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Designing Materials for ESP: A Lesson Plan Proposal for *Automoción* Students in Vocational Training.

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INTRODUCTION

Background

In this increasingly globalized world, the teaching of English as a Second or Foreign language (ESL/EFL) has become a central issue in the educational context, especially since the establishment of English as the Lingua Franca (ELF). As a matter of fact, one of the factors leading to this was the fact that English acted as a "contact language, [as] only one out of every four users of English in the world is a native speaker of the language" (Seidlhofer, 2005: 339).

Indeed, the rapid spread of global and instantaneous communication, which the use of ─mostly─ the Internet facilitates, has raised people's awareness about the felt need for an English 'common core' aimed at easing EFL learning. This means that, for intelligibility purposes among non-native speakers, some features of English pronunciation are regarded 'core' or essential for intercultural understanding. On the other hand, it is claimed that 'non-core' features should not be taught because they affect intelligibility in a negative way. That is, ELF advocates claim that not only are these aforementioned 'non-core features' "neurolinguistically inaccessible, pedagogically unteachable, [and] possibly meaningless" but also a waste of teaching time (Walker, 2010: 39). Some examples of this claimed 'unteachability', for instance, would concern "vowel reduction, schwa, and weak forms" along with some "features of connected speech" such as 'elision' or 'coalescence' (41-42). This phenomenon has come to be known as "The Lingua Franca Core".

Traditionally, and particularly from the 1950s onwards, linguists and researchers in Applied Linguistics, along with English Language Teachers, have impetuously tried to find a 'definitive' L2 learning method by means of "theorizing about second language [acquisition]" (Mitchel, Myles & Marsden, 2013: 27). It is only recently that there has been a tendency in ELT (English Language Teaching) methodology to develop brand-new communicative strands so as to embrace "'real-life' communication in the classroom" (Brown, 2007: 45).

Indeed, even if today we can still observe the legacy left by Structuralism and Behaviorism in some classrooms, more meaning-based procedures are coming to the surface with the appearance of other approaches such as Communicative Language Teaching (CLT), Task-based Language Teaching (TBLT) and new techniques like

learner-centered instruction, cooperative and collaborative learning, interactive learning, or attention to 'multiple intelligences', thus opening new possibilities for teaching innovation and improvement in the most general educational contexts (Brown, 2007: 45-57).

English for Specific Purposes (ESP) ─as a new linguistic methodology─ did not appear 'out of the blue', but was born instead in an attempt to reach a more specific target: professional workers or students of specialized areas in need of English training for personal development and professional expertise. ESP was able to take advantage of the existing research in general educational contexts and adapt it to its own purposes. As a result, now ESP shares some elements with the premises of the aforementioned EFL and ESL literature, but has the particularity of re-adjusting to a wide spectrum of contexts. With the passing of time, language theories such as 'The Lingua Franca Core' provide a good example of language approaches suitable for professional environments in which negotiation of meaning is made between non-native speakers of English. All of these issues, as well as different aspects about the workings of ESP, are the focus of study in this essay.

English for Specific Purposes versus General English

On 18th December 2006, the European Parliament put forth the eight *Key Competences for Lifelong Learning* that would form the basis for every national curriculum in the educational panorama, one of them being "Communication in a Foreign Language" (Directive 2006/962/EC). This framework is an essential reference not only for educators, but also for employers dealing with international business due to the increasing competitive nature of companies which strive to make a difference in the global marketplace. But, then, some questions arise: is the implementation of 'The Lingua Franca Core' approach, for instance, suitable for every English learner? Does every single person need the same type of L2 linguistic input?

Of course not. A clear-cut distinction must be made between what we understand as General English (GE) ─the real target of the aforementioned methods and approaches─ and English for Specific Purposes (ESP), which "has developed its own methodology [as it] draws on research from various disciplines in addition to applied linguistics" (Dudley Evans & St John, 1998: 1). This dichotomy was not clearly defined

until, roughly, the 1960s, which created a considerable lack of theoretical literature in this field. What is manifest, however, is that ESP differs from GE in a number of key respects.

Broadly speaking, it could be said that "ESP derives from the need to use language as a tool in facilitating success in professional life, not as a hobby or intellectual [pursuit]" (Sieroeka, 2008: 33). According to Gatehouse (2001), the emergence of ESP was the result of the concurrence of three major events, namely:

1) The end of World War Two, when English was perceived as the prestigious language of the rich world powers where new scientific and professional fields were developing.

2) The boom in linguistics, with the establishment of the communicative approach and the felt need to switch language registers under specific contexts.

3) A brand-new learner-centered approach, which showed that learning diversity should be considered in order to meet the specific needs and wants of every single student.

In general terms, what characterizes ESP, in contrast to GE, is its focus on needs analysis. The specificity of the input that learners are exposed to (usually related to a particular discipline) requires a range of relevant vocabulary that is rarely seen in GE courses. In their *Developments in ESP* (1998), Dudley-Evans and St John provide a comprehensive definition of ESP by making a differentiation between its "absolute characteristics" (the focus on needs analysis; the exclusivity of both its methodology and activities, which generally mimic those of the target discipline; the centrality of suitable language, skills, discourse, and genres) and its "variable characteristics" (the type of discipline it addresses; the maturity of learners; students' assumed academic background or level of professional experience) (4-5). Thus, for ELT in this context to be successful and relevant enough, teachers must take into account all of the previous features.

Going deeper into the different ramifications that ESP presents, these authors draw on Robinson's ESP classification according to learners' experience (1991: 3-4) so as to develop their own taxonomy concerning different professional areas. Thus, ESP is shown to encompass English for Educational or Academic Purposes (EEP/EAP) ─English teaching either as a "school subject" or at undergraduate/postgraduate level in

diverse fields such as Science, Medicine, Law, or Finance— and English for Occupational Purposes (EOP) —which refers to English Language Teaching for professional or vocational development, with Business English (BE) providing a key example (Dudley-Evans & St John, 1998: 6). The latter will be, actually, the subject matter of this essay.

Purpose and main objectives

The aim of this essay is to make a modest contribution to the study of Business English teaching in the ESP educational context in an attempt to redress the balance between the great variety of General English literature or studies and the comparatively few dealing with vocational training. Although the situation has started to change, the visibility of ESP teaching in the educational context remains comparatively low. Now that BE teaching is gaining force due to the huge expansion of international business, new methodological trends are emerging, which teaching research and innovation can contribute to with fresh perspectives. My personal aim, then, is to make ESP teaching at the secondary education level in the Aragonese context more visible, thereby, hopefully, increasing its visibility in this Master's degree as well. Actually, it turns out to be surprising that a Master in English Teaching aimed at both Secondary-level and Vocational-Training trainee teachers does not introduce the field of ESP in the syllabus —after all, most English teaching at the University and beyond is EAP.

I propose, then, a two-week lesson plan —in other words, four English class sessions according to the Aragonese curriculum for Vocational Training courses— aimed at students of *Grado Superior en Automoción*.

Outline of contents

The essay begins with an introductory section that provides a theoretical framework of the workings of Business English and its varieties. It then focuses on General Business English in relation to Vocational Training in educational institutions. I highlight the way in which syllabuses and learner differentiation affect the course of instruction. This also applies to the level in which BE is taught and the vagueness that some curricula offer.

I emphasize the diversity of professional contexts in which BE can be implemented, although this dissertation specifically focuses on the teaching of English to a particular group of Vocational-Training students: first-year students of *Técnico Superior en Automoción*.

After establishing the curricular and theoretical framework, I go on to mention the methodology followed in my dissertation so as to present my innovation proposal for the aforesaid educational panorama. One of my main starting points was the placement period, which was carried out at the multidisciplinary institution *Salesianos Nuestra Señora del Pilar*, in which I conducted my observation research. This formed the basis for the creation of my lesson plan program, which will be explained in the subsequent sections of this essay.

THEORETICAL AND CURRICULAR FRAMEWORK

Business English

As briefly mentioned before, it is only recently that Business English has started to receive more attention on the part of linguistic researchers as compared to other varieties of ESP. However, what characterizes BE is the combination of "specific content" and "general content", where the former refers to the linguistic range needed for the purposes of doing a particular job and the latter to the general interactional skills for negotiating and socializing in business contexts (Ellis, 2000:3).

In their *Teaching Business English*, Ellis and Johnson (2000) present a chronological evolution of BE approaches and teaching methodologies. According to them, four periods can be distinguished: the late 1960s and early 1970s, when business textbooks only focused on specialized words and vocabulary suitable for the context; the year 1972, with the launching of *English for Business*, a more communicative course book, but still following the audio-lingual teaching method; the mid-1970s and 1980s, when BE teaching drew on GE trends with the adoption of the functional syllabus for expressing speaking intention; and the 1980s onwards, which encompasses all of the previous approaches but further develops needs analysis and communication skills (3-5). In the same line, they provide a classification of the varieties of Business English, which attend to the students' expertise level: pre-experience, low-experience

and job-experienced learners (15-17). Pre-experience learners from a private-sector educational institution will be the object of analysis in this essay.

General Business English (GBE)

As claimed by Dudley-Evans & St John (1998: 55), General Business English courses "are usually for pre-experience learners or those at the very early stages of their career". The teaching methodology implemented in these courses resembles GE classes in the type of materials used (usually a textbook with textual input and listening resources focused on the development of grammar and the four skills), the large mixed groupings (which do not consider level differences among students or personalized attention to diversity), and the severe syllabus limitations[1]. On the other hand, the exclusivity of GBE courses lies on the following features: the specialized vocabulary that some books offer; the emphasis on business contexts and functions; the reduced number of class sessions per week (usually two in Vocational Training); the research in discourse and genre analysis as characteristic of ESP; the importance given to needs analysis; and the role of the ESP teacher (57).

Discourse and genre analyses are assumed to appear in any Vocational Training curriculum as defining features of the type of language to be learned in ESP contexts. However, a distinction must be made between these two terms: discourse analysis is the "umbrella" term in which genre analysis is contained. That is, discourse analysis works at language and text level (i.e. how a paragraph or text is structured, the role of linking words, etc.), while genre-analysis studies is aimed at making generalizations about the particular linguistic features that differentiate genres in a given context (87). Swales (1990: 141), in addition, goes further to provide a deeper classification of genre analysis, stating that speakers go through "moves" and "steps" when trying to communicate their message. A "move" refers to the speaker's intention (for instance, "establishing a niche") and the "step" to the linguistic strategy used to do so ("indicating a gap" or "question-raising"). These strategies are in fact characteristic of the notional-functional syllabus.

[1] For more details on syllabus limitations, see the sections "Curricular Framework" and "Methodology" below.

Needs Analysis

Needs Analysis is generally thought of as going hand in hand with ESP. When we talk about analyzing learners' needs, we are referring to the identification of relevant and suitable language that students are required to attain. The collected data, then, "will help in drawing up a 'profile' to establish coherent objectives, and take subsequent decisions on course content" (McDonough, 1984: 29).

One important remark to be made is that needs analysis is not exclusive of ESP, especially since the general adoption of the 'learner-centered' approach in recent years in the educational panorama. What is clear, however, is that this methodological approach "is likely to be the most effective when working with professional people" (Ellis & Johnson, 2000: 219). In his *Communicative Syllabus Design*, Munby (1978) presents a pioneering model for establishing learners' needs, called the "Communication Needs Processor" (C.N.P.). The aim is to create a profile of the learners after finding out about individual information such as "age, nationality, sex, mother-tongue", etc., in order to establish priorities and occupational areas to work on (academic framework, interaction roles, language instrumentality and register, or the proficiency level, to name but a few) (McDonough, 1984: 32).

Another important issue to bear in mind when talking about needs analysis is the factors that are out of the teacher's reach, such as the learner's motivation, attitude, "needs, wants, demands and expectations" (35). This is closely related to the idea of 'multiple intelligences' in the classroom, so the teacher is expected to re-adjust his or her former plan and consider different options by, for instance, doing *reflection-in-action* or *reflection-on-action* when necessary (Bailey, 2001:37). It can be deduced that Munby's model would fall short of its promise. Putting all of the pieces together, a more practical analysis of needs would probably imply "individual and group specifications", the establishment of "present and future needs", a definition of the context, and other external factors and personal impressions ─something that is usually done through questionnaires and interviews (McDonough, 1984: 40).

The ESP Teacher

When talking about ESP, as a relatively new discipline, the works of six different experts stand out in this field: Hutchington and Waters, Strevens, Robinson, and

Dudley-Evans and St. John. For a lay reader interested in the discipline, I would strongly recommend consulting some of their readings. However, in my view, when it comes to the ESP teacher, it is Dudley-Evans and St. John's classification of the teacher's roles that best illustrates the multifaceted nature of the practitioner.

Dudley-Evans and St. John (1998: 13-17) focus on the ESP teacher performing five different roles: teacher, course designer and materials provider, researcher, collaborator, and evaluator. The ESP teacher is no longer the "primary knower of the carrier content" and turns instead into the students' "consultant" or facilitator (13-14). In fact, the teacher no longer represents a figure of authority and his or her status is equaled to that of the learners, who are probably more acquainted with the disciplinary content. Therefore, the teacher's task is to foster real communication through the use of authentic materials and to create simulated situations that fit an expected particular context. Apart from this, this first role does not differ much from that of the GE teacher.

The real differences, then, between the roles of the GE teacher and the ESP practitioner come more clearly to light through the performance of the four other roles. The ESP teacher as 'course designer and materials provider' has to face the challenge of finding suitable materials for the specific course, usually an arduous task but gratifying for creative minds. If during the course planning the teacher is not able to do so, he or she is compelled to adapt existing materials or create his/her own. When this happens, though, the ESP practitioner plays the role of a "researcher" in need of informed literature (14-15).

As can be observed, most of these different roles are interrelated: in order to do research about the subject matter, the teacher will probably have to "work closely with field specialists, [a collaboration] which does not have to end at the development stage and can extend as far as [long-term] teaching" (Anthony, n.d). This is when the ESP practitioner becomes a "collaborator" in need of professional advice and expertise on the field.

Turning now to the evaluation process, it appears that the ESP practitioner is expected to assume more responsibilities than the GE teacher in a number of respects. Even if both of them are required to test students' progress and learning outcomes as well as the effectiveness of the teaching practice, it is the unique nature of ESP courses that force ESP teachers to exercise an ongoing assessment of the materials in order to satisfy students' needs in depth. In other words, the lack of "tradition and guidelines,

[…] specialist knowledge, […] and [purposeful] materials" might be an additional burden for ESP teachers as evaluators (Sieroeka, 2008: 35-36). The good news about preparing one's own materials, though, is that by designing them or adapting existing ones the teacher might best adjust to his/her particular context and thus guarantee good results.

Curricular Framework

I consider it important to highlight the fact that, in Vocational Training (VT), every specialty or professional discipline attends to a different national curriculum due to content purposes. However, with respect to the area of English as a Foreign Language (EFL), the concretion levels are invariably too low and far too vague, which leaves a wide gap when it comes to teaching planning and syllabus design. The last update of these curricula for Aragon, indeed, dates back from 2008, when it came to replace the 1994 Directive (Orden 29/05/2008).

Drawing on the Aragonese Curriculum LOE, *Ley Orgánica 5/2007, del 20 de abril de Educación*, particularly the *Orden de 29 de mayo de 2008, del Departamento de Educación, Cultura y Deporte* ─which establishes the legal provisions for Vocational Training Programs in Aragón─ and the *Orden de 14 de julio de 2009* ─accounting for syllabus operational standards for the design of teaching implementation for *Técnico Superior en Automoción*─ English as a Foreign Language appears as one of the syllabus's compulsory modules. The curriculum establishes that English is to be taught for the improvement of students' language skills and needs as entrepreneurs. In other words, students' needs must be analyzed for English to be learned considering their business opportunities and future careers. As stated before, the *European Recommendations on Key Competences* stress the importance of communication in a foreign language "within the Community Education and Training Programmes" for the achievement of personal and professional progress (Directive 2006/962/EC).

This dissertation, thus, aims to critically analyze the quality of English instruction and the degree of conformity to the ESP premises of *Automoción* VT programs in the *Salesianos* educational center. For length purposes, from now on, this discipline will be referred to as 1J, which stands for the abbreviation parameters used in *Salesianos*. My main point draws from the notion that ESP, as a multi-disciplinary

activity, requires a strong focus on *Needs Analysis*. This didactic approach, which is based on discourse and genre analysis, is one of ESP's main distinctive features as compared to what is normally seen in General English (GE) courses.

In addition, it must be stated that all students starting a *Grado Superior* course are presupposed to have a B1 English level according to the Common European Framework of Reference for Languages (CEFRL), which many of them do not have, in fact ─probably because of the lack of an English subject in most of the *Grado Medio* courses, as is the case with *Automoción*. That is why a focus on accurate Business English would be aiming too high. For this reason, the kind of English taught is closer to General Business English (GBE) if we attend not only to the students' level but also to the similarities in teaching methodology which private educational institutions such as *Salesianos* share with GE courses in the public Secondary Education sector. In my view, students' level should be the point of departure when determining whether a BE course is to be called 'general' or not. However, the lines are blurred in this respect because, indeed, there can be found BE programs working at low-proficiency levels (A1-A2).

I would like to emphasize, again, that when we talk about *Needs Analysis* in this context we are not only making reference to the curricular content that must be transmitted to the students, but also to the particular and specific needs and personal variables of individual students (i.e. motivation, personal circumstances, or learning styles). As Brindley (1989: 64) puts it, "both types of need analysis are necessary" because they determine the course of the teaching practice. In fact, in the thinking of content presentation and teaching planning, students' individual factors are important to take into account because of several reasons: 1) they are adult learners, coming from different backgrounds and with great diversity with respect to their English level; 2) the English subject is often perceived as useless to them, a mere obstacle stopping them from obtaining their academic qualifications; 3) motivation is very low, probably as a result of the previous factor. Nonetheless, I will propose a learning unit that hopefully adjusts to the 1J context, thus trying to embrace the ESP approach more thoroughly.

METHODOLOGY

The main methodological guidelines to be implemented in the ESP classroom for the *Técnico Superior en Automoción* program are included in the 'CAPÍTULO III: Enseñanzas del ciclo formativo' (19676-8) of the *Orden de 14 de Julio de 2009*, more specifically in the section for the foreign language module (19723-5). It states that methodology must be in accordance with learning objectives, which are communicative competence and capability for Professional and International Business. These legal provisions, however, are extremely vague as no allusion to needs analysis or "the nature of [teacher-student] interaction" is explicitly expressed (Dudley-Evans & St. John, 1998: 4) ─even if ESP teaching is claimed to "make use of a methodology that differs from that used in General Purpose English teaching" in these two respects, among others (4). As can be deduced from this, curricula designers account for the existence of a business-related English methodology but do not probably know the teaching guidelines to be followed. Otherwise, the curriculum standards for the English module would be more focused and specific.

As regards the general assumptions that underlie my instruction proposal, the learning unit is planned for first-year students of *Técnico Superior en Automoción* and covers four sessions (two weeks) to be implemented at the beginning of the third (and last) academic term, when students are about to start 'Unit 6: Under the Bonnet'.

In order to analyze students' needs, I have designed an observation tool and two questionnaires which help establish an initial classroom profile based on students' individual circumstances, group specifications, present and future professional needs or the degree of learners' motivation (see appendix V). By collecting data about these aspects, the practitioner may easily define the particular context. At this point of the course, however, the teacher is supposed to have already identified the classroom profile, which will be explained in the discussion section below (see the already-filled observation tool in appendix V). In addition, the rubrics employed for assessment and evaluation also serve as a good real-time needs-analyzer of the learning progress and the effectiveness of instructional materials (see appendix III).

Regarding the rationale of my learning unit, the "mixed or multi-strand" syllabus will be implemented as it offers a "comprehensive […] specification of [registers, genres], topics, tasks, functions and notions, as well as grammar and vocabulary" (Ur, 1996: 76). The reason for choosing this type of syllabus attends to the teaching liberty it

offers, which is important when resources and materials are limited, as is the case with English for *Automoción* Purposes. Within it, the task-based approach will be followed in order to foster relevant communicative competence, as "the basic fabric of a BE course should be tasks which simulate those of the learner's real situation as closely as possible" (Ellis & Johnson, 2000: 39). Taking advantage of the clear-cut instructional sequence proposed by Ellis on the task-based approach (2006), each session contains a *pre-task*, a *while-task* and a *post-task*. The pre-task is concerned with the activation of students' previous knowledge to increase their motivation about the topic; the while-task deals with the presentation of comprehensible input and its subsequent processing throughout the interaction and communication phases and the guidance of understanding; finally, in the post-task, there is room for the demonstration of learning.

I would like to stress that Business English will be the vehicle or type of 'discourse' used where the 'genre' ─*Automoción*-focused carrier content─ is contained and develops. That is to say, 'Business English' is used as an umbrella term for describing the English taught to "a wide range of professional people, and people still in full-time education preparing for a business career" such as *Automoción* students in Vocational Training (Ellis & Johnson, 2000: 215).

Indeed, Ellis & Johnson (2000: 218) believe that in professional settings "one can find just about every kind of methodology in the field of teaching Business English". My intention is to provide an integrated lesson for the training of both the language (grammar, vocabulary, language skills) and management skills such as "behavioral strategies and techniques" for the negotiation of meaning in meetings and other *Automoción* contexts (215). In order to cover the contents and language skills, the targeted class will be provided with a plethora of tasks, situations, and oral and written texts that fit their interests and communication needs. Some activities will follow the 'multi-skill' approach (lessons three and four), "where a number of skills are practiced separately", and others will aim at 'integrated skills' (lessons one and two), where several skills are "integrated with each other to a greater or lesser extent" (McDonough, 1984: 71). Besides, authentic materials will be chosen attending to their age and interests, but published and framework resources will also be used and adapted taking into account that "in the case of pre-experience learners, the tasks will need to refer more to support material (such as texts or video)" (Ellis & Johnson, 2000:39).

Cooperative work will also be implemented to foster students' interaction and enable them to be aware of their own learning styles and difficulties, to learn from other people and to develop learners' autonomy as they help others learn. The teacher will be constantly moving around the groups in order to monitor and instruct them. Personalized scaffolding and support will be provided when necessary, bearing in mind diversity and the possible unbalanced English level among students in the classroom. Furthermore, the feedback provided by the teacher will focus on the degree of accomplishment of the task in question, which means that fluency and getting the message across will be prioritized rather than language errors or accuracy.

Moving on now to the evaluation process, unlike the curriculum for Secondary Education and most other educational contexts, the general legal provisions for *Automoción* (Orden de 14 de Julio de 2009) do not specify the procedures or evaluation guidelines to follow, a fact which hinders the teacher's course of action. Much the same happens when considering the legal provisions for Vocational Training Programs in Aragón (Orden de 29 de mayo de 2008), where some evaluation standards are provided in the section 'CAPITULO IV: Evaluación, promoción y titulación' but are still imprecise. Again, this aspect evinces the poor quality and discrepancy between Vocational Training curricula and others. It is only when we get to the specifications for the English module that we can find some standards for evaluation criteria, which in turn are supposed to be used in order to define the course objectives.

Since so much freedom is bestowed onto the teacher, and considering the similarities in the teaching and evaluation systems implemented in *Salesianos* and other Secondary Education institutions, I will determine in my lesson plan that evaluation will be summative, formative and differentiated. The teacher will concentrate on both the learning outcome (tasks products and exams) and the learning process, as well as in his/her own practice and the effectiveness of materials. For the analysis of needs, the development of the proposed tasks will attend to a process: diagnose evaluation (pre-tasks), formative evaluation (main tasks), and summative evaluation (post-tasks and exams). Moreover, the instruments employed to assess learning will consist on systematic observation, rubrics and observation tools (see appendix III). As exemplified in the post-task of the first lesson, students might be asked to take part in the evaluation process through the filling-in of a 'feedback-carrousel form', providing thus peer-correction for their classmates, too.

The grading criteria for this learning unit attend to the following parameters[2]:

Evaluation of the learning process (by the teacher): 30%	
Group work: 15%	**Individual work: 15%**

Evaluation of the learning outcome (by the teacher): 70%	
Task performances (10%): Individual work: 5% Group work: 5%	**Exam (60%)**

In order to assess the evaluation of the teaching process, the teacher will use a journal where personal notes about such aspects as homework, class development and time management will be taken to reflect on the practical execution of the activities. This will also enable the ESP practitioner to reflect on problems, make a record of the learning progress of the students and examine whether the implemented methodology has been successful for the learners or if it requires some changes to adapt to students' abilities and needs. This allows him or her to carry out some peer-assessment as he/she could discuss these aspects with colleagues from the same department or with field experts and thus look for possible solutions.

ANALYSIS AND INNOVATION PROPOSAL

Contextualization of the Educational Center: Current Instructional Materials

In order to start my discussion, I would like to contextualize the center which I have based my lesson plan on, *Salesianos Nuestra Señora del Pilar*, and comment on the teaching methodology I observed during my placement period there. *Salesianos* is a private educational institution best known for the varied Vocational Training programs and courses it offers. For instance, we can find intermediate and higher level courses (*Grado Medio/ Grado Superior*) on *Informática*, *Robótica*, *Mecanizado*,

[2] For the selection of rubrics, checklists and observation tools to evaluate the learning process and outcomes, see Appendix III.

Telecomunicaciones, or *Automoción*, among others. In addition, the center recently launched a pioneering and innovative program for *Automoción* students called *FP Dual*, where trainees combine theory and practice by means of both school attendance and a working apprenticeship in a company. Every *Grado* (either *Medio* or *Superior*) lasts for two years, including a short internship period of a couple of months in a company during the second year.

As far as English teaching is concerned, the instructional methodology employed is always the same for every discipline. For the covering of every unit, four different types of materials and resources are used in order to explore areas such as GBE, phonetics, technical vocabulary and the four language skills, respectively. It is only the technical vocabulary content that differs from one group/discipline to another. In fact, every group works their own technical vocabulary through a textbook that meets their disciplinary needs. Group 1J uses Marie Kavanagh's *English for the Automobile Industry* (2007). It is generally agreed that what characterizes Scientific and Technical English is "the great number of technical terms" (Franco, 2010: 186). However, technical vocabulary in *Salesianos* is presented in an isolated way. This means that technical input is not related to the GBE lesson because this input is taken from an independent textbook. Surprisingly enough, only one session per unit is devoted to the teaching of technical vocabulary.

Nevertheless, due to the primary importance given to the main English textbook used in *Salesianos*, which is clearly designed for Business contexts, we cannot talk about Technical English (TE) as the ESP variety at hand here. The guiding textbook used for the presentation of GBE is David Grant & Jane Hudson's *Business Result* for Pre-Intermediate students (2009), a common book ─for all the different disciplines─ that follows a functional-notional syllabus by presenting both general and specific notions and functions with suitable topics for business contexts. Even though, the boundaries between TE and BE are blurred in *Salesianos* because, due to the presentation of an instructional technical part, we cannot say that a mere GBE approach is followed.

Embracing the Lingua Franca Core is a suitable strategy for a context like this one because most users of BE, as non-native speakers of English (NNSs), "want to communicate effectively, but not necessarily like NSs [because] most English-medium communications in business are NNs to NNs" (Dudley-Evans and St John, 1998:53-54).

Given the priority of NNS interactions in lingua franca settings, effective teaching of the Lingua Franca Core (LFC) should be prioritized for obvious practical reasons. Therefore, through the avoidance of those "unteachable" features postulated by Walker (2010), phonetic teaching would presumably be relevant and useful for these learners who are short on time to learn English and do not aspire to pronounce the language like native speakers. However, the practitioner should also analyze students' needs and consider at this point the role of phonetic content: is it relevant to teach students GE pronunciation? Should these materials be adapted to ESP contexts?

In *Salesianos*, Jonathan Mark's *Elementary English Pronunciation in Use* (2007) is employed for phonetic practice. And, indeed, there is no correlation between the phonetic content presented for every unit and the contents introduced in the rest of teaching materials. In short, it could be said then that teaching contents are not integrated properly and the thoughtful design of a lesson plan on phonetic practice would probably be needed for the implementation of a meaningful instructional sequence. That is, instead of using an independent book, the vocabulary/expressions in the BE and TE books should be the actual focus of pronunciation practice. But of course, that means that teachers have to spend time on designing. In addition, another contradiction appears in the instructional selection of materials because these textbooks fail to address the target level expected from these students (B1-B2), as exemplified by the GBE book for *Pre-Intermediate* students and the Phonetics book for *Elementary* English Pronunciation.

However, this mismatch of materials is supported by teachers through the common belief that "phonetic accuracy is not as important for the students' future occupational necessities as a deep knowledge of technical vocabulary". If so much importance is given to technical English, several questions arise: Why do they only devote one session per unit to its teaching? Why do they focus on BE? Shouldn't BE and TE materials be integrated in the same lesson? These questions will be addressed during the discussion of my lesson plan proposal.

For the instruction of B1 language skills (i.e. listening, reading, writing, and speaking), Martyn Ford's *Instant PET* (Preliminary English Test) (2007) textbook is used. At the end of every unit ─that is, after completing the corresponding sections of the aforementioned resources and materials─ one skill is to be practiced. Again, there are no selection criteria other than "the pages that follow from the last unit". We can

find an example in page 39, where students are meant to practice the writing skill by writing a letter to a friend talking about one's own experience on learning English (see appendix IV). This topic has no straightforward relation with the contents included in the rest of the materials either. The way I see it, it is not just a matter of learning how to write, but also of learning what to write and considering to whom you are writing according to the context students are going to be involved in. Moreover, learners are asked to write the letter but are not taught how to write it, which means that the 'writing as a process' approach should be considered as well. Nevertheless, this book ─which follows a very conscientious exam format─ is aimed at a very specific target: those students willing to pass a Cambridge-like B1 level test. So it could be said that this sort of input does not really fit students' needs and wants in this context.

From my point of view, the practice and acquisition of different abilities and skills (technical vocabulary, Business English, general language skills, etc.) should be integrated in each unit. Otherwise, students may find little or no sense at all in the whole purpose of the English module. On the whole, then, not only could the selection of materials be narrowed and then further developed, but also the way they are presented and, more importantly, the learning sequence in which they are presented, should be rearranged. What is clear, however, is that a thorough rethinking of the use of materials is yet to come. In the forthcoming sections, I will introduce and justify my lesson plan: an alternative proposal for first-year students of *Grado Superior en Automoción*.

Defining the Classroom Profile

As can be seen in appendix V, two questionnaires have been designed to facilitate the teacher's establishment of an initial classroom profile. These questionnaires deal with students' individual needs and circumstances, and with their personal expectations concerning the English module in the VT program. An observation tool for determining some general group specifications is also provided. There, I have described that my lesson plan is aimed at first-year students of *Grado Superior en Automoción* ranging from B1 to B2 English–proficiency levels. With the aid of this observation tool, the classroom profile has been identified as follows:

The classroom is made up of twenty male adult learners whose average age is twenty-three years. Unfortunately, these students are not very motivated about the

English module, but, in contrast, they are highly-motivated about the general course in *Automoción*. The fact that they love vehicle-related subjects and prefer practical approaches over theoretical instruction is a key issue when it comes to planning the contents and dynamics of an English module which students find boring and difficult. In fact, the trainees enjoy working at the school's garage and most of them share a visual, spatial, or kinesthetic learning style. Moreover, the friendly and relaxed atmosphere in the group fosters the implementation of a cooperative methodology.

As for diversity and differentiation, it is worth mentioning that one highly-proficient student stands out from the rest and owns a Cambridge Advanced English (C1) certificate. In contrast, three other low-level learners appear to be at a clear disadvantage in their management of the second language as compared to their classmates. Indeed, identifying cases of diversity is really important when designing a lesson if the learner-centered or cooperative approach is to be taken. In order to address diversity, a teacher must bear in mind the total number of students so as to create balanced groupings. In my lesson plan, for instance, groups of four students will be formed so as to divide them into five different teams. These foursome teams should also be balanced in such a way that every group contains a low-level student, a high-level student, a medium-low student and a medium-high student. If the English practitioner does not know his or her students in depth at the beginning of the academic year, seating re-arrangements will be needed as the course advances.

In the context of pre-experience or low-experience adult trainees in academic vocational training programs, the teacher may have to face some students' special personal circumstances which impede his or her attendance to class. This is the case with one of the learners in my context, who is forced to miss several class sessions because of labor reasons. When this happens, some flexibility is to be expected on the part of the practitioner, who should provide the student with compensatory alternatives such as tele-training or homework assignment in advance.

Innovation Proposal: Lesson Plan Justification

The first thing I want to make clear is that this lesson plan has been designed placing a strong focus on the particular context where I was placed during my teaching practice period. It is thus possible that, in a different context with other *Automoción* students, the

implementation of this lesson could not be possible or favorably developed. Therefore, it cannot be taken for granted that there are systematic or universal patterns or rules paving the way to success because, in ESP settings, "all decisions as to content and method are based on the learner's reason for learning" (Franco, 2010: 185). The proposal I present here answers to my previous thoughtful analysis of students' needs and to what I consider that they really need.

Some of the things that the English teacher can do in order to find out about these needs are: getting to know students, analyzing the adequateness of the current available instructional materials –if any– employed at the educational center for the specific area, doing conscious research and asking for advice (if needed), and gaining experience through practice. Getting to know students by means of questionnaires or surveys can help the practitioner to delineate a general and superficial profile of the class. As can be seen in appendix V, I have created some short questionnaires which the teacher could adapt and benefit from at the beginning of the academic year. The questions are related to students' professional background and experience and to their personal feelings about the English language in general and the English module in the vocational course in particular.

The aforementioned analysis[3] of the instructional materials and methodology used in *Salesianos* was crucial for me in order to determine the effectiveness of those contents. I reached the conclusion that technical vocabulary is given too much importance by teachers and it constitutes about a 40% of the final exam. However, the fact that only one or two sessions per unit (at most) are dedicated to the instruction of technical English leaves students' instructional needs uncovered. If these technical words and lexis are not mentioned or practiced in class on a normal basis, students will probably not be able to internalize them and add them to their English language repertoire. Instead, learners are, in the best of cases, condemned to memorizing these words in short-term memory and 'belching them out' during the exam, so to speak. For this reason I determined that there should be a way of integrating the teaching of both BE and TE.

Another reason why Technical English cannot be excluded from this VT program is that, for prosperous and prospering professional development, students will have to know about both ceremonial behavior and conventional language for business

[3] Section "Contextualization of the Educational Center: Current Instructional Materials"

contexts (BE), and the name of technical words (TE) about vehicle-related pieces and products for doing business transactions and negotiations ─which will probably be the main purpose of the second-language exchange.

Let's imagine, for instance, that one of these students ends up working at an international car dealership in Spain. His company is thinking about incorporating a brand-new British car into its stock facilities as a marketing strategy to meet the needs of every single customer. This worker might be in charge of phoning the dealer's call center to get information about the car's characteristics such as the vehicle's type of engine, its miles per gallon, or its price. As a consequence, this worker will need to know how to turn British figures into the Spanish measuring system. These situations are addressed in the first lesson of my plan (see appendixes I and II), where learners are taught how to discuss and negotiate meaning by agreeing, disagreeing, and asking for or giving opinions. Instructing trainees on these notions is very important: agreeing and disagreeing is essential when doing business or negotiating with other businesspeople; and asking clients for opinions helps the entrepreneur assess the customer's level of satisfaction, which can be done through telephone enquiry or by conducting surveys.

The three steps into which I have divided every lesson (pre-task; task; and post-task) try to encompass linguistic input (TE) during the pre- and learning tasks, and contextualized and communicative role-play practice (BE) during the learning and post-tasks. Although technical vocabulary is introduced gradually as lessons develop, for obvious practical reasons, this triptych sequence has a clear and focused aim: to create a cycle in which, for every lesson, previous input and materials can be recycled. In other words, it is an integrating approach.

Now let's take, for instance, the same example above about this student at the car dealership. The company may have concluded that acquiring this new vehicle is beneficial for the firm. As exemplified in the post-task of the second lesson, the worker would be in a position to ask customers for opinions about their purchase and therefore find out about good or bad experiences with the corporations' customer service. This lesson provides practice on vocabulary from lesson 1 as well and adds to the students' input new technical terms about the internal parts of a car or engine-related lexis.

It can be observed that every lesson starts where the previous one ends if we attend to technical vocabulary. That is, the opening TE section tries to interlock with older sections as if it were a puzzle where all of the pieces must connect. The pre-task of

lesson three, for instance, activates students' previous knowledge through a revision of engine-related vocabulary, which was the technical input for lesson two; and the pre-task for lesson four recapitulates all of the unit's technical vocabulary throughout a 'Rally-Robin' brainstorming session (see appendixes I and II).

The peculiarity about lessons three and four, however, lies in the fact that they are not only concerned with the analysis of needs but also with genre analysis by means of the presentation of several contextualized authentic materials aimed at working the four language skills independently. As these two lessons would replace Ford's (2007) *Instant PET* textbook, I though it convenient to sequence the activities attending to the addressed skill. In contrast to the first two lessons ─which involved more systematic practice of technical vocabulary and business-related linguistic transactions─, lessons three and four also attend to the different uses that the English language offers to the students' specific context, *Automoción*. Lessons three and four, then, contain:

- Old and new technical input
- Authentic and framework texts that respond to a specific genre
- Prominence of one language skill over the rest

Lesson three develops the 'passive' or 'receptive' skills of listening and reading (see appendixes I and II). The authentic material used for the practice of listening skills consists of a *Youtube* video explaining how a *Toyota*-engine works. Its content belongs to a very specific area/discipline, the Automobile industry, and visual images are very descriptive and suit learners who have visual and spatial learning styles. The learning task also provides a good example of the use of authentic materials through the reading of the *Safety Instructions* page from a *Porsche Cayenne's Instruction Manual*, a text which also exemplifies the notion of genre. That is, the text is 'real' and students will surely have to deal with these manuals during their working life. Even if a type of text like this may seem overambitious for a pre- or low-experienced learner, *Automoción* students in my context stated to be acquainted with such manuals and their content. Contextual guessing of meaning through the reading of a text like this is much easier and more intuitive for these students than it would be for others.

The post-task of lesson three works at several levels: it tries to integrate practice of both listening and reading skills through authentic materials and, at the same time,

returns to GBE rather than just dealing with automobile contexts. It is a video tutorial explaining how to apologize politely to a client (see appendixes I and II). By reading their short extracts, students become aware of the content and get the general idea of what the video is about. In addition, while watching the video, they must 'do something with the language' and write down the headings for every step mentioned. Paying attention to the listening content is essential in order to carry out the task, so listening accurately is therefore promoted, not only by having to write down the headings but also by putting together the different written extracts.

Lesson four involves 'active' or 'productive' skills: writing and speaking. The writing part is divided into three exercises with the following structure: 1) activation of students' previous knowledge by reviewing technical vocabulary; 2) presentation of new input dealing with conventional expressions; 3) guidelines on the writing process and a short writing task. The speaking part contains two activities: 1) the presentation of TE input to complete students' technical vocabulary on the unit; 2) new input and guided communicative practice for talking about position and shape. And, finally, the post-task integrates both writing and speaking skills: the writing process is practiced by creating a written script cooperatively about a possible working incident for the students' context; and, the speaking part comes with the performance of the scene in front of their classmates. Indeed, classroom role-plays are becoming increasingly fashionable nowadays since they foster communication and are thought to be motivational for students. As Kumaravadivelu puts it (2006:61), the Communicative Language Teaching (CLT) perspective relies on "a partial simulation of meaning exchanges that take place outside the classroom" by including "innovative classroom activities (such as games, role plays, and scenarios) aimed at creating and sustaining learner motivation".

It is true, I acknowledge, that the four lessons I present here may not contain a systematic or mirroring structure. The sessions are different, as are my students. However, my decisions are based on what I consider beneficial for them, which should be the main aim of every single teacher, be it ESP or not.

CONCLUSION

Now that the relevance of ESP teaching has become unquestioned during the last few decades as an essential methodology for professional contexts, many educational centers have been compelled to adapt their English instructional materials and resources to the specific purposes of certain fields. This is the case with English for Academic Purposes and English for Occupational Purposes, where the former refers to specialized English teaching to pre-experience or low-experienced learners getting training in educational contexts and the latter to job-experienced trainees learning English at other adult learning centers or in-company. As a result, many ESP ramifications can be found when attending to the area to be addressed, such as English for Medical Purposes, English for Financial Purposes, Scientific and Technical English, or Business English, among many others.

When dealing with pre-experience or low-experience learners in educational contexts, Educational modules for Vocational Training programs are expected to be consciously developed in relation with the specific area which the teacher is supposed to target. The problem with English practitioners in most of these contexts is that they are not sufficiently qualified for the task or lack expertise about the carrier-content of the professional field. When this happens, as is the case with *Salesianos* (the private-sector center where I developed my Master's teaching practice), analyzing the needs of the learners is a must in order to determine what type of materials will suit them most for their future careers. Unfortunately, I found several gaps in the teaching methodology implemented there, which showed an incorrect analysis of needs: Business English is the teaching approach claimed to be suitable for every single professional specialty. However, most practitioners agreed on the fact that it was so because of the comfort that the textbook offers, as it is applicable to all of the different groups and saves time when planning the lesson or designing materials.

However, books on technical vocabulary importantly assist in the teaching process, even if the instructional sequence followed is not the best. The practitioner should make use of them and readapt the contents to his or her lessons. More often than not, content-based instruction needs advice from experts and therefore interdisciplinary peer-support (among teachers) is of vital importance; but, obviously, this entails a heavier burden of work in terms of teaching planning. In short, although the CLIL competence-based teaching approach is not the case here, the English teacher is just

another carrier of content and must understand what s/he is making reference to when s/he talks about the parts of a car engine, for instance. That is, the teacher should complement the limitations that these textbooks present by knowing how to transfer the input to context.

Therefore, my lesson plan responds to an attempt to safeguard this situation by adjusting to what I think that students from the *Grado Superior en Automoción* really need. Analyzing needs, however, is not something easy to do and the English practitioner will probably have to adapt and readapt his/her own materials as the academic course develops. What I found out during my placement period was that students of *Automoción* were passionate about their future job. Then, it was illogical for me to think that these learners would become more motivated about English by reducing the amount of input directly related to their domain of expertise. Technical English and specialized words and terminology should be integrated in the syllabus and practiced daily. On the one hand, my lesson tries to integrate different language-teaching approaches which were used separately in the center: Business English, Technical English, and the four language skills. On the other hand, I have left phonetics aside because of length restrictions and my belief that it should be developed separately drawing from the repertoire of the unit's technical vocabulary. However, as a future improvement I would suggest the creation of a lesson plan on phonetic content attending to the premises of the Lingua Franca Core.

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LEGISLATION

Aragonese Curriculum. ORDEN de 29 de mayo de 2008, de la Consejera de Educación, Cultura y Deporte**,** por la que se establece la estructura básica de los currículos de los ciclos formativos de formación profesional y su aplicación en la Comunidad Autónoma de Aragón. *BOA* 4/junio/08.

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LESSON PLAN: 'UNDER THE BONNET'		**SESSION NUMBER:** 1
Teacher: María Batlle Gavín		**Target Grade Level:** 1st year for *Automoción* students in Vocational Training (B1-B2) **Number of students:** 20
Lesson type: Integrated lesson		**Length:** 50'
KEY COMPETENCES	This lesson contributes to the acquisition of the following key competences: • Competence in Linguistic Communication (CLC) • Mathematical Competence and Basic Competences in Science and Technology (MC) • Interpersonal and Civic Competence (ICC) • Cultural and Artistic Competence (CAC) • Learning to Learn (LL) • Personal Initiative and Autonomy (PIA)	
MAIN AIMS	At the end of this lesson, Students (Ss) will be able to: 1. Understand both oral and written instructions and follow their indications and meanings. 2. Make use of previous knowledge and internalize new input. 3. Talk about the characteristics of different types of motor vehicles. 4. Make inferences about the meaning of contextualized words. 5. Calculate equivalences between the Spanish, British and American measuring and monetary systems. 6. Identify companies' strategies for offering a good customer service. 7. Understand and use idioms and key words and expressions related to Business English. 8. Ask for and give opinions, as well as agreeing and disagreeing in different Business contexts. 9. Determine degrees of importance from a list of Business strategies. 10. Interact and communicate with their classmates in an ordered way, respecting turn-taking. 11. Work cooperatively in groups, making significant contributions. 12. Provide peer-feedback to their classmates.	
SUBSIDIARY AIMS	At the end of this lesson, Ss will be able to: 13. Use abbreviations when talking about the features of a vehicle. 14. Turn, approximately, measuring and monetary quantities into different systems.	

SUBSIDIARY AIMS	15. Brainstorm ideas and make inferences in English about the meaning of contextualized words in a text. 16. Play different roles in a group 17. Reach agreements with peers when enumerating importance levels. 18. Interact with other classmates in front of the class, justifying their arguments. 19. Fill-in a feedback-carrousel form effectively, being critical and objective.
PERSONAL AIMS	During the lesson, the teacher (T) is expected to: • Have everybody engaged on the task. • Analyze students' needs and adapt his/her materials to their purpose. • Provide effective feedback to students throughout the lesson. • Propose activities with clear aims integrating the four skills and foster the development of communicative competence. • Provide a clear and direct interaction with students with a positive attitude and clear instructions. • Promote S-S interaction through pair and group work. • Make an adequate use of the resources available in the classroom. • Develop Ss's autonomous learning. • Secure students' learning of recycled contents. • Follow an assessment of the students' learning process and teaching practice.
LANGUAGE TO BE USED AND PRACTICED	Ss are expected to use and practice the following language exponents: **Abbreviations**: FWD; bhp; g/km; GDI; mpg; mph; Nm; rpm; RWD; SI; TDI. **Technical vocabulary**: grams per kilometer; Newton meter; front-wheel drive; miles per gallon; spark ignition; brake horsepower; miles per hour; turbo direct injection; rear-wheel drive; revolutions per minute; gasoline direct injection. **Business English expressions**: customer service; answer the phone; meet the needs of customers; keep your promises; keep to your delivery dates; to get repeat business; listen to your customers; conduct surveys; give complaints your full attention; deal with complaints; take the extra step; offer a personalized service; give customers something extra; encourage customer loyalty. **Asking for/giving opinions and agreeing or disagreeing**: What do you think about…?; how do you

	feel about…?; Do you agree with…?; I think that…; I don't think that…; Personally, I feel that…; I agree with you; I think you're right; I disagree; I don't agree with…; I don't agree at all.

DESCRIPTION OF ACTIVITIES

STAGE AIMS	PRE-TASK: ACTIVATION OF PREVIOUS KNOWLEDGE + INPUT PRESENTATION	TIMING AND GROUPING
1 2 3 5 10 13 14	**Activity 1**[1] • Step 1: the T shows a box with abbreviations used for describing the characteristics of motor vehicles. • Step 2: Ss are asked to get in their cooperative groups. Together, they must think about how many abbreviations they know and write down what those words stand for. • Step 3: the spokesperson in every group shares with the rest of the class their guesses. **Activity 2** • Step 4: the T now shows another box with the written form for those abbreviations. • Step 5: Ss must join the expressions with their corresponding abbreviations. • Step 6: for the class-sharing, the T provides every student with a handout containing the correct answers. **Activity 3** • Step 7: the T asks students to make inferences about the equivalence in kilometers for 1 mile and in liters for 1 gallon. • Step 8: the T explains the differences between the American and the British measuring and monetary systems.	Activity 1: 5' Group work: Cooperative work Activity 2: 5' Individual work Activity 3: 5' Individual work **Total Pre-task: 15'**

[1] Adapted from Kavanagh, M. (2007) *English for the Automobile Industry*. Oxford: OUP, p. 27.

STAGE AIMS	LEARNING TASK: INPUT PRESENTATION+GUIDING UNDERSTANDING	TIMING AND GROUPING
1 2 4 6 7 8 9 10 11 15 16 17	**Activity 1** • Step 1: the T asks Ss to imagine that they are working at a car dealership and then to think of companies' rules or strategies for offering good customer service. • Step 2: Ss raise their hands and make their suggestions. The T writes Ss' ideas on the blackboard. **Activity 2** • Step 3: the T distributes handouts with a text entitled 'Six Rules for Good Customer Service'[2], where key expressions are highlighted. • Step 4: in turns, Ss read the text aloud and, after reading it, the T resolves doubts on the meaning of unknown vocabulary. **Activity 3- A** • Step 5: the T shows a cheat-sheet with key expressions for asking for opinions, giving opinions, agreeing and disagreeing. • Step 6: then, the T asks students to get in their cooperative groups. Every student in the groups is assigned a different role: Student 1 will be the spokesperson; Student 2 will be the writer; Student 3 will be the time-controller; and Student 4 will control the turns of participation. (Roles are changed for every activity). • Step 7: Ss must reach an agreement for enumerating the six rules from 1 to 6 (where 1 is the most important rule for them and 6 the least important), and give reasons for their choices. Ss must interact trying to use those expressions from the cheat-sheet.	Activity 1: 5' Individual work Activity 2: 10' Individual work Activity 3-A: 10' Group work: Cooperative work **Total Learning Task: 25'**

[2] Reading text taken from Grant, D., Hudson, J. & McLarty, R. (2009). *Business Result: Pre-intermediate Student's Book.* Oxford: OUP, p.36

STAGE AIMS	POST-TASK: INTERACTION AND COMMUNICATION + UNDERSTANDING PERFORMANCES	TIMING AND GROUPING
7 8 9 10 11 12 17 18 19	**Activity 3-B** • Step 8: for the class-sharing of the results, the spokespersons of every group will go to the blackboard altogether. One spokesperson will start the interaction by asking for an opinion and the rest of them will have to agree, disagree, and take turns to justify their choices. • Step 9: the remaining group members evaluate other group's performance by filling-in a 'feedback-carrousel form'.	Activity 3-B: 10' Collaborative and Cooperative work. **Total Post-task: 10'**

VARIATIONS/FOLLOW-UP. DIVERSITY AND NEEDS ANALYSIS

Variations/Follow up: Communicative practice will be prioritized during the session. If the teacher considers it appropriate – either due to technical problems or for time purposes – he/she will skip the less relevant activities according to his/her criterion. Systematic exercises such as matching or gap-filling could be given as homework.
Diversity: In order to address diversity in the classroom, cooperative groups will be formed by heterogeneous students. To do so, seating arrangements will be balanced: one high-level student + one low-level student + one medium-low-level student + one medium-high-level student.
Needs Analysis: Providing feedback and scaffolding will require of the T's ability to exercise reflection-in-action. For every session, the T will take notes on individuals' progress and attitude. The T will fill -in rubrics for each session to evaluate individual and group work. In addition, the effectiveness of materials will be assessed taking into account the degree of success of the implementation. After the session, the T will fill in a rubric and make the necessary changes and adaptations of the materials.

LESSON PLAN: 'UNDER THE BONNET'	**SESSION NUMBER**: 2
Teacher: María Batlle Gavín	**Target Grade Level**: 1st year for *Automoción* students in Vocational Training (B1-B2) **Number of students**: 20
Lesson type: Integrated lesson	**Length**: 50'
KEY COMPETENCES	This lesson contributes to the acquisition of the following key competences: • Competence in Linguistic Communication (CLC) • Interpersonal and Civic Competence (ICC) • Cultural and Artistic Competence (CAC) • Learning to Learn (LL) • Personal Initiative and Autonomy (PIA)
MAIN AIMS	At the end of this lesson, Ss will be able to: 1. Understand both oral and written instructions and follow their indications and meanings. 2. Make use of previous knowledge and internalize new input. 3. Interact and communicate with their classmates in an ordered way, respecting turn-taking. 4. Work cooperatively in groups, making significant contributions. 5. Identify the parts of an engine. 6. Recognize useful input from a listening exercise. 7. Describe engine layouts from a picture or diagram. 8. Read technical descriptions and texts aloud. 9. Talk about experiences with customer service.
SUBSIDIARY AIMS	At the end of this lesson, Ss will be able to: 10. Label the parts of a car sketch. 11. Distinguish between useful and useless input from a vocabulary box. 12. Match descriptions of engines with their visual representations. 13. Recycle the vocabulary seen throughout the unit. 14. Volunteer for communicative performances.

PERSONAL AIMS	During the lesson, the T is expected to: • Have everybody engaged on the task. • Analyze students' needs and adapt his/her materials to their purpose. • Provide effective feedback to students throughout the lesson. • Propose activities with clear aims integrating the four skills and foster the development of communicative competence. • Provide a clear and direct interaction with students with a positive attitude and clear instructions. • Promote S-S interaction through pair and group work. • Make adequate use of the resources available in the classroom. • Develop Ss' autonomous learning. • Secure students' learning of recycled contents. • Follow an assessment of the students' learning process and teaching practice.
LANGUAGE TO BE USED AND PRACTICED	Ss are expected to use and practice the following language exponents: **Abbreviations**: FWD; bhp; g/km; GDI; mpg; mph; Nm; rpm; RWD; SI; TDI. **Technical vocabulary**: Clutch; crankshaft; combustion; cylinders; engine; fuel; gearbox; distribution; piston; propeller shaft; spark plug; torque; horizontally opposed engine; V-engine; in-line engine. **Past Simple, Present Simple, and Future Tenses for talking about personal experiences with customer service**: What did you buy on…?; I bought…; Why did you choose this company?; I chose this company because…; Were you satisfied with your purchase?; Yes, I was because…; No, I wasn't because…; How did you feel about the experience?; I felt…; Does the company offer rewards to regular customers?; Yes, it offers…; No, it doesn't; Will you repeat business with the company?; Yes, I will because…; No, I won't because…and so on.

DESCRIPTION OF ACTIVITIES		
STAGE AIMS	PRE-TASK: ACTIVATION OF PREVIOUS KNOWLEDGE + INPUT PRESENTATION	TIMING AND GROUPING
1 2 3 4 5 10 11 13	**Activity 1** • Step 1: the T projects the box with abbreviations from the pre-task of the previous session again along with the pictures of two different cars. • Step 2: in pairs, Ss will have to use those abbreviations to talk about the characteristics of the different cars, asking for each other's opinions and agreeing or disagreeing with their mates. • Step 3: the T moves around groups and monitors, scaffolding and taking notes on Ss' performances. **Activity 2**[3] • Step 4: the T shows students a list of twelve words related to the parts of an engine and a sketch of the parts of a car. • Step 5: in their cooperative groups, Ss are asked to label the unnamed parts of the car sketch with the missing words. Only six out of the twelve words in the box must be used. • Step 6: groups are asked in turns for their answers in the sharing of the results.	Activity 1: 10' Pair work Activity 2: 5' Group work: Cooperative work **Total Pre-task: 15'**

[3] Adapted from Kavanagh, M. (2007) *English for the Automobile Industry*. Oxford: OUP, p. 27.

STAGE AIMS	LEARNING TASK: INPUT PRESENTATION+GUIDING UNDERSTANDING	TIMING AND GROUPING
1 2 3 4 5 6 7 8 11 12 13	**Activity 1**[4] • Step 1: Ss listen twice to an extract from a tour of a car factory. The written audio script is not provided. • Step 2: the T asks them to tick as many words from the vocabulary box as they listen to. • Step 3: now the T distributes photocopies with the audio script of the extract. However, some words are missing. • Step 4: Ss are asked to fill in the gaps with the missing words from the box. • Step 5: Ss get in their cooperative groups and compare their answers. • Step 6: the T recounts each group's mistakes and congratulates the winning group. **Activity 2**[5] • Step 7: Ss are arranged in groups of three. Every student is given two cards: one contains a short extract with the description of an engine layout and the other a diagram of an engine. The description of the engine does not match the picture given to each student. • Step 8: Ss read the description aloud and the student who thinks that s/he has the diagram for that description must interchange his/her picture with that person. • Step 9: the process is repeated until all of the Ss have matched their description with the suitable diagram. • Step 10: the T shares the right answers with the rest of the class.	Activity 1: 10' Individual work Activity 2: 5' Group work **Total Learning Task: 15'**

[4] Adapted from Kavanagh, M. (2007) *English for the Automobile Industry*. Oxford: OUP, p. 28.

[5] Adapted from Kavanagh, M. (2007) *English for the Automobile Industry*. Oxford: OUP, p. 29.

STAGE AIMS	POST-TASK: UNDERSTANDING PERFORMANCES	TIMING AND GROUPING
1 2 3 4 9 13 14	**Activity 1**[6] • Step 1: the T provides a cheat-sheet with incomplete questions and answers to talk about experiences with customer service. • Step 2: in pairs, Ss must talk about a real or invented personal experience with vehicle-related customer service. Ss are expected to use the vocabulary studied so far in the unit. • Step 3: two volunteering pairs are asked to perform the speech in front of the class.	Activity 1: 10' Pair work **Total Post-task: 10'**

VARIATIONS/FOLLOW-UP. DIVERSITY AND NEEDS ANALYSIS

Variations/Follow up: Communicative practice will be prioritized during the session. If the teacher considers it appropriate – either due to technical problems or for time purposes – he/she will skip the less relevant activities according to his/her criterion. Systematic exercises such as matching or gap-filling could be given as homework.

Diversity: In order to address diversity in the classroom, cooperative groups will be formed by heterogeneous students. To do so, seating arrangements will be balanced: one high-level student + one low-level student + one medium-low-level student + one medium-high-level student.

Needs Analysis: Providing feedback and scaffolding will require of the T's ability to exercise reflection-in-action. For every session, the T will take notes on individuals' progress and attitude. The T will fill -in rubrics for each session to evaluate individual and group work. In addition, the effectiveness of materials will be assessed taking into account the degree of success of the implementation. After the session, the T will fill in a rubric and make the necessary changes and adaptations of the materials.

[6] Adapted from Grant, D., Hudson, J. & McLarty, R. (2009). *Business Result: Pre-intermediate Student's Book.* Oxford: OUP, p.37.

LESSON PLAN: 'UNDER THE BONNET'	**SESSION NUMBER**: 3
Teacher: María Batlle Gavín	**Target Grade Level**: 1st year for *Automoción* students in Vocational Training (B1-B2) **Number of students**: 20
Lesson type: Multi-skilled / Genre analysis	**Length**: 50'
KEY COMPETENCES	This lesson contributes to the acquisition of the following key competences: • Competence in Linguistic Communication (CLC) • Interpersonal and Civic Competence (ICC) • Cultural and Artistic Competence (CAC) • Learning to Learn (LL) • Personal Initiative and Autonomy (PIA)
MAIN AIMS	At the end of this lesson, Students (Ss) will be able to: 1. Understand both oral and written instructions and follow their indications and meanings. 2. Develop listening and reading skills. 3. Use engine-related vocabulary. 4. Understand English descriptions about how an engine works. 5. Make use of a car's instruction manual written in English. 6. Use conventional language for apologizing. 7. Understand the general meaning and register of different type of oral interventions. 8. Make use of previous knowledge and internalize new input. 9. Make inferences about the meaning of contextualized words. 10. Interact and communicate with their classmates in an ordered way, respecting turn-taking. 11. Work cooperatively in groups, making significant contributions.
SUBSIDIARY AIMS	At the end of this lesson, Ss will be able to: 12. Classify words into verbs, nouns, adjectives and adverbs. 13. Skim a text to get the general grasp of its content. 14. Fill-in the gaps of a text with missing words from a word-cloud. 15. Scan enhanced input from a text and make inferences about its meaning. 16. Make significant contributions to their cooperative groups.

	17. Identify aurally from a video tutorial the steps to follow for apologizing. 18. Re-arrange loose pieces of a text to form a meaninful whole.
PERSONAL AIMS	During the lesson, the T is expected to: • Have everybody engaged on the task. • Analyze students' needs and adapt his/her materials to their purpose. • Provide effective feedback to students throughout the lesson. • Propose activities with clear aims integrating the four skills and foster the development of communicative competence. • Provide a clear and direct interaction with students with a positive attitude and clear instructions. • Promote S-S interaction through pair and group work. • Make adequate use of the resources available in the classroom. • Develop Ss' autonomous learning. • Secure students' learning of recycled contents. • Follow an assessment of the students' learning process and teaching practice.
LANGUAGE TO BE USED AND PRACTICED	Ss are expected to use and practice the following language exponents: **Nouns and compound nouns**: ignition; fuel injectors; rotation; crankshaft; cylinders; transmission; explosion; intake; emissions; chain; technologies; power; combustion; pistons; compression; spark plugs; injury; procedure; flames; fumes; gearshift level; radiator fans; wires; jack; wheels; fire extinguisher; warranty period; engine oil; washer fluid; brake fluid; coolant; tools; spare parts. **Verbs**: to transmit; to ignite; to power; to explode; to rotate; to turn off; to cool down; to switch off; to withdraw; to make enquiries. **Adjectives**: explosive; exhaust; powerful; combustible; hazardous. **Adverb**: explosively; outdoors. **Expressions**: to put the barking brake on; to keep (sth) out of children's reach. **Steps for apologizing politely**: always apologize someone face to face; acknowledge the consequences; find alternative solutions; it takes time to rebuild.

DESCRIPTION OF ACTIVITIES		
STAGE AIMS	PRE-TASK: ACTIVATION OF PREVIOUS KNOWLEDGE + INPUT PRESENTATION	TIMING AND GROUPING
1 2 3 4 7 8 9 10 12 13 14	**Developing Listening Skills** **Activity 1** • Step 1: in order to connect new ideas with previous knowledge, T shows Ss a word-cloud with idioms and lexis related to the workings of an engine. • Step 2: the T distributes photocopies of a T-chart. Students are asked to sort the words from the word-cloud into different columns, thus discriminating among nouns, verbs, adjectives and adverbs. • Step 3: in pairs, Ss compare their answers and the T shares the right answers with them by showing them a Power Point slide with the completed chart. **Activity 2** • Step 4: the T provides photocopies of a video transcript on 'How an Engine Works' with missing words. Ss are asked to skim the text quickly to get the general grasp of the content. • Step 5: the T plays the first two minutes of the video twice (https://www.youtube.com/watch?v=zA_19bHxEYg). • Step 6: individually, Ss fill in the gaps with the words they hear. The missing words appear in the word-cloud. • Step 7: Class sharing of the results through Ss' interventions. • Step 8: the T collects the photocopies with Ss' results.	Activity 1: 5' Individual and Pair work Activity 2: 10' Individual work **Total Pre-task: 15'**

STAGE AIMS	LEARNING TASK: INPUT PRESENTATION + GUIDING UNDERSTANDING	TIMING AND GROUPING
1 2 3 5 8 9 10 11 13 15 16	**Developing Reading Skills** **Activity 1** • Step 1: the T distributes photocopies of the Safety Instructions page from a Porsche Cayenne's Instruction Manual, where the input has been enhanced. • Step 2: In groups of 4, Ss are asked to first skim the whole text and then scan the highlighted words to make inferences about their meanings (Ss are supposed to be acquainted with Safety Instructions). • Step 3: Every student in the groups is assigned a different role: Student 1 will be the spokesperson; Student 2 will be the writer; Student 3 will be the time-controller; and Student 4 will control the turns of participation. (Roles are changed for every activity). • Step 4: Ss interact in English in their cooperative groups. Everyone must, at least, make three contributions. Student 4 is in charge of ensuring participation. • Step 5: the spokesperson of every group shares several results with the rest of the classroom until all of the words have been discussed.	Activity 1: 4' text skimming and scanning + 8' group discussion and interaction + 8' class sharing Group work: Cooperative work **Total Learning task: 20'**

STAGE AIMS	POST-TASK: DEMONSTRATION OF LEARNING	TIMING AND GROUPING
1 2 6 7 8 10 11 16 17 18	**Learning demonstration of Listening and Reading skills** **Activity 1** • Step 1: the T asks Ss to get in their cooperative groups. • Step 2: the T announces that they are going to watch and listen to a video tutorial explaining how to apologize to a client in the right way: https://www.youtube.com/watch?v=mi-5jJkMh3Y • Step 3: the T hands in every cooperative group a paragraph of the written transcript of the video. Every group has a different extract. Groups read their extract. • Step 4: the T asks Ss to write down, as they listen, the headings for every step to follow mentioned in the video and Ss must identify the step of their extract. • Step 5: every group shares their answers with the rest of the groups. • Step 6: the groups put together their extracts in order to form the whole of the text.	Activity 1: 2' paragraph reading + 10' Individual listening and titling + 3' class sharing Group work **Total Post-task: 15'**

VARIATIONS/FOLLOW-UP. DIVERSITY AND NEEDS ANALYSIS

Variations/Follow up: Communicative practice will be prioritized during the session. If the teacher considers it appropriate – either due to technical problems or for time purposes – he/she will skip the less relevant activities according to his/her criterion. Systematic exercises such as matching or gap-filling could be given as homework.
Diversity: In order to address diversity in the classroom, cooperative groups will be formed by heterogeneous students. To do so, seating arrangements will be balanced: one high-level student + one low-level student + one medium-low-level student + one medium-high-level student.
Needs Analysis: Providing feedback and scaffolding will require of the T's ability to exercise reflection-in-action. For every session, the T will take notes on individuals' progress and attitude. The T will fill -in rubrics for each session to evaluate individual and group work. In addition, the effectiveness of materials will be assessed taking into account the degree of success of the implementation. After the session, the T will fill in a rubric and make the necessary changes and adaptations of the materials.

LESSON PLAN: 'UNDER THE BONNET'	**SESSION NUMBER**: 4
Teacher: María Batlle Gavín	**Target Grade Level**: 1st year for *Automoción* students in Vocational Training (B1-B2) **Number of students**: 20
Lesson type: Multi-skilled / Genre analysis	**Length**: 50'
KEY COMPETENCES	This lesson contributes to the acquisition of the following key competences: • Competence in Linguistic Communication (CLC) • Interpersonal and Civic Competence (ICC) • Cultural and Artistic Competence (CAC) • Learning to Learn (LL) • Personal Initiative and Autonomy (PIA)
MAIN AIMS	At the end of this lesson, Ss will be able to: 1. Understand both oral and written instructions and follow their indications and meanings. 2. Make use of previous knowledge and internalize new input. 3. Interact and communicate with their classmates in an ordered way, respecting turn-taking. 4. Work cooperatively in groups, making significant contributions. 5. Perform the roles of a client and a manager of a car dealership. 6. Write a complaint letter as a client. 7. Write an apology letter as a dealer company's manager. 8. Follow the necessary steps during the writing process. 9. Use formulaic language and conventions suitable for a business context. 10. Recycle and make use of the input seen throughout the unit. 11. Identify and name the parts of an engine in a picture. 12. Describe shape and position. 13. Write a figurative script for a working incident. 14. Role-play a working incident.

SUBSIDIARY AIMS	At the end of this lesson, Ss will be able to: 15. Play a "Rally Robin" to brainstorm vocabulary and expressions from the unit. 16. Fill-in a T-chart by sorting loose sentences into their appropriate columns. 17. Follow the steps of a checklist on the writing process. 18. Complete matching exercises. 19. Use vocabulary from a language box for describing shape and position.
PERSONAL AIMS	During the lesson, the T is expected to: • Have everybody engaged on the task. • Analyze students' needs and adapt his/her materials to their purpose. • Provide effective feedback to students throughout the lesson. • Propose activities with clear aims integrating the four skills and foster the development of communicative competence. • Provide a clear and direct interaction with students with a positive attitude and clear instructions. • Promote S-S interaction through pair and group work. • Make adequate use of the resources available in the classroom. • Develop Ss' autonomous learning. • Secure students' learning of recycled contents. • Follow an assessment of the students' learning process and teaching practice.
LANGUAGE TO BE USED AND PRACTICED	Ss are expected to use and practice the following language exponents: **For writing a complaint letter as a client**: I would appreciate it if you could fix the problem; If the problem persists I will take further action; I would like to solve the problem amicably; Unfortunately, your product has not been satisfactory; Get me another mechanic as soon as possible. **For writing an apology letter as a manager**: I am very sorry to learn about your bad experience; I understand your frustration; This will never happen again; Please accept our sincere apologies for the inconvenience; Our customers deserve the very best. **Technical vocabulary on the parts of an engine**: engine oil filler cap; battery; brake fluid reservoir; windscreen/headlight washer container; engine oil dipstick; radiator expansion tank; power steering reservoir. **Describing position**: on the right/left-hand side; at the front/rear; on the opposite side; above/below/next to/beside; between. **Describing shape**: square; rectangular; circular; triangular; cuboid; cylindrical; spherical; conical.

DESCRIPTION OF ACTIVITIES		
STAGE AIMS	PRE-TASK: ACTIVATION OF PREVIOUS KNOWLEDGE + INPUT PRESENTATION + TASK	TIMING AND GROUPING
1 2 3 4 5 6 7 8 9 10 15 16 17 18	**Developing Writing Skills** **Activity 1** • Step 1: To activate students' knowledge and to introduce the first activity, T proposes a "Rally Robin" to brainstorm vocabulary and expressions seen until now about the internal parts of a car. • Step 2: the T sets a time limit, and provides think time: 5 minutes. • Step 3: in their cooperative groups, Ss think and write as many words as they can think of on the topic. • Step 4: Class sharing of the results by Ss' oral contributions after thinking-time is over. The T writes on the blackboard the words suggested by the groups. **Activity 2** • Step 5: Ss are asked to get in pairs. The teacher distributes every pair a handout with a T-chart where the first column is entitled 'Client: a complaint letter' and the second column, 'Manager: Apology letter'. A list of loose sentences is also provided. • Step 6: Ss are asked to place those sentences into the corresponding column of the T-chart. • Step 7: the T projects the completed T-chart with the right answers on the screen. **Activity 3** • Step 8: the T provides every pair of Ss with a checklist on the writing process. It lists the steps to follow both when writing a complaint letter as a client and when apologizing as a manager. • Step 9: in each pair, student A is going to play the role of an angry client and student B the role of an apologetic manager. They must write their corresponding letters to each other, using the adequate expressions and conventions and introducing vocabulary from the unit. • Step 10: the T collects the final product of every pair-group.	Activity 1: 10' Cooperative work Activity 2: 5' Pair work Activity 3: 10' Individual and Pair work **Total Pre-task: 25'**

STAGE AIMS	LEARNING TASK: GUIDING UNDERSTANDING	TIMING AND GROUPING
1 2 3 4 10 11 12	**Developing Speaking Skills** **Activity 1**[7] • Step 1: the T projects on the screen a picture of an engine where some pieces are pointed at and numbered (from 1 to 7). Then, the T shows a vocabulary box with the seven names of those signaled parts. • Step 2: in their cooperative groups, Ss make guesses about the matching of those words to the picture. • Step 3: Cooperative groups are also numbered from 1 to 7. The T says aloud a number and the targeted group has to say the corresponding name for that number in the picture. • Step 4: the process is repeated until all of the pieces are named and covered. **Activity 2**[8] • Step 5: in pairs, Ss are provided with a language box with phrases for describing shape and position. • Step 6: by taking turns and looking at the engine layout of the picture, Ss have to tell their partners where the components of the vocabulary box are placed and which shape they have. • Step 7: the T moves around groups and monitors, taking notes on Ss' performances.	Activity 1: 5' Cooperative work Activity 2: 5' **Total Learning task: 10'**

[7] Adapted from Kavanagh, M. (2007) *English for the Automobile Industry*. Oxford: OUP, p. 63.

[8] Adapted from Kavanagh, M. (2007) *English for the Automobile Industry*. Oxford: OUP, p. 30.

STAGE AIMS	POST-TASK: UNDERSTANDING PERFORMANCES	TIMING AND GROUPING
1 2 3 4 10 11 12	**Developing Writing and Speaking Skills** **Activity 1** • Step 1: the T announces that Ss are going to role-play a working incident at a car dealership. • Step 2: in their cooperative groups: Student A will be the manager; Student B, the complaining client; Student C, the worker who sold the car or piece to the client; Student D, a second client witnessing the scene. • Step 3: the T provides each group with a checklist of the phases to follow during the interaction and sets 5 minutes of writing time. • Step 4: Ss must write a 2-minute script for the scene, using as much vocabulary from the unit as possible and making sure that everyone intervenes in the performance. • Step 5: Ss perform the scene in front of their classmates. • Step 6: the T evaluates both the group and the individual performance, attending both to the written script and to the oral interaction.	Activity 1: Writing time: 5' Performances: 10' Cooperative work **Total Post-task: 15'**

VARIATIONS/FOLLOW-UP. DIVERSITY AND NEEDS ANALYSIS

Variations/Follow up: Communicative practice will be prioritized during the session. If the teacher considers it appropriate – either due to technical problems or for time purposes – he/she will skip the less relevant activities according to his/her criterion. Systematic exercises such as matching or gap-filling could be given as homework.

Diversity: In order to address diversity in the classroom, cooperative groups will be formed by heterogeneous students. To do so, seating arrangements will be balanced: one high-level student + one low-level student + one medium-low-level student + one medium-high-level student.

Needs Analysis: Providing feedback and scaffolding will require of the T's ability to exercise reflection-in-action. For every session, the T will take notes on individuals' progress and attitude. The T will fill -in rubrics for each session to evaluate individual and group work. In addition, the effectiveness of materials will be assessed taking into account the degree of success of the implementation. After the session, the T will fill in a rubric and make the necessary changes and adaptations of the materials.

SESSION 1

PRE-TASK

ACTIVITY 1

Look at the following abbreviations below. They are used to describe some characteristics of motor vehicles. Now, get into your cooperative groups and think about their meanings. Choose one person in your group to communicate your answers to the rest of the class.

FWD
Bhp
g/km
GDI
Mpg
Mph
Nm
Rpm
RWD
SI
TDI

ACTIVITY 2

Match the definitions (A-K) with their corresponding abbreviation (1-11).

A. Grams per kilometer	1. FWD
B. Newton meter	2. Bhp
C. Front-wheel drive	3. g/km
D. Miles per gallon	4. GDI
E. Spark ignition	5. Mpg
F. Brake horsepower	6. Mph
G. Miles per hour	7. Nm
H. Turbo direct injection	8 Rpm
I. Rear-wheel drive	9. RWD
J. Revolutions per minute	10. SI
K. Gasoline direct injection	11. TDI

Teacher's Answer Key: A-3; B-7; C-1; D-5; E-10; F-2; G-6; H-11; I-9; J-8; K-4.

ACTIVITY 3

Do you know the equivalences between the British, American and Spanish measuring systems?

BR	SP	AM	SP	BR	SP	AM	SP
1 mile	_____kms	1mile	_____kms	1 gallon	_____liters	1 gallon	_____litres

LEARNING TASK

ACTIVITY 1

Imagine that you are working at a car dealership. Make a list of strategies that your company may use to offer good customer service.

STRATEGIES

1. _____
2. _____
3. _____
4. _____
5. _____

ACTIVITY 2

Read the following text about 'Six Rules for Good Customer Service'. Pay attention to the words in bold. Are there any words or expressions that you don't know?

SIX RULES FOR GOOD CUSTOMER SERVICE

1. ANSWER YOUR PHONE

The golden rule is 'never miss a phone call', so someone should always be available to pick up the phone. Your company may have to set up a call center to **meet the needs of customers**.

2. KEEP YOUR PROMISES

Customers want a reliable service, so always do what you say you will do. **Keep to your delivery dates** and you'll **get repeat business** from your satisfied customers.

3. LISTEN TO YOUR CUSTOMERS

Conduct surveys periodically to find out what your customers think. Learn from their feedback and change your strategy if necessary.

4. GIVE COMPLAINTS YOUR FULL ATTENTION

Deal with complaints quickly and efficiently. If you have to give a refund, do it with a smile. Satisfied customers will recommend you to friends and get you more business.

5. TAKE THE EXTRA STEP

Offer a personalized service to your customers and they will feel more important. Deal with their requests on a personal basis and make sure they know what their options are at all times.

6. GIVE CUSTOMERS SOMETHING EXTRA

Encourage customer loyalty by giving your regular customers something extra. Your customers will be happy to get something they didn't expect.

ACTIVITY 3

Look at the following key expressions used for giving opinions:

Asking for an opinion	Giving an opinion	Agreeing	Disagreeing
What do you think about…?	I think that…	I agree with you.	I disagree.
How do you feel about…?	I don't think that…	I think you're right.	I don't agree with…
Do you agree with…?	Personally, I feel that…		I don't agree at all.

A)

Get into your cooperative groups. You are going to be numbered from 1 to 4.

Student 1: you will be the spokesperson.

Student 2: you will be the writer.

Student 3: you will control time.

Student 4: you will control turns (make sure the four of you participate).

Look again at the 'Six Rules for Good Customer Service'. Use the key expressions from the box to talk about them.

Now, discuss the task with your group members and enumerate the six rules attending to their importance to you (1= the most important rule; 6=the least important rule). Justify your choices.

RANKING for the 'Six rules':

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

POST-TASK

B)

When you have finished your ranking, the spokesperson must go to the blackboard and justify the list. Try to ask for opinions and agree or disagree with other spokespersons. The rest of students in the group have to complete an evaluation sheet for the interaction.

SESSION 2

PRE-TASK

ACTIVITY 1

In pairs, use the abbreviations from the box to talk about the characteristics of the two different cars which appear in the pictures. Which car do you prefer? Why? Ask your partner about his/her opinion and try to agree or disagree with him/her.

FWD
Bhp
g/km
GDI
Mpg
Mph
Nm
Rpm
RWD
SI
TDI

Audi A4 Berlina

Combustible	Potencia	Puertas	Co2	Maletero
Diésel,Gasolina	150-272 CV	4	99 g/Km	480 L.

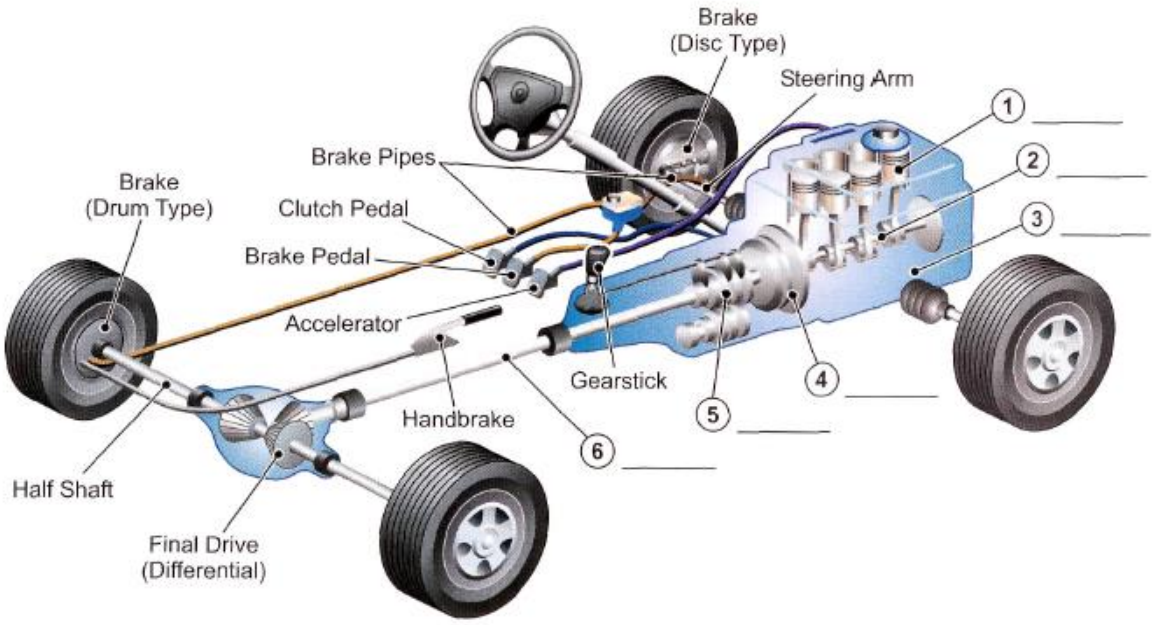
Jaguar F-Type Roadster

Combustible	Potencia	Puertas	Co2	Maletero
Gasolina	340-380 CV	2	199 g/Km	315 L.

ACTIVITY 2

Get into your cooperative group. Together, try to fill in the gaps in the picture (1-6) with words from the box. You only need six words. Use a dictionary if necessary.

Clutch - Crankshaft - Combustion - Cylinders - Engine - Fuel - Gearbox - Distribution - Piston - Propeller shaft - Spark plug - Torque



LEARNING TASK

ACTIVITY 1

You are going to listen to someone talking about a tour of a car factory. While you are listening, circle as many words from the box as you hear:

Clutch - Crankshaft - Combustion - Cylinders - Engine - Fuel - Gearbox - Distribution - Piston - Propeller shaft - Spark plug - Torque

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Now, listen again and fill in the gaps with the missing words from the box. You only need nine words. Then, get into your cooperative groups and compare your answers.

'Now we come to the engine. The principle of the internal 1)_____ engine has not changed in the last 100 years. The engine takes in 2)_____ and air which is compressed in a combustion chamber. Then this mixture is ignited by a 3)_____ to produce an explosion, which moves the 4)_____ in the cylinder. The up and down motion of the piston in the cylinder is converted into rotational motion by the 5)_____. The rotational force generated by the engine is known as 6)_____.

The size of the engine determines the power. The more 7)_____ there are, the more powerful the engine. This power is transmitted through the 8)_____, the gearbox, the propeller shaft (in rear-wheel and four-wheel drive), and the axles to the wheels. The position of the engine can vary, but generally speaking it is mounted at the front. In some sports cars, the engine is mounted at the rear (e.g. Porsche) or in the middle (e.g. Ferrari or Lamborghini) because of weight 9)_____. So, that's enough about the engine for the moment – let's move on to the next stage…'

ACTIVITY 2

Get in groups of three. Each of you will have two cards: one with the picture of an engine and the other with a description of another engine. Read your description to your mates and join the cards so the description matches the image.

STUDENT 1

Horizontally opposed engine:

This layout is used for high-performance engines with a compact layout such as the BMW 7-series. The cylinders are arranged in two banks set at an angle to one another. This layout is normally more cuboid in shape than the other two.

STUDENT 2

V-engine:

This layout is long and narrow. The cylinders are all next to each other in a single bank. It is a standard, simple layout used in the Mercedes A-class, for example.

STUDENT 3

In-line engine:

This layout is wide and flat and gives the engine a low center of gravity. The cylinders are arranged in two banks on opposite sides of the engine. It is very practical for cars with the engine located at the rear, such as the Porsche.

POST-TASK

ACTIVITY 1

Work with a partner. Ask and talk about good or bad experiences you have had with customer service. Think of a car dealership, for example. You can use the prompts below to help you.

A: What did you buy on…(e.g. Fiat)?
B: I bought…
A: Why did you choose this company?
B: Because…
A: Were you satisfied with your purchase?
B: Yes, I was because…/ No, I wasn't because…
A: How did you feel about the experience?
B: I felt…
A: Does the company offer rewards to regular customers?
B: Yes, it offers…
A: Will you repeat business with the company?
B: Yes, I will because…/ No, I won't because…

SESSION 3

PRE-TASK

ACTIVITY 1

This word-cloud contains words to talk about an engine:

Classify the words from the word-cloud into nouns, verbs, adjectives and adverbs:

NOUNS	VERBS	ADJECTIVES	ADVERBS

ACTIVITY 2

Read the following text about 'How an Engine Works' quickly. Then, watch the video and complete the gaps with the words you hear from the word-cloud.

How an Engine Works

We're going to explore some 1) t_____ that Toyota uses to maximize engine performance and economy, and reduce 2) e_____. First, we'll review the basics of how an engine works and some basic engine terminology. An internal 3) c_____ engine needs air and fuel to function. The more efficiently an engine breathes, the more efficiently it will produce power. Now we'll look at the basic components of an engine. The main components of the engine are: the engine block and cylinder head. The internal components of an engine include: 4) c_____, the 5) c_____, connecting rods, 6) p_____, 7) s_____, 8) f____ i_____, intake and exhaust valves, camshafts, and a timing 9) c_____ or belt.

10) P_____ is produced in the engine by the four-stroke process. As the piston moves on its first downward stroke, the intake valve opens to allow a mixture of air and fuel to fill the combustion chamber. This is called the "11) i_____ stroke". Next, the intake valve closes, and the piston moves on an upward stroke that compresses the air-fuel mixture. The compression of the air-fuel mixture will make it combust with greater force than if it were uncompressed. This is called the "12) c_____ stroke". Third, the sparkplug 13) i_____ the air-fuel mixture causing it to burn 14) e_____,

which forces the piston into another downward stroke. This is called the "15) p_____ stroke". The fourth stroke is the "16) e_____ stroke". As the piston begins its second upward stroke the exhaust valve opens and the burned air-fuel mixture is forced out of the combustion chamber through the exhaust valves.

LEARNING TASK

ACTIVITY 1

Read the following Safety Instruction page of a Porsche Cayenne's Instruction Manual. Then, get into your cooperative groups and discuss the meaning of the highlighted words. To do so, you are going to be numbered from 1 to 4.

Student 1: you will be the spokesperson.

Student 2: you will be the writer.

Student 3: you will control time.

Student 4: you will control turns (make sure the four of you participate).

The spokesperson will share the answers with the rest of the class.

Exercise Extreme Caution when Working on your Vehicle

⚠ Danger!

Ignoring the following instructions may cause serious personal injury or death.

- The engine compartment of any motor vehicle is a potentially hazardous area. If you are not fully familiar with proper repair procedures, do not attempt the adjustments described on the following pages.
  This caution applies to the entire vehicle.
- Only work on your vehicle outdoors or in a well ventilated area.
- Ensure that there are no open flames in the area of your vehicle at any time when fuel fumes might be present. Be especially cautious of such devices such as hot water heaters which ignite a flame intermittently.
- Before working on any part in the engine compartment, turn the engine off and let it cool down sufficiently. Hot engine compartment components can burn skin on contact.
- Be alert and cautious around engine at all times while the engine is running.

  If you have to work on the engine while it is running, always put the parking brake on **and** put the gearshift lever in neutral or the Tiptronic selector lever in position **P or N**.
- In particular, be very careful to ensure that items of clothing (ties, shirt, sleeves etc.), jewelry, long hair, hand or fingers cannot get caught in the fan, belts or other moving parts. The radiator and radiator fans are in the front of the car.
  The fans can start or continue running as a function of temperature, even with the engine switched off.
  Carry out work in these areas only with the engine off and exercise extreme caution.
- Your Porsche is equipped with an electronic ignition system. When the ignition is on, high voltage is present in all wires connected with the ignition system; therefore, exercise extreme caution when working on any part of the engine while the ignition is on or the engine is running.
- Always support your car with safety stands if it is necessary to work under the car. The jack supplied with the car is not adequate for this purpose.
  For vehicles with air suspension with level control and height adjustment switch off level control.
  Please see the chapter "RAISING VEHICLE WITH THE JACK" on Page 192.
- When working under the car without safety stands but with the wheels on the ground, make sure the car is on level ground, the wheels are blocked, and that the engine cannot be started.
  Withdraw ignition keys (switch ignition off in vehicles that have Porsche Entry & Drive).
- Do not smoke or allow an open flame around the battery or fuel.
  Keep a fire extinguisher close at hand.
- Incomplete or improper servicing may cause problems in the operation of the car. If in doubt about any servicing, have it done by your authorized Porsche dealer.
  Improper maintenance during the warranty period may affect your Porsche warranty coverage.
- Supplies of fluids, e.g. engine oil, washer fluid, brake fluid or coolant, are hazardous to your health.
  Keep these fluids out of children's reach and dispose of them in accordance with the appropriate regulations.
- Some countries require additional tools and special spare parts to be carried in your vehicle. Please make enquiries before driving abroad.

POST-TASK

ACTIVITY 1

Get into your cooperative groups. You are going to watch a video explaining how to apologize correctly to a client in four steps. Every group will have a different written section/step of the video (two groups will have a different part of the same step).

Write down the titles for every step. Then, identify your part and re-order the paragraphs with the rest of the groups.

STEPS: 'HOW TO APOLOGIZE THE RIGHT WAY?

1._____

2._____

3._____

4._____

_____

The first tip that I have for you, if you have to apologize to someone is face time. Now we are so dependent on technology. We text people, we email people. But it just takes too much of effort to call them or even to meet them in person. Now what I really believe that when it comes to apologizing someone, be it in your professional life or be it in your personal life, it's important for you to meet that person and personally apologize to him or her. With the help of technology, people end up texting or emailing. Now that's a big no. Well, it kind of comes as arrogance.

_____

The second tip that I have for you is Acknowledge. Acknowledge the consequences. Well, if we make a mistake, there's certain damage that we make. People suffer, probably there's too much of inconvenience that we cause. Maybe there is business loss, but how do we handle this? Now of course, you apologize, but before apologizing, it's important for you to acknowledge the consequences.

_____

The third tip that I have for you is find solutions. Any apology has three parts to it. The first one is when you apologize, when you say I'm sorry. The second part is when you own up to your mistake. And the third part is when you agree that yes it was a mistake and you kind of find solutions. Like you are gonna do something to correct your mistake. So these are the three parts of any apology.

_____

So the most important part is to find solutions. For example, if you have made a mistake, bring a solution to a table and this way, you know the other person would understand or realize that it was just a mistake and one can be forgiven. I'll give you an example, There's a friend of mine, who handles events. Now he was organizing an event and the client had said that the event is for

four thousand people. But guess what my friend thought or he kind of mistakenly thought that the event is just for four hundred people. Wow that's a huge mistake. Well, of course the event did not go well.

The last tip that I have for you in order to apologize the right way is to understand that it takes time. When any relationship is all shaken up, it's important for you to understand that it takes time to rebuild that relationship, to rebuild that trust. Usually when people apologize, when they say sorry to people. They just think that the work is done, but in fact, it's important for you to constantly communicate or get in touch with that person. Try to understand whether the person has really forgiven you.

SESSION 4

PRE-TASK: WRITING

ACTIVITY 1

Get into your cooperative groups. How many words and expressions to talk about a car and its parts can you remember? Write a word in the box and pass it to your mates. Repeat this process until time is over.

PARTS OF A CAR:

ACTIVITY 2

Some of the following sentences are used in letters to make complaints, and some others to make apologies:

- I am very sorry to learn about your bad experience
- I would appreciate it if you could fix the problem
- If the problem persists I will take further action
- I understand your frustration
- I would like to solve the problem amicably, but…
- This will never happen again
- Please accept our sincere apologies for the inconvenience
- Unfortunately, your product has not been satisfactory because…
- Our customers deserve the very best
- Get me another mechanic as soon as possible

In pairs, classify the sentences into their corresponding columns:

Client: a complaint letter	Manager: an apology letter

Teacher's Answer Key – Power-point Slide:

CLIENT	MANAGER
I would appreciate it if you could fix the problem	I am very sorry to learn about your bad experience
If the problem persists I will take further action	I understand your frustration
I would like to solve the problem amicably, but…	This will never happen again
Unfortunately, your product has not been satisfactory because…	Please accept our sincere apologies for the inconvenience
Get me another mechanic as soon as possible	Our customers deserve the very best

ACTIVITY 3

Get in pairs. Decide whether you want to be an angry client or a manager from a car dealership.

- If you are the angry client: you have to write a complaint letter to the manager about something that he/she sold you in a poor state.
- If you are the manager: you have to write an apology letter saying sorry and suggesting a possible solution.

After writing, make sure that:

- You have followed all of the steps in the writing checklist.
- You have used vocabulary and expressions from the unit.
- You have written between 100-150 words.

WRITING TIPS

CLIENT	MANAGER
Greet the addressee	Greet the addressee
Introduce yourself	Introduce yourself
Explain why you are writing: what happened	Explain why you are writing: justify what happened
Explain the problem	Apologize
Tell what you want in exchange	Offer a solution
Say politely that you expect an answer	Offer your help and leave contact details
Say goodbye and sign	Apologize again, say goodbye and sign

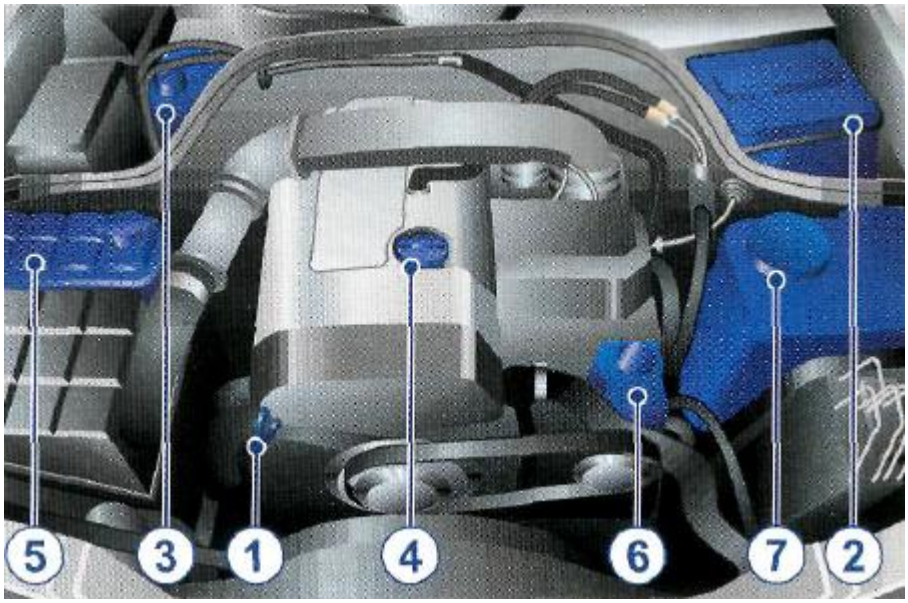
LEARNING TASK: SPEAKING

ACTIVITY 1

Get into your cooperative groups. Match the words in the vocabulary box to the picture of the engine.

Every group will have one or two numbers (2 groups will have 2 numbers). When the teacher says your number, say the word corresponding to that gap in the picture.

Engine oil filler cap – battery – brake fluid reservoir – windscreen/headlight washer container – engine oil dipstick – radiator expansion tank – power steering reservoir



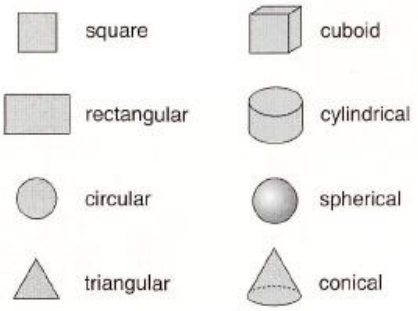
ACTIVITY 2

The following box contains phrases for describing shape and position:

DESCRIBING POSITION AND SHAPE

The ... is **on the right/left-hand side** of the engine.
This part is located **at the front/rear** of the engine.
It's **on the opposite side** of the engine from the ...
It's **above/below/next to/beside** the ...
It's **between** the ... and the ...

This layout is **cuboid** in shape.
The brake fluid reservoir is the **rectangular** container on the right.



In pairs, look at the picture of the engine in activity 1 and describe the shape and position of its seven elements.

POST-TASK: WRITING AND SPEAKING

ACTIVITY 1

Get into your cooperative groups. You are going to perform a working incident at a car dealership.

- Student A: you will be a complaining client.
- Student B: you will be the worker who sold the piece or car to the client.
- Student C: you will be another client witnessing the scene.
- Student D: you will be the manager.

Now write a very short script (of about 2 minutes). Try to use vocabulary from the unit. This is a possible example of some steps you can follow:

STUDENT A: CLIENT 1	STUDENT B: WORKER	STUDENT C: CLIENT 2	STUDENT D: MANAGER
• Tell your problem to the worker. • Ask to see the manager.	• Say you are sorry. • Justify yourself • Try to calm the client. • Go get the manager.	• Gossip about what has happened. • Ask the manager about the quality of their products.	• Ask for silence and peace. • Take client 1 to a private place. • Offer a solution. • Reprimand the worker.

Finally, perform the scene in front of your classmates.

SESSION 1	**Student's name:**	
EVALUATION OF THE INDIVIDUAL LEARNING PROCESS (15%) (1= poor; 4= very good)		**TEACHER NOTES**
Does the S make use of abbreviations to describe features of motor vehicles?	1 2 3 4	
Does the S know and apply the equivalences between the British, American and Spanish measuring systems?	1 2 3 4	
Does the S understand the reading text and the suggestions for offering a good customer service?	1 2 3 4	
Does the S ask for opinions, give opinions, agree and disagree during English interactions?	1 2 3 4	
Does the S participate in conversations, using communication strategies, showing initiative and interest, and respecting roles and turns?	1 2 3 4	
Does the S perform at a level consistent with my expectations or above them?	1 2 3 4	
Has the S shown any improvement by the end of this lesson?	1 2 3 4	

FEEDBACK CARROUSEL FORM

EVALUATING GROUP:

Instructions: Fill in your group number. Provide strengths, weaknesses and suggestions for improvements for other groups' performances.

GROUP:

Strengths: ……

Weaknesses: ……

Suggestions for improvement:

……

GROUP:

Strengths: ……

Weaknesses: ……

Suggestions for improvement: ……

GROUP:

Strengths: ……

Weaknesses: ……

Suggestions for improvement: ……

GROUP:

Strengths: ……

Weaknesses: ……

Suggestions for improvement: ……

SESSION 2	**Student's name:**				
EVALUATION OF THE INDIVIDUAL LEARNING PROCESS (15%) (1=poor; 4= very good)					**TEACHER NOTES**
Does the S make use of abbreviations to describe features of motor vehicles?	1	2	3	4	
Does the S identify the different parts of a car and use the pertinent technical vocabulary for the purpose?	1	2	3	4	
Does the S distinguish different types of engines?	1	2	3	4	
Does the S talk about personal experiences with good or bad customer service?	1	2	3	4	
Does the S recycle previous contents and vocabulary from previous sessions?	1	2	3	4	
Does the S participate in conversations, using communication strategies, showing initiative and interest, and respecting roles and turns?	1	2	3	4	
Does the S perform at a level consistent with my expectations or above them?	1	2	3	4	
Has the S shown any improvement by the end of this lesson?	1	2	3	4	

SESSION 3	**Student's name:**	
EVALUATION OF THE INDIVIDUAL LEARNING PROCESS (15%) (1=poor; 4= very good)		**TEACHER NOTES**
Is the technical vocabulary and input of the unit easily recognized, used and understood?	1 2 3 4	
Does the S distinguish between nouns, verbs, adjectives and adverbs from a word-cloud?	1 2 3 4	
Does the S recognize missing words from a listening exercise about the workings of an engine?	1 2 3 4	
Does the S describe the meaning of contextualized technical vocabulary from a vehicle instruction manual?	1 2 3 4	
Does the S identify the steps for apologizing from a video tutorial?	1 2 3 4	
Does the S recycle previous contents and vocabulary from previous sessions?	1 2 3 4	
Does the S participate in conversations, using communication strategies, showing initiative and interest, and respecting roles and turns?	1 2 3 4	
Does the S perform at a level consistent with my expectations or above them?	1 2 3 4	
Has the S shown any improvement by the end of this lesson?	1 2 3 4	

SESSION 4	**Student's name:**	
EVALUATION OF THE INDIVIDUAL LEARNING PROCESS (15%) (1=poor; 4= very good)		**TEACHER NOTES**
Does the S recycle previous contents and vocabulary from previous sessions?	1 2 3 4	
Is the input of the unit easily recognized, used and understood?	1 2 3 4	
Does the S follow a structured process when writing a complaint letter or an apology letter?	1 2 3 4	
Does the S describe position and shape when talking about the parts of an engine?	1 2 3 4	
Does the S successfully perform a working incident and follows the instructions given to do so?	1 2 3 4	
Does the S participate in conversations, using communication strategies, showing initiative and interest, and respecting roles and turns?	1 2 3 4	
Does the S perform at a level consistent with my expectations or above them?	1 2 3 4	
Has the S shown any improvement by the end of this lesson?	1 2 3 4	

GROUP NUMBER:						
EVALUATION OF THE GROUP'S LEARNING PROCESS (15%) 5= Excellent 4 = Above average 3 = Average 2 = Below average 1 = Weak						**TEACHER NOTES**
The group has participated in all of the cooperative activities of the lesson.	1	2	3	4	5	
Has the group worked cooperatively towards its goals, accepting every member's role within the group?	1	2	3	4	5	
Has the group contributed with useful ideas, knowledge, opinions and skills?	1	2	3	4	5	
Has the group shown respect towards other members' wants and needs?	1	2	3	4	5	
Has the group valued other members' ideas, work, knowledge and skills?	1	2	3	4	5	
On the whole, the group's degree of cohesion and participation is:	1	2	3	4	5	

STUDENT'S NAME: **NAME OF TASK:**		
EVALUATION OF THE INDIVIDUAL LEARNING OUTCOME (5%) 5= always 4 = often 3 = seldom 2 = rarely 1 = never		**TEACHER NOTES**
TASK COMPLETION: has the S participated in the task readily?	1 2 3 4 5	
USE OF ENGLISH: has the S spoken in English, using relevant output and paraphrasing if others did not understand?	1 2 3 4 5	
COOPERATION: has the S cooperated with the group, avoiding conflict?	1 2 3 4 5	
GROUP NUMBER: **NAME OF TASK:**		
EVALUATION OF THE GROUP'S LEARNING OUTCOME (5%) 5= always 4 = often 3 = seldom 2 = rarely 1 = never		**TEACHER NOTES**
USE OF ENGLISH: did the group make use of good English and lexis, with no errors of phonology, grammar or lexis?	1 2 3 4 5	
ORGANIZATION: was the task and performance well organized? Did the group's ideas follow a clear structure?	1 2 3 4 5	
CREATIVITY AND ORIGINALITY: was the task creatively and originally designed?	1 2 3 4 5	
PRESENTATION MECHANICS: was the task performance engaging? Did it capture and maintain the interest of the audience?	1 2 3 4 5	

ASSESSMENT RUBRIC FOR INSTRUCTIONAL MATERIALS[1]						
CRITERIA	**DEGREE**					**TEACHER NOTES**
The materials identify the learning goals and needs for students.	1	2	3	4	5	
The materials are engaging and keep students on task.	1	2	3	4	5	
The materials are affordable for the students in terms of level.	1	2	3	4	5	
The materials support teachers in helping students articulate their initial ideas.	1	2	3	4	5	
The materials foster cooperative work.	1	2	3	4	5	
The materials ask students to demonstrate their understandings and abilities associated with the topic of the unit.	1	2	3	4	5	
The materials offer opportunities for students to receive self, peer, and teacher assessment.	1	2	3	4	5	
The materials follow Ellis's pre-task, task, and post-task instructional sequence.	1	2	3	4	5	
The materials work the adequate technical vocabulary needed for *Automoción* students.	1	2	3	4	5	
The materials aim at practicing real-world business situations and functions.	1	2	3	4	5	

[1] Adapted from Dabling, M. (2011)

In other words

1 **Find students who have Version B of these sentences. Find the matching sentences and write them down.**

Version A

Nobody likes grammar.

Listening is more difficult than grammar.

I enjoy reading stories in English.

We shouldn't translate.

Having an English-speaking friend could help us.

Watching films in English can teach us a lot.

You get better at a language by using it.

This activity isn't very difficult.

My English has improved during the last six months.

1 **Find students who have Version A of these sentences. Find the matching sentences and write them down.**

Version B

It could be helpful to have an English-speaking friend.

Everybody dislikes grammar.

It's better not to translate.

My English is better now than it was six months ago.

2 **For each question, complete the second sentence so that it means the same as the first using no more than three words.**

1 I haven't got an English dictionary.
I _____ own an English dictionary.

2 People speak English all over the world.
English _____ all over the world.

3 I started learning English a year ago.
I _____ learning English for a year.

4 I prefer science to languages.
I like science _____ languages.

5 I'm learning English in order to get a better job. I'm learning English so that I _____ a better job.

6 I'm thinking of learning Japanese next.
I might _____ Japanese next.

7 How do you pronounce this word?
How is _____?

8 What's the English word for *martillo*?

How _____ *martillo* in English?

9 Would you mind repeating that, please?
Could _____, please?

10 How many English books have you read?
She asked me how many English books _____.

Follow up

Here is an extract from a letter you have received from an English-speaking friend:

> I hear you're studying English at the moment. That's great! Is it difficult to learn? What do you do to practise the language? Is there anything I can do to help you?

Follow up

Here is an extract from a letter you have received from an English-speaking friend:

> I hear you're studying English at the moment. That's great! Is it difficult to learn? What do you do to practise the language? Is there anything I can do to help you?

Write your reply, answering your friend's questions. Write about 100 words.

QUESTIONNAIRE **DEFINITION OF INDIVIDUAL CIRCUMSTANCES**	
Nombre y Apellidos: **Edad:** **Instrucciones:** contesta a las siguientes preguntas de forma clara y concisa en los huecos correspondientes.	
PREGUNTAS	**RESPUESTAS**
¿Por qué elegiste estudiar el Grado Superior de Automoción?	
¿Qué titulación te dio acceso al grado?	
¿En qué año finalizaste tus últimos estudios?	
¿Tienes experiencia laboral relacionada con esta titulación? Si es así, indica la(s) empresa(s) y la duración de tu puesto.	
¿A qué puesto de trabajo aspiras en un futuro?	
Si ya lo has decidido, ¿en qué empresa te gustaría realizar las prácticas del Grado?	
En estos momentos, ¿estás trabajando? Si la respuesta es afirmativa, especifica si tu puesto tiene relación con el Grado que estudias.	

QUESTIONNAIRE **DEFINITION OF PERSONAL EXPECTATIONS ABOUT THE ENGLISH MODULE**	
Nombre y Apellidos: **Edad:** **Instrucciones:** contesta a las siguientes preguntas de forma clara y concisa en los huecos correspondientes.	
PREGUNTAS	**RESPUESTAS**
Valora del 1 al 5 la utilidad del aprendizaje del inglés para tu futuro profesional (1= ninguna; 5= mucha)	
¿Cuántas horas a la semana puedes dedicar al estudio de esta asignatura?	
¿Has realizado prácticas laborales/estancias en un país de habla inglesa? Si es así, indica el país y la duración de permanencia.	
¿Tienes algún título oficial (Cambridge, Trinity, EOI…) que certifique tu nivel de inglés? Si la respuesta es afirmativa, indica el nivel, título y fecha de obtención.	
¿Crees que la enseñanza del inglés en el grado debería enfocarse al contexto de Automoción o a situaciones de la vida cotidiana?	
¿Crees que necesitas conocimientos de inglés para poder promocionar en tu campo profesional? Justifica tu respuesta.	
Haciendo balance, ¿cuántos años llevas aprendiendo inglés? (Especifica los contextos educativos donde has aprendido inglés: colegio/instituto/academia…)	
¿Prefieres clases de inglés comunicativas y participativas o más teóricas?	

OBSERVATION TOOL FOR GROUP SPECIFICATIONS	
Target Grade Level:	1st year for *Automoción* students in Vocational Training (B1-B2)
Number of students:	20
Average age:	23
Degree of motivation for English learning:	Low
Degree of motivation about the general *Grado Superior en Automoción*	High/Very high
General learning style of students	Visual and spatial; cooperative
Atmosphere in the classroom	Friendly and relaxed
Diversity in the classroom	1 highly-proficient student in English 3 low-level students in English
Other comments:	1 older student is the main breadwinner in his family. Because of labor reasons, he cannot attend this class once a month plus when required.