES-IN-CHINESE-MARTIAL-ARTS-MAU4181-8297.jpg>

- The students will watch the following video about the controversial issue of whether chess is a sport or not and will also read an article about the same topic:

<https://www.youtube.com/watch?v=FDRo8chLGD8>

<http://chess.about.com/od/chesshistory/a/Is-Chess-A-Sport.htm>

- This activity introduces them to rare or little known sports:

<http://www.ruralsports.co.uk/extreme-unusual-sports-category.html>

<http://www.sandi.net/cms/lib/CA01001235/Centricity/Domain/18699/Sports%20Worksheet.pdf>

- They will also talk about personal experiences such as exciting sport moments. This activity could be used as an introduction for this topic and it is located in the appendix 2, picture 1.
- These activities can be useful in order to introduce and show our students good habits for a healthy lifestyle:

http://www.eslreadinglessons.com/good_health.htm

http://www.google.es/imgres?imgurl=http%3A%2F%2Fimg.docstoccdn.com%2Fthumb%2Forig%2F26033413.png&imgrefurl=http%3A%2F%2Flinksservice.com%2Fhealthy-living-worksheets%2Fimg.docstoccdn.com*thumb*orig*129839581.png%2Fwww.docstoc.com*docs*129839581*HelpingyoungpeopleWorksheets47%2F&h=1650&w=1275&tbnid=7Ybts2_AGuNOFM%3A&zoom=1&docid=qg6NvceuKivLNM&ei=eBOxVPjtLsX2UpucgrgI&tbm=isch&ved=

[0CCMQMygEMAQ&iact=rc&uact=3&dur=338&page=1&start=0&ndsp=25](http://www.google.es/imgres?imgurl=http%3A%2F%2Fimg.docstoccdn.com%2Fthumb%2Forig%2F3748717.png&imgrefurl=http%3A%2F%2Fwww.gopixpic.com%2F1275%2Fworksheet-for-goal-setting%2Fhttp%3A%257C%257Cimg*.docstocdn*.com%257Cthumb%257Corig%257C2782461*.png%2F&h=1650&w=1275&tbnid=Dh3NDRVQZ4QQxM%3A&zoom=1&docid=CPPav_nONUyfxM&ei=eBOxVPjtLsX2UpucgrgI&tbm=isch&ved=0CB8QMygAMAA&iact=rc&uact=3&dur=520&page=1&start=0&ndsp=25) (Appendix 2, picture 2)

http://www.google.es/imgres?imgurl=http%3A%2F%2Fimg.docstoccdn.com%2Fthumb%2Forig%2F3748717.png&imgrefurl=http%3A%2F%2Fwww.gopixpic.com%2F1275%2Fworksheet-for-goal-setting%2Fhttp%3A%257C%257Cimg*.docstocdn*.com%257Cthumb%257Corig%257C2782461*.png%2F&h=1650&w=1275&tbnid=Dh3NDRVQZ4QQxM%3A&zoom=1&docid=CPPav_nONUyfxM&ei=eBOxVPjtLsX2UpucgrgI&tbm=isch&ved=0CB8QMygAMAA&iact=rc&uact=3&dur=520&page=1&start=0&ndsp=25

Another activity is located in appendix 2, picture 3.

10. Approximate timing

The approximate timing for this unit will be about five sessions.

Unit 6 - NEW TECHNOLOGIES

2. Introduction and justification

In this unit the main characters are going to familiarize themselves with the current technologies. The characters will spend a whole day trying to keep up with its unknown and amazing possibilities. With this unit plan, the students will get used to the ICTs and its increasing importance in everyday life at the same time that they learn new English vocabulary and expressions by using them as a learning tool.

3. Contribution to the key competences

This unit will contribute to the development of the following competences:

- **Linguistic and communicative competence:** this competence is developed by means of using and learning features about the new technologies both individually and in groups since the films, blogs and video games they will use will be in the English language. Activities such as debates or group discussions about this topic will also offer more opportunities for communication among students and between teachers and students.
- **Digital competence:** students will be allowed to use the computer to familiarize themselves with all of these technologies.
- **Cultural Competence:** students will learn about different cultures by means of this kind of technologies (videos, etcetera) in addition to learning about the importance of the current technologies which is something intrinsically related to general knowledge or culture
- **Learning to learn:** the use of the new technologies encourages the students' development of the digital competence, providing ways of managing it and therefore, ways of "learning to learn".
- **Autonomy and personal initiative:** students will have to give their point of view about the role of the new technologies to the rest of their classmates. They will have to work in groups negotiating ideas and will learn basic instructions to manage some of these new technologies.

4. Contribution to specific competences

The three main sub-competences that students will develop in this unit are:

- **Morphosyntactic competence:** They will acquire new vocabulary and grammar which will be related both to the new technologies and to general topics.
- **Procedural competence:** Students will have to interact with their classmates showing their own opinions and ideas.
- **Intercultural competence:** Students will be able to learn a lot of things about different cultures by using ICTs as an instrument.

5. Learning objectives

1. To keep a conversation with some of the classmates about the role of the new technologies and their opinion about them
2. To get used to the new technologies, being aware of their different possibilities in the matter of learning a language and culture
3. To understand basic computer skills
4. To show initiative when expressing an opinion
5. To obtain, select and present oral and written information by using ICTs
6. To use the resources available on the Internet in order to search for information.

6. Contents

In this unit, students will work on the following contents:

- Oral and written production of their opinions
- Understanding and use of general and some basic vocabulary related to the ICTs
- General understanding of short cultural videos and songs
- Confidence and initiative to express themselves and giving their opinion to the rest of the classmates
- Organization of ideas for the creation of a poster with the most important ideas of the lesson and also for the making of a powerpoint summarizing the role and the importance of the new technologies

7. Specific methodology

The methodology that we are going to follow in this unit will be essentially small groups (4-5 students). It will be devoted to make students aware of the different possibilities that technology offers to acquire a language, to learn things about culture, to communicate with each other, etcetera.

8. Evaluation Criteria

1. The student is able to keep a conversation with some of the classmates about the role of the new technologies and his opinion about them
2. The student is able to use the new technologies in their different possibilities in the matter of learning a language and its culture
3. The student shows basic computer skills
4. The student shows initiative when expressing an opinion
5. The student is able to obtain, select and present oral and written information by using ICTs
6. The student is able to use the resources available on the Internet in order to search for information.

9. Materials and resources

All the materials will be used in a very flexible way with the main objective of practicing the different skills of the English language: vocabulary, grammar, listening and speaking (pronunciation and fluency).

-Learning English with ICTs. The teacher will explain to the students some of the possibilities of ICTs when learning a language. For it, he will make use of the following websites:

<http://www.bbc.co.uk/worldservice/learningenglish/language/>

Blogs

<http://www.fluentu.com/english/blog/blogs-for-learning-english/>

Multimedia English

<http://www.multimedia-english.com/contents/videos/section/1/tag/88>

Videos

<https://www.youtube.com/playlist?list=PL63FB966A10363FAF>

Games (Students can practice vocabulary or grammar structures)

<http://www.vocabulary.co.il>

News

<http://www.bbc.co.uk/newsround/>

Students will be allowed to use the computer to consult these websites, since it is the main objective of the lesson.

As a classroom activity, students will debate in groups of 4-5 people what they think about the futuristic inventions that appear in this video:

<https://www.youtube.com/watch?v=s3VH0XZu4gY> (vocabulary related to futuristic inventions)

Then, they will have to make a short power point showing their main ideas.

-Another classroom activity will be writing two essays (the first one individually and the second one in groups of 4-5 people) about some technological means collecting information through this webpage:

<http://www.sciencekids.co.nz/sciencefacts/technology.html> (appendix 2, picture 1)

The second essay will summarize the main ideas of each one of the individual essays.

-Text about whatsapp (to debate in class) (appendix 2, picture 2)

<http://www.drawbacksof.com/disadvantages-whatsapp/>

- Articles related with technology (to debate in pairs and then explain the main ideas to the rest of the class)

<http://www.bbc.com/news/technology-30721809>

<http://www.bbc.com/news/technology-30721093>

--**Travelling (Culture):** The teacher will show these videos to their students. Thus, they will practice English at the same time they learn about culture, emphasizing again the way in which the new technologies can contribute to the developing of different types of knowledge:

Stonehenge: <http://es.wikipedia.org/wiki/Stonehenge>

M. Tussauds: <http://www.madametussauds.com/>

British Museum: <http://www.britishmuseum.org/>

The Tower of London: <http://www.toweroflondontour.com/kids>

<https://www.youtube.com/watch?v=rNu8XDBSn10>

<https://www.youtube.com/watch?v=n-isrXSPH5A>

-**Songs:** Use of songs which are available on the Internet to improve the students' ability to listen and pronounce correctly. In this particular unit, students will practice these two songs:

<https://www.youtube.com/watch?v=jAzEhjooP3s>

<https://www.youtube.com/playlist?list=PLB608245BE8F159AC>

10. Approximate timing

This unit plan will last for about five lessons and will be related to the ICTs, their learning possibilities, some basic explanations about them and what they are about.

IV. REFERENCES

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Appendix 1

Rubric for friendly letter-writing

CATEGORY	4	3	2	1
Format	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.

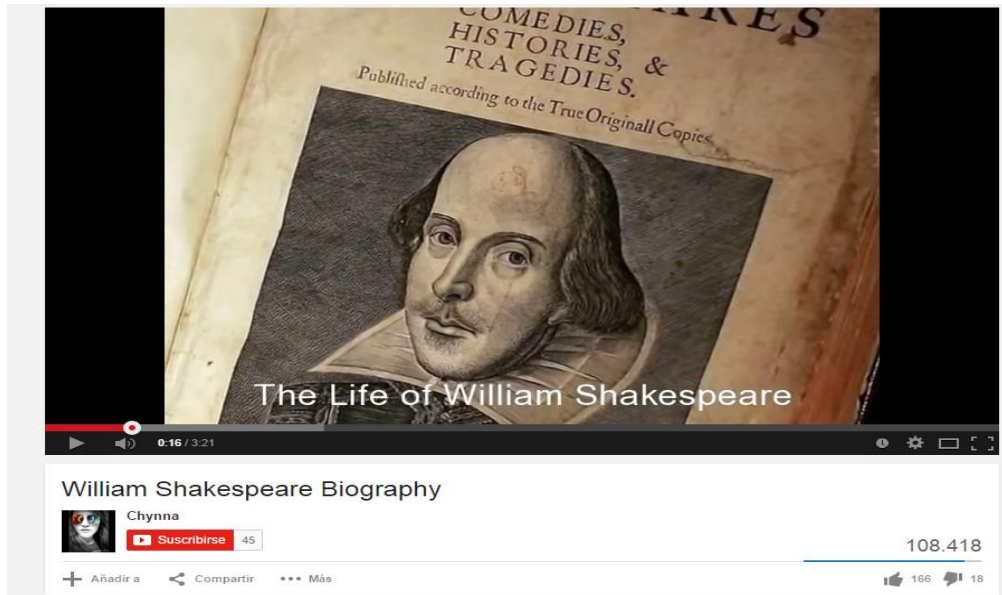
Rubric for story-writing

CATEGORY	4	3	2	1
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
Introduction	First paragraph has a "grabber" or catchy beginning.	First paragraph has a weak "grabber".	A catchy beginning was attempted but was confusing rather than catchy.	No attempt was made to catch the reader's attention in the first paragraph.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Neatness	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.

Appendix 2

Unit 1

- Picture 1:



- Picture 2:



Unit 2

- Picture 1:



WELCOME
TO LONDON

PARK

You can go in St James Park next to Buckingham Palace, this garden is oldest royal park with 23 hectares and many animals: squirrel and birds



Entertainment

British museum

Welcome to this beautiful museum!

It's the most english famous museum and the most



visiting. There is lot of collector's iter like the Sutton hoo helmet and Rosetta Stone.

National gallery

The most interesting museum!

Welcome everybody, youngs, adults and paintings lovers. There are the most beautiful and amazing canvas by famous painters: Van Gog and Hans Holbein.



Unit 3

- Picture 1:

Summer Jobs for 14 and 15 Year Olds

Summer jobs are not just for earning that extra money, but an enterprising way to learn about work culture and ethics. Summertime provides an ample amount of opportunities for teens to explore different kinds of jobs.

Advertisement

Summer jobs prepare teens to deal with challenges associated with jobs and work ethics. Jobs not only incorporate responsible behavior towards self and others, but also proper handling of one's hard-earned money.

Before setting out to gain useful summer jobs, it's important to understand our own capacities and skills. The underlying goal of seeking employment is to enhance or polish our qualities, as well as build those we lack in. There are many companies that hire teens and college students for full or part-time jobs during summers.

Places to Look for Easy Jobs

» Summer Camps

If you enjoy being outdoors and meeting new people, then this is the job for you. Various summer camp organizers look for teens who have some skills or talents in sports, or extra-curricular activities, such as teaching a new musical instrument, new dance steps, swimming, etc., that can be taught to children who enroll themselves in summer camps.

» Golf Courses

Summertime brings many people out to the golf course for golfing. Teens can work as caddies, ground maintenance staff, or housekeeping for golf clubs. One of the best things about working on a golf course is the connections one can build, as most people who play golf are businessmen. So better hone up your people-skills before getting to work.

» Office Jobs

One can gain entry-level employment at many offices. There are plenty of jobs available such as typing, data entry, handling phone calls, telemarketing, running small errands, etc. These jobs can be done on an hourly, part-time, or full-day basis, and they pay well too.

» In Your Neighborhood

Spread the word around your neighborhood that you are available for baby-sitting. However, note that this job requires dedication and basic understanding about taking care of children. Learn different ways to keep children occupied and happy. One job done well will ensure a steady stream of baby-sitting jobs, and money.

» Amusement Parks

Summertime brings crowds in hordes to amusement or theme-based parks. To handle the excess crowd, park owners hire plenty of teenagers as temporary help. They have openings in ticket-counters, games, food service, and ground maintenance. The best thing



- Picture 2:

Summer Job Interview Questions

- Why are you interested in this job?
- When are you available to work this summer? When could you start and when do you need to return to school?
- What days and hours are you available each week?
- Do you have any activities that would prevent you from working your schedule?
- Do you have summer vacation plans?
- Tell me about yourself.
- Why do you think you are qualified for this position?
- Have you ever had difficulty working with a teacher or supervisor?
- If I asked your teachers or your guidance counselor to describe you, what would they say?
- If you have worked before, what did you like best about your last job?
- Describe your ability to work as part of a team.
- Why should we hire you?
- Do you have references I can contact?
- Do you have any questions for me?

Unit 4

- Picture 1:

<i>New York Style Pizza</i>		
12" Small Cheese	8.95	
Add any topping for 0.99		
16' Large Cheese.....	10.95	
Add any topping for 1.49		
Meat Toppings: Pepperoni, Sausage, Ham, Homemade Meatballs, Anchovies, Chicken, Salami.		
Veggie Toppings: Mushrooms, tomato, black olives, fresh garlic, green peppers, onions, eggplant, pineapple, banana peppers, jalapenos, and spinach.		
<i>Specialty Pizzas</i>		
	12"	16"
ATW (All the way).....	14.99	17.99
(Pepperoni, sausage, ham, onions, green peppers, mushrooms, olives, fresh garlic.)		
Meat Lovers'.....	14.99	17.99
(Pepperoni, sausage, ham, homemade meatballs.)		
Veggie Lovers'.....	14.99	17.99
(Mushrooms, onions, garlic, black olives, tomatoes, green peppers, and spinach.)		
Hawaiian.....	12.99	14.99
Cheese Steak Pizza.....	14.99	17.99
Gyro Pizza.....	14.99	17.99
<i>Italian Specialties</i>		
Cheese Calzone.....	9.95	
Add any toping for Calzone - 0.99		
Meat Stromboli.....	11.95	
Veggie Stromboli.....	11.95	
Chicken Roll.....	9.95	
Sausage Roll.....	9.95	
Pepperoni Roll.....	9.95	
<i>Drinks</i>		
Cafe Con Leche		
Small	1.87	
Large	2.80	
Bucci.....	0.75	
American Coffee.....	2.00	
Orange Juice.....	3.00	
Homemade Ice-T.....	2.00	
Fountain Drinks.....	1.75	
Orange Juice.....	3.00	
<i>Desserts</i>		

Unit 5

- Picture 1:



Your most exciting sporting moments...

This week, Duc from Vietnam writes:

The most exciting football ¹ match I have ever seen was the 1999 Champions' League Final between Manchester United and Bayern Munich in the Nou Camp ² stadium in Barcelona.

After 90 minutes Manchester United were losing 1-0. The Bayern Munich ³ fans in the stadium were already celebrating their ⁴ team's victory. The Manchester United fans in the stadium and millions around the world were watching in despair.

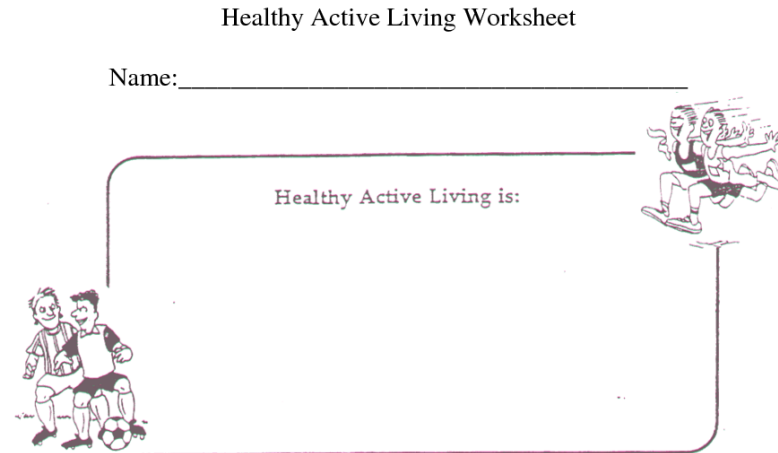
There were now just three minutes of added time. 20 seconds passed and United got a corner. The atmosphere in the stadium was incredibly intense. All the Manchester United ⁵ players (including their goalkeeper) were in the Bayern Munich penalty area. David Beckham took the corner and Teddy Sheringham ⁶ scored. It was 1-1!

The Manchester United fans were ecstatic. There was only about one minute left now but United attacked again and scored another ⁷ goal. Now it was 2-1! 30 seconds later we heard the ⁸ referee blow his whistle. The match was over. United were the ⁹ champions! Many of the Bayern fans and players were crying. They had lost the match in less than three minutes.

The next day I read that the UEFA president missed both Manchester United's goals. He was going down to the ¹⁰ pitch to give the cup to the German team when United scored their first goal and he was going back up to his seat when they scored their second! He missed the most exciting and unforgettable three minutes of football I have ever seen.



- Picture 2:



Healthy: good nutrition, good hygiene, enough rest, non violent conflict resolution, free of drugs, alcohol, cigarettes, safe sexual choices, no risky behaviors., able to handle stress

Active: doing some form of physical activity 30 minutes a day

Physical Fitness

Physical fitness is the ability of your body systems, including your circulatory, muscular, and skeletal systems to work efficiently. Being physically fit means being able to do physical activity with the least amount of energy, or doing a day's work with energy left over for leisure activities.

The Benefits of Daily Physical Activity

There are many benefits from regular exercise. Basically it will improve your longevity and quality of life. Specifically, **Physical fitness will improve you:**

- | | | |
|---|---|--|
| <input type="checkbox"/> physical appearance | <input type="checkbox"/> self confidence | <input type="checkbox"/> health (less heart disease, obesity, backache, high blood pressure, ulcers) |
| <input type="checkbox"/> enjoyment of life | <input type="checkbox"/> relaxation | <input type="checkbox"/> energy level |
| <input type="checkbox"/> muscular development | <input type="checkbox"/> ability to sleep | <input type="checkbox"/> flexibility |

Rank these benefits listed above from 1 to 9, where number 1 is the benefit that you consider most important to you, and 9 is the least important.

Regular exercise affects your personal appearance to. It will:

- | | | |
|--|---|--|
| <input type="checkbox"/> improve posture | <input type="checkbox"/> improve body shape | <input type="checkbox"/> make body movement more efficient |
| <input type="checkbox"/> reduce body fat | <input type="checkbox"/> define muscles | |

Rate the above list from 1 to 5, number 1 being the change you would be most pleased with.

- Picture 3:

8
B

G quantifiers, too, not enough
V health and lifestyle
P /s/, /u:/, /aɪ/, /e/; linking

How old is your body?

How old are you? How old is your body? The answer to these two questions isn't always the same. Our body age can be much younger or much older than our calendar age (even eighteen years different!). We can now calculate our body age by answering questions about the way we live. If our body age is older than our calendar age, we should change our lifestyle.

EXERCISE
I know I'm too fat because I don't do enough exercise. I spend too much time sitting in studios. All I do is play squash, but I don't play very often – about once a month. I would go to a gym if I had more time.

DIET
I eat quite a lot of fresh food and a lot of fruit, but I probably eat too much meat. My girlfriend says I don't drink enough water. I drink a little alcohol – just a glass of red wine with my dinner. But I don't drink any beer. I drink a lot of coffee. It goes with the job.

LIFESTYLE
Like everybody I'm too busy! There aren't enough hours in the day. I love my job but I work too much (sometimes I spend 14 hours a day in the studio – that's too many). I often feel a bit tense and irritable. I smoke a few cigarettes when I go out, but I'm not a regular smoker. I only wear sunscreen when I go to the beach. My skin is quite dark so I don't think it's a problem.

PERSONALITY
I'm quite pessimistic. I always think that things will go wrong – and they usually do, especially at work.

SOCIAL LIFE
I don't have much free time but I have a few close friends and I try to see them regularly. If I'm too busy then I phone them.

DOCTOR'S VERDICT:
Tariq should do more exercise, for example he could walk to work. This would help him to control his stress. His diet is quite healthy but he should drink more water and less coffee. He must give up smoking. Although his skin is quite dark he should wear sunscreen all year round, even in winter. And he should try to be more positive.

Tariq, a record producer
Calendar age 32 Body age

1
a

b

c

d

2
a

b

c

What's your body age? Do our quiz and find out

EXERCISE

- How much do you walk a day?
a a lot b not much c very little
- How much sport and exercise do you do a week?
a a lot b a little c none

DIET

- How much fast food (processed and pre-prepared) do you eat?
a I eat too much. b I eat quite a lot.
c I don't eat much. d I don't eat any.
- How many portions of fruit and vegetables do you eat per day?
a only a few b quite a lot c a lot
- How much water do you drink?
a a lot b quite a lot c a little
- What's your worst diet habit?
a I eat too much fat. b I eat (or drink) too many sweet things.
c I eat (or drink) too much. d none of these

LIFESTYLE

- How many cigarettes do you smoke a day?
a none b a few c a lot
- How would you describe yourself mentally?
a I am a very positive person. b I am not positive enough.
c I'm quite pessimistic.
- How would you describe your stress level?
a I am too stressed. b I am stressed, but it's under control.
c I am quite relaxed.
- How often do you wear sunscreen?
a all year b only when I'm on holiday c when it's sunny

SOCIAL LIFE

- How many close friends do you see regularly?
a a lot b quite a lot c a few d not many / none
- How much time do you have for yourself?
a none b not enough c quite a lot

Unit 6

- Picture 1:



Advantages of Using Whatsapp

Some of the great advantages of using Whatsapp are:

- You can easily send free messages to any part of the world without any charges. This service is completely free.
- All tools provided by Whatsapp are very easy to use.
- It do not have any advertisements on display screen.
- This app automatically imports the contacts from your phone and tells you that how many of your friends are using Whatsapp.
- You can share your location, photos, status with your friends.
- You need not spend any money for chatting and sharing with your friends.
- It also allows you to send 100 messages a month to any of your friends not using Whatsapp for free.

Disadvantages of Using Whatsapp

Everything having a plus point also has some negative points too. So here are some of the disadvantages of this brilliant app:

- You can chat to friends that only have smart phones supporting this application and to friends having their account on Whatsapp. You can just send 100 messages in a month to friends not having Whatsapp on their phone.
- You must have access to internet to send and receive messages for free and the messages are also not sent to the phone inbox.
- You need to pay \$0.99 for renewal after every year.
- You cannot call using this app to your friends for free.
- Your profile picture is visible to every person having your contact number and using this app, whether known by you or not.

- Picture 2:

Television

Television has dominated modern living rooms for years, learn how it works with our range of fun television facts for kids. Find information related to the history of television, modern technology, popular shows and much more.



Money

Money helps the world run smoothly and is an important part of a stable economy. Learn how long we've used it, why we use it, the names of some different currencies, why coins have been used for so long and more.



Video Games

Video games have become a popular form of mainstream entertainment, a multi-billion dollar industry at the cutting edge of technology. Read some great facts about a range of video game related topics.



Computers

Enjoy our wide range of fun computer facts which help shed light on a number of computer related topics. Learn about hardware, software, the history of computing, networks, how we use computers and much more.



Cell Phones

Mobile phones have become an important part of our everyday lives. We use these powerful tools to keep in touch with friends, search the web, take photos and more. Check out our fun cell phone facts for more info.



The Internet

From humble beginnings, the Internet has transformed the way we gather information, interact with friends and family and entertain ourselves. Enjoy our Internet facts that cover everything from emails to the World Wide Web.



History of Robotics

Although we've seen some amazing advancements in robotic technology in recent years, the groundwork was laid in much earlier times. Read about some of the important moments in the history of robotics.



Types of Robots

Get some great information on the world's most exciting and technologically advanced robots. These robots range from cute and cuddly to feature packed and functional.



Appendix 2

- **Learning Unit:** Mad about Mobiles! (*Diseño, Organización y Desarrollo de actividades para el Aprendizaje del Inglés*).

-Learning Unit-

Mad about Mobiles!

-Diseño, Organización y Desarrollo de actividades para el Aprendizaje del Inglés-

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1. INTRODUCTION.

This learning unit has been designed according to the legal provisions and always taking into consideration students' needs, interests and differences. In addition, these tasks and materials are expected to be beneficial for them, having a positive influence on their learning process and leading and preparing them for the acquisition and communication in English in real world situations. In order to achieve these aspects -acquisition of and communication in the English language-, this unit will also take into account the evaluation of both the teaching and the learning process by means of different tools and instruments.

1.1. Justification and purpose.

As the Aragonese Curriculum states, the communicative competence is a cornerstone throughout this document and especially in the learning process of foreign languages. For this reason, this learning unit has been designed mainly in order to develop this competence in students, especially in an oral way, as they present some difficulties in relation to these aspects. This means that its main purpose is to improve learners' speaking skills, however, it will also work on the other three language skills in an integrated way.

In addition, this learning unit will improve students' level of motivation by getting them to speak about a daily topic such as mobiles phones and by involving them in activities that are designed to promote their participation and engagement. This is a trending and appealing topic in our current, technological and communicative society that concerns students since they are very young. Therefore, this document and its activities will be based on real life contexts and situations, making use of authentic materials and always considering students' interests and needs as it is indicated in the curriculum. As a result, it will promote the acquisition and development of the communicative competence in students, at the same that they enjoy the English lessons.

It is worthy mentioning that all the lessons are aimed at a final task in which students will have to design in groups an advertisement about the perfect mobile phone according to different perspectives and necessities (students, parents and teachers), which they will have to explain and perform orally afterwards.

As it has been mentioned before, this learning unit has been designed according to the legal provisions of the Aragonese Curriculum for Secondary Education specified in the *Orden 9 de Mayo de 2007*, which is based on the National Curriculum of the *REAL DECRETO 1631/2006, de 29 de diciembre*. Besides, the Common European Framework of Reference for Languages (CRFRL) has been also considered in this paper as it was used as a reference in the development of the foreign languages sections in the curriculums.

It can be said that both documents have as their key idea and objective the development of the communicative competence, which the Aragonese Curriculum defines as “el dominio intuitivo que el hablante posee de usar e interpretar la lengua apropiadamente en el proceso de interacción y en relación con el contexto social.” (Aragonese Curriculum, 2007, pp.246) In addition, these documents also share the same objectives, the basic competences and the evaluation criteria.

1.2. Contextualization.

Regarding the features of the group, this learning unit is addressed to the third grade of ESO, formed by 23 students. Generally speaking, they have a good level in the different language skills, always considering the individual differences among them. It is worth mentioning that this group of students are not very participative during the lessons, especially during the speaking activities, as they do not feel comfortable using the English language in front of their classmates, and consequently, they tend to use their mother tongue all the time.

This situation has been getting worse progressively, since they have never had a teacher who implemented more dynamic and speaking-focused activities which could help them to be less anxious while using the target language, having more self-esteem and autonomy. For this

reasons, this unit plan will focus mainly on solving these problems, making the lessons more dynamic and appealing for them.

Other important aspects that need to be considered in relation to the features of this group are their readiness and previous knowledge. As starting point, the teacher will have to bear in mind that although they have already studied the modal verbs in the final lesson of the previous year, they need to work more on them during this unit. It seems that this is a topic in which students show difficulties in acquisition. Therefore, this unit plan is intended to help them to revise their previous knowledge, amplifying it as well. Moreover, this group has also worked on the vocabulary and expressions related to mobile phones, however, this topic will be also intended to amplify their knowledge.

Regarding the interest of this group of students, and as it has been already mentioned in the previous section, this unit plan follows the Curriculum, promoting students' interests and needs with a daily topic in our current society which is close and familiar to young people: mobiles phones.

Moreover, it is worth mentioning that this topic is even more appealing and suitable for this particular group of students as they really enjoy new technologies. They have participated at the beginning of the course in a competition related to this topic in the subject of technology and they seemed really enthusiastic while designing the project.

Another important characteristic to mention is that there are two immigrant students that belong to this group (Moroccan and Rumanian). However, they do not require from any adapted materials as they have been in the country for many years, being at the same level of knowledge in the target language as their classmates.

Therefore, there are not significant differences among the students in this group and none of them requires from any curricular adaptation. What really needs to be taken into account is that all of them are different, having diverse learning styles. For this reason, as teachers we have

to provide them with different tools and learning strategies that could be useful for all of them, considering multiple intelligences as well. For this reason, this learning unit will include activities and materials that will consider these multiple intelligences, such as videos and cooperative activities, trying to make them infer knowledge, use their logic and reflect about tasks, their classmates and themselves. In addition, these chosen materials together with the use of the ICTs will help students to follow the lessons in a better way by means of establishing connections and becoming more autonomous and lifetime learners.

Finally, another important aspect related to this group of students that has been considered while designing this learning unit and its activities is that the educational centre in which it is applied has different resources such as a library and the called “Aula 2.0”. It provides with free access to Internet, a digital blackboard, a computer for the teacher and one laptop for every student.

1.3.Organizati3n of the learning unit.

This learning unit is divided into six lesson plans of 50 minutes that will be implemented around the month of April, fitting with the rest of the course since modal verbs are a difficult grammatical aspect that needs from previous knowledge revision and scaffolding.

Furthermore, as it has been previously mentioned, the six lesson plans of this learning unit are sequenced and organised towards a final task that will be carried out in a seventh lesson. In groups, students will have to design an advertisement about the perfect mobile phone according to different perspectives and necessities (students, parents and teachers), which they will have to explain and perform orally afterwards. This final task is designed with the intention of developing students’ oral skills and strategies, at the same time that they are working cooperatively in groups, sharing and exchanging their work with their classmates. Additionally, they will also gain autonomy and critical analysis as they will have to assess themselves and their classmates during the presentations.

Finally, it can be mentioned that each of the lessons will develop and consider the four language skills.

2. LEARNING UNIT OF WORK.

As it has been previously mentioned, this learning unit is based on the Aragonese Curriculum and for this reason all the parts of this section will follow the same pattern. Furthermore, all these parts will be in line and in accordance with each other.

2.1. Contributions to the key competences.

This learning unit contributes to develop the six key competences established for foreign languages which combine knowledge, skills and attitudes appropriate to different contexts and situations in an integrated way. These competences are developed through the different stages of Secondary Education and they are particularly necessary for personal fulfilment and development, social inclusion, active citizenship and employment.

The teaching-learning process should focus on the integrated and combined development of all the competences together, which means that students should acquire them at the same time and in all their interrelations, as it happens in real world situations.

This learning unit contributes to the development of the key competences in the following way:

- **Linguistic communication competence.**

Learning a foreign language contributes directly to the development of this competence, since it improves the general communicative capacity of the learner which means that students will have to develop their ability to understand and communicate both written and orally about different topics such as mobile phones and advertisements, using modal verbs as well.

- **Learning to learn.**

It is very useful for students of a foreign language to become aware of their own learning process in order to know and develop procedures and strategies, deducing how the language works. These lesson plans will provide students with situations and opportunities of cooperative work, self-evaluation, and autonomous learning which will lead them to identify their own capacities, weaknesses and strengths, always taking into account their needs.

- **Personal initiative and autonomy competence:**

Students will learn to develop their own ideas, promoting an autonomous critical point of view about their work and efforts, as well as the world around them. This will make them reflect about the whole subject, and also the tasks and topics of this unit such as the controversies around the advertisements and the use of mobile phones, among others.

- **Treatment of the information and digital competence:**

This learning unit encourages the use of computers, the Internet and the digital board in a responsible way, which will be useful for practical aspects in their lives outside the classroom. These new technologies will be helpful for students in order to search for information necessary to do some of the activities of the unit, especially the final task; and also in order to upload their homework and essays to the educational network Edmodo.

- **Interpersonal and civic competence:**

The learning unit will develop this competence as it is intended to promote students' contact and familiarization with their classmates' points of view about aspects related to the unit and reality, developing respectful attitudes towards others' opinions and thoughts as well as social contexts, behaviours and cultures. This means that students will have to listen and respect their classmates' contributions by means of negotiating, thinking, giving reasons and taking decisions in order to reach common goals.

- **Cultural and artistic competence:**

Learning a foreign language contributes directly to the development of this competence as it can be considered as a vehicle to transmit cultural aspects. In particular, this learning unit will provide students with opportunities to use the target language in situations similar to the reality of English-speaking countries, always promoting a respectful attitude towards the target language.

As previously mentioned, learning a language can be considered as a competence itself, the communicative competence, which is developed throughout the whole curriculum. Taking it as a cornerstone, it can be said that this learning unit will also contribute to the development of four subcompetences:

- **Morphosyntactic competence:** it develops students' knowledge about lexical, grammatical and phonological aspects of the language by means of using those aspects during the activities of the lessons.
- **Pragmatic competence:** this learning unit will provide students with different situations in which they will have to adapt their use of the language considering the context.
- **Procedural competence:** students will become aware of their own knowledge of the language as learners, realising about their already acquired knowledge and what they need to improve. For this reason, they will develop their autonomy in learning and their abilities to interact with the rest of their classmates.
- **Intercultural competence:** students will become aware of the relationship between their own cultural aspects and those of the target culture, always considering them with respect.

2.2. Objectives.

Regarding the objectives of this learning unit, it can be said that they are appropriate at this moment of the course since they are designed in a progressive way from the beginning to the

end of the year. The objectives that students need to achieve in this learning unit are the following ones:

- To recognise and demonstrate an understanding of the new vocabulary accompanied with visual materials and being adequate to students' capacities and interests.
- To apply previous knowledge in order to acquire new vocabulary and generate ideas in a brainstorming.
- To understand and produce short written messages in context.
- To express different opinions in relation to questions about topics close to them, supporting their ideas with valid arguments and considering others' opinions.
- To understand and comprehend texts and videos about topics close to them in order to learn and identify main features as well as their structures.
- To formulate and list conclusions about texts, discussing and justifying their ideas.
- To produce oral comments by giving advice and making comparisons.
- To identify and use modal verbs appropriately in different contexts.
- To make a summary obtaining the general idea of videos.
- To formulate and compose a text commenting advantages and disadvantages about topics close to them.
- To demonstrate a good use the Internet and technological resources in order to search for information and upload their work.
- To produce oral messages in an appropriate register showing their efforts and achievements as well as their critical understanding of their own work.
- To explain and assess their own and their classmates' work by means of valid arguments in order to provide and receive feedback.
- To show initiative when participating and performing classroom activities, working in a cooperative way.
- To show a respectful attitude when learning and using the English language in the classroom tasks.

2.3. Contents.

The Aragonese Curriculum as well as the National Curriculum, organises the contents in four sections or blocks which specify the skills that have to be developed in each grade of the Secondary Education. It needs to be said that the syllabus of every course plan is flexible and open to changes depending always on the situation and the students' needs.

This section includes the specific contents for this learning unit which are in accordance to the third year of ESO and consist on the following blocks:

Block 1: Listening, speaking and oral interaction.

- Oral production of descriptions and brief explanations about experiences, preferences, advertisements and opinions.
- Spontaneous participation in communicative situations and activities in the classroom, using the most common conventions of the communicative context.
- Understanding of information about topics related to their interests, such as mobile phones and travelling abroad; as well as their experiences in face-to-face communications.
- General understanding of messages from different sources, like videos; which are appropriate to their capacities and experiences.
- Understanding of instructions in different contexts.

Block 2: Reading and writing.

- Understanding general and specific information of authentic or graded texts in paper or digital form, dealing with topics related to their interests and needs.
- Use of reading comprehension strategies such as topic identification due to their previous knowledge about the topic, the inference of meaning out of the context, visual elements, and so on.
- Use of the appropriate register taking into account the receiver of the message.

- Composition of different texts in response to specific communicative situations, using appropriate vocabulary according to the subject and context, cohesion of ideas and use of basic strategies in the writing process (planning, drafting and revision).
- Correct use of spelling and punctuation marks.
- Showing interest in the careful presentation of written texts, in paper and digital form.

Block 3: Understanding of the language through its use.

Reflecting on the language in communicating.

- Understanding and use of common expressions and vocabulary on interesting and daily topics, related them to the contents of other subjects of the curriculum.
- Understanding and use in communicating different structures and functions appropriate to the context or situation.
- Recognition and use in communicating the basic elements of discourse, structuring them according to the type of text.

Reflecting on learning.

- Use of strategies to organize, acquire, remember and use vocabulary.
- Organisation and use of learning resources such as dictionaries, libraries or ICTs.
- Involvement in the evaluation process of their learning, reflecting on their own learning process.
- Acceptance of errors as part of the learning process, taking a positive attitude to overcome them.
- Organization of personal work as a strategy for the learning progress.
- Development of attitudes, procedures and strategies that enable teamwork.
- Confidence and initiative for public speaking and writing.

Block 4: Socio-cultural aspects and intercultural awareness.

- Appreciation and use of the foreign language as a means of communication with people from other cultures and as a tool to familiarise with some aspects of these cultures.
- Understanding of the personal enrichment that arises from the contact with other language and thus, other culture.

Cross-curricular contents.

As for the cross-curricular contents of this learning unit, it develops the following:

- Education for tolerance: students will learn the importance of respecting features from other cultures, as well as their classmates' opinions, ideas and suggestions.
- Education for coexistence: students will learn together by means of cooperating, planning, negotiating and resolving conflicts.
- Education for interculturality: students will learn about the foreign language's culture, values and customs and they will learn to create an atmosphere of respect and tolerance, encouraging thus intercultural relations.

2.4.Methodology.

This learning unit is designed to follow the different methodological orientations of the Aragonese Curriculum, being in agreement with the objectives as well as the communicative competence and intrapersonal and interpersonal competences. This will allow students to achieve and improve their autonomy, being capable of various learnings and get successfully in a multicultural society.

In these lesson plans, one of the most important competences is the communicative one, which is promoted by activities based on real world situations, this means that it will be based on the Communicative Language Teaching Methodology. However, it is important to approach the design of the learning unit by means of taking a general perspective in order to develop all the competences in an integrated way.

The lessons are going to follow the task-based approach including different activities that will emphasise students' active role, this means student-centered; and the use of authentic materials that will allow them to face situations similar to the real world as it has been said before. In addition, the selection and order of the contents are going to be determined by the students' necessities and interests, being as flexible as possible.

Although this learning unit will not follow a fully traditional structure of a textbook, there are still some exercises that might follow these traditional patterns. However, it can be said that there have been some attempts to be innovative with the use of new and authentic materials and types of activities such as a final project of an advert, in which students will have the possibility to try their best while learning in an inductive way. Furthermore, it can be said that these activities will develop students' fluency and learning autonomy and, on the contrary, there will be also more guided activities which will lead them to achieve a more complex level of accuracy.

It has been also considered that both individual and cooperative work are essential in the teaching-learning process, therefore these learning units will try to make students work individually and collaboratively in pairs and groups. It can be said that individual work is used for personal grammar exercises whereas working in groups requires using social and collaborative skills as well as interaction, in situations like oral presentations or discussions.

As regards students' participation, it will be also considered and encouraged by the teacher by means of a points system. The teacher will give a point to the students that participate in class by using the English language and at the end of each lesson, the teacher will collect those points. This is a useful mechanism to engage students to participate in the classroom using the target language. The following is an example of how to present the points system to students: *I have got a system: if you participate in class in English by raising your hand, I will give you a point and the winner will have a prize.*

It is also important to comment that differentiation will be also considered in the design of some of the activities of the learning unit since they provide students with different input that will adjust to their level.

Finally, in terms of evaluation, students are going to follow a continuous, formative and differentiate assessment from the rest of the subjects, as it is said in the Curriculum. It is

necessary to consider that evaluation does not only involve grading students but also a process of self-improvement on both the teaching and the learning processes.

2.5. Evaluation of teaching and learning process.

It is important to evaluate not only the results and abilities, but also the whole learning and teaching processes. For this reason we have decided to put in practice an observable guide or journal in which there will be included the teacher's self-reflection, as well as positive and negative comments after each lesson. It has to be said that this tool will be devoted to evaluate both the teaching and learning process, but especially the last one; and for this reason, it will be included in the following section as well.

As regards the evaluation of the learning process, the teacher will select different instruments, such as rubrics, portfolio and exams that will be comment in the following section. In relation to the exam, students will have to do a test at the end of the unit considering the contents of this and the previous unit. Students will also have to perform an oral presentation as main task of the unit, as well as a written post.

2.6. Evaluation criteria and assessment tools.

It is necessary to evaluate the degree of achievement of competences of students so that it will be possible to follow their progress as well as motivating and encourage them to improve their output. For the evaluation of the learning process, it will be considered the following assessment tools or instruments:

- Students' self-assessment and peer-assessment during the final task is a way of incorporating learners gradually to the process of taking decisions and having responsibilities about their own learning. This will be performed by means of a checklist

in which students will assess their own presentations and their classmates' (see appendix 7, materials A).

- Rubric for the assessment of speaking in the oral presentation during the final task (see appendix 7, materials B).
- Rubric for the assessment of writing a web forum post (see appendix 7, materials C).
- Students' involvement and participation in doing the final task and in relation to their group work will be assessed by means of a diary in which they will write down all the problems and achievements while doing the final task. This diary will be delivered the day of the oral presentation of the final task (see appendix 2, materials E).
- The direct observation and the teacher's diary will provide information about oral skills and participation in the classroom activities, as well as students' interest in the subject. This personal diary can be also considered as a way of organising teachers' thoughts and opinions, offering continuous information about students' ways of learning and about their progress, which can be very useful for teachers in order to modify aspects of their teaching practice.
- One minute paper will be used at the end of the first lesson as it can be considered as more intense and difficult to assimilate in terms of contents. This instrument will provide with useful information about students understanding.
- Portfolio including the advert and the diary with its process.
- An exam at the end of the learning unit including the concepts, vocabulary and grammar that has been explained.

Regarding the evaluation criteria, at the end of this unit, students will be able to:

- Express their opinions about topics such as mobile phones, their characteristics, and how to use them properly, among others.
- Design adverts in groups about mobile phones, performing and explaining them in an oral presentation.

- Demonstrate understanding for other's opinions when participating in conversations about mobile phones and advertisements, as well as being able to offer their own opinions, demonstrating a critical spirit.
- Have an active role and participation in pairs, groups or classroom activities, expressing and respecting opinions, thoughts and experiences.
- Demonstrate understanding of the different texts such as articles, descriptions, forum posts and advertisements and comic strips about modal verbs or topics close to their contexts such as mobile phones, identifying their structure, as well as the general and specific vocabulary, expressions and grammatical structures.
- Use reading strategies to identify the main topic and the secondary ideas on a text about controversial issues related to mobile phones by paying attention to textual and paratextual elements.
- Infer the meaning and function of modal verbs by paying attention to the context.
- Write texts of varied nature such as text messages and posts on web forums with clarity, coherence and accuracy, trying to use new and previous vocabulary.
- Understand key ideas from audiovisual materials such as controversial videos of advertisements about mobile phones.
- Cooperate in the planning, development and evaluation of activities, taking an active role on the process, especially on the final task.
- Self-correct their oral and written productions when participating in the classroom activities, when writing the web forum post and also during the final task; by means of using their new and previous knowledge.
- Search for information and solve doubts about activities related to mobile phones and advertisements, using reliable Internet sources.
- Know the social norms and conventions of other countries and the proper use of mobile phones abroad, relating them to the conventions of their own country.

As for the grading criteria for this learning unit, the percentages will be the following:

- Use of the English language in class, showing interest and respect for doing the different activities and homework, as well as for the different cultural aspects of the language:
10%

- Oral presentation and cooperative group work in the final task: 20%
- Portfolio including the advert and the diary 10%
- Writing skills in creating a web forum post: production of suitable structures taking into account register, lexis, genre and context: 15%
- Short written test at the end of the learning unit (including this and the previous unit): 40 %
- Use of the technological resources regarding these aspects: looking for information on the Internet in order to complete their projects, essays, tasks and oral presentations: 5%

3. LESSON PLANS.

3.1.Lesson 1:

Unit of work: Mad About Mobiles.	Title of the lesson: Finding out about Mobiles.
Grade: 3° ESO	Number of students: 23

LEARNING OBJECTIVES:

At the end of the lesson SS will be able...

- To recognise and understand the new vocabulary related to mobile phones accompanied with visual materials, being adequate to students' capacities and interests.
- To apply previous knowledge in order to identify the uses of mobile phones in different contexts.
- To understand and produce short written text messages in context.
- To show initiative when participating and performing classroom activities, working in a cooperative way.

MATERIALS: YouTube video about a mobile phone advert, handout including some questions related to mobile phones and students' habits, a bag with some objects inside related to mobile phones, a table with images and definitions about objects related to mobile phones, and whatsapp text message conversations.

ACTIVITIES:

STAGE 1: Pre-task: 10'

1. Warm-up:

1.1. The teacher will show students a video (see appendix 1, materials A). After watching it, the teacher will ask them what they think about the video and if they can guess which is going to be the topic of this unit.

1.2. Then, the teacher will introduce the topic to students, telling them that it is about mobiles phones. The teacher will give them a handout with some questions related to mobile phones and their habits (see appendix 1, materials B) and students will put a tick or a cross discussing those questions in groups.

1.3. Class share: both teacher and students will comment their answers together and they will show a thumb up or down depending on their answer. The teacher will explain and clarify some possible doubts and expressions:

- *Do you know it means that expression? To be crazy about something? And switch off your mobile phone?*

STAGE 2: Task: 25'

2.1. Activity 1: The teacher will show students a bag, explaining them that inside it there are some objects related to mobile phones and that they have to guess them (see appendix 1, materials C). The teacher will move around the classroom, asking for volunteers. Inside the bag there will be a mobile phone, a battery charger, headset, a digital camera, touch screen, a calendar and an alarm clock. Students will have to touch the object, without seeing it, and try to guess what it is. After guessing, the teacher will write the name of the objects on the blackboard and will ask them to note them down on their notebooks.

2.2. Activity 2: The teacher will project some pictures and the definitions of some objects related to mobile phones and students will have to match the definition to the pictures: keypad, display, ringtone, videophone, voicemail and caller ID (see appendix 1, materials D). Then, we will correct the exercise projecting it. In order to correct the exercise, the teacher will tell students:

- *Can you read the definition and tell me what do you think?*

2.3. Activity 3: The teacher will ask students to consider three or four things that a mobile phone can be used for, apart from sending messages. The teacher will write the following structure in order to help them: *I use my mobile phone to/as....*

Students will also have to bear in mind the vocabulary of the previous activity. The teacher will let them think about some ideas in pairs and after 3 or 4 minutes, and will brainstorm those ideas on the board. In order to provide students with more ideas, the teacher will give them some suggestions:

- *Calculator diary, calendar, watching videos, send emails, alarm (clock), play games, camera, voice recorder, torch, music player, notebook, photo album, maps, GPS phone*

Then, students will discuss which three are the most important by giving reasons.

STAGE 3: Post-task:15´

3.1. Activity 1: The teacher will ask students if they have ever used text messages and if there is a special language or code related to them. The teacher will explain this language providing students with some examples on the blackboard and they will have to guess what they mean (see appendix 1, materials E).

Then, the teacher will tell students that he/she has received some codified messages and if they can help them to guess what they mean. They will do the first message together and the second individually (see appendix 1, materials F).

After that, students will have to write a message to a friend on the blackboard using some abbreviations and the rest of the class will try to guess the message. Those messages will be contextualised as the teacher will give them some papers with situations (see appendix 1, materials G).

3.2. Activity 2: If there is any time left, students will answer briefly to two questions about the lesson, delivering them to the teacher at the end.

- *Which are the most important things or vocabulary that you have learnt during this lesson?*
- *Which points in the lesson are not still clear enough in your mind?*

ASSESSMENT AND FEEDBACK:

The teacher will help students in doing their tasks and will solve any doubt that they may have. In addition, the teacher will provide students with examples in order to help them understand the new vocabulary, ideas and concepts of this lesson plan.

The teacher will consider students' participation and use of the English language.

HOMEWORK:

Students will have to finish their short messages at home if there is not time.

3.2.LESSON 2:

Unit of work: Mad About Mobiles.

Title of the lesson: How much do you love your mobile phone? Could you live without it?

Grade: 3° ESO

Number of students: 23

LEARNING OBJECTIVES:

At the end of the lesson SS will be able...

- To express different opinions in relation to questions about mobile phones in the students' context, supporting their ideas with valid arguments and considering others' opinions.
- To understand and comprehend a text about mobile phones in the students' context.
- To use previous knowledge about modal verbs in order to identify and use them appropriately.
- To formulate and list conclusions about the perfect mobile phone, discussing and justifying their ideas.
- To show initiative when participating and performing classroom activities, working in a cooperative way.

MATERIALS: Text: *Mobile Phones*, document with some questions to be projected, different handouts including the same text about mobile phones, two exercises (the first one considering differentiation), and a handout with as a diary for the project.

ACTIVITIES:

STAGE 1: Pre-task: 10'

1. **Warm-up:** The teacher will start the lesson by telling students that they are going to read a controversial text related to the unit's topic and more precisely about what teenagers, parents and teachers think about mobiles phones (see appendix 2, materials A). Then, the teacher will project the following questions related to the text and they will be discussed all together:
 - *How much do you love your mobile phone?*

- *Could you live without it?*
- *How old were you when you got a mobile phone?*
- *What do you know about the topic?*
- *Do you think mobile phones should be banned or allow at schools?*
- *Some parents confiscate their teenager's phone as a punishment for poor behaviour. Is that a good idea? What's your opinion?*

STAGE 2: Task: 25'

2.1. Activity 1:

2.1.1. After that, the teacher will give students the text and they will read it aloud. Each student will read a paragraph.

2.1.2. After the reading, students will do exercise 1 and exercise 2 (see appendix 2, materials B) which will be corrected afterwards. Although they will have to read the same text, there are some differences in the exercises that they will have to do. The first one is a true-false exercise in which it will be applied differentiation between groups in relation to their levels of learning. Some groups (group A) will just mark if the sentences are true or false and the other groups (group B) will have mark and also justify their answers.

2.1.3. The second exercise will be the same for everybody and they will have to do the same.

2.1.4. Then, the teacher will briefly introduce the modal verbs by saying the following:

- *If I say "modal verbs", what do you think about that? What is the first thing that comes to your mind?*

Some students (group A) will have a handout (see appendix 2, materials C) and they will have to complete the exercise. The other group (group B) will have to think about their previous knowledge and what do they remind looking at the text. After discussing briefly, the teacher will write their ideas on the blackboard. This means that this activity is designed considering students' differentiation in terms of input.

2.2. Activity 2: Then, the teacher will ask students to find and identify the modal verbs in the previous text. The teacher will divide the class in groups of 3 and as an example, both students and teacher will analyse the students' point of view and opinions in relation to the text. Then, some of these teams will check the parents section and others the school section. After

that, the answers will be corrected together. This activity is designed considering students' differentiation in terms of input.

STAGE 3: Post-task: 15'

3. Activity 1:

3.1. After reading the text, in the same groups, students will have to extract conclusions about what is the perfect mobile phone for teachers, students and parents, as regards the section that they have analysed. Following the same line of the previous stage in terms of students' differentiation, this activity will also provide this differentiation.

The teacher will provide students with some ideas such as the following:

- *For example, if you are a mother or father, maybe you would like to have a phone for listening conversations that your children may have.*

3.1. Then, students will comment their ideas with their classmates and there will be a brainstorming.

3.1. The teacher will comment that in those same groups they will have to design an advert about the perfect mobile for teachers, students and parents. They will have to perform it and then make a brief oral presentation explaining the advert, that is to say, what they have done.

This oral presentation will be performed in the final lesson and they will have to prepare it in these few minutes, the next class and at home. The teacher will also explain that this will be important for their final mark of the trimester and that they will have to evaluate themselves and their classmates. Their originality will be also taken into account and their efforts in explaining their adverts themselves rather than reading their notes during the presentation.

The teacher will give students one example of an advert video and will briefly comment it as an introduction, since they will work on this in more detail during the lesson 3 (see appendix 2, materials D). Additionally, the teacher will provide students with a handout in which they will have to write comments, problems (and how they face them) and achievements while doing the final task (see appendix 2, materials E). The teacher will comment them that they have to complete the document during all the days that they work on it and deliver it at the day of the presentation. So, they have to bring it to class and it will reflect their cooperative work, their efforts and their progress while doing the process.

ASSESSMENT AND FEEDBACK:

The teacher will help students in doing their tasks and will solve any doubt that they may have, correcting all the exercises as well. In addition, the teacher will provide students with examples in order to help them understand the new vocabulary, ideas and concepts of this lesson plan.

The teacher will consider students' participation and use of the English language, as well as their cooperative work.

HOMEWORK: --

3.3.LESSON 3:

Unit of work: Mad About Mobiles.

Title of the lesson: Let's do an advert!

Grade: 3° ESO

Number of students: 23

LEARNING OBJECTIVES:

At the end of the lesson SS will be able...

- To express different opinions about mobile phones adverts, supporting their ideas with valid arguments and considering others' opinions.
- To understand videos of advertisements in order to learn and identify their main features.
- To produce oral comments by sharing their work about their projects.
- To show initiative when participating and performing classroom activities, working in a cooperative way.

MATERIALS: Videos of advertisements about mobile phones, worksheet about TV adverts, and handout with adverts characteristics.

ACTIVITIES:

STAGE 1: Pre-task: 5´

1. Warm-up:

The teacher will introduce the lesson by telling students that they are going to continue working on the task of the previous day, reminding them that they are in the same groups so that they will design the perfect mobile phone for students, teachers and parents.

As a warm up, the teacher will ask students:

- *What do they think that makes a good television advert?*
- *What is your favourite advert on the television? why?*

STAGE 2: Task: 25 ´

2. Activity 1:

2.1. Then, the teacher will show them some videos of advertisements related to mobile phones that they will comment afterwards together (see appendix 3, materials A). In addition to that, the teacher will give students a worksheet with an exercise that students will have to do while watching the videos (see appendix 3, materials B). The teacher will tell them to do the following:

- *You are about to see different adverts related to mobile phones. As you watch them you are going to complete task 1.*

2.2. After that, they will comment and correct the exercise.

2.3. Then, the teacher will give and explain a worksheet with the most important features and aspects such as its structure, its timing, the slogan, and so on (see appendix 3, materials C).

2.4. Finally, the teacher will also ask the students the following questions:

- *Which advert was the most effective in your opinion?*
- *What style (humorous, innovative...) of advert do you prefer? why?*

2.5. After that, in their groups, they will continue working on their mobile phone adverts and their oral presentations.

STAGE 3: Post-task: 15´

3. Activity 1:

3.1. Students will share what they have been working on the whole lesson with the members of other groups. Each member of the group will be assigned a number, and all the students with number 1 will join together and so on and so forth. Therefore, they will share their knowledge, points of views, what they have been doing with other classmates.

3.2. After that, students will share with the rest of the class this information.

ASSESSMENT AND FEEDBACK:

The teacher will help students in doing their tasks and will solve any doubt that they may have, correcting all the exercises as well. In addition, the teacher will provide students with examples in order to help them understand the new vocabulary, ideas and concepts of this lesson plan.

The teacher will consider students´ participation and use of the English language.

In the last stage of this lesson, students will give feedback to each other by means of sharing their work with their classmates in small groups.

HOMEWORK: --

3.4.LESSON 4:

Unit of work: Mad About Mobiles. **Title of the lesson:** Modal verbs and mobile phones.

Grade: 3º ESO

Number of students: 23

LEARNING OBJECTIVES:

At the end of the lesson SS will be able...

- To apply previous knowledge in order to generate ideas in a brainstorming about modal verbs and their uses.
- To identify modal verbs and their functions in different contexts.

- To produce oral comments making comparisons about the features of mobile phones.
- To show initiative when participating and performing classroom activities, working in a cooperative way.

***MATERIALS:** comic strips including examples of modal verbs, table about modal verbs, images of 2 mobile phones and their characteristics.*

ACTIVITIES:

STAGE 1: Pre-task: 5´

1. Warm-up: the teacher will set the context by asking students the following questions:

- *Do you remember the modal verbs we mentioned the other day? Take a look at your notes. Do you remember any characteristic?*

As a brainstorming, the teacher will write down students' answers and ideas on the blackboard.

STAGE 2: Task: 25´

2. Activity 1:

2.1. The teacher will divide the class in groups of four. Each group will get some comic strips (see appendix 4, materials A). Students will read the comic strips and will try to find and identify the modal verbs: can, could, should, must and have to. After that, the teacher will ask students to find out what's the function of these modals: ability, obligation, request, permission, possibility or advice.

2.2. Then, the teacher will explain the theory related to modal verbs and then they will complete the table related to modal verbs (see appendix 4, materials B). In order to fill this table, students will have to create some examples of sentences about mobile phones.

- *The modal verb "can" expresses ability. For instance, "I can't use my mobile phone in class". Do you know any other example?*

2.3. After that, the teacher will give students a handout and they will complete the rules related to modal verbs (appendix 4, materials C).

STAGE 3: Post-task: 10´

3. Activity 1: The teacher will show students images of old-fashioned and new mobiles phones, commenting them that he/she wants to change his/her current one. In addition, the teacher will also show them some pictures with descriptions (see appendix 4, materials D). Students will have to think and write some sentences comparing both mobiles regarding some aspects, such as the digital camera, size, internet, or headset, by using modal verbs. The teacher will provide them with some examples such as:

- *For instance, with the old-fashioned telephone you can't take pictures.*
- *I think my new mobile phone should have access to Internet.*

ASSESSMENT AND FEEDBACK:

The teacher will help students in doing their tasks and will solve any doubt that they may have, correcting all the exercises as well. In addition, the teacher will provide students with examples in order to help them understand the new vocabulary, ideas and concepts of this lesson plan.

The teacher will consider students' participation and use of the English language, as well as their cooperative work with the rest of their classmates.

HOMEWORK: --

3.5. LESSON 5:

Unit of work: Mad About Mobiles.

Title of the lesson: Travelling abroad with my mobile phone.

Grade: 3º ESO

Number of students: 23

LEARNING OBJECTIVES:

At the end of the lesson SS will be able...

- To produce oral comments by giving advice and tips about the different uses of mobile phones in different situations.

- To use modal verbs appropriately in contexts related to the employment of mobile phones abroad.
- To show initiative when participating and performing classroom activities, working in a cooperative way.

***MATERIALS:** handout about tips using mobile phones abroad using the modal verb *should*, and images including places where mobile phones are allowed or not (projection).*

ACTIVITIES:

STAGE 1: Pre-task: 10´

1. Warm-up:

1.1. The teacher will comment to students that he/she is planning going abroad on holidays this summer. He/she will ask them to give his/her some advice related to the use of mobile phones outside Spain. In pairs, they will have to complete some sentences using the correct form of *should* (see appendix 5, materials A). If there is any doubt, the teacher will remind students the rules that they completed the previous day on a table.

1.2. Then, these sentences will be corrected aloud all together.

1.3. After correcting the exercise, the teacher will ask students to think in pairs about some more possible tips that could be helpful for using mobile phones abroad, which will be corrected afterwards aloud.

STAGE 2: Task: 20´

2. Activity 1:

The teacher will comment students that as he/she is going abroad they need to help him/her to know in which situations using mobiles phones is allowed or not. The teacher will show them some images and students will have to guess those situations by using modal verbs (see appendix 5, materials B). Students will have to do this in pairs. The teacher will be moving around the class, helping and guiding them, and solving any doubt they may have while they complete the task. Then, their ideas will be corrected all together.

- *For example, in a museum you mustn't use your mobile phone camera.*

STAGE 3: Post-task: 10´

3. Activity 1: The teacher will ask students to think about any personal experience similar to the situation in the previous stage, providing them with some personal examples as a guidance. Students will have to write a few notes about their experiences, commenting them aloud afterwards.

- *When I was younger, I went to a church. I took a lot of photos until the security guard told me that I couldn't take photos there because it was forbidden. I was very ashamed!*

ASSESSMENT AND FEEDBACK:

The teacher will help students in doing their tasks and will solve any doubt that they may have, correcting all the exercises as well. In addition, the teacher will provide students with examples in order to help them understand the new vocabulary, ideas and concepts of this lesson plan.

The teacher will consider students' participation and use of the English language, as well as their cooperative work with the rest of their classmates.

HOMEWORK: --

3.6.LESSON 6:

Unit of work: Mad About Mobiles.	Title of the lesson: Write a post on a web forum.
Grade: 3º ESO	Number of students: 23

LEARNING OBJECTIVES:

At the end of the lesson SS will be able/better prepared to:

- To make a summary obtaining the general idea of a video related to mobile phones.
- To formulate advantages and disadvantages about the use of mobile phones.
- To understand a text about mobile phones, identifying its structure and relating its headings to its paragraphs.
- To compose a web forum post on the advantages and disadvantages of using mobile phones.

- To demonstrate a good use the Internet and technological resources in order to upload a web forum post on the wall of the social network Edmodo.
- To explain and assess their work in order to provide and receive feedback.
- To show initiative when participating and performing classroom activities, working in a cooperative way.

MATERIALS: *Video about mobile phones in our society, handout about the advantages and disadvantages of mobile phones, and an example of a web forum post.*

ACTIVITIES:

STAGE 1: Pre-task: 5'

1. Warm up:

1.1. The teacher will start the lesson by showing students a video (see appendix 6, materials A). Then, the teacher will ask them to describe what they have seen in a brief summary of the video and also to comment what is the young woman on the video doing, and what is happening.

- *First of all, we are going to watch a video about a young woman and mobile phones in her daily life. You have to think about what she is doing and what is happening.*

1.2. After that, students will comment their ideas.

- *For instance, she is at a concert and people are recording it with their mobile phones and she can't see the group playing.*

STAGE 2: Task: 25'

2.1. Activity 1:

2.1.1 The teacher will tell students that all of the uses of the mobile phone in the short video could be considered negative and anti-social, also saying that there are some positive uses as well. The teacher will ask them students to think about the advantages and disadvantages of using mobile phones.

2.1.2 There will be a brainstorming and each group will come to the blackboard and will write some ideas. The teacher will provide students with some examples which could be helpful to make them think, as the following ones:

- *An advantage could be that you can be in contact with people from any place of the world. And as a disadvantage, you can spend too much time on it.*

2.2. Activity 2: After that, the teacher will give them a handout with some paragraphs and, in the same groups, they will have to read the essay and match the headings to the paragraphs (see appendix 6, materials B). Then, teacher and students will correct the exercise.

2.2. Activity 2:

Then, students will have to turn the previous ideas regarding advantages and disadvantages about mobile phones, in the shape of a web forum post that they will write on a paper. They will upload it at home on their classroom wall of the social network of Edmodo. Students will work on a draft of the post individually. In order to do so, the teacher will give them some examples of posts as a guidance and reference (see appendix 6, materials C), commenting the structure of the post that they have to write (an introduction, advantages, disadvantages and the conclusion). The teacher will also explain students that they need to include an introductory question (following the web forum post format) and nicknames. The teacher will also provide students with information and advices about the main aspects considered for correcting and grading their writing. These aspects will be including in a rubric for the teacher (see appendix 7, materials C).

If they do not finish the task, they will complete it at home.

STAGE 3: Post-task: 15´

3. Activity 1:

In this final stage, the teacher will divide the class into groups. They will discuss and comment about the posts they have written emphasizing the most important aspects that they have learnt while doing the task. Consequently, this will provide them with feedback since the other members of the group will take the reader's perspective, following the main ideas in the article, revising and editing if necessary. The teacher will guide the conversation and their interactions by asking students questions such as:

- *What do you think about the post? Which do you think are the key ideas of this post?
What do you think about the structure of the post?*

ASSESSMENT AND FEEDBACK:

The teacher will help students in doing their tasks and will solve any doubt that they may have, correcting all the exercises as well. In addition, the teacher will provide students with examples in order to help them understand the new vocabulary, ideas and concepts of this lesson plan.

The teacher will consider students' participation and use of the English language, as well as their cooperative work with the rest of their classmates.

In the final stage of the lesson, students will have to comment about their work, providing feedback for their classmates and for themselves.

HOMEWORK:

Complete and finish the web forum post, uploading it to the education network Edmodo.

3.7 LESSON 7:

Unit of work: Mad About Mobiles.

Title of the lesson: Oral presentations of students' final task.

Grade: 3° ESO

Number of students: 23

LEARNING OBJECTIVES:

At the end of the lesson SS will be able/better prepared to:

- To produce oral messages in an appropriate register showing critical understanding of their own work.
- To produce oral advertisements about mobile phones.
- To assess their own and their classmates' work by means of providing valid arguments.
- To show initiative when participating and performing classroom activities, working in a cooperative way.

MATERIALS: Handout including a checklist for assessing their own and their classmates' oral presentations.

ACTIVITIES:

This lesson plan will be devoted to the presentation of students' final task: the adverts about the ideal mobile phone for students, parents and teachers. These oral presentations have been designed and prepared by the students during the second and third lessons, and they have also worked at home.

Students will have to fill in a checklist in order to assess their classmates and themselves (see appendix 7, materials A). This rubric will also have some questions at the end in order to decide which is the mobile phone that fits best with their needs according to their perspective. The teacher will also evaluate the presentations by means of another rubric (see appendix 7, materials B).

After all that, students will share comments about the presentations deciding their strengths and weaknesses, together with feedback.

4. CONCLUSIONS.

This has been a year of challenges and efforts which meet and converge at this point, and more precisely, at the design of this learning unit. During this Master we have been acquiring a lot of knowledge related to different aspects, such as CLT, skills, cooperative learning, multiple intelligences, and so on; and we have tried to reflect and include those aspects in this learning unit. For this reason, it can be said that we have gain a precious knowledge while doing these lessons that will be very useful for our future as teachers.

Another important aspect to comment about this learning unit and its activities is that they are intended to be motivating, engaging and original for our learners, always considering as references their interests, their needs and real world situations, as well as the legal provisions of the Aragonese Curriculum principally. In addition to that, we have tried to motivate students by means of the points system, and increasing their participation in class.

Moreover, the learning unit also includes activities which allow students to work cooperatively, in pairs and groups, developing their learning autonomy. Therefore, these are the strengths that need to be taken into account when planning future lessons.

However, there are some other aspects in which we need to work on if we want to improve our teaching skills, such as timing and the integration of the skills in our lesson, in a more effective way.

Finally, we have to state that the creation of this learning unit and their activities has been very beneficial and profitable for us, since we have applied the previous knowledge that we have acquired during its designing, process and writing, which will be applied in our future as teachers.

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APPENDIX 1

1. LESSON PLAN 1:

- Stage 1:

A. Youtube video: “Microsoft Windows Phone 7 - Funny Smartphone Addicts Commercial”: <https://www.youtube.com/watch?v=idpQir1sqiQ>

B. Handout with questions:

	St. 1	St. 2	St. 3	St. 4
1. Do you have a mobile phone?				
2. Are you crazy about mobile phones?				
3. Can you live without your mobile phone?				
4. Do you have your mobile phones next to you all the time?				
5. Do you sleep with your mobile phone?				
6. Do you switch off your mobile phone while studying?				
7. Do you use your mobile phone as an alarm clock?				

- Stage 2

C. Magic bag: bag with some objects inside (a mobile phone, a battery charger, headset, a digital camera, touch screen, a calendar and an alarm clock)

D. Definitions and images about objects related to mobile phones such as keypad, headset, videophone etc.

<p>1. Keypad: It has got four rows of keys with numbers, letters and symbols on them</p>	<p>A</p> 
<p>2. Caller ID: It is a service that allows you to see who is calling before you answer a telephone call</p>	<p>B</p> 
<p>3. Videophone: With it, you can see the person you're talking to</p>	<p>C</p> 
<p>4. Voicemail: You can leave a message with it</p>	<p>D</p> 
<p>5. Ringtone: The sound the phone makes when someone calls you</p>	<p>E</p> 
<p>6. Display : The screen in a mobile phone where you can see the information</p>	<p>F</p> 

- Stage 3

E. Examples of Text Messaging:

TEXT MESSAGING

2DAY = today

2MORROW = tomorrow

B – be

B4 = before

BF = boyfriend

C = see

FB = Facebook

GF = girlfriend

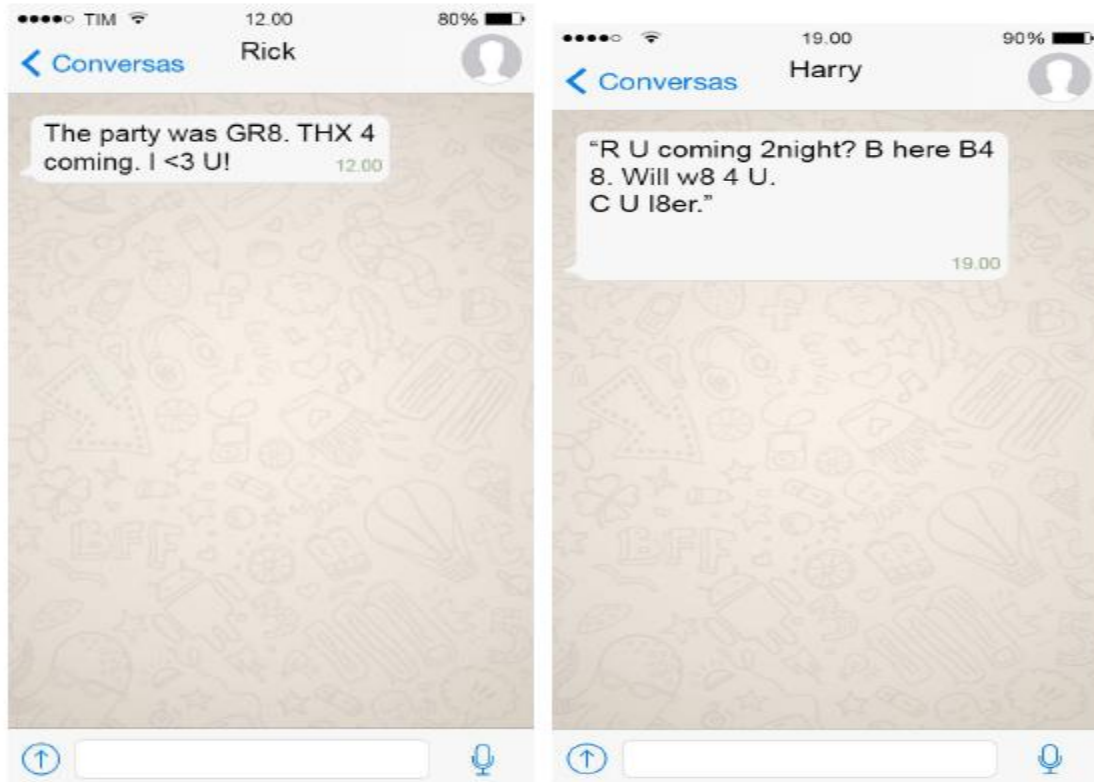
GR8 = great

PLS = please

U = you

X = kiss

F. Examples of whatsapp conversations:




G. Contexts for text messages:

- You need to cancel a trip to the cinema because your grandmother is coming for dinner.
- Arrange with a good friend to go shopping on Saturday at the shopping centre.
- Text your best friend the morning of his/her birthday.
- Contact your friend to say that you're going to be late meeting them because of a train strike.
- Send a text message to your friends to find out where they are. You've been waiting for them in a café for twenty minutes.

APPENDIX 2

LESSON PLAN 2:

- Stage 1
- A. Text: “Learn English Teens. Read UK: Mobile Phones”



BRITISH
COUNCIL

LearnEnglish Teens
Read UK: Mobile Phones

How much do you love your mobile phone? Could you live without it? Find out what British teenagers, parents and teachers say about the subject!

How old were you when you got a mobile? Everybody knows that teenagers love their phones. Here are some mobile phone facts.

- Two-thirds of 12-15-year-olds in the UK have a smartphone.
- People in the UK send 50 text messages a week on average.
- British 12-15-year-olds send an average of 200 messages a week.
- British girls aged between 12 and 15 text more than boys of the same age group. Girls send 221 messages a week!

Parents

Parents want their kids to be safe. Are teenagers safer with a mobile phone or without? Many parents want their children to have a phone so that they can be in contact at any time or in any place. On the other hand, for lots of parents a phone is a source of possible danger. Parents worry that their child may meet the wrong kind of 'friends' on social networking sites or that they might receive cruel messages from school bullies. Some parents have rules about their children's mobile phone and internet usage and bad behaviour can result in removal of mobile privileges.

'The great thing about my kids having mobile phones is that I can keep in touch with them. The worst thing about teenagers having phones is that some young people use them to send offensive messages to each other.'

William, from Coventry. William is a parent of two teenagers.

'A teenager feels lost without a phone. If my daughters behave badly, I confiscate their phones and their behaviour quickly improves.'

Kiera, mother of 15-year-old twins.

School

Mobile phones are permitted at school in the UK but pupils are not allowed to use them in class and they must be on silent during lessons. Teachers can take away phones if these rules are broken. School students can use their phones at break time and at lunchtime. Some teachers in British schools complain that pupils don't always follow the rules and that lessons are disrupted by people texting, making and receiving calls, looking at social networking sites, watching videos and even making videos in the class.

'My mum is scared that I'm going to lose my phone or that someone is going to steal it. She won't buy me the really cool phone that I want. I've got this rubbish one that doesn't do much. I suppose that makes sense but it's not fair that everyone else has a smartphone and I don't.'


Tam, 14, from Wrexham.

'I know that some people want mobiles to be banned at school but as a language teacher I find that phones can be pretty useful in class ... for educational purposes of course. For example, the students write a dialogue in French, they record it on a phone, then they listen to the recording and try to correct any mistakes or improve pronunciation. They love it!'

Stan, from Chester. Stan is a French teacher.

www.britishcouncil.org/learnenglishteens

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LearnEnglish Teens

Messaging
A mobile phone contract in the UK usually comes with a number of text messages included in the price. Of course lots of people send messages completely free of charge using an app that's also free to download. If you want to send text messages in English you need to know some abbreviations. Here are some to get you started:

LOL	- laugh out loud
POS	- parent over shoulder
BRB	- be right back
TYVM	- thank you very much
BCNU	- be seeing you (meaning 'goodbye')
ASAP	- as soon as possible
OIC	- oh I see (means 'I understand')
TTFN	- Ta ta for now (means 'goodbye')
BFFL	- best friends for life

TYVM 4 reading this article. BCNU!

B. Exercises related to the reading text:



LearnEnglish Teens

Read UK: Mobile phones – exercises

Read the text about British teenagers and their mobile phones then do these exercises to check your understanding.

1. Check your understanding: true or false
Circle *True* or *False* for these sentences.

1. British girls send more text messages than boys.	<i>True</i>	<i>False</i>
2. Some parents think that mobile phones are dangerous.	<i>True</i>	<i>False</i>
3. Kiera takes away her daughters' phones if they behave badly.	<i>True</i>	<i>False</i>
4. Mobile phones are not allowed at school in Britain.	<i>True</i>	<i>False</i>
5. Tam is happy with her mobile phone.	<i>True</i>	<i>False</i>
6. Some teachers use mobile phones to help their students learn.	<i>True</i>	<i>False</i>

2. Check your understanding: gap fill
Complete the gaps with a word from the box.


soon	you	laugh	shoulder	friends	see	now	much
------	-----	-------	----------	---------	-----	-----	------


1. LOL means '_____ out loud'.
2. POS means 'parent over _____'.
3. TYVM means 'Thank you very _____'.
4. BCNU means 'be seeing _____'.
5. ASAP means 'as _____ as possible'.
6. OIC means 'oh I _____'.
7. TTFN means 'ta ta for _____'.
8. BFFL means 'best _____ for life'.

www.britishcouncil.org/learnenglishteens
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C. Handout about modal verbs (for differentiation).


7. Complete the sentences with can or can't:

X  He

V  She

X  They

V  I

X  She

V  It

D. Mobile phone advert: “Hilarious Cell Phone Commercial”: https://www.youtube.com/watch?v=8N9gSS_HRcE

E. Handout

IMPORTANT INFORMATION that you need to follow:

- Name a group leader. He or she (and the teacher) will control the group (noise, behaviour...).
- Write down the things you do in class in the diary and the problems you have.
- Be as creative as possible while designing your advertisement because it will be a very important part in the evaluation.
- Help the rest of the group and let the others help you.

My group has done...:	Problems:
<p data-bbox="285 296 409 327">1st DAY:</p> <p data-bbox="285 602 418 634">2nd DAY:</p> <p data-bbox="285 741 334 772">(...)</p>	<p data-bbox="922 296 1045 327">1st DAY:</p> <p data-bbox="922 602 1055 634">2nd DAY:</p> <p data-bbox="922 909 971 940">(...)</p>

APPENDIX 3

LESSON PLAN 3:

- Stage 2

A. Youtube videos:

1. “T-Mobile Funny Commercial”:https://www.youtube.com/watch?v=kAhj5X_tzeo
2. “Don't Fight - Microsoft New Commercial Mocks Apple And Samsung”:
<https://www.youtube.com/watch?v=0-U4Yr9UNBo>
3. “Funny (commercial) advert for amazing mobile phone samsung turbo”
<https://www.youtube.com/watch?v=MJeK0ZaRIC8>

B. Worksheet about adverts

Television Adverts Worksheet

Task 1

As you watch:

Complete the table below as you watch each advert:

Advert Number	Product Advertised	Type of commercial (humorous, thought provoking, innovative etc)	How effective was the commercial? (Extremely, Very, Not Very, Ineffective)
1			
2			
3			
4			
5			

C. Handout with adverts characteristics:

Ad Logic

Analyzing TV Commercials

Name:
Period:

Analyze the persuasive strategies in TV commercials. For each ad, answer the following questions *in full sentences*:

Purpose: What is this advertisement trying to persuade you to do? Be specific.

Audience: What group of people is this advertisement trying to persuade? How do you know?

Reasoning and Evidence: What reasons or facts does the advertisement give for why you should buy their product or do what they want you to do? ("You should buy this product because..." OR "If you buy this product, then you will...")

Relevance of Evidence: Is everything in the commercial relevant—in other words, do the images, ideas, and people all relate to the product? Or does the advertisement try to persuade you with any irrelevant evidence—statements, images, or facts that have nothing to do with the product or idea being sold? Explain.

Soundness of Reasoning: Is the reasoning in the advertisement sound? In other words, do the reasons given actually make sense? Explain.

Commercial One

Purpose:

Audience:

Reasoning and Evidence:

Relevance of Evidence:

Soundness of Reasoning:

APPENDIX 4

LESSON PLAN 4.

- Stage 1:

A. Comic strips related to modal verbs:

- CAN





- COULD



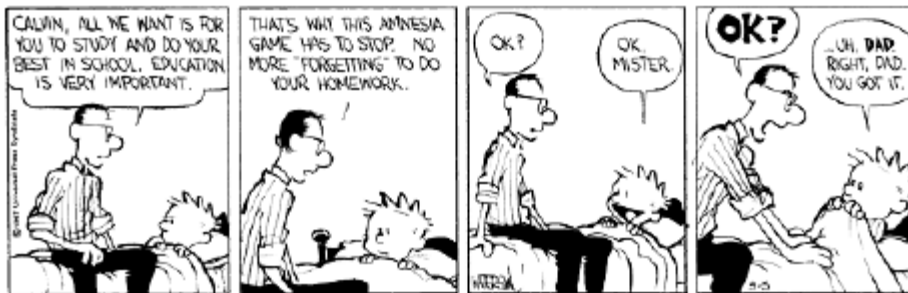
- Should:



- Must:



- HAVE TO



- Stage 2

B. Table related to modal verbs

FUNCTION	MODAL / MODALS	EXAMPLE
ability		
obligation		
request		
permission		
possibility		
advice		
prohibition		

lack of obligation		
--------------------	--	--

C. Handout with rules of modal verbs

complete the rules with the words below.

must • can • could • mustn't • have to
should • don't have to

1. We use ... to express ability, possibility and permission and to make requests.
2. We use ... to give advice.
3. We use ... and ... to express obligation.
4. We use ... to express ability and possibility in the past.
5. We use ... to express prohibition.
5. We use ... to express lack of obligation.

- Stage 3

D. Pictures of 2 mobile phones and their characteristics:



Nokia 6110 Deals

★★★★☆ 3.0 from 3 Ratings

The original Nokia handset for many, the 6110 marked the move of the mobile phone into the affordable mass market sector. Despite the simple features and design, the Nokia 6110 was very reliable and a great success in the late 1990s.



Galaxy S6 edge



Display

5.1" Quad HD Super AMOLED®
2560 x 1440, 577 PPI, Dual edge



Camera Resolution (Rear)

16MP OIS



Selfie Camera Resolution (Front)

5MP



Fast Charging

10 minute charge = up to 4 hrs of battery life**.
Built-in wireless charging capabilities.



Processor

Lightning fast 64-bit, Octa-core processor

APPENDIX 5

LESSON PLAN 5.

- Stage 1

A. Exercise about the correct use of mobile phones abroad using *should*

Before you go

You _____ think about how you want to use your phone abroad: if you want to surf the web a lot, upload photos to social networking sites or check or send lots of emails.

You _____ talk to your provider (Vodafone, Movistar etc) to see how much calls, texting and using internet will cost.

Data roaming

You _____ turn on data roaming.

Using the internet on your phone when you arrive

If you want to check your mail or post Facebook updates, you _____ use local Wi-Fi hotspots (which are cheap or free) instead of your phone's mobile internet connection (which is expensive).

You _____ access Wi-Fi in places like cafes, restaurants and hotels, sometimes for free.

If you are going to use your phone's internet connection rather than Wi-Fi, you _____ do data-heavy activities, such as watching videos, updating social media with photos or downloading music.

Lost or stolen phone

You _____ avoid being extra careful when taking your phone abroad as thieves often target tourists.

You _____ take care when using your phone in public.

If your phone goes missing when you're abroad, you _____ contact your provider as soon as possible.

B. Situations and places where mobile phones are allowed or not

- Museum:



- Plane:



- Street



- Restaurant:



- Church:



- Subway:



- Café:



- Driving:



- Speeches:



- Concert:



APPENDIX 6

LESSON PLAN 6.

- Stage 1:
- A. Youtube video “I Forgot my Phone”: <https://www.youtube.com/watch?v=OINa46HeWg8>
- Stage 2:
- B. Handout:

Section 1: Getting Started

A Understanding discursive: purpose and organization

Activity 1

Read the following essay and match the headings to the paragraphs.

Disadvantages of mobile phones	Advantages of mobile phones
An introduction	A conclusion

1. _____
Mobile phones have transformed the lives of people in the last few years. They have changed the way we communicate with each other and they have brought many benefits in business, education and our personal lives. However, there can be several disadvantages to using mobile phones, related to health, productive use of time and social relationships.

2. _____
There are several advantages to using mobile phones. Firstly, mobile phones have made communication easy and cheap between friends, family and businesses. People can call or text or even video call each other at any time. This means that people can be in constant contact with their loved ones or with their co-workers. Secondly, mobile phones have many other uses such as browsing the internet, reading emails, playing games or shopping online. Finally, modern phones, like iPhones, have many useful apps for learning and entertainment.

3. _____
While these benefits are important, there are also important disadvantages. One is the health risk. For example, keeping a mobile phone next to your ear all the time can cause cancer and headaches. A second disadvantage is that many people spend too much time texting and chatting on their mobile phones, and this stops them from doing other useful activities like studying or reading. When people use their mobiles all the time, they waste a lot of time. What is more, using mobile phones too much can cause social problems. Clearly, using a mobile all the time stops you from interacting face-to-face with other people.

4. _____
To sum up, I think that mobile phones are useful. However, they can also cause a lot of problems, so we must not use them too much.

C. Example of web forum posts

Model

i-Tech Forum

Login Signup Search Help

vorriedmum

11th June, 2010 12:00 pm

I can't decide if the Internet is a good or bad thing for teenagers.
What do you think?

anyatulip

12th June, 2010 8:30 pm

This is a difficult question **because** the Internet is both good and bad.

There are some great things about the Internet. There is a lot of information, **so** teens can use the web to help them with their schoolwork. "Chatting" online is much cheaper than using mobile phones, **so** they can save money. They can also communicate with people all over the world.

The Internet can **also** be dangerous. **Since** it is open to everyone, teens can see not only good, educational websites, but also bad ones. **Because of** all the attractive games on the Internet, some teens become addicted to it. They can't stop playing.

Therefore, there isn't really an answer to your question. Like many things, the Internet can be good or bad!



Advantages	Disadvantages
------------	---------------

Task

APPENDIX 7

- **A: Checklist for students: teamwork assessment and peer assessment of the final task.**

Evaluate the oral presentations (yours and your classmates´) making use of the following numbers depending on the quality of their performance. Write any comments if necessary.

1 = Excellent.

2 = Good.

3 = Fair.

4 = Weak.

GROUP	G. 1	G. 2	G. (...)	Your group.
CREATIVITY & ORIGINALITY				
USE OF VISUAL ELEMENTS				
ADEQUATE LANGUAGE (correct use of grammar and vocabulary)				
APPROPRIATE LANGUAGE (register)				
CONTENTS (information and ideas)				
GENERAL MARK				
COMMENTS				

- **B: Rubric for the teacher: final task and oral presentation (advertisements).**

NAME of the student			
PERFORMANCE (0-2 p.)			
<ul style="list-style-type: none"> • Appropriate use of structures to give opinión. • Organisation of the presentation and ideas. • Quality of the information. • Show good knowledge and preparation. • Adequate use of visuals. • Risks taken. 			
VOCABULARY (0-1.75 p.)			
<ul style="list-style-type: none"> • Use of extra vocabulary. • Use vocabulary related to previous knowledge. • Use of synonyms. 			
GRAMMAR STRUCTURES (0-1.75 p.)			
<ul style="list-style-type: none"> - Appropriate use of modal verbs. - Simple/complex sentences. - Use of connectors. 			
FLUENCY & PRONUNCIATION (0-1.5 p.)			
<ul style="list-style-type: none"> • Show fluency. • Adequate pronunciation. • Appropriate speed. 			
INTERACTION (0- 1 p.)			
<ul style="list-style-type: none"> • Good understanding of unexpected questions • Correct answers to unexpected questions 			

CREATIVITY (0-1.5 p.)			
<ul style="list-style-type: none"> Show creativity in the ideas and the performance. 			

• **C. Rubric for the teacher: writing (web forum post).**

NAME		
1. ADEQUATION TO CONTENTS AND IDEAS 0-2.5 p.		
<ul style="list-style-type: none"> Appropriate length. Appropriate theme. Appropriate register (formal - informal) 		
2. COHESION AND COHERENCE 0-2.5 p.		
<ul style="list-style-type: none"> Well organization of the information. Appropriate use of structures and paragraphs. Use of connectors. Use of cohesive mechanisms (repetitions, synonyms, pronouns, etc). 		
3 RIQUEZA LÉXICA 0-2.5 p.		
<ul style="list-style-type: none"> Use of adequate vocabulary to their level. Risks taken. 		
4. CORRECCIÓN GRAMATICAL 0-2.5 p.		
<ul style="list-style-type: none"> Use of complete sentences with organised ideas. Adequate verbal tenses. Adequate use of grammatical structures according to their level. 		

