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Planning for Effective Learning: Cooperative Learning in the EFL Secondary Classroom

Planificación para un Aprendizaje Efectivo: Aprendizaje Cooperativo en el aula de Secundaria de Inglés como Lengua Extranjera

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1. INTRODUCTION

The Master's Degree in Secondary Education has enabled me to acquire and develop knowledge, skills and attitudes that are the starting point for my professional development as a teacher. I have learned how to plan and design instruction for effective learning and, most importantly, how to create learning opportunities for students from the perspective of life-long learning. Now, I am aware of the key challenges that the teaching of English as a foreign language entails and of the difficulties that teachers may encounter, difficulties such as: how to work with the LOMCE Curriculum; how to design different activities following Communicative Language Teaching principles; and how to put into practice innovative methodologies to teach a second language such as Cooperative Learning. I also had the opportunity to put knowledge into practice in the *Cooperativa Hijas de San José* school, designing one Learning Unit of Work and implementing it in the Fourth year of Compulsory Secondary Education.

At the beginning of my Placement period, I could observe that most of the time the students performed activities focused on grammar, with no communicative purpose. During the Master's Degree, I have become aware that both form and meaning should be integrated to learn a second language efficiently. The students used their mother tongue (L1) for communication in the second language classroom (L2). The principles of Communicative Language Teaching (CLT) were not followed. In CLT, *Communicative competence* is the main goal of language learning (Larsen-Freeman 2000). Therefore, students should be engaged in real communication. To do so, teachers should create opportunities for students to experience a functional use of language in a real communicative situation (Brown 2007). It is through interaction in purposeful communication and through negotiation of meaning to make oneself understood that learning takes place (Richards 2006).

As I have learnt in the Master's Degree, grammar focused teaching does not guarantee communicative competence development. Developing this *Communicative competence* of the second language requires learners to master not only morphosyntactic competence but also pragmatic, procedural and intercultural competences (the components of *Communicative competence* according to LOE regulations, *Orden 9 de Mayo, 2007*). As Lightbown puts it "knowing a language rule does not mean one will be able to use it in communicative interaction" (2000: 444).

This is something I could observe in my Placement period at the *Cooperativa Hijas de San José* school. Even though students seemed to have an adequate knowledge of grammar rules, they failed to use the L2 for effective communication.

Regarding activities, in the communicative classroom they should involve real communication to promote learning (Richards & Rodgers 2001). This is related to the *task principle*, a key learning principle of the Communicative approach that says that the use of meaningful tasks promotes learning and a meaningful and authentic language use (Johnson 1982 in Richards & Rodgers 2001). During my Master's Degree, I had the opportunity to design several Lesson Plans following a task-based approach. Planning around tasks is very challenging, because tasks must be focused on communication and, ideally, be built around authentic materials. They should be varied, follow a logical and coherent order, and both respond to students' learning needs and respect different learning paces. Nevertheless, I have acquired specialised knowledge and skills to design and implement them in the classroom for effective learning. I am aware that, for effective EFL teaching and learning, both form and meaning should be targeted in an integrated way.

I have also become aware that one of the duties of the teacher is to reflect continuously on the learning-teaching process. This can be encouraged and facilitated by writing a diary, collecting data about positive aspects and those features that need to be improved. Systematic data collection can help teachers to think critically in order to find solutions (Bailey, K. M., A. Curtis and D. Nunan 2001). Teachers should reflect on any element of the teaching and learning process before or after their teaching (*reflection-in action*) or during instruction (*reflection-on action*). This Master's Degree has given me the opportunity to reflect on my teaching practice during my Placement period at the *Cooperativa Hijas de San José* school. However, teachers are not the only agents to take an active part in the reflective process. I have learned that students should also reflect on the learning process. This reflection can be carried out by means of one-minute papers or questionnaires. With this practice, we contribute to our students' development of the *Learning to learn competence*, one of the eight key competences for life-long learning according to the Council of Europe (2006).

Another factor that makes EFL learning effective is adequate teachers' and students' roles. In our Competence-based model of education, learning is a dynamic process in which learners should be active participants in the teaching-learning process and teachers should act as facilitators, creating different learning opportunities for the

learners (De La Cruz 2005). To do so, students should be helped to activate their prior knowledge and try to build up new connections themselves.

During the Master's Degree in Education, I have acquired knowledge and skills to work with the national and the regional curriculum. At that time, the current curriculum was still LOE (*Orden 9 de Mayo, 2007*). Just as the Master's was finishing the new regional LOMCE curriculum was passed (*Orden 26 de Mayo, 2016*). Unfortunately, we did not have the opportunity to design neither a Course Plan nor a Learning Unit under LOMCE regional regulations. This was very unsettling at first. We had to learn how to use a complex but flexible document even though we knew that it was going to be replaced by another more complex, less flexible document which, in some respects would simply add further specifications but which would also be more prescriptive. One of the challenges teachers in our country must face is to learn how to implement LOMCE regulations in order to plan for effective teaching and learning, specifying learning objectives, contents, methodology, and evaluation criteria and learning standards, taking into account the increasing diversity of Secondary Education students which results from social and economic change in the last decade.

As a way to deal with diversity in the Secondary classroom, throughout the academic year, in various courses, the Master's teachers have emphasised the significance of Cooperative Learning in educational centres. This is an approach which follows Communicative Language Teaching principles and which could benefit learners in a mixed ability classroom in a way that will be later discussed. It is from this perspective that the present Dissertation tackles the critical analysis of two assignments done during the academic year: a Course plan from the course *Diseño Curricular de Lenguas Extranjeras* and a Learning Unit Plan from *Diseño, Organización y Aprendizaje para el Aprendizaje de Inglés*. I will critically comment on them in order to reflect on the planning that was carried out in these assignments regarding key competences, objectives, methodology and evaluation criteria and, most importantly, on the implementation of Cooperative Learning. It must be pointed out that Cooperative Learning is a methodology that could respond to the diversity found in Secondary Education centres.

2. JUSTIFICATION OF THE ASSIGNMENTS SELECTED

As explained in the introduction, this Dissertation is based on the analysis of two different assignments developed during the Master's Degree in Secondary Education, the Course plan from *Diseño Curricular de Lenguas Extranjeras* and the Learning Unit of Work from *Diseño, Organización y Aprendizaje para el Aprendizaje de Inglés*.

Firstly, I have chosen the two assignments because I consider them very important in relation to our profession as English teachers in Secondary Education contexts. Both reflect the possible difficulties that teachers may encounter when planning different Lesson Plans. Being a Second Term assignment, the Learning Unit, best reflects the general and specific knowledge and skills I have acquired and developed throughout this Master's and, in particular, relevant aspects that teachers should take into consideration when implementing Cooperative Learning. The Learning Unit puts into practice some of the key principles for effective EFL teaching and learning. Lesson Plans have been designed following a Communicative Language Teaching approach; activities and tasks in them from a task-based approach; always bearing in mind that they need to be adapted to the specific students' learning needs and paces.

Secondly, these two assignments make visible my initial professional development. They prove that there has been a huge improvement of my professional knowledge and skills as compared to when I started the Master's Degree. In particular, I would like to point out the specific knowledge and skills necessary for implementing Cooperative Learning and for planning and designing effective Lesson Plans. The process of planning and designing a Learning Unit in the Second Term allowed me to significantly understand the principles that promote an optimal learning of the second language and to design four cooperative learning tasks in accordance with such principles.

Although both illustrate concretion levels of planning and instruction, these assignments are very different. In addition, both of them were elaborated within the framework of the LOE Aragonese Curriculum. Planning and designing instruction effectively is a difficult task and Cooperative Learning plays an important role in the LOE Aragonese Curriculum (*Orden 9 de Mayo, 2007*) but also in the LOMCE Curriculum (*Orden 26 de Mayo, 2016*).

3. THEORETICAL FRAMEWORK

3.1. Curricular elements

When teachers design their own Course Plans and work with the curriculum, they have to bear in mind the specifications established by each autonomous community since the curriculum is only “a framework which provides teachers with a structure they then give character and content to”. This is why “[t]he detailed planning of how [the] language elements are to be tackled is left up the teachers” (House 2001: 68). A curriculum includes elements such as key competences, objectives, contents and evaluation criteria which needed to be adapted. If we take into account Finney’s distinction (2001 in Richards & Renandya 2002) between three kinds of curriculum model (*content model*, *objectives model* and *process model*), it can be said that the present educational model is not a contents model any more (the kind of model which in FL teaching would become a grammar-based curriculum) but an objectives, competence-based model. A Competence-based curriculum in language teaching is based on the use of the target language with a functional and interactional purpose, relying on the principles of Communicative Language Teaching (Richards and Rodgers 2001). Being an objectives model, learning is seen as “a process of observable changes in behaviour which could be measured” (Finney 2001: 72 in Richards & Renandya 2002). This means that learning objectives must be formulated so that they can be measurable and observable. But, since our curriculum model is not prescriptive, but open and flexible, formulating and grading specific learning objectives, evaluation criteria and contents, as well as identifying suitable materials and procedures for learners to attain them is left for teachers to decide. This process of identifying and formulating specific learning objectives could be a great challenge for teachers since it seems to be a difficult task to establish them. Moreover, determining appropriate materials and activities regarding students’ learning needs is another difficulty that teachers may encounter.

In addition to the previous models of curricula described, Finney (2001 in Richards & Renandya 2002) proposed another model of curriculum, which is a mixed-focus model, based on a communicative syllabus and an emphasis on the learners’ process of understanding as well as on products. This curriculum model takes into account the students’ learning needs. As has just been pointed out, our present

educational curriculum is a Competence-based model, whose main goal is to provide activities to students, involving authentic communication to promote long-life learning, bearing in mind every student learning needs (Richards and Rodgers 2001). This is related to Communicative Language Teaching principles. From the perspective of this model of curriculum, there are three kinds of syllabuses: *structural-functional*, which puts an emphasis on both structure and functions of the language; *functional*, which puts an emphasis on a functional use of the target language; and *task-based syllabus*, which focuses on learning processes and products (Allen 1984 in Finney 2001 in Richards & Renandya 2002). As has just been pointed out, there is no one kind of syllabus model and formulating specific learning objectives, evaluation criteria and contents is a great challenge and one of the teacher's duties since our Competence-based model of curriculum is flexible and open and based on the idea that learning is a dynamic process of changes which should be observable and measurable (Finney 2001 in Richards & Renandya 2002).

As has just been described in this chapter, our present education curriculum is a Competence-based model. One of the constitutive elements of the curriculum is key competences. Competences are knowledge, skills and attitudes, so that, a careful planning is required (Council of European Union 2006). Our national curriculum (*Orden 9 de Mayo, 2007*) is based on eight key competences, which every individual needs to develop a life-long learning. This is why planning effective learning is a difficult task for teachers owing to the fact that our Competence-based, as has been specified, is an open curriculum.

Teachers also have to take into account the methodological guidelines stated in the LOE Aragonese Curriculum (*Orden 9 de Mayo, 2007*) and in the LOMCE Aragonese Curriculum (*Orden 26 de Mayo, 2016*). As stated in the LOMCE Aragonese Curriculum (*Orden 26 de Mayo, 2016*), methodology has to be based in constructivist and cognitivist learning principles in order to promote a meaningful learning. In addition, the teaching-learning process of the second language should follow the principles established in methodological guidelines of the LOE Aragonese Curriculum (*Orden 9 de Mayo, 2007*) such as designing activities which should follow Communicative Language Teaching principles: a functional use of the target language, an active role of the students, the use of authentic materials, having a clear purpose and the activities should resemble to real-life situations (Richards 2006). It is also important

to use ICTs and Cooperative Learning as a way to respond diversity and to develop *Communicative competence*.

Related to this idea of developing *Communicative competence* of the second language with a functional and interactional use of it, tasks could be integrated in a communicative syllabus, which follow Communicative Language Teaching principles. Tasks follow three basic principles: the use of meaningful tasks that involve real communication, promote a language use and put an emphasis on the students' cognitive processes in order to promote second language learning (Richards & Rodgers 2001).

Another constitutive element of the curriculum is learning objectives. Formulating these learning objectives, as has been said, is a key challenge for teachers because our educational curriculum is flexible and it is teachers who have to adapt the different elements of the curriculum to their Learning Units, considering different students' learning needs. Learning objectives have to be measurable since our curriculum is an objectives-model curriculum. When designing Course Plans, learning objectives are specified prior to the design of the Lesson Plans, since these learning objectives are the basis for the development of the tasks, methodology and linguistic contents and they derive from the eight evaluation criteria. This is known as a backward design (Richards 2013).

Another important element of the curricula that teacher have to specify to the context is evaluation criteria. Evaluation involves teachers and students. There are two kinds of evaluation: formative and summative assessment (*Orden 9 de Mayo, 2007*). As has been described previously in this chapter, the different elements of the curricula and designing communicative activities are some of the teachers' challenges since our Competence-based curriculum not only implies knowledge but also skills and attitudes. Moreover, it is a difficult task to evaluate and to establish the different evaluation criteria bearing in mind our competence-based curriculum because English is considered another competence.

As has been pointed out in the introduction of this Dissertation, designing communicative tasks and activities is very significant in order to develop the learners' *Communicative competence* of the second language, taking into account the diversity of the students. As a way to deal with diversity and an approach which follows Communicative Language Teaching principles, Cooperative Learning can prove to be very useful.

3.2 Definition of Cooperative Learning

Cooperative Learning may be defined as a “a group learning activity organised so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others” (Olsen and Kagan 1992 in Richards, J.C. and T. Rodgers 2001: 192). Cooperative Learning is a means to both develop *Communicative competence* and respond to diversity, a way to fight the academic failure of those students who are excluded for their different learning needs (García & Moncayo 2014).

3.3. Cooperative Learning in the Curriculum

Cooperative Learning is not mentioned explicitly in the LOE Aragonese curriculum. The LOMCE curriculum passed in May 2016, which in many aspects develops the guidelines of the preceding one, though, identifies it as a methodology to deal with diversity in the EFL classroom. Cooperative Learning contributes to the development of two key competences: *Civic and social competence* and *Interpersonal competence*. The first key competence allows the contact and the communication with people from other cultures, the collaboration to achieve a common goal and the capacity to learn from each other (*Orden 9 de Mayo, 2007*). On the other hand, *Interpersonal competence* implies the capacity to relate, cooperate and plan with others as well as the capacity to learn from each other (*Orden 9 de Mayo, 2007*). In addition, in the methodological orientations of the LOMCE Aragonese Curriculum (*Orden 26 de Mayo, 2016*) Cooperative Learning is emphasised in order to respond to the students’ cultural diversity and respect for the different learning rhythms and styles.

3.4. Cooperative Learning and student-centered instruction

Cooperative Language Learning implies a student-centered approach to teaching which can be contrasted with teacher-fronted lessons, in which students are typically passive receivers of knowledge (Brown 2007). Brown (2007) proposes some of the guidelines of the student-centered instruction: letting students to acquire more control in the teaching-learning process; fostering the creativity and innovation; and emphasising the student’s sense of competence. Moreover, the main role of students when working cooperatively is being a member of their group and helping the other members of their

groups. Thus, students become responsible for their own learning owing to the fact that they have to carry out and evaluate their own learning process, which enhances life-long learning skills (Richards & Rodgers 2001). In addition, according to Larsen-Freeman (2000), the teacher becomes a facilitator of learning and serves as a monitor. In addition, teachers have to manage and set the necessary time to fulfil the tasks, organise the class into groups and, finally, distribute different roles to the students (Gillies & Ashman 2008).

3.5. Principles of Cooperative Learning

According to Kagan (2009), there are four basic principles to make Cooperative Learning successful in the teaching of a second language: *Positive Interdependence*, which means that the success of the whole group depends on the success and participation of all individuals in the group and the students work together in order to achieve a common goal; *Individual Accountability*, which means that each member of the group is responsible not only for their own learning but also for the groups' success; *Equal Participation*, which means that "participation is not voluntary. Everyone must participate about equally" since, if the students do not participate, language learning is not assured (Kagan 2009: 5.11); and *Simultaneous Interaction*, which means that students have more opportunities to interact with their partners in the target language compared with teacher-fronted lessons. In order to fulfill these four principles, the distribution of different roles to students plays an important role (García and Moncayo 2014). Some roles can be acting as a secretary, as a supervisor or as an encourager.

3.6. Cooperative Learning groups and structures

As stated by Kagan (2009), there are three ways of organising the groups of people in class. The first one is to dispose heterogeneous groups according to the students' level of the target language, gender and ethnic diversity. The second way is organising random teams, which are teams selected without following any criteria. Finally, student-selected teams are other way of organising Cooperative Learning groups. When students work in cooperative groups, they improve their ethnic relationships and their acquisition of the second language; they do not show discriminatory attitudes and they can learn from each other (Kagan 2009). Furthermore, authors such as Zhang (2010)

claim that the more students there are in a group, the more opportunities the students have to talk.

Kagan (2009) proposes different Cooperative Learning Structures. However, they are used differently depending on the purpose. One of these structures is *Timed Pair Share*, which is used in order to develop critical and creative thinking in students such as analysing, reaching agreements, generating ideas, providing solutions. Another structure with a communicative purpose is *Inside Outside-Circle*, which fosters respect. *Round Robin* is another Cooperative Structure in order to increase the probability of acquiring social skills since students practice taking turns. In order to promote decision-making is useful to use *Pros-N-Cons*, *Round Table* and *Team Statements*. As has been described, there are different kinds of Cooperative Structures depending on the purpose. As will be analysed in the next chapter, unfortunately, none of these structures were taken account when designing the Learning Unit of Work. Therefore, Cooperative Learning tasks were not successful completely.

4. ANALYSIS

Considering the significance of planning and designing both Course Plans and Lesson Plans for effective ESL learning and teaching and the importance of the principles that underlie Cooperative Learning in the Second English Language Classroom outlined above, in this section I am going to analyse both the Course Plan from *Diseño Curricular de Lenguas Extranjeras* and the Learning Unit of Work from *Diseño, Organización y Aprendizaje para el Aprendizaje de Inglés*. I will take into account the strengths as well as the weaknesses of both assignments, providing ideas for improvement.

Regarding the design of the Course Plan (See Course Plan p.1 Appendix I), it was elaborated in the First Term of the present academic year with three classmates. It was intended for the first year of Compulsory Secondary Education. Designing this Course Plan was a difficult task owing to the fact that it was the first time we came across such a complex document and that we had to study the legal provisions of the LOE Aragonese Curriculum.

Concerning the Learning Unit, entitled '*Shall we go out to have dinner?*' (See Learning Unit of Work p.1 Appendix II), it was designed in the Second Term and aimed at the second year of Compulsory Secondary Education. Even though we had already

acquired relevant knowledge and developed specific skills for effective planning, designing this Learning Unit was very complex. This was an individual assignment and my first attempt at professional instruction design at this concretion level. One of its defining features is that most activities require group work, specifically Cooperative Learning. As has been discussed in the previous chapter, Cooperative learning tasks promote differentiation and thus offer the students different learning opportunities. The activities are focused on promoting communication among the students with a view to reflect real life situations.

During my first days at the Master's, I was unaware of the amount of careful planning that both assignments required in order to be effective. It must be pointed out, though, that as none of the two assignments were implemented during my Placement period, I did not have the opportunity to check how effective they could be. Nevertheless, as part of my Placement tasks as a trainee teacher, I was required to design seven lesson plans related to the topic *Sports* and implement them in the fourth year of Secondary Education at the *Cooperativa Hijas de San José* school. I designed the different tasks bearing in mind Communicative Language Teaching principles and I planned instruction following a task-based approach.

4.1. Curricular elements for effective second language learning

The two assignments selected for analysis present some similarities as well as some differences. Regarding similarities, both of them were designed in accordance with the LOE Aragonese Curriculum for Compulsory Secondary Education (*Orden 9 de Mayo, 2006*). By designing both assignments, I had the opportunity to achieve a notable knowledge about the basic elements that make the curriculum (namely key competences, methodology, learning objectives, contents and evaluation criteria) and their relationships; about the LOE curriculum in particular; and about the role that teachers play in core curriculum development.

I turn now to some of the differences that the Course Plan presents as compared to the Learning Unit. As has been described in the previous chapter, teachers have to specify the different curricular elements to the specific context of learning (House 2011). Referring to the first assignment, the Course Plan, it was not designed taking into account or specifying some of the curricular elements to the specific context of learning. For instance, both key competences and methodology are summarised from the LOE

Aragonese Curriculum (*Orden 9 de Mayo, 2007*) instead of being adapted to the Course Plan in the way that they contribute to it (See Course Plan, pp.2-5; 7-8 Appendix II).

In contrast, when designing the Learning Unit of Work, I was already aware that teachers must adapt curricular specifications to the particular context of learning. Key competences are one of the curricular elements. As has been pointed out, key competences are necessary for life-long learning and one of teachers' duties is to make students acquire and develop them at the end of the stage. As we can see on page (See Learning Unit of Work pp.8-11 Appendix II), six out of eight key competences are promoted in the Learning Unit. This is a difficult task because, as has been pointed out in the previous chapter, competences imply knowledge, skills and attitudes.

Methodology is another curricular element that has been applied. As has been emphasised, teachers have the responsibility of creating communicative tasks in order to promote an effective EFL learning because, as has been pointed out, they have to adapt all the elements of the curriculum to the context of learning, since our curriculum is open to our decisions as teachers. The kind of methodology applied in the Course Plan and in the Learning Unit will be analysed later when talking about the different activities proposed to attend diversity and when talking about the different tasks and activities proposed.

Concerning learning objectives, as has been emphasised, formulating learning objectives is a challenge for teachers since our educational curriculum is flexible and open to our decisions. We can see on page (See Course Plan pp.12-24 Appendix II), when designing the Course Plan that they were established following the principles of the LOE Aragonese Curriculum, although focusing on just specific ones. In addition, most of them were not formulated adequately due to our lack of knowledge, skills and attitudes to formulate them. As has been pointed out, learning objectives have to be measurable since our curriculum is an objectives model. As we can see on p. (See Course Plan pp. 12-24 Appendix II), the majority of such are not considered observable. Otherwise, they cannot be assessed. It appears to be that learning objectives are centered on form. That is, we did not take into consideration Communicative Language Teaching principles, but followed a structural syllabus, instead of bearing in mind both language structure and function (structural-functional syllabus). As has been described in the theoretical framework, there is no one kind of syllabus model. In contrast, when designing the Learning Unit of Work, most of the learning objectives are measurable and observable and it seems to follow a structural-functional approach. Furthermore, I

became aware that, as has been pointed out in the previous chapter, general and specific learning objectives were formulated taking into account the eight evaluation criteria for the Second Year of Compulsory Secondary Education stated in the LOE Aragonese Curriculum (*Orden 9 de Mayo, 2007*), following a backward design.

Related to this idea of responding to diversity, since it has been pointed out in the previous chapter, a model of curriculum which emphasizes this idea and the student's processes as well as products is the mix-focus model of curriculum (Finney 2001 in Richards & Renandya 2002). As has just been analysed, when designing the first assignment, the Course Plan, we only took into consideration a structural syllabus, that is, the product, as the activities show (See Course Plan pp.13-14; pp.16-17; pp.19-20; pp.22-23; pp.25-26 Appendix I). In contrast, when designing the Learning Unit, student's processes of understanding as well as the final product (the presentation of the tutorial about how to order food at restaurants) were taken into account, since the teacher takes notes about the student's learning process, as the Lesson Plans show (See Learning Unit of Work pp. 25-45 Appendix II).

As has been described previously, one of the aspects that teachers have to bear in mind when designing their Course Plans is creating communicative activities and tasks proposed, bearing in mind the different students' learning needs, as one of the basis of both, our Competence-based model curriculum and a mix-model curriculum. In the Course Plan, students' learning needs were not thoroughly described. It is only mentioned that there was a 10% of immigrants (See Course Plan p.1 Appendix I). However, this assignment does not include activities which could respond to these immigrants.

In addition, as we can see on pp. 8-9 (See Course Plan Appendix I) several programs to attend diversity were proposed, although they were not implemented throughout the Course Plan. It only takes the form of a simple procedure: giving the students who need specific attention more time to finish their activities and exams (See Course Plan, p.9 Appendix I). Moreover, the different activities proposed in each Learning Unit of the Course Plan do not include any kind of differentiation because all the students perform the same activities without taking into account their different learning needs (See Course Plan, pp.13-26 Appendix I).

Regarding this previous idea, the different activities proposed were created without bearing in mind the significance of responding to the diversity of students in the Course Plan. When designing the Learning Unit of Work, I was aware of its

implications and a number of differentiated activities were included, so as to attend this diversity since every student receive input in different ways (See Learning Unit of Work, p.26 (activity 2), p.27 (activity 5), p.30 (activity 2), p.31 (activity 3), pp.35-36 (Activity 3), p.41 (activity 4), p.44 (activity 2) Appendix II). As it is going to be commented critically, four Cooperative Learning tasks were designed, organising the class into heterogeneous groups by mixing students with different language levels. Another activity that takes into consideration the students' learning paces was proposed in Lesson 2, activity 3 (See Learning Unit of Work, pp.31-32 Appendix II). The students are asked to watch a video about how to order food at restaurants, containing English subtitles in order to make easier the listening comprehension of these students. The Learning Unit also promotes the use of ICTs in order to cater for diversity, which is highlighted in the previous section when talking about methodology as a way of responding diversity. The students are required to record themselves in order to prepare and present a tutorial in their final task. Another task that tries to cater for diversity is the use of a *Power Point* presentation by the teacher in Lesson 2, activity 2 (See Learning Unit of Work, p.30 Appendix II). Finally, the students with a lower level of English than the rest of students are required to practice less complex situations when they practice different role-plays in Lesson 1, activity 5; Lesson 3, activity 3 (See Learning Unit of Work, pp.27;35-36 Appendix II). However, in the future, when I design the Course Plans, I will bear in mind different kinds of a task so that some of them are easier than the rest of the tasks about the same reading texts.

Another important element of the curriculum that teachers have to specify to the context is evaluation criteria. As has been described, there are two kinds of assessment: continuous and summative. However, both assignments present some differences regarding continuous assessment. As far as the Course Plan is concerned, "students are examined and assessed continuously over most of the duration of the subject each school year" (See Course Plan, p.10 Appendix I). It can be seen that this sentence shows a lack of knowledge of what the concept *continuous* implies, since it should be an ongoing assessment and this continuous assessment has to be carried out during the entire course, not only for a period of time, as the Course Plan specifies. In contrast, in the Learning Unit, the teacher collects data by observing and monitoring the students completing the activities, writing down observations on a teacher's diary (See Learning Unit of Work, pp.28; 33; 42; 45 Appendix II).

The two assignments also differ in the way summative assessment is addressed. Concerning the Course Plan, it includes final tests, specific tasks to be completed in class or as homework and students' involvement in classroom activities (See Course Plan pp.10-11 Appendix I). In the Learning Unit, summative assessment takes into account the product rather than the process. Therefore, the final task, which is the presentation of the tutorials, gets a high percentage of the total marks, since the objective is to learn grammar and vocabulary and develop *Communicative competence* of the target language with the purpose of doing a tutorial. Owing to this fact, it is considered equitable to give a higher mark to the final speaking task (See Learning Unit of Work p.21 Appendix II). The students' behaviour, homework and activities proposed in class and the participation of the students both in group and cooperative work are also assessed (See Learning Unit of Work p.21 Appendix II). Our national curriculum is a competence-based curriculum. As has been described, competences are defined as the combination and use of knowledge, skills and attitudes. This is why, attitudes, in this case, both behaviour and participation of the students in groups and cooperative tasks receive a 25% of the total mark (See Learning Unit of Work p.21 Appendix II).

Another difference concerning the role of assessment is that in the Course Plan the students are asked to self-assess but the tools to do it like checklists or rubrics are not mentioned (See Course Plan p.11 Appendix I). Moreover, they do not have the opportunity to peer-assess by means of these tools. As has been described previously, by means of offering the students the opportunity to self- and peer-assess the presentation of their tutorials, they develop the *Learning to learn competence*. Moreover, another weakness of this assignment is that I did not design any rubric for the teacher to assess the students' work. By contrast, in the Learning Unit a rubric was designed to evaluate the final speaking task (the presentation of the tutorials) and the students were asked to self- and peer-assess their own tutorials (See Learning Unit of Work pp.6-7 (Appendix 5); pp.8-10 (Appendix 6); p.11 (Appendix 7); pp.12-13 (Appendix 8) Appendix II). This way, the students reflect on their tutorial's presentations and receive feedback both from their partners and from the teacher. On the other hand, continuous assessment should include not only the teacher's direct observation but the reflection of the students, for example, by means of *one-minute papers*, which are included in the Learning Unit of Work (See Learning Unit of Work p. 1 (Appendix III) Appendix II) or questionnaires.

4.2. Important aspects for effective second language learning

Another difference concerning both assignments is the use of a task-based approach. Pre-tasks are necessary in order to provide students with enough scaffolding, so that students are able to complete the main task autonomously. During the Master's, I have also become aware of the relevance of including post-tasks, that either focus on form or meaning. As can be seen on pp.25-45 (See Learning Unit of Work Appendix II), when designing the Learning Unit, a task-based approach was followed in order to fulfill the final project-like task, which consists of presenting a tutorial of how to order food at restaurants. The pre-tasks were designed to activate student's previous knowledge (See Learning Unit of Work, Lesson 1, activity 1 p.26 Appendix II), introduce and review vocabulary and grammar and explain the purpose of the activities (See Lesson 1, activity 1 p.26 Appendix II). The main-tasks required the use of both productive skills (speaking (See Lesson 3, activity 3 pp.35-36 Appendix II); writing (See Lesson 4, activity 3 p.40 Appendix II) and receptive ones (listening (See Lesson 2, activity 3 p.31; and Lesson 5, activity 3 p.44 Appendix II); reading (See Lesson 1, activity 3 p.27 Appendix II). Finally, in the majority of the post-tasks students were asked to review what they had learned, using the target language in order to develop their *Communicative competence* (See Lesson 1, activity 5 p.27; Lesson 4, activity 4 p.41 and Lesson 5, activity 4 pp.44-45 Appendix II). In contrast, the Course Plan is elaborated without bearing in mind a clear and coherent organisation of the different activities, owing to the fact that we were not significantly aware of the necessity of planning instructional sequences at Learning Unit level. As has been described in the previous chapter, constructivism and cognitivism is highlighted by the LOMCE Aragonese Curriculum as the suitable methodology to acquire a second language. As has just been analysed, in Lesson 1, activity 1 students activate their previous knowledge so that they can establish connections with the new one (See Learning Unit of Work, Lesson 1, activity 1 p.26 Appendix II).

As has been claimed in the previous chapter, tasks follow a communicative syllabus and are based on three principles (Richards & Rodgers 2001). In the Learning Unit, the majority of the tasks throughout the different Lesson Plans promote these three principles: use of meaningful tasks (See Learning Unit of Work, Lesson 1, activities 2 and 5, pp.26;27 Appendix II); promotion of a language use (See Learning Unit of Work, Lesson 3, activity 3 pp.35-36 Appendix II; Lesson 4, activity 4 p.41 Appendix II); and

an emphasis on the student's cognitive processes (See Learning Unit of Work, Lesson 1, activity 3 p.27 Appendix II; See Lesson 2, activity 3 p.31 Appendix II).

Concerning Communicative Language Teaching principles in the Course Plan, most of the activities require individual work focused on grammar or vocabulary practice, which does not promote communication or functional language use (See Course Plan, Lesson 1 p.13 and Lesson 5 in Unit 1 p.14 Appendix I; Lesson 1 in Unit 3 p.19 Appendix I). In addition, some of the designed activities only consist of watching a video or listening to a recording without any communicative purpose, only with the purpose of answering some questions (See Course Plan, Lesson 4 in Unit 1 p.14 Appendix I; See Lesson 3 in Unit 2 p.17 Appendix I; Lessons 2, 3 and 4 in Unit 3 pp.19-20 Appendix I; See Lesson 5 in Unit 5 p.26 Appendix I). Thus, these activities do not facilitate learning.

By contrast, there are some activities that could accomplish certain communicative principles. Three have been selected in order to analyse them into more detail. In Lesson 3 in Unit 1, students work in pairs (See Course Plan p.19 Appendix I). Student A has a description of an animal and Student B has to guess which animal it is. The description of the Lesson does not seem accurate enough and the communicative purpose does not seem clear, because students only carry out this activity in order to practice vocabulary related to animals. However, it could be an effective information-gap activity if A has all the information and B does not and then students swap roles. It may resemble a real-life situation in which two interlocutors do not have the same information. In Lesson 5 in Unit 1, students are asked to answer questions about animals by means of group work (See Course Plan p.20 Appendix I). The description of the activity appears quite shallow and there is no communicative purpose. However, the activity could become communicative if one of the student talks about an animal and the rest has a worksheet to fill in with information the other one has. Therefore, information-gap could be promoted as well as interaction, an active role of the students and an outcome. In Lesson 2 in Unit 2, students speak about the recipe they like and what ingredients they use by means of group work (See Course Plan pp.16-17 Appendix I). Even though they are sharing experiences, the outcome is inexistent and therefore there is no communicative purpose. Again, giving them a task to complete while the others are speaking seems to be a good idea. As it can be seen, these three activities follow some of the communicative language principles.

In relation to the Learning Unit of work, it seems the activities proposed are far more communicative than in the Course Plan, as they were designed taking into account Communicative language teaching principles. For instance, Lesson 1, activity 2 students have to arrange a scrambled *Facebook* message by means of cooperative learning, as will be analysed later. The activity appears adequate, as it resembles a real life situation, is meaningful, contextualised, promotes interaction and has a clear purpose: preparing students for the main task (reading comprehension activity) and the final task (tutorial) (See Learning Unit of Work p.26 Appendix II). In Lesson 3, activity 3 students have to perform a role play “customer-waiter” by means of pair work. It seems communicative since it resembles a real-life situation (See Learning Unit of Work pp.35-36 Appendix II). It is meaningful because it makes students activate their previous knowledge and connect it to their new one and it integrates different skills. However, the production appears far too free, as students do not have any guidelines. One way of introducing an information gap and making it more communicative would be giving a card to A and another card to B with a few guidelines to follow.

As can be seen in the analysis above, when compared to the Learning Unit, the Course Plan needs improvements. The activities proposed should follow Communicative Language Teaching principles more consistently in order to help students to use the target language with activities that simulate real-life situations in order to develop L2 communicative competence and prepare the students for life-long learning. In addition, when designing the Learning Unit, some improvements should be included, such as information-gap activities and the use of authentic materials, which are basic principles of Communicative Language Teaching (Richards 2006).

4.3.The implementation of Cooperative Learning

In this section I will critically analyse the use of Cooperative Learning methodology in the Learning Unit of Work. Concerning Cooperative Learning tasks, the Learning Unit includes four cooperative learning tasks: Lesson 1, activity 2 (See Learning of Work, p.26 Appendix II), Lesson 2, activity 3 (See Learning of Work, p.31 Appendix II), Lesson 4, activity 4 (See Learning of Work, p.41 Appendix II) and Lesson 5, activity 2 (See Learning of Work, p.44 Appendix II).

One of the key elements that makes Cooperative Learning a successful methodology to teach a second or foreign language, to respond to the great diversity and

to develop *Communicative competence* is the group formation regarding heterogeneity. As Kagan contends, “the greater the team heterogeneity, the greater the learning potential” (2009: 5. 4). The Learning Unit takes into account only one element that conforms to the principle of heterogeneity: organising the class, mixing students who comprise different levels of the target language (See Learning Unit of Work p.18 Appendix II). The other two principles (the students’ gender and their ethnic relations) were not taken into account when forming heterogeneous groups. As has been mentioned in the previous chapter, when students work in cooperative groups, they improve their ethnic relationships and the acquisition of the second language; they do not show discriminatory attitudes and they can learn from each other (Kagan 2009). Therefore, these effects may not be achieved in the Learning Unit of Work, owing to the fact that two of the elements that compound the heterogeneity principle were not applied. In addition to these weaknesses, other ways of creating groups, such as random or student-selected teams (Kagan 2009), as has been pointed out, were not implemented.

Concerning Zhang’s idea that, if there are more students in a group, there will be more talking, there are always four people in each group (See Learning Unit pp.26; 31; 40 Appendix II). Therefore, this principle is not met. When designing Course Plans, I will bear in mind these four principles in order to organise the class into heterogeneous groups.

Another weakness of this assignment, the Learning Unit of Work is that it does not include any typical structure of Cooperative Learning such as *Inside-Outside Circle*, *Timed Pair Share*, *Round Robin* or *Pros-N-Cons* (Kagan 2009).

As has been described in the theoretical framework section, four basic principles make Cooperative Learning a successful methodology: *Positive Interdependence*, *Individual Accountability*, *Equal Participation* and *Simultaneous Interaction*. Three out of the four elements that make Cooperative Learning a successful methodology in order to respond to diversity and to help the students to develop *Communicative competence* are accomplished: *Positive Interdependence*, *Individual Accountability* and *Equal participation*. However, *Simultaneous Interaction* could be not to meet. The first element that contributes to the three principles is the distribution of the different roles to the students. The students were given different roles in each Cooperative Learning task. In the first task (See Learning Unit of Work Lesson 1, activity 2 p.26 Appendix II), each student is given a specific role, being responsible for one part of the text which is going to be re-arranged. In the second task (See Learning Unit of Work Lesson 2, activity 3

p.31 Appendix II), two team members have to identify and classify vocabulary into three categories (starter, main-course, dessert or drink), while the other two identify structures and classify them according to their communicative function (customer or waiter utterances). In the third task (See Learning Unit of Work Lesson 4, activity 4 p.41 Appendix II), student A receives a role of being the waiter, while student B has the role of selecting a restaurant in order to have dinner and ordering starters and drinks. Student C orders the main course and decides what problems Student C can find in restaurants and finally Student D has the role of ordering the dessert and asking for the check. In the final Cooperative Learning task (See Learning Unit of Work Lesson 5, Activity 2 p.44 Appendix II), the students have the same roles because they record themselves in order to fulfill their final task, which is the presentation of the tutorials. In my future as a teacher, I will bear in mind not only of the importance of the distribution of the roles to the students but also to change the roles such as being secretary, supervisor, encouraging (García & Moncayo 2014) in order to promote the four basic principles of Cooperative Learning.

Another principle of Cooperative Learning is *Simultaneous Interaction*. Besides the three aspects that have just been analysed, varying the seating arrangement is important in order to promote this principle. As Scrivener declares “changing seating arrangement can help students interact with different people” (1994: 87). As can be seen throughout the four Cooperative Learning tasks, there is no single allusion to this procedure. Students should be given different roles to promote simultaneous interaction, bearing in mind the benefits of a change in their seating arrangement.

Finally, we need to consider the teacher’s and the students’ role. As has been described in the previous chapter, one of the roles of the teacher in Cooperative Learning is acting as a facilitator and serving as a monitor, as well as someone who encourages and praises the students (Kagan 2009). In the four Cooperative Learning tasks included in the Learning Unit the teacher monitors the students, helping and guiding them in their learning-teaching process (See Learning Unit of Work pp.33; 37; 42; 45 Appendix II). As has been pointed out previously, other roles of the teachers are managing and setting the necessary time to fulfill the tasks, organising the class into groups and distributing different roles to the students. Concerning the first teachers’ role as a time manager, it can be seen that, when designing the Learning Unit, I did not take into consideration this role completely due to my lack of knowledge. However, this role was taken into account when designing activity 2 in Lesson 1 (See Learning Unit of

Work pp.26-27 Teacher Talk Appendix II). Bearing in mind the organisation the class into groups, in this case, in heterogeneous groups, bearing in mind the different students' language levels, the second teacher's role is met (See Learning Unit of Work pp.26; 31; 41; 44 Appendix II). Finally, another teacher's duty is the distribution of different roles. In the Learning Unit the students have different roles in each Cooperative Learning task in order to fulfil the task and develop *Communicative competence*, helping each other (See Learning Unit of Work pp. 26; 31; 40-41; 44 Appendix II).

In Cooperative Learning, students should be active participants in the teaching-learning process, helping their members of their group in order to achieve a common goal and fulfil the Cooperative Learning task. However, the different tasks proposed in the Learning Unit of Work could have been designed promoting a role, which should have been more active. Each student is supposed to help other members of the groups because they are given a role.

On the other hand, Cooperative Learning implies student-centered instruction. Three guidelines related to student-centered instruction have been identified in the previous chapter. Regarding the first guideline (letting students to acquire more control in the teaching-learning process), it may appear that the four Cooperative Learning tasks allow students to get more control in their learning process since they are organised in heterogeneous groups and are given different roles. Thus, students help each other in order to reach a common goal, contributing to the group's success. Therefore, thanks to each student's participation and the distribution of the roles, Cooperative Learning tasks are successful. However, it is supposed to be achieved because students are organised in groups. For instance, in Lesson 1, activity 2 (See Learning Unit of Work p.26 Appendix II) and in Lesson 4, activities 3 and 4 (See Learning Unit of Work pp.40-41 Appendix II) students are responsible for their own learning since the teacher only helps them. Thus, they develop *Learning to learn* and *Personal initiative and Autonomy competences*.

Concerning the second guideline (fostering creation an innovation), in Lesson 4, activity 3 (See Learning Unit of Work p.40 Appendix II) and in Lesson 5, activity 2 (See Learning Unit of Work p.44 Appendix II) promote the students' imagination, since students have to think about what contents to include in their tutorials, and imagination and creativity are assessed through the rubric (See Learning Unit of Work p. 8 (Appendix VI) Appendix II). Finally, the third principle (emphasis on student's sense of

competence) is also met, since the different activities designed contribute to six key competences' development, which are established in the Learning Unit: *Linguistic communication, Digital, social and civic, Cultural and Autonomy and personal initiative competences* (See Learning Unit of Work pp.24-45 Appendix II).

To conclude, this analysis of the Learning Unit of Work demonstrates that key principles of Cooperative Learning are followed. However, this assignment shows some weaknesses regarding the distribution of learner roles, the lack of cooperative structures, the changing of seating arrangement and the teacher's role of setting and managing the necessary time in order to fulfill the different Cooperative Learning tasks. Regarding both assignments, the Course Plan and the Learning Unit, they present some similarities as well as differences. The two assignments were designed in accordance with the LOE Aragonese Curriculum for Compulsory Secondary Education (*Orden 9 de Mayo, 2007*). Nevertheless, as has been analysed, some of the curricular elements were not adequately adapted in the Course Plan. In addition, in the Course Plan activities were not designed bearing in mind Communicative Language Teaching principles.

5. CONCLUSION

To conclude, this Master's Degree in Education has enabled me to acquire and develop knowledge, skills and attitudes that constitute the foundations of my professional development. After designing different Course and Lesson Plans, I now know that I have to adapt and specify the different elements that conform our national curriculum (key competences, general and specific objectives, methodology, contents and evaluation criteria) to the particular educational context (the Course Plans or Learning Units), taking into account the students' learning needs and paces in order to ensure the integration of all students, as Hedge (2000) points out. Regarding the different students' learning needs, this fact was not taken into consideration when designing the Course Plan. In contrast, several kinds of activities were designed in order to respond to diversity such as Cooperative Learning, the use of ICTs, watching a video with English subtitles and students with a lower English level are given less complex situations when they practice role plays.

Both assignments were designed taking into account the specifications of the LOE Aragonese Curriculum for Compulsory Secondary Education (*Orden 9 de Mayo, 2007*). However, the analysis of the Course Plan has demonstrated lack of knowledge,

skills and attitudes concerning the role of planning effective ESL instruction. In addition, when designing the Course Plan, the implementation of Cooperative Learning as a methodology to respond to diversity and help learners to develop *Communicative competence*, since it is based on Communicative Language Teaching principles (Richards and Rodgers 2001) was not taken into account. Communicative Language principles were not borne in mind in order to develop the target learners' *Communicative competence*, which is the main goal of language teaching (*Orden 9 de Mayo, 2007*). In fact, students "learn a language best when using it to do things rather than through studying how language works and practicing rules and [...] learn a language through communicating in it (Richards 2006:2). On the other hand, the Learning Unit of Work has demonstrated that Communicative Language principles such as activities that resemble real-life situations, promote interaction and meaningful learning were designed. Moreover, all the activities proposed have a clear purpose, which is the presentation of the tutorials and a contribution to the students' development of Communicative competence. In addition, all activities are contextualised from a functional-situational perspective (how to order food at restaurants). Nevertheless, other communicative principles such as creating an information-gap and using authentic materials were not taken into consideration when designing the Learning Unit.

Curricular specifications in relation to key competences and methodology were not planned carefully and activities which promote meaningful communication were not designed. Concerning the Learning Unit, six out of eight key competences were specified and methodological orientations of the LOE and the LOMCE Aragonese Curriculum were followed and adapted to the context of the Learning Unit.

Regarding learning objectives, which is another curricular element that has to be formulated by teachers, in the Course Plan are not measurable since our educational curriculum is an objectives model and based on a structural syllabus. The Learning Unit follows a structural-functional syllabus and most of the learning objectives are measurable and observable, bearing in mind a backward design.

Concerning evaluation criteria, both assignments present some differences regarding continuous and summative assessment, such as the use of tools in order to self- and peers assess (rubrics and checklists). Students' behaviour and participation in class activities is also important in both assignments since our curriculum is a competence-based and competences imply knowledge, skills and attitudes.

As a way of organising the different activities proposed and based on a communicative syllabus is the task-based approach. The Course Plan does not follow any criteria to organise the activities, whereas in the Learning Unit they were organised following a task-based approach. As has been demonstrated, the three principles of tasks have been fulfilled in the Learning Unit: use of meaningful tasks, promotion of language use and development of student's cognitive processes.

Cooperative Learning is an important approach in order to deal with diversity and to enhance students to develop *Communicative competence* of the target language. Four Cooperative Learning tasks have been included in the Learning Unit, although they present some weaknesses. Some of the principles and characteristics of Cooperative Learning were not applied, such as other ways of organising the groups (random or student-selected team), varying seating arrangement, the distribution of different roles, the principle of simultaneous interaction and typical Cooperative Learning structures. Regarding students' role, activities could be different in order to promote an active role of the students. As far as the teacher's role is concerned, the teacher acts as a monitor and helps the students in the teaching-learning process. Other duties such as organising the class into groups and distributing different roles to the students have been achieved. However, setting the necessary time to fulfill the tasks has not been met in the Learning Unit.

Finally, Cooperative Learning implies a student-centered instruction. Three guidelines related to student-centered instruction have been identified in the Learning Unit: letting students to acquire more control in the teaching-learning process, fostering creativity and innovation, and finally emphasising the student's sense of competence. As has been demonstrated, the Course Plan has shown lack of knowledge and the Learning Unit has not followed all the principles and typical characteristics of Cooperative Learning.

6. PROPOSALS FOR IMPROVEMENT

During the Master's, when designing the Course Plan and different Lesson Plans, I only had the opportunity to work with the LOE Aragonese Curriculum (2007) since the LOMCE Aragonese Curriculum (2016) was not in force yet. As has been analysed, our educational curriculum is open and flexible and is left for teachers to take decisions concerning procedures, materials and activities, bearing in mind the diversity of

students. I have become aware of how difficult it is to adapt and specify all the different curricular elements to the context of learning, since a careful planning is needed. However, working with the LOMCE Aragonese curriculum could be a great challenge since it is a prescriptive curriculum and teachers cannot take their own decisions, for example, when it comes to specifying contents. In my future teaching profession, I will plan Lesson Plans carefully, bearing in mind all the curricular elements, starting from evaluation criteria (backward design).

After analysing both assignments, some improvements are needed. The Learning Unit shows a significant improvement regarding the Course Plan related to the idea of effective ESL learning. Nevertheless, the activities proposed could be designed in a way that promotes an active participation of the students. Regarding the Course Plan, individual work and learning grammar and vocabulary in an isolated way are emphasised. However, as the Learning Unit has demonstrated, group and pair work is important to take into account. Moreover, accuracy and fluency are integrated. However, some activities include whole class in the Learning Unit. As Scrivener suggests (2005), students have few opportunities to speak in the target language in whole class activities rather than in group or pair work. In my future as a teacher, I will bear in mind more group and pair work.

Another improvement I will bear in mind in my future teaching is varying the members of the groups and seating arrangements. As has been demonstrated in the analysis of the Learning Unit, the teacher does not vary the members of the groups nor the seating arrangements. Now, I know that it is one of the teacher's duties to do it in order to provide equal learning opportunities to students and to enhance interaction. Thus, the students will have a greater chance to develop *Communicative competence* of the target language. I will consider what grouping and seating arrangements are the most appropriate depending on the activity I propose. As Scrivener declares "changing seating arrangements can help students interact with different people" (2005: 87).

During the Master's, Communicative Language Teaching principles together with a Task-based approach to foreign language instruction have been emphasised. Both imply the use of the target language in activities that simulate real-life situations. As the analysis has illustrated, the Course Plan was not elaborated taken into account such principles. The Learning Unit, by contrast, was designed taking into account Communicative Language Teaching principles and instruction was organised around tasks. In addition, these tasks required cooperative and group work, with a view to

avoiding what Richards calls an “individualistic approach to learning” (2006: 5). This way, now I am concerning with the idea of organising the activities following a task-based approach since it promotes most of the Communicative Language principles, focusing not only on accuracy but also on fluency (Finney 2001 in Richards & Renandya 2002).

Cooperative Learning is a methodology which responds to the diversity and highlights a development of *Communicative competence* of the second language. It is emphasised in the LOE and in the LOMCE Aragonese Curricula in order to develop some of the key competences and the stage objectives, as has been analysed. Before implementing Cooperative Learning in classrooms, teachers should be aware of the procedures, characteristics and the principles that underlie this methodology. Nevertheless, on some occasions, teachers think that they implement Cooperative Learning in the classrooms without taking into consideration these factors. Therefore, group work is put into practice. During my Placement period, I could observe that my mentor implemented group work, not Cooperative Learning, since the four basic principles of Cooperative Learning (positive interdependence, individual accountability, equal participation and simultaneous interaction) and some of its key characteristics were not applied or taken into account (the distribution of the roles, the teacher’s role as facilitator, the organisation of the groups, some typical Cooperative Learning structures). However, I did not take into consideration some of these factors when designing the Learning Unit. Therefore, I will take into account these procedures and techniques when I implement Cooperative Learning in order to turn group work into Cooperative Learning.

Concerning the idea of diversity, nowadays, classrooms are made of students from diverse backgrounds. I could observe during my Placement period that designing different tasks adapted to every student’ learning needs and pace is a key challenge and a difficult task. Therefore, I will design Learning Units more carefully, bearing in mind the students’ learning rhythms and put in practice several methodologies and design activities which include the activities I have just explained. Although designing tasks in order to respond to the students’ learning needs takes a long time, it is necessary that teachers should bear in mind that nowadays schools usually receive a high percentage of immigrants. It is very important to know about what methodology and activities are suitable for our students. As Gardner declares (1993), all people possess eight different

intelligences. Nevertheless, each individual develops each of them in different way. Thus, the students show different learning abilities and difficulties.

To conclude, thanks to the analysis of these two assignments (The Course Plan and the Learning Unit) and to the Master's, I have become familiarised with our curriculum and the importance of a mix-focus model with a communicative syllabus. In addition, specific and key competence development requires new approaches to teaching and learning the in the EFL classroom. On the other hand, teachers have also to acquire new professional competences. Professional development requires continuous work. Thus, the formative process that I started with this Master which will never end.

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8. APPENDICES

Appendix I. Course Plan

Appendix II. Learning Unit of Work

COURSE PLAN

FIRST YEAR IN SECONDARY EDUCATION

Subject: Diseño Curricular de lenguas extranjeras

Teacher: Violeta Delgado

Participants: Marimar Barrabés

Tamara Martínez Manero

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Diego Vera Repollés

Grupo 2, Especialidad en Lenguas Extranjeras

Master en Secundaria Curso 2015-2016

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I.CONTEXTUALIZATION

1. Legal provisions

The following course plan is going to be developed according to *Orden de 9 de mayo de 2007*, and agreeing the general dispositions of the LOE Aragonese Curriculum.

It about to develop follows these instructions, as it is intended for the Second Term (corresponding to the academic months between January and March) in the academic course 2015-2016. This course plan is intended for the First Course of Secondary Education of the IES Pablo Serrano, which has from 20 to 25 students per classroom.

2. School setting

This course plan is going to be put in practice in the IES Pablo Serrano, in the neighbourhood of Las Fuentes, in Zaragoza. The Centre is located in an urban area which has got considerable percentage of immigrant population. There is a 10% of immigrant students in the First Course of Secondary Education.

According to his PEC, this Centre stands up for promoting tolerance and respect for the differences among people. Besides, it inspires the integral development of the students, as well as it rejects any kind of discrimination, from social to economical, sexual or ideological.

The IES Pablo Serrano takes part in a PIBLEA Program, which consists in a Bilingual project in French in the years corresponding to Secondary Education (From First to Fourth) and the POLE program, whose existence relies on the strengthening of English as a Second Language through different areas of knowledge.

The course plan target student's characteristics are the following:

12 year old students (if not repeaters) who are experiencing a relevant change for their lives as it is arriving to a Secondary Education Centre, in a classroom from 20 to 25 pupils, 10% of them (more or less) are immigrant. These immigrant students may have a linguistic barrier with the Spanish language. It is important to pay attention to these characteristics, as they are running through a difficult stage of maturation and there can appear difficulties of adaptation.

Their needs are mainly to feel adapted to this new environment as well as to reach the basic competences which will be developed along the course plan.

II. SYLLABUS DESIGN AND DEVELOPMENT

3. Introduction: Key principles

3.1. Epistemological framework and the contribution of English Language to 6 Key Competences

In Spain, the Organic Act on Education 2/2006 (LOE) included, for the first time, the term 'basic competence' in the education regulations establishing that the 'curriculum is understood as the set of objectives, basic competences, contents, pedagogic methods and assessment criteria' The following course plans focus on the **competence-based curriculum model**. It is a type of curriculum design that begins with a specification of learning outcomes and which uses desired learning outcomes as the basis for developing instructional processes (activities) and input (content). (Richards, J. 2013)

In contrast to an educative model centred only in the acquisition of theoretical knowledge, a learning –teaching process based on the acquisition of these competences emphasizes the practical and integrated knowledge, which must be demonstrated by students, that is, put into practice. Students must demonstrate their abilities and attitudes to resolve different challenges in different contexts

According to "Recommendation of the European Parliament and of the Council on Key Competences for Lifelong Learning" (2006) *Official Journal of the European Union* 394: 10-18.), **competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context.**

Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. The key competences are all considered equally important, because each of them can contribute to a successful life in a knowledge society. There are a number of themes that are applied throughout the Reference Framework: critical thinking, creativity, initiative, problem-solving, risk assessment, decision-taking, and constructive management of feelings play a role in all eight key competences

Our educative system establishes that there are 8 competences that the students must acquire. They are adapted to Spanish secondary education (LOE):

1. Competence in linguistic communication
2. Learning to learn
3. Personal initiative and autonomy
4. Digital competence
5. Interpersonal and civic competences
6. Cultural and artistic competences
7. Mathematical competence
8. Knowledge of and interaction with the physical world

The two last ones are not strictly related to English learning.

The English subject must contribute to the acquisition of the key competences set by the Aragonese Curriculum and the current Educational Legislation. The learning of foreign languages promotes six of the eight key competences, which are cross-curricular and are not natural consequences of learning a foreign language. It is highlighted that all teachers have to reinforce the development of competences.

Taking into account this Course Plan based on the English Teaching of the First Year of Secondary Education, it is desirable to achieve the following competences:

- **Competence in linguistic communication:**

It is clearly the main competence to be developed, and the foreign language 'completes and enriches' the communicative language in the mother tongue. Communication in English also helps to foster the relationship with other people who speak or use the English language fluently.

English learning improves this competence because students develop their oral and writing abilities in a variety of contexts. Learners will be able to read, write, speak and listen according to their own interests or needs.

- **Learning to learn:**

English contributes this competence because its main objective is to encourage the students to be aware of their own abilities, and to provide them with the necessary strategies to develop them to keep the attention, the concentration, the motivation and the memory. The acceptance of the mistakes and the auto-evaluation are a part of the development of the same capacity.

This competence involves beginning to learn and being capable of continuing to learn autonomously.

- **Personal initiative and autonomy competence:**

This competence fosters the capacity of undertaking of developing and evaluating actions or projects with creativity, confidence, responsibility and critical sense. English encourages the cooperative work and interaction in the classroom and it allows the students become aware of their abilities, not only social abilities or to communicate in English, but also to make their own decisions (individual or collective)

- **Digital competence:**

This competence consists of developing the learner's ability to search, process and transmit information obtained by internet and other information technologies and to transform it into knowledge.

With this competence the student, for instance, is able to communicate with other students in real contexts (mails, chats) and the access is easy and immediate.

Teachers in this case, must encourage the students to use electronic materials, in classroom and for their homework, such as computers, tablets, digital blackboards...

- **Interpersonal and civic competence:**

It promotes knowledge, awareness, tolerance and respect for other social realities, different cultures, and lifestyles. The study of English conveys the cultural, historical and social knowledge of countries where English is spoken and also knowing rules, laws, customs, traditions, festivities of these countries

This competence allows the students to appreciate other ways of life, as well as to facilitate the overcoming of prejudice and social or cultural stereotype, avoiding xenophobic and racial attitudes. The acquisition of this competence also involves the ability to respond to conflicts with ethical values, exercising with solidarity and responsibility the rights and obligations we have as citizens.

- **Cultural and artistic competence:**

Our subject contributes to this competence, for example, through reading English texts, biographies of artists, books written by English speaking authors or through films (in original version) or the music (with songs in English). It facilitates the student's cultural and artistic

enrichment and helps the student to have critical appreciation of the foreign language cultures and countries. The acquisition of this competence implements skills like the application of different thinking abilities in order to understand, value, feel and enjoy different artistic manifestations.

3.2. Rationale for specific course plan

CEFR is used all across Europe as point of reference in the development of the curriculum for foreign language teaching: Communicative competence (comprising oral & written language, resources and linguistic and non-linguistic strategies for communication).

Components of communicative competence (CEFR) that students must acquire:

- **Linguistic competences:** lexical, phonological, syntactic knowledge (language as system)
- **Pragmatic competences:** (functional use of linguistic resources, mastery of discourse (cohesion and coherence), knowledge of context)
- **Sociolinguistic competences:** sensitivity to social conventions

The Aragonese Curriculum adds another competence to the list: the **procedural competence** which focuses on learning to learn, development of learners' autonomy, self-awareness of the students and interaction between them.

The following course plan has been chosen according to a topic-based organization. This decision has been made because topic-based organization is simpler, and it fits better to the needs of the students of First Course of Secondary Education.

4. Objectives

This course plan contributes to the development of the stage objectives in the First Year in Secondary Education, which the *Orden 9 de mayo de 2007* establishes. The specific objectives are concretized on the different unit plans.

5. Contents.

This course plan contributes to the development of the stage objectives in the first year of Secondary Education. Inside these objectives, there are common objectives to the units proposed in this course plan, which are the following:

Block 1: *Listening, speaking and conversation.*

- Use of basic comprehension strategies for oral messages, as well as the use of both verbal and nonverbal contexts and of the previous knowledge of the situation.
- Development of strategies to overcome interruptions in communication, using verbal and non-verbal elements to express oneself orally in pairs and in groups: repetition and clarification.

Block 2: *Reading and writing.*

- Understanding basic instructions related to to carry out required activities appropriately.
- Interest in careful presentation of written texts on paper and in digital format.
- Identification of the transmitter's message through verbal and non- verbal elements

Block 3: *Language awareness and reflections on learning.*

Reflection upon learning

- Application of basic strategies to organize, acquire, remember and use vocabulary.
- Acceptance of error as part of the learning process and positive attitude to overcome it.

Block 4: *Socio- cultural aspects and intercultural consciousness.*

- *Appreciation of personal enrichment resulting from contact with people from other cultures.*

Cross curricular contents

The unit plans proposed in this Course Plan develop the following cross-curricular contents, which promote education in democratic values:

- Education for tolerance
- Education for peace
- Education for peaceful coexistence
- Intercultural education

- Education for equal opportunities among both sexes
- Consumer education

6. Methodology

6.1. Underlying principles and techniques.

The methodology is the main tool for the development of the curriculum and for the teaching- learning process. It must be consistent with the stated objectives and flexible, adapting it to the cultural and social contexts and also to learners' individual differences. The methodology followed contains an active and open learning, recognizing learners as active participants in the teaching-learning process.

-Students must make use of their previous knowledge to interpret and to express the appropriate meaning depending on the context.

-Teachers should act as a guide, as a facilitator, helping the students and providing them the strategies and resources they need.

-A cooperative work is important because students learn from each other, interact, accept different opinions and attitudes and think about their learning process.

-Tasks and texts must be authentic with a communicative and meaningful purpose, adapted to students' needs and interests to promote motivation.

Related to evaluation, it must be a continuous and a formative process. Both teachers and students can contribute to making decisions in the teaching- learning process. This will contribute students' autonomy and confidence.

ICTs are very useful tools used in English lessons to exchange and search for information in an autonomous way, reflecting about their progress in the learning process, and to develop learning to learn competence. In conclusion, technology is important for learning a foreign language but also a tool to communicate with other people from other countries because we live in a pluricultural society (LOE, *Orden de 9 de Mayo de 2007: 12- 14 & and Orientaciones Didácticas: 225- 228*).

6.2. Characteristics and types of activities and/ or instructional sequences.

This course plan contains an inductive approach to grammar because students make use of their own linguistic resources, acting the teacher as a guide, as a facilitator helping their students and students as active participants in the learning process, as the article XII in *Orden 9*

de mayo de 2007 establishes. It also contains role plays exercises with a communicative purpose.

6.3. Reference to resources, including types of materials (course book) and ICTs

The authentic materials and didactic resources in this course plan are some worksheets from some web pages and from workbooks and textbooks and flashcards. Both students and the teacher use the multimedia available resources like the use of the Internet, different podcasts, readings and videos.

The blackboard is also used to explain common mistakes committed by the students.

6.4. Groupings

This course plan promotes group and pair activities because they promote an active participation of all students in the classroom, entail to motivation and to a cooperative work and they can be fluent when they speak and communicate with their partners, but also individual work is also important because it promotes to an autonomous learning and students will be more self- confidence.

6.5. Space

This course plan takes place in the usual classroom spaces available at the Educative Centre

6.6. Timing

This course plan takes place in the second term of the first academic course of Secondary School. Students attend four lessons of the subject (English) per week. Each lesson takes fifty five minutes.

7. Differentiation

According to Article III in Orden de 9 de Mayo de 2007, there must be several measures to take into account regarding Differentiation. For the 1st course of Secondary in our Centre the following programs are introduced:

1. Basic Learning Program (PAB): Intended to students who need curricular adaptation in First and Second of Secondary Education.
2. Program of Curricular Diversification: Intended to students who need curricular adaptation in Third and Fourth courses of Secondary Education.
3. Educative Intervention to students who present learning difficulties or slow rhythms (PROA)
4. "Aula de Español": Intended to students who have difficulties with the Spanish Language.

5. Division of groups: The same group will be divided at some points of the academic course in order to encourage intensive learning of English. Students who need specific attention will be integrated within this groups.
6. Timing: Students who need specific attention will be taken into account by teachers in exams by giving them more time to finish their activities/exams if required by the student.

8. Evaluation

8.1. Curricular Evaluation Criteria and indicators

This course plan takes into account the curricular evaluation criteria that have been set for the stage of first year of Secondary School and that we can find in *Orden de 9 de mayo de 2007* of the Aragonese Curriculum. Two indicators are specified per criterion, sixteen in total, which specify the minimum requirements that every student is demanded in order to show that s/he has successfully achieved the learning objectives of the unit, term or school year, and that have acquired the six key competences that the subject of English contributes to develop.

- 1.1. The learner can identify the topic and main ideas or facts of oral information in face-to-face conversations or from audiovisual sources.
- 1.2. The learner can ask for repetition, clarification and/or reformulation of specific utterances to clear any doubts during conversations.
- 2.1. The learner can talk about personal interests and opinions in everyday situations.
- 2.2. The learner can apply his or her knowledge of morpho-syntactic rules to produce correct utterances in the foreign language.
- 3.1. The learner can identify the main points of written texts, commercials or material from the Internet, with the help of visuals (i.e. numbers, images, names, titles).
- 3.2. The learner can use correctly dictionaries and other sources of information (i.e. the Internet) in case of need.
- 4.1. The learner can write short essays including simple information regarding everyday activities, personal interests and descriptions of situations, people, objects and places with simple vocabulary and expressions.
- 4.2. The learner can communicate through letter or email, using correctly different starting/closing formulae.

- 5.1. The learner can make use of polite sets of expressions in order to interact properly in the classroom.
- 5.2. The learner identifies and applies appropriate phonological characteristics of the foreign language to his or her discourse.
- 6.1. The learner can use appropriate strategies to learn new vocabulary.
- 6.2. The learner can understand teacher and peer's corrections and make adjustments in his or her discourse.
- 7.1. The learner can identify and understand specific information provided in web pages and other sources in the Internet.
- 7.2. The learner can make use of Internet as a tool to look for information.
- 8.1. The learner uses of the foreign language to communicate within the classroom.
- 8.2. The learner shows interest in consulting oral and written sources in the foreign language.

8.2. Approaches to evaluation

Students are examined and assessed *continuously* over most of the duration of the subject each school year, divided into three terms. This includes daily class work, course papers and practical work, as well as the teacher's journal. The aim is to track the improvement of students and to provide them with support and guidance along their learning process. This allows for feedback that identifies problems in early stages, and also takes into consideration different learning styles and paces, interests and abilities. This continuous assessment is also *formative*, that is, using evaluation as a tool for improving the teaching-learning process for students to achieve the learning objectives and basic competences of the stage.

8.3. Instruments for evaluation and grading criteria

The instruments for assessing the progress of learners include, on the one hand, an analysis of *students' production* (i.e. paper works, written and oral tests, completion of tasks, online activities, oral presentations, etc.), which mostly determines the degree to which the learning objectives have been achieved, with special attention to the development of the linguistic communicative competence, digital and 'learning to learn' competences. On the other hand, evaluation also includes a *systematic observation* which requires the use of a teacher's journal

to keep track of each student's development of his or her personal initiative and autonomy, interpersonal and civic competences as well as his or her cultural and artistic competences. The grading system is numerical and a scale 0 to 10 is used to express the extent to which students achieved the learning objectives and showed an acquisition of certain competences with their production. Regarding the final grade, evaluation tests which take place at the end of each term represent 6 over 10. 2 over 10 is aimed to assess the completion of tasks in the classroom or at home. Finally, 2 over 10 determines the participation and involvement in the classroom activities. The aim is to assess not only the knowledge about the subject, but also the understanding and acquisition of competences, since this is a competence-based course plan.

8.4. Evaluation of the teaching process and course plan

A document for self-evaluation is to be filled in by both students and teachers in order to assess the teaching-learning process and the effectiveness of the course plan.

III. UNIT PLANS

UNIT 1: ANIMALS

Introduction

This unit deals with the topic of animals. Animals are important in our everyday life and pupils must learn about them and respect them. It is through this topic that students will learn about the general characteristics and abilities of both, farm and wild animals. Besides, this topic gives the students the opportunity to classify the animals according their habitat.

UNIT 1 : ANIMALS

CONTRIBUTION TO KEY AND SPECIFIC COMPETENCES:

KEY COMPETENCES

This unit contributes to six key competences, especially linguistic communication: English learning improves this competence because students develop their oral and writing abilities, in this case related with vocabulary of animals

SPECIFIC COMPETENCES

This unit course contributes to four specific communicative competences (LOE, 2007):

Morphosyntactic, Pragmatic, Sociolinguistic and Procedural.

SPECIFIC LEARNING OBJECTIVES

- To speak about the abilities of animals and to describe them in interactional exercises in classroom.
- To understand the general and specific information in written texts with vocabulary related to animals (Text about “Animals reading” indicated in resources)
- To understand a recording about animals (Listening about “Amazing animals” indicated in resources)
- To learn to use media available to know about characteristics of animals.
- To research autonomously the classification of all animals
- To write a composition about descriptions of animals , their habitats, what they eat with cohesion and in a coherent way
- To participate in interactional exercises, in accordance with a classmate, in order to produce a comprehensible discourse, with communicative purpose to be able to identify and classify the animals according to the concepts of farm/wild, habitats, and types of animals (mammals, birds, reptiles and fish).

SPECIFIC CONTENTS :

Block 1:

Listening, speaking and conversation

- Use of expressions about description of animals and what can or cannot do or eat
- Oral comprehension about descriptions of animals and their characteristics
- Production of brief oral statements and interaction exercises about matters related to habitat , abilities of animals and their parts of the body

Block 2:

- Comprehension of simple texts about animals
- Production of a written list of animals and their classification in

Reading and writing	different groups according their characteristics -Elaboration of an essay about descriptions of animals
Block 3: Language awareness and reflections on learning	-Use of proper lexical and grammatical uses in a specific context related to animals -Identification of the different animals to classify them in groups -Development of self-learning by searching for information related to animals in an autonomous way.
Block 4: Socio-cultural aspects and intercultural consciousness	-Knowledge about all the animals , not only in Spain, also in the rest of the continents, around the world
METHODOLOGY: Specified in page 7	
<p>EVALUATION CRITERIA</p> <ul style="list-style-type: none"> • To use vocabulary about animals in compositions and oral exercises of interaction properly • To talk about animals, describing them, asking and answering about their abilities • To understand written texts about animals, their habits, habitats and abilities. • To write a brief composition about animals and their characteristics. • To search for information about the animals on the different media available • To be able to understand information about animals and their environment 	
<p>MATERIALS AND RESOURCES:</p> <p>IN ACTIVITY 1: Flashcards of animals- Chromlea http://chromlea.com These flashcards are used to: introduce the students the vocabulary about animals and to divide all animals into farm and wild animals in columns.</p> <p>IN ACTIVITY 2: Worksheets: TES: https://www.tes.com students are given worksheets of parts of the body of animals to label 4 animals and then to make an oral description in groupwork.</p>	

Crossword: Esprintables <http://www.esprintables.com> students will make this crossword to revise the vocabulary of animals.

IN ACTIVITY 3: Students' book New Generation 1, page 58.(Reading) students individually have to read this text about descriptions of animals and match these readings with the corresponding images, and then to do an interactional exercise in pairs: questions and answers to guess which animal is it.

Esprintables <http://www.esprintables.com> students will make this soup of letters to revise the vocabulary of animals

IN ACTIVITY 4: Listening: Holiday English 1º ESO,Page 29 students listen twice a recording about amazing animals and their abilities. After that, they have to answer the questions about this listening.

Esprintables <http://www.esprintables.com> à Students will make this soup of letters to revise the vocabulary of animals

IN ACTIVITY 5: Flashcards of animals- Chromlea <http://chromlea.com>: à Students are given several animal cards and they are divided into 5 groups to divide the animals according to the habitat and these characteristics: mammals, reptiles, fish and birds.

J click wild animals <http://clic.xtec.cat> à Interactive media game: à to do exercises of matching animals and names and to do interactional exercises in workgroup(questions and answers about animals)

TIMING: 5 Lessons, 55' per lesson

UNIT 2: FOOD

Introduction

This unit deals with the topic of food. Food is an important topic in our real and daily life and students learn how to create a menu and a recipe and how to order food in a restaurant, very important aspects. Food is contrasted with British- spoken countries food, specifically how to prepare an English breakfast to appreciate and respect different cultures and customs of different countries. They learn how to elaborate a menu and a recipe and how to order food in a restaurant.

UNIT 2: FOOD

CONTRIBUTION TO KEY AND SPECIFIC COMPETENCES:

KEY COMPETENCES

This unit contributes to six key competences, especially linguistic communication, learning to learn and interpersonal and civic competences. English learning improves these competences because students develop their oral and writing abilities, in this case related with vocabulary of food, as well as the development of their autonomous work regarding information searching, and during this unit they will compare food with English one through watching a video.

SPECIFIC COMPETENCES

This unit course contributes to four specific communicative competences (LOE,2007): Morphosyntactic, Pragmatic, Sociolinguistic and Procedural.

LEARNING OBJECTIVES

- To know vocabulary about different kind of foods and recognize them in descriptions
- To participate in interactional exercises, in accordance with a classmate, in order to produce a comprehensible discourse, with communicative purpose to be able to give information, identify, describe and order food.
- To understand a written text about food (Reading “Fantastic Feasts indicated in resources”)
- To understand an recording about an egg recipe (Listening about “ Cooking Breakfast” indicated in resources)
- To write a recipe and a menu, using the vocabulary and verb related to food with cohesion and in a coherent way
- To learn to use media available to know about how to create a short menu and a short recipe
- To show interest to know different customs, in this case, a typical English breakfast.

CONTENTS

Block 1:

Listening, speaking and conversation

- Use of expressions typical about descriptions of food and how to order food in a restaurant
- Oral comprehension of descriptions about different kinds of food
- Production of brief oral conversations and interaction exercises about this topic.

<p>Block 2: Reading and writing</p>	<p>-Comprehension of a simple text about food -Elaboration of a short menu and a short recipe, -Use of Internet as a multimedia resource to look for necessary information to write and present a recipe and a menu.</p>
<p>Block 3: Language awareness and reflections on learning</p>	<p>-Use of proper lexical and grammatical uses in a specific context related to food (past simple, frequency adverbs, stative verbs, verbs related to cook and vocabulary related to food -Development of self-learning by searching for information related to food in an autonomous way.</p>
<p>Block 4: Socio-cultural aspects and intercultural consciousness</p>	<p>-Knowledge about different kind of food, contrasting them with English breakfast.</p>
<p>METHODOLOGY: Specified in page 7</p>	
<p>EVALUATION CRITERIA</p> <ul style="list-style-type: none"> • To communicate orally as a participant in conversations, adapting the language to the situation provided, related to food • To recognize and extract information from a written text about food, including past simple • To write a short recipe and a short menu, including all vocabulary and all verbs related to cook, the frequency adverbs and the past simple • To search for information to create a menu and a recipe, by looking for information online. • To show interest to know different customs, in this case, a typical English breakfast. 	
<p>MATERIALS AND RESOURCES</p> <p>IN ACTIVITY 1: Flashcards https://www.primarytreasurechest.com/topics/ourselves/healthy-living.html. In this lesson plan, in pairs, students speaks about what food they like and do not like, using adverbs of frequency. Then, they play bingo game and the teacher tells a food word and they have to choose the correct one and describing https://www.google.es/</p> <p>IN ACTIVITY 2: Video http://www.letshavefunwithenglish.com. In this central lesson plan, students watch a video about how to prepare English breakfast. Then, they listen a recording of</p>	

an egg recipe <http://www.trainyouraccent.com> In groups of 5 people, students speak about a recipe they like and what ingredients they use.

IN ACTIVITY 3: Reading (Holiday English 1º ESO) Students answers true or false questions and after they speak in groups of three people what they eat in several feasts like Christmas, Easter using the past simple.

IN ACTIVITY 4: Video <https://www.youtube.com> In this central plan, students watch a video about how to order food in a restaurant and then they do a role play exercise in pairs where one student is the waiter and the other the customer, using the information they have extracted from the video and what they have learned.

IN ACTIVITY 5: Create a menu and a recipe. In this central lesson 4 groups of 3 students write a short menu and the other 4 groups of 3 students write a short recipe, either Spanish or English, using all they have learned, searching information on the Internet. Then, they present them.

APPOXIMATE TIMING : 5 Lessons, 55' per lesson

UNIT 3: PLACES OF THE CITY

Introduction

This unit deals with the topic “Places of the City”. This topic is important because it reflects real life aspects such as how to orientate in a city, how to ask for information or how to know basic concepts about urban vocabulary. In this unit, students find situations they might face in their future lives as members of society.

UNIT 3: PLACES OF THE CITY

CONTRIBUTION TO KEY AND SPECIFIC COMPETENCES:

Key Competences:

This unit contributes to six key competences, especially linguistic communication, learning to learn and intercultural competence. English learning improves these competences because students develop their oral and written abilities, as well as the development of their autonomous work regarding information searching, and during this unit they will compare different cultures through the study of different cities in the world.

SPECIFIC COMPETENCES

This unit course contributes to four specific communicative competences (LOE,2007):
Morphosyntactic, Pragmatic, Sociolinguistic and Procedural

LEARNING OBJECTIVES:

- To know vocabulary about the places of the city and recognise them in real life descriptions (Song “Penny Lane” indicated in resources)
- To be able to identify and verify understanding of urban picture descriptions (“Picture Description indicated in resources)
- To participate in interactional exercises, in accordance with a classmate, in order to produce a comprehensible discourse, with communicative purpose to be able to give information and support a speech about the characteristics of a city and how to move inside it.
- To understand a recording about buying tickets (Listening about “The Station” indicated in resources)
- To learn to use media available to know about how to act in travelling situations.
- To be able to research autonomously and develop strategies to find places in a map or in a city (Handout “Where’s the Station” indicated in resources)
- To read and comprehend texts related to the topic of city places (Text “Gatesbridge’s Merriwether Mall” indicated in resources)

CONTENTS

Block 1: Listening, speaking and conversation	<ul style="list-style-type: none"> -Use of expressions typical of giving directions, where to find places of interest or asking for timetables and prices of tickets. -Oral comprehension of situations that can happen in the city (station, giving indications to find places...) -Production of brief oral conversations and interaction exercises about this topic.
Block 2: Reading and writing	<ul style="list-style-type: none"> -Comprehension of simple texts about places -Production of a written biography of a painter who used to paint urban landscapes -Elaboration of an essay about an interesting city
Block 3: Language awareness and reflections on learning	<ul style="list-style-type: none"> -Use of proper lexical and grammatical uses in a specific context related to city places -Creation of accurate sentences or questions in order to ask for information. -Development of self-learning by searching for information related to an important city in an autonomous way.
Block 4: Socio-cultural aspects	<ul style="list-style-type: none"> -Knowledge about the different places of an important city, its population and its points of interest.

**and
intercultural
consciousness**

Interdisciplinary is developed through the teaching of authors who are relevant for the History of Art, such as the Beatles or Renoir.

METHODOLOGY: Specified in page 7

EVALUATION CRITERIA

- To understand the general idea of oral texts about daily life situations related to the city and the town
- To communicate orally as a participant in conversation, adapting the language to the situation provided, related to a daily situation in the city.
- To recognize and extract information from oral or written texts about environments which happen in towns or cities.
- To write a long composition about a city giving specific relevant information, by looking for information online.

MATERIALS AND RESOURCES

IN ACTIVITY 1:

-Matching worksheet: Englishworksheets

<http://www.englishworksheets.com> Students are given this worksheet in order to know the vocabulary related to the unit. There is a cooperative correction of the exercise.

-Penny Lane Lyrics: Sign365.com

<http://www.sign365.com> Students must listen to the song and fill the gaps in the lyrics. There is a cooperative correction of the exercise.

-Penny Lane video: Youtube <https://www.youtube.com/watch?v=S-rB0pHI9fU>

IN ACTIVITY 2:

-Picture description with questions: Quia

<https://www.quia.com> Students are given the picture and must answer several questions. Besides they have to create sentences revealing differences between pictures.

IN ACTIVITY 3:

-20 beautiful railway stations: Fodors

<http://www.fodors.com>

-Handout: Where's the station? (See Annex) Students are given this hand out and they have to fill the missing information on his hand-out by asking their partners.

-Listening: the Station. Learnenglishteens

<http://learnenglishteens.britishcouncil.org> Students must listen, pay attention and answer to the questions provided in the listening in order to show comprehension about real life situations such as being in a train station.

IN ACTIVITY 4:

-Reading: The shopping center. Examenglish

<http://www.examenglish.com> Students must read, and answer to the questions provided in the activity in order to show comprehension of written texts about the parts of the city.

IN ACTIVITY 5:

-Resources needed: **Internet.** Students must look for specific information about a city, create a presentation, expose their research to their classmates and defend arguments about questions to be done by the students.

APPROXIMATE TIMING : 5 Lessons, 55' per lesson

UNIT 4: CLOTHES

Introduction

This unit deals with an importance of clothes. It is an important topic that students have to learn because in our daily world clothes are necessary. The topic allows students to describe people through interactional exercises and to differentiate among spring, summer, and autumn clothes. This unit plan is based on communicative activities to become English lesson as a motivating process but also grammatical exercises necessities to prove that students have understood all what is taught about clothes.

UNIT 4 : CLOTHES

CONTRIBUTION TO KEY AND SPECIFIC COMPETENCES:

KEY COMPETENCES

This unit contributes to six key competences, especially to linguistic communication: English learning improves this competence because students develop their oral and writing abilities, in this case related to vocabulary of clothes.

SPECIFIC COMPETENCES

This unit course contributes to four specific communicative competences (LOE, 2007):

-Morphosyntactic, Pragmatic, Sociolinguistic and Procedural.

SPECIFIC LEARNING OBJECTIVES:

- To identify key vocabulary related to clothes in the context of a trip to different countries.
- To participate in interactional activities describing people (Students' book specified in resources) and by means of role plays, with communicative purpose (criteria 2)
- To develop student's autonomy through researching about specific information related to this topic.
- To learn to use media available to know about clothes, typical expressions used in a clothes shop
- To use vocabulary about clothes in oral exercises of interaction properly
- To search for information about clothes and typical expressions used

SPECIFIC CONTENTS :

<p>Bloque 1:</p> <p>Listening, speaking and conversation</p>	<p>-Identification of key words related to clothing in the context of a trip (clothes in a suitcase)</p> <p>-Interactional exercise asking and answering about physical descriptions with coherence and cohesion</p> <p>-Oral comprehension about clothes and typical expressions in a clothes shop</p>
<p>Bloque 2:</p> <p>Reading and writing</p>	<p>- Elaboration of brief essay about descriptions of people explaining what they are like what they are wearing using the present continuous and to have got.</p> <p>- Use of the Internet to search for information about clothes and typical expressions in a clothes shop and the modal verb can</p> <p>- Understanding of a brief text regarding the biography of a businessman and answering to some questions.</p>

<p>Bloque 3:</p> <p>Language awareness and reflections on learning</p>	<p>-Identification and correct use of <i>Comparative and Superlative adjectives, present simple and the modal verb can and key vocabulary related to clothes</i> (Can I help you? How much is it? What size is?) and review the present simple.</p> <p>- Development of self-learning by searching for information related to clothes and typical expressions used in a clothes shop in an autonomous way.</p>
<p>Bloque 4:</p> <p>Socio-cultural aspects and intercultural consciousness</p>	<p>-Understanding of cultural diversity in today's complex world focusing clothing (i.e. cold and hot places)</p>
<p>METHODOLOGY: Specified in page 7</p>	
<p>EVALUATION CRITERIA</p> <ul style="list-style-type: none"> • To identify key vocabulary about clothes in oral and written texts • To write a brief composition about descriptions of people. • To speak about descriptions of people in interactional exercises. • To communicate orally participating in role plays activity, where students use typical expressions used in a clothes shop (Can I help you, how much is it, what size is..) and review the present simple. • To use vocabulary about clothes in oral exercises of interaction properly • To search for information about clothes and typical expressions used in a clothes shop on the Internet. • To understand readings about the clothing industry. 	
<p>MATERIALS AND RESOURCES:</p> <p>IN ACTIVITY 1: Interactive flashcards www.iesitaca.org students recall previous knowledge about clothes in order to express what they usually pack when they go on holiday.</p> <p>IN ACTIVITY 2: Student´s book New Generation 1, page 22, exercise A. Students have to describe people in the picture in a writing exercise. Then, exercise Cà:Guessing: interactional</p>	

exercise describing a classmate.

IN ACTIVITY 3: Video https://www.youtube.com/watch?v=HSIbU_ZW6fk. students watch a video about the typical expressions used when people buy in a clothes shop. Then students search information individually about these expressions used to prepare a role play, where one student is the client and the other the shop assistant to promote communication, using the modal can. Finally, students do an exercise about clothes (Student's book Thumbs Up!, page 30, exercise 1)

IN ACTIVITY 4: Text: Have you ever been to a Zara store? From *New English File Pre Intermediate* Students must read, and answer to the questions provided in the activity in order to show comprehension of written texts about the clothing industry.

IN ACTIVITY 5: Listening <http://learnenglishteens.britishcouncil.org> Students must listen, pay attention and answer to the questions provided in the listening in order to show comprehension about real life situations such as speaking with a shop assistant.

TIMING: 5 Lessons, 50' per lesson

UNIT 5: TRAVELLING

Introduction

This unit is devoted to the topic of 'travelling' which aims to use the English language in order to widen students' view about countries and nationalities, cultural traditions and travelling plans. Vocabulary and grammar knowledge is applied in order to be able to express ideas and opinions about places, plans for the future

UNIT 5 : TRAVELLING

CONTRIBUTION TO KEY AND SPECIFIC COMPETENCES:

Key competences

This unit contributes to six key competences, but specially develops learners' *linguistic and communicative competence*, as language is used as a means to understand and describe the multicultural world students live in, express and interpret ideas and opinions and facts

Specific competences

This unit course contributes to four specific communicative competences (LOE, 2007):

Morphosyntactic, Pragmatic, Sociolinguistic and Procedural.

SPECIFIC LEARNING OBJECTIVES:

- To identify key vocabulary concerning countries and nationalities, cultural traditions, and information related to the airport in oral productions.
- To understand general and specific information in simple written texts about travelling, such as brochures, tickets and short stories.
- To use travelling vocabulary appropriately in conversations about personal interests and opinions.
- To write short compositions to express travelling plans in the future. Utterances may still contain morphosyntactic mistakes which will not be taken into account as long as the message is comprehensible.
- To use the Internet and other media in order to understand or write texts about travelling plans autonomously.
- To work in group and actively participate in the teaching-learning process.
- To identify and reproduce the foreign language basic intonation, rhythm and stress patterns.
- To widen the view of the world from a historical, geographical and cultural point of view, highlighting the importance of respecting and learning from different cultures, and using English as the main conducting wire.

SPECIFIC CONTENTS :

Block 1: Listening, speaking and conversation	-Oral comprehension about <i>countries, nationalities, monuments and landscapes</i> descriptions -Production of brief oral statements to describe <i>places, personal travelling interests and plans</i>
Block 2: Reading and writing	-Understanding of key information of different kind of texts such as fiction stories, brochures, maps or media material -Use of paper, digital or media sources in order to solve doubts

	<p>when writing a composition (i.e. travelling plans)</p> <ul style="list-style-type: none"> -Writing short compositions to express travelling plans and opinions -Appropriate use of orthography and punctuation marks
<p>Block 3:</p> <p>Language awareness and reflections on learning</p>	<ul style="list-style-type: none"> - Identification and correct use of the <i>past simple</i> and <i>future simple</i> -Understanding and use of appropriate expressions and vocabulary related to the topic of travelling -Identification and production of basic intonation, rhythm and stress patterns in the foreign language -Use of resources for learning such as dictionaries, libraries or ICTs
<p>Block 4:</p> <p>Socio-cultural aspects and intercultural consciousness</p>	<ul style="list-style-type: none"> -Understanding of cultural diversity in today's complex world, focusing on countries, monuments and landscapes and cultural traditions.
<p>METHODOLOGY: Specified in page 7</p>	
<p>EVALUATION CRITERIA</p> <ul style="list-style-type: none"> <input type="checkbox"/> To identify key vocabulary about countries, nationalities, monuments and cultural features. <input type="checkbox"/> To use correctly the past simple and future simple to express ideas. <input type="checkbox"/> To engage in a conversation about travelling interests, using the appropriate formulae and overcoming interruptions. <input type="checkbox"/> To write an appropriately structured letter in order to express future plans <input type="checkbox"/> To use a dictionary or other (paper or digital) sources in order to look for information <input type="checkbox"/> To apply phonetic knowledge to the discourse 	
<p>MATERIALS AND RESOURCES:</p> <p>IN ACTIVITY 1: PowerPoint “Holiday destinations” http://learnenglishteens.britishcouncil.org/ Listening and speaking practice to recall previous knowledge and link it with the topic.</p>	

IN ACTIVITY 2: Listening: “What is Argentina famous for?” <http://www.examenglish.com>

Students listen to a real intervention as a model to be able to choose and talk about one part of the world and what it is famous for, contributing to students’ cultural awareness.

IN ACTIVITY 3: Role playing “One day at the airport” <http://islcollective.com> students work in groups and practice the vocabulary previously taught in the real context of an airport, increasing the sense of instrumentality of the foreign language

Students complete **vocabulary worksheet “things at the airport”** <http://eslflow.com> before the role play in order to get in contact with the new vocabulary.

IN ACTIVITY 4: Group reading exercise “Travel anecdote” <http://eslprintables.com> students are given a stripe of paper corresponding to one line of the story. They must ask and help each other in order to make sense of the whole text developing their interpersonal skills.

IN ACTIVITY 5: Letter to our pen pals “Ready for summer holiday?” <http://iesitaca.org>
Students talk about their summer plans in the shape of a written letter to our pen pals in Liverpool (exchange of letters once per evaluation).

TIMING: 5 Lessons, 50’ per lesson

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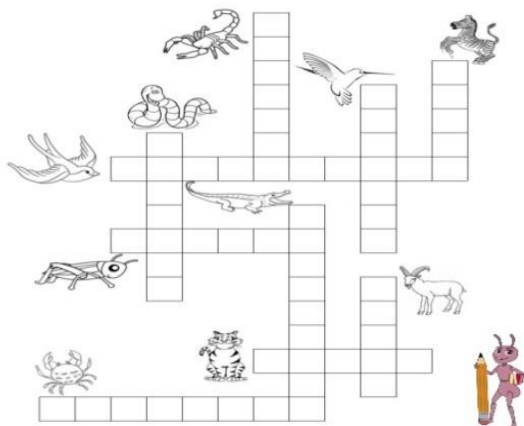
ANNEX I

Unit 1: ANIMALS

Activity 1. Examples of Flashcards



Activity 2. Parts of the body of animals and 4 example of 4 animals and the crossword



Activity 3.

36 Animals

A Find the animals.

- 1 They live in Africa and India. They have four legs and a tail. They are very big and very strong. They are intelligent, too. They have a trunk and some of them have tusks. They sometimes live for seventy years.
- 2 They live in Africa and Asia. They are brown. They have arms and legs, but they don't have a tail. Their arms are very long and they have big ears. They are good climbers. They are very intelligent, too.
- 3 They live in Africa. They are very tall. They have four long legs, a tail and a very long neck. They eat leaves and twigs. They can run very fast. They are brown and white.
- 4 They live in very cold countries. They have wings, but they can't fly. They are good swimmers. They eat fish. They are blue and white or black and white.
- 5 They live in Australia. They are red or grey. They have short front legs, long back legs and a very long tail. The back legs and the tail are very strong. They can run very fast. The females carry their young in a pouch.
- 6 They live in Africa. They have four legs and a tail. They have a beautiful coat with black and white or brown and white stripes. They eat grass and plants.
- 7 They live in very cold countries. They have four legs. They are very big and very strong. They have a white coat. They can swim. They eat seals and fish.



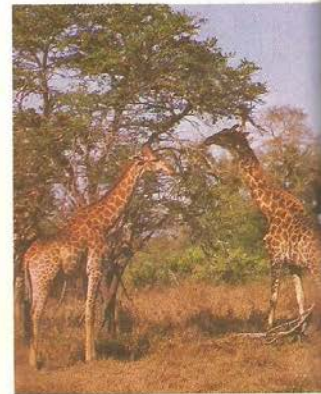
(a) Chimpanzees



(b) Kangaroos



(c) Zebras



(d) Giraffes



(e) Elephants



(f) Penguins



(g) Polar bears

B Guess - Which animal is it?

Write the name of an animal.

For example

A chimpanzee

Ask and answer.

A: *Is this animal very big?*

B: *No, it isn't.*

A: *Does it have wings?*

B: *No, it doesn't.*

A: *Can it climb trees?*

B: *Yes, it can.*

A: *Is it a chimpanzee?*

B: *That's right.*

Activity: **Animals**

Name: _____ Date: _____

Find the name of the animals in this soup of letters

C	O	W	A	B	G	E	G	O	D
A	C	D	E	F	I	S	H	F	U
T	G	H	I	R	R	R	J	K	C
L	M	N	N	E	A	O	P	O	K
P	H	E	N	D	F	H	I	Q	R
A	S	L	T	D	F	U	G	V	W
R	X	T	Y	I	E	Z	A	N	B
B	C	R	D	P	E	S	U	O	M
E	E	U	F	S	G	H	I	I	J
Z	K	T	N	A	H	P	E	L	E

Activity 4: Listening with questions and answers

Unit 5

Amazing Animals

Humans are incredible. Olympic champions can run at 35 kilometres per hour and swim at 8 kilometres per hour. And humans can read, write and talk, too. Animals can't read or write, but they can do some incredible things.

- ▶ A dolphin can swim at 50 kilometres per hour.
- ▶ A cheetah can run at 100 kilometres per hour.
- ▶ A polar bear can swim 150 kilometres in one day.
- ▶ A cobra can kill when it's only five minutes old.
- ▶ A raft spider can kill fish.

2 Rodea con un círculo las respuestas correctas.

Can humans swim at 50 kilometres per hour?
Yes, they can. / No, they can't.

1 Can animals read?
Yes, they can. / No they can't.

2 Can cheetahs run at 100 kilometres per hour?
Yes, they can. / No they can't.

3 Can a polar bear swim?
Yes, it can. / No, it can't.

4 Can a cobra kill when it's only five minutes old?
Yes, it can. / No, it can't.

29









Activity 5: Interactive media game. Examples



Mammal / Herbivore. It eats grass and plants. It's got a horn. It's got grey skin. It lives in Africa and India.	Mammal / Carnivore. It's white. It lives in cold places. It eats fish and seals. It can run, walk and swim.	Mammal / Herbivore. It can run very fast. It's got a very long neck and four long legs. It eats leaves and grass.
Mammal / Carnivore. It's orange with black stripes. It eats animals. It lives in Asian jungles.	Mammal / Herbivore. It eats grass and plants. It can jump. It's brown. It's got two long legs and two short arms	Mammal / Herbivore. It's black. It lives in the mountains and jungles of Africa. It's got black fur. It can climb.
gorilla	polar bear	tiger
giraffe	kangaroo	rhino

giraffe	buffalo	crocodile	cheetah
shark	vulture	snail	zebra
stripes	spots	two horns	a strong tail
a long neck	big teeth	no legs	two wings

crocodile	frog	deer	swordfish
dolphin	bear	gorilla	elephants
	land / water	savannah	moutain
	jungle	water	rivers

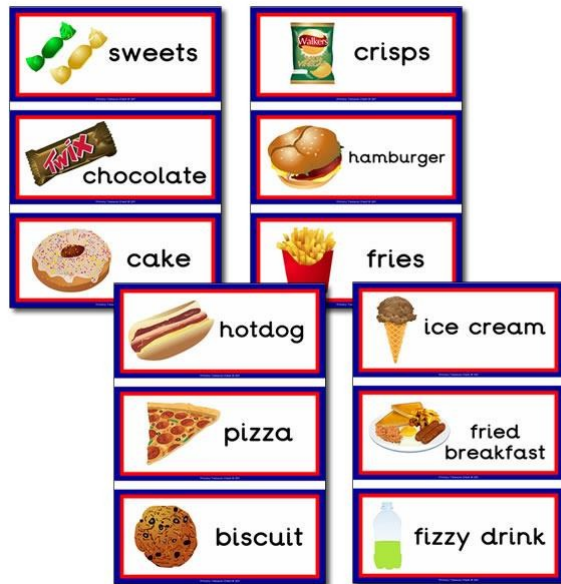
			
			
WALK (slow)	SWIM	WRIGGLE	CLIMB
TALK	RUN	JUMP	FLY

- Dolphins can and .
- Giraffes a very long .
- Seagulls fish and live by the .
- Zebras in Africa and they've got black and white .
- have got big horns.
- Most lay two eggs.
- Kangaroos can 20/25 km h.
- Crocodiles have got big and a long and tail.
- Flamingos are and they've got very long .
- are the fastest land animal in the world

ANNEX 2

Unit 2: FOOD

Activity 1.



Activity 3:

Food Bingo

lovetoknow
balance women eat first



Activity 3:

Reading Unit 8

Fantastic feasts

Every year we celebrate festivals, for example, Christmas and Halloween. Usually, we have special food. In the UK, people eat turkey at Christmas. In the past, people celebrated festivals, too. And they cooked special food.

The Ancient Egyptians lived 5,000 years ago in Egypt. They celebrated their festivals with enormous feasts. They cooked fish, beef and chicken. They served fruit, too. The servants carried jars of wine on their heads. People played music and danced.

The Aztecs lived 500 years ago in Mexico. They celebrated their festivals with feasts, too. They served a chocolate drink. And they served very interesting food! They cooked a special type of pancake. These pancakes contained snails, insect eggs and worms!

Describe True (verdadero) o False (falso).
 In the UK, people eat turkey at Christmas.
 True

- The Ancient Egyptians lived in Mexico. False
- The Ancient Egyptians cooked beef. True
- At Egyptian festivals, people danced. True
- The Aztecs lived in Egypt. False
- The Aztecs served very interesting food. True

Activity 4

5c

Vocabulary

Clothes

1 Name the clothes. Use the words in the box.

blouse coat-gloves hat-jacket
 jeans shoes skirt-sweatshirt tie
 trainers trousers



trousers



1 tie.



2 shoes



3 blouse



4 skirt



5 coat



6 hat



7 sweatshirt



8 trainers



9 jacket



10 jeans



11 gloves

ANNEX 3


Unit 2: PLACES IN A CITY


Activity 1.1 . Places in a city Vocabulary worksheet


PLACES IN A CITY MATCHING WORKSHEET


LOOK AT THE WORDS IN THE LIST BELOW AND WRITE THEM UNDER THE CORRECT PICTURES


<ul style="list-style-type: none"> • bank • airport • museum • hospital • theatre 	<ul style="list-style-type: none"> • cinema • butchers • fire station • hotel • gym 	<ul style="list-style-type: none"> • florist's • cafe • greengrocer's • hairdresser's • bus stop 	<ul style="list-style-type: none"> • chemist's • police station • book shop • park • amusement park 	<ul style="list-style-type: none"> • petrol station • stadium • baker's • library • school
--	--	---	--	---



 1) _____



 2) _____



 3) _____



 4) _____



 5) _____



 6) _____



 7) _____



 8) _____



 9) _____



 10) _____


 11) _____



 12) _____



 13) _____



 14) _____


 15) _____



 16) _____



 17) _____



 18) _____



 19) _____



 20) _____


 21) _____


 22) _____


 23) _____


 24) _____


 25) _____

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Activity 1.2 Penny Lane Lyrics (Gap Filling)

Penny Lane there is a barber showing photographs
Of every head he's had the pleasure to have known
And all the people that come and go
Stop and say hello

On the _____ is a banker with a motorcar
The little children laugh at him behind his back
And the banker never wears a mac
In the pouring rain...
Very strange

Penny Lane is in my _____ and in my _____
There beneath the blue suburban skies
I sit, and meanwhile back

In Penny Lane there is a _____ with an hourglass
And in his pocket is a portrait of the _____
He likes to keep his fire engine clean
It's a clean machine
Very strange

Penny Lane is in my _____ and in my _____
Four of fish and finger pies
In summer, meanwhile back

Behind the shelter in the middle of a _____
A pretty nurse is selling poppies from a _____
And though she feels as if she's in a play
She is anyway

Penny Lane the barber shaves another customer
We see the banker sitting waiting for a trim
Then the fireman rushes in
From the pouring rain...
Very strange

Penny Lane is in my ears and in my eyes
There beneath the blue suburban skies
I sit, and meanwhile back _____
Penny Lane is in my ears and in my eyes
There beneath the blue suburban skies...
Penny Lane.

Activity 2.1. Picture Descriptions



What was the gentleman reading?

2-What was the police officer doing?

3-What was the porter carrying?

4-What were people doing near the cinema?

5-What magazine was the little boy on the left reading?

6-What was a workman carrying in the background?

7-What were nearly all the characters wearing?

8-In the background, there is a tavern. Can you imagine what the customers

were doing?

Activity 2.2. *Le Moulin de la Galette* (Auguste Renoir)



This Picture is used as a tool for the second part of the activity in Lesson 2 Unit 4:

*Compare the picture with the one by Pierre-Auguste Renoir, *Le Moulin de la Galette*.(1876). He was a painter who focused his main works in urban situations such as happens in this painting.*

Speak with your partner, and explain three main differences between the two pictures. Expose them to your classmates

Homework: Look for information about Renoir and make a short biography of him, giving relevant data about the following features: nationality, artistic movement, relevance in the history of Art.

Activity 3.1. Listening: at the station

1. Which platform does the 10:15 train to Cambridge leave from?

2. How much is a single ticket to Manchester? (e.g. 15.95)

3. Which platform does the 12:30 train to Manchester leave from?

4. What time does the train arrive at Exeter?

5. What time is the train back to London?

6. Which platform does the train back to London leave from?

Activity 3.2. Where's the station? Worksheet

27 Where's the station?

Look at the map on the opposite page. There are ten buildings which have not been marked. They are the following:

the car park	the post office	the cafe
the Chinese restaurant	the bookshop	the supermarket
the butcher's	the cinema	the baker's
the sweet shop		

Student B knows where these buildings are. Ask him/her questions to find out. When you know, mark them on the map. Student B also has missing buildings and will ask you questions.
NOTE: The six buildings marked in black are on both maps, so if Student B asks you where the library is, you can answer, 'It's in Penny Lane next to the boutique.'

When you have finished, compare your maps to check that you have filled in all the missing buildings correctly.
Take it in turns to ask and answer questions. (Ask 'Where's the ...?')
When you answer, you can use sentences like these:

It's in (Green Road)	next to the ...
	opposite the ...
	between the ... and the ...

It's the (first/second etc.) building on the (right/left) in (Penny Lane).

27 Where's the station?

Look at the map on the opposite page. There are ten buildings which have not been marked. They are the following:

the public station	the second shop	the hospital
the library	the bank	the cinema
the school	the grocer's	the shopkeeper
the fire station		

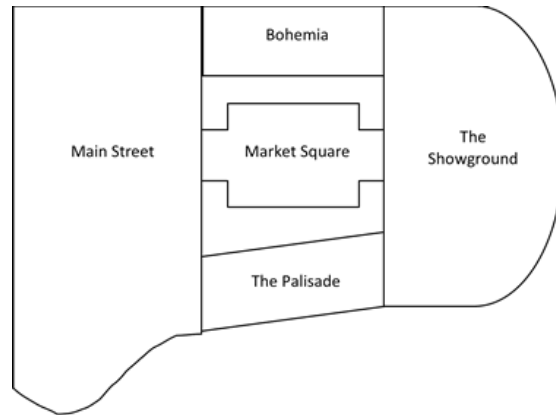
Student A knows where these buildings are. Ask him/her questions to find out. When you know, mark them on the map. Student A also has missing buildings and will ask you questions.
NOTE: The six buildings marked in black are on both maps, so if Student A asks you where the baker's is, you can answer, 'It's in Penny Lane, opposite the boutique.'

When you have finished, compare your maps to check that you have filled in all the missing buildings correctly.
Take it in turns to ask and answer questions. (Ask 'Where's the ...?')
When you answer, you can use sentences like these:

It's in (Green Road)	next to the ...
	opposite the ...
	between the ... and the ...

It's the (first/second etc.) building on the (right/left) in (Penny Lane).

Activity 4. Reading: At the shopping Center



Gatesbridge's new Merriwether Mall is opening this September. With an area of 320,000 square metres, the Merriwether Mall will be the biggest mall in the south west. It's located close to the motorway, has its own bus station and 2000 car parking spaces, so it is convenient for everyone. The mall has five areas, all under cover. The largest, Main Street, is a shopping area on three floors. Here, you'll find all the major chain stores and department stores. You can buy fashion items and all the famous brand names. There is also a large chemist. Situated on two levels, the market square is where you can find traditional market stalls. On the lower floor, there are food stalls, including a butcher's, baker's, a fishmonger's, greengrocer's and delicatessen. On the upper floor, you will find stalls selling hardware and haberdashery. Bohemia is at the rear of the mall. Here, you'll find quirky, independent shops selling everything from second hand music and books to clothes and handicrafts. The Palisade is more upmarket. Here you will find fashion boutiques, jewellers, antiques and furniture. There are also two banks and a post office located along The Palisade. The Showground is the entertainment centre of the mall. On the ground floor, there is a food court where you'll find cuisine from around the world, including Chinese, Japanese, Thai and Italian food. There is a large arena where events will take place through the year. There is also an eight-screen cinema, a night club and a bowling alley. And if that is not enough, we are offering you a voucher which will give you £10 off any purchase over £40 that you make in the Merriwether Mall between 10th and 16th September. You can't afford to miss it!

1. Where is the best place in the mall to buy an expensive necklace?
2. Where is the best place in the mall to buy some bacon?
3. buy some Nike trainers?
4. buy a used CD?
5. have a meal?
6. buy an expensive, old cupboard?
7. see a film?
8. buy some bacon?
9. buy some shampoo?
10. mail a parcel?



Activity 3: Before role playing

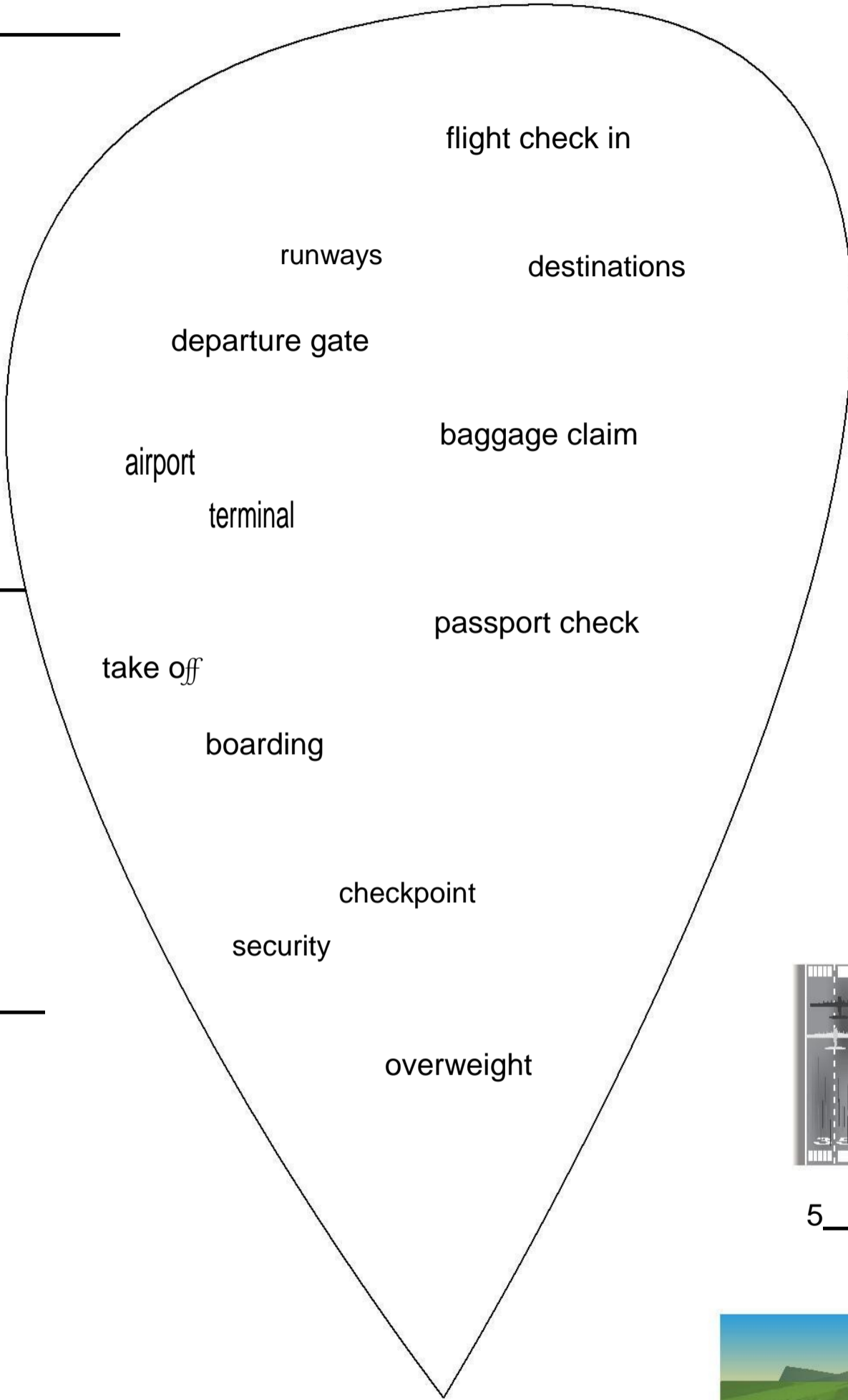


1 _____

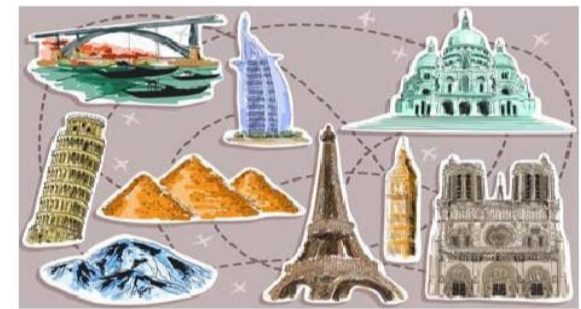
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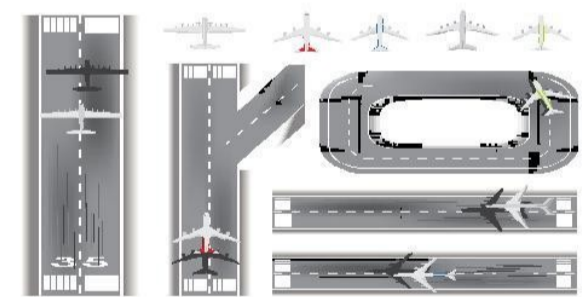
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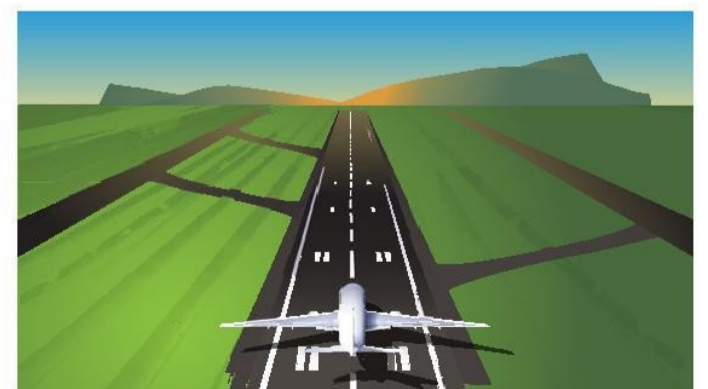
10 _____



5 _____



9 _____



6 _____



8 _____



7 _____

ANNEX 4

Unit 4: CLOTHES

Activity 1: Packing your clothes



Packing is one of those things you have to do when you are traveling and most people hate because it takes a lot of thinking and usually a lot of time!!!

We usually pack more clothes than we need "just in case...." and we end up with too big and too heavy suitcases. Does it also happen to you? What clothes do you usually pack when you go on holiday?



But let's revise the names of clothes!!

[Interactive flashcards]

12 Describing people

A Describe these people.

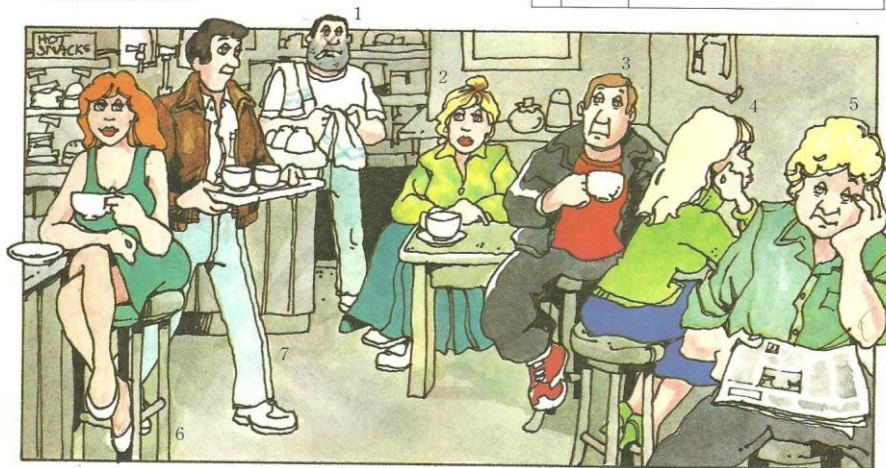
For example

1 *He has got black hair and brown eyes. He is wearing blue jeans and a white T-shirt.*

black	hair
brown	
red	
blond(e)	

brown	eyes
blue	

a	white	shirt dress skirt tracksuit jacket sweater blouse T-shirt
	blue	
	green	
-	brown	jeans trousers
	black	



B Listen to the news. Find Arthur Small and Anita Wise in the picture.

It's 9 o'clock. You're listening to Radio Hightown. Here is the news. The police in Hightown are looking for a man and a woman. The man's name is Arthur Small. He's 29 years old. He's got black hair and brown eyes. He's wearing a brown jacket, a white shirt and blue trousers. The woman's name is Anita Wise. She's 23 years old. She's got blonde hair and blue eyes. She's wearing a blue skirt and a green sweater.



C Guess - Who is it?

Write another student's name.

For example *Carlos*

Say It's a boy. or It's a girl.

Ask and answer.

A: *It's a boy.*

B: *Has he got black hair?*

A: *No, he hasn't.*

B: *Has he got brown hair?*

A: *Yes, he has.*

B: *Is he wearing jeans?*

A: *No, he isn't.*

B: *Is he wearing a red T-shirt?*

A: *Yes, he is.*

B: *Is it Carlos?*

A: *Yes, it is!*

D Write about another student.


He/she has got _____ and _____.
He/she is wearing _____, _____ and _____.

4
A


G present perfect (experience) + *ever, never*; present perfect or past simple?
V clothes
P vowel sounds

Have you ever been to that shop?
What did you buy?

From rags to riches



Have you ever been to a Zara store?



You probably have because it's one of the fastest-growing chains in the world. The person behind Zara is Amancio Ortega. He is the richest man in Spain, but very few people know his face. There are only two official photographs of him, and he rarely gives interviews. Although he is a multimillionaire businessman, he doesn't look like one – he doesn't like wearing suits or ties, and prefers to wear jeans and a shirt.

When he was young he worked as a shop assistant in a clothes store, but he always dreamed of having his own business. In 1963 he started a small company which made women's pyjamas. In 1975, at the age of 40, he opened his first clothes shop in La Coruña, a small city in north-west Spain, and named it *Zara*. Now you can find *Zara* shops all over the world, from New York to Moscow to Singapore. So why is *Zara* so successful?

The main reason is that *Zara* reacts incredibly quickly to the latest designer fashions, and produces clothes which are fashionable but inexpensive. *Zara* can make a new line of clothes in three weeks. Other companies normally take about nine months. The clothes also change from week to week – so customers keep coming back to see what's new. It produces 20,000 new designs a year – and none of them stay in the shops for more than a month.

So if you've seen a new jacket or skirt you like in a *Zara* store, hurry up and buy it, because it won't be there for long.

1 READING & VOCABULARY

a What's the most popular place to buy clothes in your town? Do you buy your clothes there? If not, where?

b Read the text about *Zara*. Then cover it and answer the questions below from memory.

- 1 Who is Amancio Ortega?
- 2 What is unusual about him?
- 3 What was his first job?
- 4 When did he open the first *Zara* shop?
- 5 Where are there *Zara* shops now?
- 6 What are the secrets of *Zara's* success?

c Read the text again and underline any words that are connected with clothes.







d ➔ p.150 Vocabulary Bank *Clothes*.

2 PRONUNCIATION vowel sounds

a 4.1 Put two clothes words in each column. Listen and check. Practise saying the words.

belt	blouse	clothes	coat	pyjamas	scarf
shirt	shoes	skirt	suit	sweater	trousers

b Ask and answer with a partner.

 _____ _____	 _____ _____	 _____ _____
 _____ _____	 _____ _____	 _____ _____

What did you wear yesterday?
 What are you going to wear tonight?
 What were the last clothes you bought?
 What's the first thing you take off when you get home?
 Do you always try on clothes before you buy them?
 How often do you wear a suit?

Activity 5: Listening

What size T-shirt does the customer want?

Does the shop have a purple T-shirt?

What colour T-shirt does the customer try on?

Does the customer buy the red T-shirt?

How much does it cost? (e.g. 12.20)

Does the customer pay by credit card or with cash?

ANNEX 5

Unit 5: TRAVELLING

Activity 2: Audio “What is Argentina famous for?”

Transcript:

Felix: So Silvia, can you tell us: what is Argentina is famous for?

Silvia: Hello. Well, mainly famous for football. Maradona and Messi are from Argentina and they have played – and in the past – they have played for different football teams in the world. We are also famous for our beef; the quality is excellent. Many people come to Argentina to taste it ... the same as our wines – which come from the western part of the country – provinces such as Mendoza and San Juan; even the northern parts of our country. We are also fortunately famous for our people. People here are usually very kind, very helpful. They like seeing people from other countries and they treat them very well. We are very open. We are also famous for our variety of climate. If you come to Argentina you can visit different places from deserts in the north-western part of the country to mountains in the southern part, in Patagonia, or the rainforest in the north-eastern part. So there is a quite wide range of things to do.

Checking listening comprehensions

- a What is Argentina most famous for?
- b What is very good to eat?
- c Which part of the country produces wine?
- d What does the speaker say is lucky?

Activity 4: Group reading exercise "Travel anecdote"

This happened ten years ago when I was on holiday in England. +

We arrived to Cambridge very late. However, I knew the name of a hotel

as a friend had recommended one before I left. It was the White House Hotel.

I told the name to the taxi driver and he drove off, giving me a strange look.

After a while we arrived to a dark, narrow street and the taxi stopped outside an old building. +

There was no lift in the hotel and the man at reception looked about a hundred years old.+

He gave us a room on the top floor – a long climb. *

There was no bathroom and the room smelled really bad, but it was now midnight. +

There was nothing we could do, so we got undressed and went to bed.

After a few minutes I heard my friend scratching.

And then I began to feel itchy too. I switched on the light

and saw that I was covered with red marks. Bed bugs!

We went downstairs and asked the ancient receptionist for another room.

But he smiled and shook his head. 'All our rooms are the same', he said.

Not wanting to get bitten all night, we decided to check out and+

the old man gave us our money back without complaining.
It was too late to find another hotel so we finally slept in the bus station. +
Fortunately it was August, so we didn't freeze.*
When I saw my friend again a few weeks later, I asked her why she recommended such a terrible place **
. 'White House?' she said, pulling a face. I never told you to go to the <i>White House</i> Hotel – everyone knows it's horrible!. **
I said the <i>White Horse</i> Hotel!**

21 segments

*These can be removed without significant change to the story (leaving **18 segments**)

** These can also be removed at the loss of the upshot to the story (leaving **15 segments**).

+ For classes with more than 21 students, split the longer sentences

Activity 5: Letter to our pen pals “Ready for summer holiday?”

Ready for summer holiday?

What are your plans for the summer? Are you going to the beach? Are you travelling abroad?

Answer the following questions:

Where are you going?

Who are you going with?

When are you going?

Where are you going to stay?

How long are you going to stay there?

What are you going to do?

What are you going to pack?

Now let's put write about all these holiday plans! This is going to be our last letter to our pen pals. We are going to tell them about our summer plans.

Write your email taking into account the following tips:

- Organize your ideas into paragraphs: Formula to star a letter, introduction, our plans, formula to close a letter.
- Use **adjectives** to describe and make your text nicer.
- Use **connectors** to make your text fluent and easy to read.
- Use **adverbs** to add fluency to your text.
- Don't forget the date!!

Read and use the following text as a model to write your letter:

MY HOLIDAY PLANS

Tomares, 24th May, 2014

Dear Olga,

*Thank you for your **last** email. I loved to learn about your city. In this letter I'm going to tell you about my holiday plans.*

*I'm **really excited** about my summer plans **because** my parents are taking me to New York!! We are leaving on 12th July and we have **great** plans. **First**, we are going to visit the Metropolitan Museum in New York City. I don't like museums in general, **but** this is **really special**. We are **also** going to go sightseeing **and** we are going to visit the statue of Liberty **and** the Empire State Building. **Then** we are going to the Great Lakes to do some scuba diving. **Finally**, we are going to Niagara Falls. That's an **enormous** waterfall. Part of it is in the USA **and** part of it is in Canada. It's **amazing**!*

*I'm going to need a **big** suitcase **because** I need to pack my summer clothes, shorts **and** T-shirts **mainly**, **but** I will **also** need my swimsuit, my flip flops, **and** some jumpers **or** cardigans **because** it might be **cooler** at night **and** by the Niagara Falls!*

***When** we come back from New York, I'm going to go to the beach with my family. We **usually** go to Matalascañas. I have lots of friends **there so** it'll be a lot of fun!!*

I can't wait for the summer!! What are you planning to do?

*I hope next year we can keep in touch. Have a **nice** summer vacation!!!*

***Kind** regards,
Isabel*



Facultad de Educación
Universidad Zaragoza

Learning Unit

Shall we go out to
have dinner?

Tamara Martínez Manero



68564 Diseño, organización y desarrollo
de actividades para el aprendizaje de
inglés

Profesores: Ignacio Domingo Baguer

Victoria Gil

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INTRODUCTION

Justification

The following Learning Unit, entitled *Shall we go out to have dinner?* is based on the LOE Aragonese Curriculum (2007). It is intended for the 2nd year of Compulsory Secondary Education. It also deals with the topic of how to order food at restaurants and the possible problems that people may find there. This Learning Unit contains useful vocabulary related to food and to items that people can find at restaurants such as bill, napkin, tablecloth...as well as typical dishes from Great Britain, thus promoting a cultural awareness of the topic.

The purpose of the following Learning Unit is to introduce knowledge of the second language related to restaurants, engage the students in the tasks and increase their motivation. Nowadays, we live in a society in which people, especially teenagers, have become steady clients in restaurants since they prefer going out to have dinner rather than staying at home. For some of these reasons, this topic, adapted to the students' level, is especially interesting and motivating for young learners and it promotes communication among students in real-life contexts. Moreover, this topic makes the students engage in the tasks throughout the Learning Unit, facilitating the access to the new grammar concepts tackled in this Unit.

The different lesson plans have been organized following a task-based approach. The students are asked to perform a final task, which consists in presenting a tutorial. All the tasks of the previous lessons help and provide the students with the different resources they need to fulfill this final task.

Furthermore, the whole Learning Unit has been designed under the aspect of what I believe is effective EFL learning. EFL learning has to be communicative. Therefore, the methodology of this Learning Unit is based on a Communicative Language Teaching, in which the communicative competence is the main goal of language teaching: “Language learning is learning to communicate” (Brown, 2007: 45). As stated by Brown, students should develop the communicative competence, engaging in real communication. The LOE Aragonese Curriculum (2007) states that, the necessity to develop a communicative competence, can be seen as the basis of learning a second language. This is one of the reasons that most of the activities in this Learning Unit promote communication in the target language and enables students to learn how to use the target language in meaningful contexts rather than in isolation. Moreover, students negotiate their meaning as students make themselves understood (Richards, 2006).

The organisation of the class in groups and in pairs is another important element that contributes to an effective ESL learning since “students are expected to interact with other people, either in the flesh, through pair and group work” (Brown, 2007: 45). In this Learning Unit most of the activities proposed are based on group work which is an important factor that promotes an effective ESL learning. Another way of promoting group work is by means of cooperative learning. As stated by the LOE Aragonese curriculum (2007), cooperative work is essential to develop the stage objectives. The class is organized in five heterogeneous groups of four people each and work together in order to fulfil the tasks, helping and learning from each other during the work. This significance of working in groups is also established by other critics such as Richards (2006) and Scrivener (1994). As Richards states ““They can learn from hearing the language used by other members of the group. They will produce a greater amount of language than they would use in teacher-fronted activities. Their motivational level is

likely to increase. They will have the chance to develop fluency” (2006: 20). In this way, there will be an improvement of the acquisition of the second language as well as an increase of the students’ motivation, which is one of the significant aspects in the teaching-learning process. As it has just been described, group work promotes motivation among students, but apart from that, the students also work in pairs since this maximizes the learner’s speaking in the target language (Scrivener, 1994). The acquisition of the second language is facilitated by promoting interaction among the students (Larsen-Freeman, 2000).

Another factor that makes EFL learning effective is the teachers’ role of facilitator and the students’ active participation. As stated by Richards (2006), students participate and take an active role in cooperative activities rather than in individual ones and teachers have the role of facilitator and monitor. In the present Learning Unit, the teacher monitors the students in each lesson, solving doubts and giving them positive feedback.

Contextualisation

This Learning Unit has been designed for students in the 2nd year of Secondary Education in Cooperativa Hijas de San José School, a private school in Delicias neighbourhood, in Zaragoza. The institution offers studies of primary and secondary education.

As it has been just said, this Learning Unit has been designed for students in the 2nd of Secondary Education and the class is made up of twenty students from thirteen years of age. The class includes in its majority students from foreign countries (Ecuador, Morocco, China and Colombia). Most of the students comprise of an

acceptable up to a good level of English. However, in terms of different skills, the students' level of receptive skills is higher than their level in productive skills. The communicative approach to language teaching contributes to the students' improvement of speaking skill. Additionally, the organisation of the lessons from a task-based approach contributes to the development of this skill due to the fact that the tasks are clearly organized and thus are easier to understand for the students. Regarding the writing skill, the students are asked in the fourth lesson to write a script to prepare a tutorial by means of cooperative work, in which the students work in small groups sharing opinions and exchanging ideas in order to write a final script. In this way, the students help each other, ensuring that all the members of the groups contribute to the tutorial, including necessary contents such as typical structures, the modal verbs *can* and *could*, the polite form *would*, the use of *will* for instant decisions, problems people may find at restaurants and vocabulary and items related to it.

The students show a negative attitude towards language learning and their personal motivation in the classroom is not very high. Regarding the educational values, the students respect each other which help with organizing group works. These factors influence the learning habits of the individual student in the classroom. Regarding the students' interests, they like going to the cinema, watching the television, dancing, socialising and going out to have dinner. The fact that the students like going to restaurants is one of the reasons why this Learning Unit may be interesting for the students. They have previous knowledge of the target language of the first course of Secondary Education. As it has been analysed, this Learning Unit prepares the students for real-life situations.

Besides, none of the students has special learning needs although there are some students who have more facilities to learn and understand instructions, and also they

differ from their capacities and knowledge of the second language, depending on their previous contact with the target language. In order to solve this problem, cooperative work and games are implemented in some of the lesson plans. Thus, students help each other and they can understand the contents of the lessons better.

Organisation of the Learning Unit

Taking into account that the students in the 2nd year of Secondary Education receive four English lessons a week of one hour, this Learning Unit consists of five different lesson plans of 55 minutes each, that is, a week and a half. Moreover, it is useful that this Learning Unit takes place in the First Term of the second academic course of the Compulsory Education, a week and a half before Christmas break, since the students will learn how to order food at restaurants. The five different lesson plans will promote the development of the four different skills and a real use of the target language in meaningful contexts. The activities and tasks of the lesson plans promote an active participation of the students instead of teacher-centered instructions and are adapted to the students' learning needs and paces.

Furthermore, the students will have the opportunity to activate their previous knowledge of some grammar contents and vocabulary which they have already studied in the first year of Secondary Education. As well as revising contents, the students will learn typical expressions and vocabulary which will be necessary and useful to know how to order food at restaurants and do their final task. The next Learning Unit will deal with more vocabulary related to typical British dishes and new grammar contents.

In the first lesson, the students will be provided with an introduction to the unit consisting in answering some questions in order to activate their previous knowledge.

The students will also be asked to carry out both a reading and a speaking task in order to present new vocabulary related to food, drinks and to items that people may find at restaurants as well as modal verbs, typical structures and the polite form *would* in a more meaningful and communicative way.

In the second lesson, the students will be asked to learn more vocabulary related to food, drinks and to items that people may find at restaurants, typical structures, the use of *will* in instant decisions as well as to revise modal verb *can* and the polite form *would*, by means of the use of ICTs as well as a presentation of a video, adapted to the students' learning needs, which takes place at a restaurant. In this way, the students will learn vocabulary in an integrated and contextualized way, which will allow the students to prepare them for their final task, to present a tutorial. Finally, the students will be given a worksheet with an extract of the transcript containing mistakes.

In the third session, the students will take part on an on-line quiz in order to get more knowledge related to the problems that they can find at restaurants. This pre-task will prepare the students to practice a role-play in order to promote real communication among the students, using the target language in a meaningful context as well as apply all the knowledge of the target language they have learned. Finally, the students will take a one-minute paper at the end of this lesson. - The teacher opens the lesson by handing out a worksheet to the students which contains the most common mistakes the students have made during the previous lessons.

In the fourth lesson, the students will be asked to reflect on the most common mistakes the students have made during the previous lessons. Then, the students will learn more vocabulary related to food, drinks and items that people may find at restaurants. After practicing these vocabulary, the students will be asked to prepare a

script in order to present their tutorials. Thus, the students will put into practice all the grammar contents and vocabulary they have learned throughout the whole lesson plans in a meaningful and communicative way. Moreover, they could make use of ICTs, in this case of computers, in order to search information they will need. The teacher will monitor and help the students. Finally, the students will be asked to practice their tutorials. They will work by means of cooperative work, which is very important in the teaching-learning process and takes into account the students' learning needs and paces. Then, they will have to read the checklist they will use in order to self and peer-assesses the presentations of their tutorials.

In the final lesson, the teacher will explain the students' doubts and the students will record themselves with the computers' camera. Finally, the students will present their tutorials, filling in a checklist in order to self and peer- assesses.

LEARNING UNIT OF WORK

Contribution to the Key Competences.

In Spain, the Organic Law of Education (LOE, 2/2006) included, for the first time, the term 'basic competence' in the education regulations. According to the European Council (2006), competences are defined as the combination and use of knowledge, skills and attitudes depending on the context and all these competences are necessary for a life-long learning. As stated by the LOE Aragonese Curriculum (2007), the key competences are those which should be developed at the end of the Secondary Education.

The following Learning Unit contributes to the following key competences:

Linguistic communication Competence: As one of the key competences, this competence is one of the pillars of the Learning Unit. In this Learning Unit, the communicative linguistic competence in the target language is developed in the different tasks carried out by the students with developing the receptive skills (listening and writing) as well as the productive skills (speaking and reading) in an integrated and global way throughout the whole lesson plans. In this Learning Unit, the target language is used for talking about opinions and experiences at restaurants, ordering food at restaurants, reaching an outcome by means of interpersonal communication and practicing as well as presenting the students' tutorials, using some of the grammar contents and vocabulary they have learned. Moreover, the students develop the communicative linguistic competence at the moment in which they have to write their experiences at restaurants and finally the students have to write and vocalise a script in order to carry out the tutorial. As it has been analysed, this Learning Unit assists to the students' development of their competence in linguistic communication by the way of a task-based approach. To achieve this, the students mainly work in groups of four people, though pair work will also be included. This will promote a natural meaningful interaction.

Digital competence: One of the factors that contribute to the acquisition of a foreign language, in this case of the second language, English, is the use of ICTs in class and at home. The students have to watch a video about typical expressions and vocabulary while being at the restaurant, then the teacher shows images by means of PowerPoint presentation to clarify the vocabulary and then the students have to take part in an online-quiz about the problems to be encountered at a restaurant. Moreover, the students have to look for information at home about typical dishes from Great Britain as well as vocabulary related to items that they can find at restaurants. Finally, the students

have to look for information on the Internet in order to prepare and present a tutorial about being a customer and a waiter at a restaurant.

Social and Civic Competence. The students develop this competence by talking about their experiences at restaurants, practicing role plays, preparing a script for their tutorial and recording themselves to do the tutorial. Moreover, during the cooperative learning tasks, the students interact in the target language with their classmates, helping each other and reaching agreements in order to fulfil the task. Finally, the students develop this competence by means of whole-class tasks.

Cultural and artistic competence: Although the following Learning Unit does not contribute to the artistic competence, it promotes cultural awareness not only due to the problems a foreigner may encounter in an British restaurant, but also due to the different food offered in Great Britain as a result from centuries of colonisation.

Learning to learn competence: The students develop this competence throughout the whole Learning Unit. The students carry out different tasks for being prepared for the fulfilment of a final task, working on the different skills. Moreover, by working cooperatively, each student feels responsible for their own learning. Finally, the students have to self-assess their own work and to peer-assess the

other students' work, which allows them to reflect on and think about their own and peers' knowledge and learning.

Autonomy and personal initiative competence: Working in groups and in cooperative groups promotes the students' autonomy and their personal initiative, negotiating meaning and developing social skills. During Cooperative Learning, each individual is responsible of their own learning in order to the group's success. Thus, the students show initiative in order to carry out the different tasks proposed in this Learning Unit.

Cross-curricular themes.

Regarding the cross-curricular values, some of them are fostered in the following Learning Unit such as education for tolerance, for peace and for peaceful coexistence as well as intercultural education and education for equal opportunities among both sexes. By means of group and cooperative work, the students have the same opportunities to participate and being engage in the tasks, getting into contact with students from different backgrounds and learning to accept other points of view.

Objectives

General learning objectives

At the end of this Learning Unit, students will be able to:

- Express opinions and ideas in speaking and writing.
- Comprehend general and specific information in written and oral texts.
- Apply language knowledge in written and oral production.

- Use of ICTs.
- Reach an outcome by means of interpersonal communication and cooperative work.
- Analyse and select information.
- Analyse and reflect on the use of the language.
- Participate actively in pairs and in groups.
- Write short texts.
- Use language knowledge to assess themselves and their peers by using a checklist.
- Investigate information on the Internet by means of developing autonomous work.

The minimum level of performance for each of the evaluation criteria stated in the LOE Aragonese Curriculum are the following:

- To understand general and specific information from conversations about people's experiences that they have had about restaurants, people's preferences and the problems that people may find at restaurants, through the use of different strategies in order to solve the difficulties found during the interaction. (EC1)
- To understand general and specific information from an oral text presented in digital support related to the topic of how to order food at restaurants. (EC1)
- To participate in conversations related to restaurants, expressing their ideas and opinions of restaurants coherently. (EC 2)
- To understand general and specific information from a written text (Facebook message). (EC 3)

- To write experiences and opinions and preferences about restaurants and a script in format support, using the appropriate structure and vocabulary, the cohesive and coherent elements and respecting both basic spelling and punctuation rules needed for the reader to be able to understand. (EC 4)
- To use the students' own knowledge of the English language in order to assess themselves and their peers. (EC 5)
- To show initiative and interest for the learning when looking for information about typical dishes from Great Britain and vocabulary related to items that people may find at restaurants as well as to participate in the activities put into practice in the different lessons showing interest for the learning. (EC 6).
- To use ICTs in a guided manner in order to search for information about vocabulary related to food and items that people may find at restaurants as well as needed information and produce both written and oral texts. (EC 7).
- To show interest in the culture related to the English language (Typical British dishes) by participating actively in the class and using the target language to communicate. (EC 8).

Contents

This Learning Unit contributes to the following contents, which have been designed taking into account the curricular contents of the LOE Aragonese Curriculum for the 2nd year of Secondary Education:

Block 1: *Listening, speaking and conversation.*

- Understanding of oral messages that usually takes place in the classroom when talking about restaurants.
- Identification of general and specific information of a conversation between a waitress and a couple of customers in digital support.
- Use of strategies to comprehend a conversation between a waiter and a couple of customers, as well as the use of both verbal contexts, previous knowledge about the situation and identification of key words.
- Oral production of brief texts about personal experiences at restaurants.
- Participation in conversations with peers related to the topic how to order food at restaurants, talking about their experiences and exchanging opinions about restaurants.
- Development of communicative strategies to succeed communication about restaurants.

Block 2: *Reading and writing.*

- Autonomous reading of texts related to typical British dishes when researching on the Internet.
- Use of different sources, in paper and in digital support, to solve information problems related to the learning unit' s topic, to look for information about typical structures, problems and vocabulary and objects related to restaurants as well as to increase the knowledge about the Learning Unit' s topic.
- Use of reading strategies to complete the reading comprehension questions of a facebook message and to research about typical British dishes.
- Identification of the speaker' s purpose of the facebook message through verbal and non-verbal elements.

- Writing of short texts about experiences at restaurants and a script for the tutorial, taking into account coherence and cohesion.
- Use of basic knowledge about spelling and punctuation when writing short texts about experiences at restaurants and a script for the tutorial.
- Interest in a careful presentation of short texts about experiences at restaurants and a script for the tutorial.

Block 3: *Knowledge of the language by means of its use.*

Reflection on the language in communication.

- Understanding of basic grammar necessary when talking about restaurants.
- Understanding and use of typical structures and vocabulary appropriate to different situations in communication related to restaurants.
- Recognition and application of politeness expressions in communication in restaurants.

Reflection upon learning.

- Application of strategies to acquire, remember and use vocabulary related to restaurants in the role play customer/ waiter and during the draft of the script.
- Use of ICTs when researching information about vocabulary related to restaurants and typical British dishes as well as to introduce new vocabulary related to food and restaurants.
- Participation in assessment of the teaching-learning process by using peer and self-assessment (final task)

- Acceptance of error as part of the learning process and positive attitude to overcome it through an activity focused on correcting students' common mistakes.
- Development of strategies that allow cooperative work such as in the listening main-task and the making of the tutorial.
- Reflection on one own's learning by means of one-minute paper.

Block 4: *Socio-cultural aspects and intercultural awareness.*

- Familiarisation with typical dishes from Great Britain when researching and making the tutorial.

Methodology

The methodology used in the present Learning Unit follows the principles of Orientaciones Didácticas of the LOE Aragonese Curriculum (2007). It follows a global approach in both the treatment of the contents and the teaching-learning process. Moreover, the four competences which comprise the communicative competence (morphosyntactic, pragmatic, processual and intercultural) are developed in an integrated as well as in a global way.

As it has been analysed, the following Learning Unit consists of five different Lesson plans, which have been organised following a task-based approach. All the lessons consist of pre-, main and post-tasks. These tasks provide the students with the necessary means to the fulfilment of the final task, which is to prepare and present a tutorial of how to order food at restaurants. These tasks integrate the four skills, speaking, listening, writing and reading.

According to Larsen Freeman, in a task-based approach “the overall focus is on meaning” (2001:148). In contrast, the lesson plans are focused mainly on meaning but also on form. Both form and meaning should be presented in an integrated way in order to learn a second language efficiently. Moreover, a task-based approach involves a real use of the language in class and provides an opportunity for authentic and meaningful interaction (Larsen-Freeman, 2001). The different tasks proposed in the whole Learning Unit involve meaningful and authentic interaction among the students such as sharing opinions, speaking about their experiences, solving problems at restaurants and ordering food.

As stated by the LOE Aragonese Curriculum (2007), tasks should be as varied as much as possible, offering different learning opportunities for the students’ needs and interests. In this way, the different tasks proposed in the following Learning Unit are varied and similar to the ones students make use of in their own language.

The tasks are also based on the communicative approach in order to develop the communicative competence in the target language, which will require an active participation in situations of real communication (LOE Aragonese Curriculum, 2007). Throughout the different lessons, the students develop the communicative competence in a global and integrated way, allowing them to learn to use the second language in real communicative situations.

As stated by Larsen-Freeman “having students work in small groups maximizes the amount of communicative practice they receive” (2001: 126). This is one of the main reasons that this Learning Unit promotes lots of group work, including cooperative learning. The students work in small groups in order to communicate in the second language, providing opportunities for real interaction and negotiation of meaning. Three

of the cooperative learning tasks of this Learning Unit are part of these group works, increasing the acquisition of the second language. In this way, this Learning Unit provides the students different opportunities to communicate and interact with their partners in real life situations of communication. Moreover, in addition to group work, this lesson plan promotes pair work. Students are asked to perform role plays, speaking about their experiences at restaurants exchanging information and answering question about a reading comprehension text. In this way, this Learning Unit offers lots of opportunities for students to students' interaction in meaningful contexts. Individual work is also encouraged since autonomous learning is developed. Furthermore, teacher-students' interaction is promoted in the different lesson plans.

According to the LOE Aragonese Curriculum (2007), cooperative work will play an important role in the development of the objectives. In this way, the three cooperative learning tasks proposed in this Learning Unit contribute to the development of the Learning Unit's objectives, promoting that the students learn from each other and interact to fulfill their task. The teacher organises the class in five groups of four people. These groups are heterogeneous, mixing boys and girls who comprise different levels of English as well as distributing different roles to the students in order to make cooperative work successful and promote an equal participation.

Furthermore, the learning process may be altered by the students' interests, cognitive styles and learning paces. In this way, the following Learning Unit, as it has been analysed, is flexible and offers a great variety of tasks and games adapted to the students' level of English and learning needs. Thus, the students' learning process is facilitated and they are more motivated. The teacher acts not as the provider of the knowledge but as a facilitator and monitor of the teaching-learning process. In this way, both teachers and students will reflect about their learning and teaching process.

Regarding contents, the LOE Aragonese Curriculum (2007) establishes four blocks of contents. This Learning Unit contains twenty three contents distributed in four blocks that are directly directed to the learning objectives the students must achieve at the end of this Unit.

The assessment, as the LOE Aragonese curriculum (2007) establishes will be continuous. In addition, summative assessment will also be applied as the Learning Unit does not only focus on the learning process but also on the final product.

Finally, classroom management especially pays attention to teacher talk and error correction. Concerning teacher talk, the instructions will be given in a simple way, following a logical sequence. Regarding error correction, there is a clear policy explained in each of the lessons where the teacher will make use of certain strategies that encourage self and peer-correction, bearing in mind not to interfere with students' communication. As the LOE Aragonese Curriculum (2007) establishes errors are part of the teaching-learning process. Thus, feedback on both positive and negative performance appears to be effective in the acquisition of a second language.

Structure and timing

The following Learning Unit takes place in the second term of the second academic year of Secondary Education. As it has been analysed, this Learning Unit is organised into five sessions of 55 minutes each.

Groupings and interaction

This Learning Unit promotes pair and group works. This way, the students have the opportunity to maintain an authentic interaction and use the target language in

meaningful contexts, which promote the participation of all students in the class. The students are also required to work cooperatively in which they can learn from their classmates and develop autonomy and interdependence. As it has been analysed, groups are organised by the teacher, so that they are heterogeneous, mixing students with different knowledge of the target language.

Differentiation:

The activities proposed in the following Learning Unit offer different learning opportunities to students' learning needs and paces. It promotes cooperative work, organising heterogeneous groups by mixing students who comprise different level of English. The students watch a video in the second lesson which contains English subtitles in order to make easier for the listening comprehension of these students. The Learning Unit also promotes games and the use of ICTs. The students are required to record themselves in order to prepare and present a tutorial in their final task. In this way, this Learning Unit takes into account differentiation to maximize each student's growth and individual success. Finally, the students with an acceptable level of English will be given less complex situations to solve in practicing role-plays.

Evaluation and Assessment

Assessment is vital in the teaching-learning process. The assessment will be both continuous and summative. The continuous assessment is focused on the learning process of the students throughout the whole Learning Unit. The teacher will be

collecting data by observing and monitoring the students completing the activities, writing down observations on a school notebook.

The summative assessment takes into account the product rather than the process. Therefore, the presentation of the tutorial gets a high percentage of the total marks, since it is supposed to contain everything that has been learned in the Learning unit.

The students will be assessed following these criteria:

Final speaking task (Main-task in Lesson 5)	60%
The students' behaviour, homework and activities proposed in class (whole-class and pair work)	15%
Participation of the students both in group and cooperative work.	25%

As it is shown and just explained, the final task will get 60% of the final of the total mark. In order to assess the tutorials, the students will be given a checklist in order to peer-assess the rest of the groups (See Appendix 7). The students will also be asked to self-assess their own tutorials (See Appendix 8) and the teacher will use a rubric in order to evaluate the students' tutorials (See Appendix 6). This way, the students will reflect on their tutorials' presentations and receive feedback not only from their partners but also from the teacher.

Furthermore, the students' behaviour, homework and the activities proposed in class will have the value of a 10% of the total mark. The teacher will assess these aspects by means of observation, collecting and writing down data on a school

notebook. These aspects are important to take into account owing to the fact they promote an autonomous learning.

Concerning the participation of the students in groups and cooperative work, they will have the value of 25% of the total mark. The teacher will assess them individually by using a rubric (See Appendix 5).

Evaluation of the teaching and learning process

As the LOE Aragonese curriculum (2007) states, teachers should reflect on their teaching-learning process. In order to evaluate the teaching-learning process and in order to know if the Learning Unit is being effective, the teacher will reflect about it, writing down on a diary every day, when the lesson has finished. In this diary, the teacher will take into account the following aspects related to the second language teaching:

- 1) The proposed activities are adapted to the students' learning needs and paces.
- 2) The methodology used in class is effective.
- 3) The activities and tasks promote participation and motivation of the students
- 4) Expected learning outcomes have been met.
- 5) Provided materials are enough to accomplish the different tasks.

Moreover, the students will be asked to do a one minute paper in the third lesson, which will be useful to evaluate the teaching and learning process. The teacher will also collect data writing down in a school notebook the most common mistakes of the students' oral productions. In the fourth lesson, the teacher will hand out to the students a worksheet with the most common mistakes that the students have made in

order to give them positive and negative feedback. This will enable both the teacher and the students to think about their teaching-learning process, since learning a second language consists in a continuous evaluation.

LESSON PLANS

LESSON 1	
Unit of work: Shall we go out to have dinner?	Grade: 2 nd year of E.S.O.
Title of the lesson: What would you like to order tonight?	Number of students: 20
Length: 55 minutes	
Expected learning objectives	
<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none">• Express opinions and ideas about restaurants in speaking.• Revise vocabulary and grammar related to restaurants in speaking.• Comprehend the general and the specific ideas of a written text about an experience in a restaurant.• Sort a written text by means of cooperative work.• Apply knowledge about content and form to build a text through cooperative work.• Identify typical structures, vocabulary related to food and restaurants, the modal verbs <i>can</i> and <i>could</i> and polite form <i>would</i> to be used at restaurants.• Select information related to the text.• To develop cultural awareness about different British different dishes.• Exchange and justify opinions in speaking and writing in pairs by using vocabulary related to food and restaurants, modal verbs and typical structures.	
Materials	
<ul style="list-style-type: none">• Scrambled paragraphs of a facebook message.• Worksheet with the reading and comprehension questions.	

Activities

√ Pre-tasks (20 minutes)

- Presentation of the topic and the final task. [Teacher- whole class Interaction]
- The teacher explains the students what the new Learning Unit is about and the importance of this topic because ordering food at restaurants is one of the main issues that we consider important as human beings, since nowadays, people, especially teenagers, have become steady clients in restaurants.
- The teacher explains the students what contents they are going to learn (typical structures, the modal verbs *can* and *could*, the polite form *would*, the use of *will* in instant decisions and vocabulary related to food, drinks and items that people may find at restaurants as well as typical dishes from Great Britain.
- The teacher explains to the students that they will perform a final task which consists in presenting a tutorial, that is, recording themselves ordering food at a restaurant.
- The teacher also tells the students that they will perform this final task by means of cooperative work.

Teacher talk for the presentation of the topic and the final task:

Good morning class. How are you today? Are you ready to learn another interesting topic? The lesson we're going to start today is about ordering food at restaurants. You're going to learn typical structures and some of the vocabulary you need to know, like for example typical dishes from Great Britain. Then, you're going to prepare a tutorial in groups. So, first, you're going to write the things that you've learned in your tutorials. Then, you're going to practice it and record yourselves.

- Activity 1. Warm-up. [Teacher-whole-class]

- After introducing the topic and the final task, the teacher asks the whole class to answer three general questions about restaurants.
- The teacher asks for volunteers.
- After each question, the students give an answer.
- The teacher wants to know how much the students know about restaurants.

Teacher talk for Activity 1:

- *Ok. Now we're going to remember some vocabulary. For example, how often do you go to restaurants? Can anyone answer? Another question is what kinds of restaurants do you go to, Why?. Finally , what food do you have when you go to restaurants?.*

- Activity 2. Preparing the students for the main-task. [Groups/ Teacher-whole-class]

- The teacher now moves to on another pre-task.
- The teacher organises the class in five groups of four people in order to make cooperative work.
- The teacher hands out to the students a worksheet with a text, which is a facebook message. This reading comprehension text contains typical structures, the polite form *would*, modal verbs and food vocabulary as well as typical British dishes.
- The students have to arrange the facebook message. Each student is given a role in order to participate in the task, being responsible for one part of the text.

Teacher talk for Activity 2:

- *Well-done! Now, we're going to do an activity in groups. This is a facebook message. Put the different parts in the right order. It is very easy, don't worry.*

So, work in groups of four people. You have 5 minutes to do the activity. So, come on!

√ **Main-task (25 minutes)**

- Activity 3. Reading comprehension. [Pairs/ Teacher-whole class]
- The teacher now moves on to the main-task.
- The teacher hands out to the students the previous written text, which is the facebook message already arranged.
- The students are asked to read it and answer general and specific questions in pairs.

Teacher talk for Activity 3:

Now, you're going to answer some questions. So, read the text in pairs. This text is the facebook message you've just practiced. You have fifteen minutes more or less to answer the questions.

√ **Post-task (10 minutes)**

- Activity 5: Focus both on form and meaning [Pairs]
- The teacher organises the class in pairs.
- The students with an acceptable level of English are given less complex situations to solve in practicing this role-play.
- The students are asked to talk about their experiences at restaurants but including typical structures, modal verbs, the polite form *would* and vocabulary related to food they have just learned.
- Student A writes down what Student B speaks about and viceversa.
- The teacher collects the activity.

Teacher talk for Activity 5.

Now let's review all the contents you have learned. Look for a partner. Tell him or her about your experiences at restaurants. Use typical structures, modal verbs and vocabulary. Then, write what your partner tells you on a piece of paper and give it to me at the end of the class. Come on! 10 minutes left.

ASSESSMENT AND FEEDBACK

- The reading comprehension activity is corrected immediately in class. The teacher offers opportunities for self and peer-correction.
- In the fluency activities, the teacher also corrects the students' mistakes, bearing in mind not to interfere with students' communication. The teacher invites peer-correction and self-correction so that students can think and learn more effectively.
- The notes the teacher has written down and the activity collected will be used as a kind of assessment of the students' knowledge of the contents of the unit.
- The teacher uses a rubric to assess the students' participation in both cooperative and group work.

HOMEWORK: None

LESSON 2	
Unit of work: Are you hungry?	Grade: 2 nd ESO
Title of the lesson: What do you want to eat?	Number of students: 20
Length: 55minutes	
Expected learning objectives:	
<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> • Match pictures of food and drinks with their spelling. • Classify some food and drinks into certain categories. • Comprehend a video about a situation at a restaurant to obtain specific information by means of cooperative work. • Apply language knowledge to correct the mistakes in the transcript of the video. • Use of ICTs to research information about typical British food. 	
Materials.	
<p>Use of Power Point presentation.</p> <p>Flashcards with written names of different food and drinks.</p> <p>Video: https://www.youtube.com/watch?v=Gxd6LshVU8A.</p> <p>Worksheet with a short extract of the transcript of the video.</p>	
Activities	
<p style="text-align: center;">√ Pre-tasks (20 minutes)</p> <ul style="list-style-type: none"> • <u>Activity 1. Warm-up.</u> [Teacher-whole-class] - The teacher begins the session by asking the students if they have any doubts about the vocabulary, the typical structures, the two modal verbs and the polite form <i>would</i> they practiced and learned the previous day in class. 	

- The teacher asks for student volunteers to say aloud some of the vocabulary and typical structures they can remember.

Teacher talk for Activity 1:

Good morning class. Do you have questions about something we learned yesterday? Can anybody tell me some vocabulary or typical structures you learned yesterday? Carlos, can you tell me when do we use....?

- Activity 2. Vocabulary Activity. [Teacher-whole-class]

- The teacher moves on to another pre-task.
- After revising the vocabulary, the typical structures used in restaurants and modal verbs, the teacher organizes the class in two groups of ten people each one.
- The teacher hands out to the students several flashcards with written vocabulary of food and drinks.
- The teacher also hands out to the students a worksheet in order to complete what the students say in the activity (e.g. the classification of the food/drinks vocabulary into starters, main-courses, desserts or drinks).
- The teacher shows vocabulary related to food on a Power Point presentation. Some of these words appear in the video that the students are asked to watch in the main-task.
- The students are asked to associate the image with the name written down in the flashcards. Not all the flashcards of each group will be the same.
- The group who has the right answer will classify the different food/drink vocabulary into starters, main-courses, desserts or drinks.
- The group who gets more points will be the winner.

Teacher talk Activity 2:

Now let's play a game. You're going to play in two groups. So, you're the group number one. You're the group number two. I'm going to show you photos on Power Point. These photos are vocabulary about food and drinks. You've some flashcards with the names. The first group has to tell me what the name of the photo is. If you're right, then, tell if It's a starter, main-course, dessert or drink.

If you don't know the answer, the group number two can answer. With the next photo the other group starts. So, let's start! Are you ready?

√ **Main-task (25minutes)**

Activity 3. Listening comprehension. [Groups/ Teacher-whole-class]

- The teacher now moves to on the main-task.
- The teacher organizes the class in five groups of four people each one to promote cooperative work.
- The teacher assigns each group different roles. Two of the members of one group have the role of looking for the vocabulary of a particular section of the video and classify it into starter, main-course, dessert or drink. The other two members have the role of identifying typical structures used in restaurants and classify them into two categories: customers and waitress.
- The teacher plays a short video entitled *Restaurant Conversation Full Movie*, available in YouTube. The first time the teacher does not show the image, so the teacher asks the students to guess the location and what is happening.
- Then, the students watch the video.
- The students in groups exchange their information to complete the task.

Teacher talk for Activity 3:

Now, you're going to listen to a conversation. Think about what is happening and

where the action is happening. Ok. Good work. Now you're going to watch the video. You're going to work in groups of four people. Group A concentrates on the dining out section. Group B concentrates on ordering, group C on serving, group D on finishing the meal and finally group E concentrates on ordering dessert and get the check. In each group, one and two have to write the vocabulary about food and drinks. Classify the vocabulary into starters, main-courses, desserts or drinks. Three and four write the typical structures like for example what would you like to drink? And put them into two categories: customers and waitress.

√ **Post-task: (10 min)**

- Activity 4. Transcript containing mistakes [Groups-teacher]
- The teacher now moves on to the post-task.
- The teacher hands out to the students a worksheet of an extract of the transcript containing mistakes.
- The teacher organizes the class into two groups.
- The teacher explains to the students they are going to play a game. The teacher explains that in groups of ten people each one has to think about the mistakes.
- The teacher also explains to the students that there is only one winner and they will get an extra point.

Teacher talk for Activity 4:

Now, in two groups, find the mistakes in the text. This text is a part from the video.

Come on!! There is only one winner and you can win an extra point. This is a tournament!

ASSESSMENT AND FEEDBACK

- The teacher monitors the students during the lesson and takes notes about the students' mistakes when they use the target language in the different tasks. Thus, the teacher collects data and assesses the students' progress of learning and the knowledge of the contents of this unit. This also helps the teacher to reflect on the teaching process.
- The teacher corrects the students' mistakes by inviting peer-correction and self-correction once the students have finished.
- The students share their answers within their groups during the main and post-tasks, giving feedback to each other and sharing their ideas with the rest of the students in the class, receiving also feedback from the rest of the students and the teacher.
- The teacher uses a rubric to assess the students' participation in cooperative work.

HOMEWORK: The teacher asks the student to look for information individually about one typical starter, main-course and dessert of Great Britain, which will be required for the final task.

LESSON 3	
Unit of work: Are you hungry?	Grade: 2 nd ESO
Title of the lesson: There is a hair in my soup!	Number of students: 20
Length: 55 minutes	
Expected learning objectives:	
<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> • Summarise ideas about typical British food found on the Internet. • Select information about situations that may occur in restaurants in a polite way • Apply language knowledge to solve problems at restaurants by means of a role play. • Reflect on their learning by means of filling in a one-minute paper. 	
Materials	
Use of computers.	
On-line quiz:	
https://create.kahoot.it/?_ga=1.5359987.1923064430.1460154737&deviceId=5504e9a1-2f87-4844-99c8-7ae8e677afd6#quiz/f1ea9b7a-db71-461e-b8b6-2414272beafd	
A worksheet with a one-minute paper.	
Activities	
<p style="text-align: center;">√ Pre-tasks (25 minutes)</p> <ul style="list-style-type: none"> • <u>Activity 1. Warm up</u> [Teacher-whole-class] - The teacher begins the lesson by asking someone to remember the contents they learned in the previous lesson. - The teacher asks the students what information they have found about typical dishes from Great Britain. 	

- The teacher also asks the students to write all the dishes in their school notebooks, remembering this vocabulary is very useful for their final task.

Teacher talk for activity 1:

Good morning everyone. How are you today? Could anybody tell me something about what we learned yesterday? Do you remember that you had to search for information about typical dishes from Great Britain? This is very useful for your final task, remember.

Let's start. Can anyone tell me typical starters, main-courses and dessert from Great Britain? Write in you school notebook please.

- Activity 2. Kahoot [Groups]

- The teacher explains the students what *kahoot* is and the purpose of the task.
- Before starting, the teacher asks the students to think about what problems they can encounter at a restaurant.
- The students tell about some of the problems they can encounter at a restaurant.

Teacher talk for activity 2:

Do you have sometimes problems in a restaurant? Can you tell me about these problems? Ok. Do you know what kahoot is? Kahoot is a program in which you can do online quizzes. We do a quiz now on kahoot. Please look for a group with four people. I am going to read a part of a sentence and you have to look for the other part in kahoot and choose the correct option. Remember, there can be more than one correct option.

√ **Main task (15 minutes)**

- Activity 3. Role-play. [Pairs]

- The teacher moves on to the main-task.
- The teacher organises the class in pairs.

- The students with an acceptable level of English are given less complex situations to solve in practicing this role-play.
- The students are asked to prepare a role-play in which they have to make use of vocabulary related to restaurants and problems that can be encountered.
- The students have to activate their previous knowledge using typical structures, modals, the polite form *would*, the instant decision *will* and vocabulary they have learned and practiced in the previous lessons.
- The students exchange their partners.

Teacher talk for Activity 3.

Now, in pairs you're going to prepare and practice a role-play. One of you is the customer and the other is the waiter. Use the sentences we have learned in our quiz. Use some of the vocabulary, would, will and the two modals can and could.

√ **Post-task (15 minutes)**

- Activity 4. One-minute paper. [Individual]
 - The teacher hands out to the students a one-minute paper at the end of the lesson.
 - The teacher explains the students what a one-minute paper is.
 - The teacher asks the students to answer the following questions:
 1. In your opinion, what are the most important aspects that you have learned during the class?
 2. In your opinion, what are the least relevant aspects that you have learned during the class?
 3. In your opinion, which points of this lesson are the most difficult to understand?
 4. Were the tasks difficult to understand? Why?
 5. Write down some suggestions to improve the lessons.

Teacher Talk for Activity 4:

Now, you're going to do a one-minute paper. Individually, answer the following questions.

ASSESSMENT AND FEEDBACK

- The first pre-task will be corrected by asking all students about typical dishes from Great Britain.
- The teacher also invites self-correction as well as peer-correction if the students fail. The teacher writes down the typical dishes the students say on the blackboard.
- The *kahoot* quiz is auto-corrective – the solutions will be shown on the screen
- In the activities focused on fluency, the teacher monitors the students, suggests, if necessary, better solutions and gives positive feedback.
- The students give feedback to each other when practicing the role-play.
- The teacher uses a rubric to assess the students' participation in group work.

HOMEWORK:

- The students are asked to look for vocabulary related to items that they can find at restaurants such as dish, napkin, plate, salt shaker, cutlery, bill, menu, waiter, customer...

LESSON 4

Unit of work: Are you hungry?

Grade: 2nd ESO

Title of the lesson: Let's make a tutorial

Number of students: 20

Length: 55 minutes

Expected learning objectives:

At the end of this lesson students will be able to:

- Apply language knowledge to correct frequent mistakes related to the Learning Unit.
- Summarise ideas about vocabulary related to restaurants found on the Internet.
- Match pictures of food with their definitions by means of cooperative work.
- Prepare a short script about ordering food at restaurants
- Use of ICTs to search for information about vocabulary related to restaurants.
- Practice the tutorial

Materials

A worksheet with the most common mistakes of the students.

Use of Power Point presentation.

Use of computers.

Activities

√ Pre-tasks (20 minutes)

- Activity 1. Warm up [Groups/ Teacher-whole-class]
 - The teacher opens the lesson by handing out a worksheet to the students which contains the most common mistakes the students have made during the previous lessons.

Teacher talk for Activity 1.

Good morning everyone. How are you today? Now, please look at this worksheet in groups. There are some mistakes from the last classes. Think about the correct forms. Then we're going to correct them.

- Activity 2. Review vocabulary [Teacher-whole-class]
- The teacher asks for the vocabulary related to restaurants that the students have searched on the Internet
- The students are asked to write down this vocabulary on their school notebooks.
- The teacher remembers that this vocabulary is very useful for the students' final task.

Teacher Talk for Activity 2:

Now, can you tell me some vocabulary related to restaurants? Come on! Don't be shy! This vocabulary is very important for your final task. So, write down in your school notebook.

- Activity 3. Game of concept and definitions. [Groups]
- Now, the teacher moves on to another pre-task.
- The students are asked to play a game.
- The teacher hands out twenty cards with vocabulary of food and drinks and items related to restaurants.
- Ten cards contain an image with the appropriate name and the other ten contain a definition of the images.
- The students have to join the two parts of the cards that make sense, practicing cooperative work.

Teacher talk for Activity 3.

Now, let's play a game. Ten of you have ten cards with a photo of food or drink. Ten of you have a definition. Join the two parts of the sentence. Go!

√ **Main task (15 minutes)**

Activity 3. Preparing a script [Groups]

- The students are required to prepare a script for the presentations of their tutorials.
- The teacher organises the class in four groups of four people each, taking into account two important principles that make cooperative learning successful: Mixing boys and girls as well as students who comprise different levels of English.
- The students have two computers per group.
- The teacher explains to the students that they have to prepare a script to do the tutorial, focusing on the contents and vocabulary the students have learned throughout the previous lessons.
- The teacher also explains to them what a tutorial is.

Teacher talk for Activity 3:

Good job! Now you're going to work in groups of four people. Your challenge is to record yourselves to do a tutorial. Then, you're going to present it in front of the class.

So, prepare and write on a sheet of paper what you're going to say in your tutorial.

You can look for information on the Internet like for example some vocabulary.

Remember the contents and the vocabulary you've learned in class. For example: Food vocabulary like chicken, Yorkshire pudding; drinks like coke, water; typical structures like Have you booked a table? Are you ready to order?; problems you can find at restaurants like Sorry, my spoon is dirty, Could I get another one?; the modal verbs can and could, the polite form would and the instant decision will.

For example, you're one group. Ok? Student A, student B, Student C and student D.

Student A is always the waiter during the all tutorial. In your tutorial student B says for

example, I'm hungry and I'm going to go to Finney's restaurant.

Then, say: When you arrive at the restaurant.... And make a role play using typical structures and vocabulary. For example:

Student A: Good evening, have you booked a table?

Student B: Yes, I've booked a table.

Student A: Follow me.

Then, Student B says: If you want to order starters and drinks... Here you make another role-play. Use structures and vocabulary.

For example:

Student A: Are you prepared to order?

Student B: I'll have a salad.

Then, Student C says if you want to order main courses... Here you practice the role-play. Student C also speaks about some problems they have at the restaurant.

After this, Student D says if you want to order desserts...and asks the check.

This is very easy and you can use your computers to look for information. Come one!!

You have fifteen minutes to prepare your tutorial.

√ **Post-task (20 minutes)**

- Activity 4. Practicing the tutorials. [Groups]
- The teacher moves on to the post-task.
- The students are required to practice their tutorials.
- The teacher hands out to the students a checklist in order to assess themselves and their peers about their tutorials' presentations.
- The teacher asks the students to read the checklists at home in order to know how they are going to be assessed.

Teacher talk for Activity 4.

Now, practice your tutorials. Look at what you've written to help you. Tomorrow we'll talk about doubts, then record the tutorials and present them. I'm going to give you two checklists. Read them. These are the contents you're going to use to evaluate yourselves and your partners. Bring them tomorrow.

ASSESSMENT AND FEEDBACK

- The teacher uses a rubric to assess the students' participation in cooperative work.
- The teacher invites self-correction as well as peer-correction if the students fail. The teacher writes down the vocabulary related to restaurants the students say on the blackboard.
- In the activities focused on fluency, the teacher monitors the students, suggests, if necessary, better solutions and gives positive and negative feedback.
- The students give feedback to each other while preparing and practicing their tutorials.

HOMEWORK:

Read the checklists in order to self- assess and peer-assess the presentations of the tutorials.

LESSON 5	
Unit of work: Are you hungry?	Grade: 2 nd ESO
Title of the lesson: Vote for my tutorial!	Number of students: 20
Length: 55 minutes	
Expected learning objectives:	
<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> • Record a short video that will be the tutorial by means of cooperative work. • Present the tutorial about ordering food. • Express opinions orally when voting for the best tutorial. • Justify their decisions orally when voting for the best tutorial. • Assess their own tutorial and their peers' by using a checklist. 	
Materials	
Use of computers.	
Worksheet with the students' checklists and the teacher's rubric.	
Activities	
<p style="text-align: center;">√ Pre task (10 minutes)</p> <ul style="list-style-type: none"> • <u>Activity 1. Warm-up.</u> [Teacher-whole-class] - The teacher opens the lesson explaining the most difficult aspects that the students have found, reflecting about the one-minute paper the teacher handed out to the students in the third lesson. - The teacher also clarifies more doubts. 	
Teacher talk for Activity 1:	
<p><i>Good morning class. Today's class is going to be lots of fun because you're going to record yourselves. Then we're going to watch your tutorials!</i></p> <p><i>First, I'm going to explain some aspects that you've found difficult to understand.</i></p>	

Does anyone have more questions?

- Activity 2. Recording tutorials. [Groups]
- The students are asked to record themselves.
- The computers predispose an application for taking videos.

Teacher talk for Activity 2:

Record yourselves. You're doing very well. I'm very happy with your good work. Open the computers' cameras in the applications and use the video-icon. Look at me, I show you how to do this.

√ **Main-task (30 minutes)**

- Activity 3. Presentation of the tutorials. [Groups]
- The teacher moves on to the main-task.
- The students present their tutorials to the rest of the class.
- The students are asked to take out their checklists in order to be peer-assessed.
- The students fill in their checklists.
- The students also fill in their own checklist in order to self-assess.
- The teacher gives feedback to the groups after each presentation.

Teacher talk for Activity 3:

Now, it's time to present your tutorials. Who wants to start? Not all at the same time. Take your checklists out and write down what you think about the other students and about yourselves. First group, come here please...

√ **Post-task (15 minutes)**

- Activity 4. Voting for the best tutorial. [Groups; Teacher-whole class]
- The teacher asks the students to discuss and exchange opinions about what the best tutorial is.
- The students also speak about it looking at their checklists.

- The students hand them in to the teacher.
- The different groups vote for the best tutorial.
- Finally, one group is the winner.

Teacher talk for Activity 4:

Well done! Now, you're going to talk and think about what the best tutorial is.

Remember to look at your checklists. Express your opinions and ideas to your group.

Now, it's time to vote.

You're the winner!! Congratulations!!

Please give the checklists to me.

Well done. First group come here...

See you on Monday!

ASSESSMENT AND FEEDBACK

- The teacher corrects the students' mistakes, bearing in mind not to interfere with students' communication.
- The teacher monitors the students, suggests, if necessary, better solutions and gives positive and negative feedback.
- The students use two checklists to assess the presentation of the tutorials of the other groups. One of them is to peer-assess the group's tutorials and the other is to self-assess their own tutorials.
- The teacher uses a rubric with the same contents than the checklists to assess the presentation of the tutorials.
- After all presentations of the tutorials, the teacher gives feedback to each group.

CONCLUSION

To conclude, designing this Learning Unit has been difficult owing to the fact that designing a Learning Unit needs a lot of time and it is necessary to take into account several factors such as a careful design of it and including different kinds of tasks, adapting them to the students' needs. However, thanks to this essay, I have understood how to create and organize different lesson plans with a great variety of meaningful tasks.

Furthermore, this Learning Unit is designed following a task-based approach with a communicative purpose and a meaningful use of the second language, which can be considered a strength. It also deals with the topic of how to order food at restaurants, promoting the uses of modal verbs *can* and *could*, typical structures used at restaurants, problems that people can find there, the polite form *would*, the use of *will in instant decisions* and some the vocabulary related to restaurants as well as typical dishes from Great Britain. In this way, the students' cultural awareness is developed. Knowing how to order food at restaurants is very important and can be seen as a motivating and interesting topic for the students. Furthermore, as has been explained in the introduction, nowadays people, especially teenagers, likes going out to have meal or dinner in restaurants instead of staying at home.

Regarding the activities of this Learning Unit, they are coherent and clearly organized towards the fulfilment of a final task, to present a tutorial. These activities and games are adapted to the students' learning needs and taking into account the diversity of the students. Some of these activities and games include the use of a video and Power Point Presentation as well as the practice of role plays. Thus, this Learning

Unit promotes an active participation of the students and at the same time, it provides the same opportunities of learning to all students.

Other strength of this Learning Unit is the use of cooperative learning tasks, activities that take into account the diversity of the students. Three cooperative learning tasks have been introduced in this Learning Unit, which promote an active participation of the students and an improvement of the acquisition of the second language, since the students with a good level of English help the students who comprise an acceptable level.

As has been just described, this Learning Unit promotes the use of the ICTs, which implies an enhancement of the students' motivation. The activities that promote the use of ICTs are the teacher's use of Power Point presentation in order to learn vocabulary related to food and restaurants, a video in order to teach more typical structures and vocabulary, an on-line quiz, and finally the final task, which consists in preparing and presenting a tutorial by means of cooperative work. However, the students in the second and in the third lessons had to look for information about typical dishes from Great Britain as well as new vocabulary related to restaurants. This may become a problem owing to the fact that there can be some students that do not predispose of computers or online means.

This Learning Unit promotes group work as well as cooperative work. Nevertheless, with this Learning Unit it is difficult to promote the participation of all students although they help each other. As there is only one teacher in class, the control of the group work can be difficult.

Regarding the role of the teacher, the teacher acts as a facilitator and a monitor, helping and guiding the student when they need. The teacher has also given feedback to

their students when they work cooperatively, in groups and in pairs. However, the teacher has to make sure that there are no problems in doing the tasks and there is the use of the target language.

Finally, teachers need to reflect about their teaching process of the second language in Secondary Education and make use of communicative and contextualised tasks as well as authentic materials. Thus, the students' learning will be meaningful and similar to real-life situations, promoting long-life learning. However, this Learning Unit does not promote the use of authentic materials since they are very important in the learning-process of the second language. The tasks and games are not authentic materials since they are invented and created but most of them have a communicative purpose.

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APPENDIX

Appendix 1- Lesson plan 1

Activity 2. Work in groups. Imagine you are hungry and go to a restaurant. Arrange the following parts of this facebook message into the correct order. Discuss with your class group the appropriate order of the parts of the facebook message.

Good night. I'm Eric. I'll be your server for tonight. What can I do for you tonight? Have you booked a table?
Oh, my God, I felt so ashamed 😞 because, you know, lots of people come to this restaurant and you need to make a reservation. But, there was no problem. Then, I asked for the menu. For my starter I had Yorkshire pudding and chicken for main course. The waiter answered me:

Have you enjoyed the dinner? He was so nice! And handsome!! 😊
I strongly recommend this restaurant to you. I think you will love the food and the service. 👍 Bye!!

Tamara Martinez Manero

13:29

Hi Lucia! How are you? I'm having a great time in London 😊.
London is surrounded by modern restaurants. It's so exciting! I like going out for having dinner every Saturday but in modern restaurants, you know 😊. Yesterday I went to Sweetings' restaurant, it's near to the hotel I'm staying at. It's a contemporary English fine restaurant.
When I arrived at the restaurant, the waiter asked me:

I'm sorry, we're out of that. Why don't you try fish and chips?
Sorry, but I don't like fish so... I had roast lamb with green mint sauce.
How would you like your roast lamb? Rare, medium or well done?
Medium, please.
For my dessert I had Battenberg cake. Everything was delicious but... when I got the bill I didn't have enough money!!! 😞. So, I asked the waiter if I could pay by card. I will come back because everything was delicious and the waiter asked me:

Activity 3. Read the following facebook message in pairs. Answer the following questions. Pay attention to the vocabulary that appears in the message related to restaurants, to the grammar contents and also to the typical structures.

Search

Lucia Tudo Lozano 13:29
Hi Lucia! How are you? I'm hav...

Tamara Martinez Manero 13:29

Hi Lucia! How are you? I'm having a great time in London 😊. London is surrounded by modern restaurants. It's so exciting! I like going out for having dinner every Saturday but in modern restaurants, you know 🤔. Yesterday I went to Sweetings' restaurant, it's near to the hotel I'm staying at. It's a contemporary English fine restaurant. When I arrived at the restaurant, the waiter asked me: Good night. I'm Eric. I'll be your server for tonight. What can I do for you tonight? Have you booked a table? Oh, my God, I felt so ashamed 😊 because, you know, lots of people come to this restaurant and you need to make a reservation. But, there was no problem. Then, I asked for the menu. For my starter I had Yorkshire pudding and chicken for main course. The waiter answered me: I'm sorry, we're out of that. Why don't you try fish and chips? Sorry, but I don't like fish so... I had roast lamb with green mint sauce. How would you like your roast lamb? Rare, medium or well done? Medium, please. For my dessert I had Battenberg cake. Everything was delicious but... when I got the bill I didn't have enough money!!! 😊. So, I asked the waiter if I could pay by card. I will come back because everything was delicious and the waiter asked me: Have you enjoyed the dinner? He was so nice! And handsome!! 😊 I strongly recommend this restaurant to you. I think you will love the food and the service. 👍 Bye!!

Write a reply...

What do you think about...



1. What does Tamara write about in her facebook message?

2. How did she feel after having dinner? Why?

A) Satisfied



B) Disappointed



C) Angry



D) Upset



3. What is the purpose of the message?

- A) Complaint
- B) Recommendation
- C) Application
- D) Invitation

4. The experience takes place....








5. Was the food very expensive?

- A) Yes
- B) No

C) It does not say

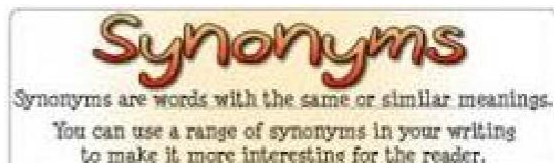
6. Match the definition with its photo on the left and the name of it on the right.

	<p>It is made by baking a yellow and a pink sponge cake separately, and then cutting and combining the pieces in a chequered pattern. The cake covered with marzipan. It can be served as a dessert.</p>	<p>Battenberg cake</p>
	<p>It is an English dish made from batter consisting of eggs, flour, and milk or water. The traditional way to eat it is to have a large, flat one filled with gravy and vegetable as a side dish.</p>	<p>Fish and chips</p>
	<p>It is cooked in the oven for about two hours. It can be served as a main-course.</p>	<p>Chicken</p>

	<p>It is meat that can be served as a main-course.</p>	<p>Yorkshire pudding</p>
	<p>It is a hot dish of English origin consisting of fried battered fish and hot chips. It is a common take-away food and sometimes served as a main-course.</p>	<p>Roast lamb with green mint sauce.</p>

7. Find synonyms in the text for these words that mean the same as the following:

Remember...



Thrilling-

Booking-

Tasty-

Good-looking-

Pleasant-

8. The following sentences could be added to the message. Which ones could you add and where in the text?
- A) It is a beautiful and interesting city.
 - B) There are so many that it's difficult to choose one.
 - C) So, I looked for my credit card, but I had forgotten it at home!!!
 - D) Please write me back soon.
9. What grammar contents are used in the message? Think about other grammar contents you have learned last course.
10. Think about typical structures used in the message.
11. What vocabulary related to restaurants can you find in the text?

Appendix 2- Lesson plan 2

Activity 1 (The students' flashcards)



Orange Juice



Minced Beef

Russian Salad

**PEPPERED
SALMON**

**Potato cakes with smoked salmon
and cream cheese**

Salmon and whisky sauce

Shepherd's Pie

IRISH ROASTED SALMON

Shortbread

Slow cooked Irish Stew

CUSTARD

Rice with tomato sauce

Pasta

Egg flan

Sole with green sauce

Classify the food and drinks vocabulary into the different categories included in the table below.

Starters	Main-courses	Desserts	Drinks

Activity 3:

Group A

Activity 3. Watch the video. Get in groups of four people. Concentrate on the dining out section. Students A and B classify the vocabulary into starters, main-courses, desserts and drinks. Be careful! You don't have to fill out all these contents. Students C and D fill in the table with the typical structures you can hear and classify them into two categories: customers and waitress. Then, reach an agreement with the rest of your group and write more vocabulary related to restaurants such as verbs, items, adjectives...

Students A and B:

Starters	Main-courses	Drinks	Desserts

Students C and D:

Customers	Waitress

Group B.

Activity 3. Watch the video. Get in groups of four people. Concentrate on the dining out section. Students A and B classify the vocabulary into starters, main-courses, desserts and drinks. Be careful! You don't have to fill out all these contents. Students C and D fill in the table with the typical structures you can hear and classify them into two categories: customers and waitress. Then, reach an agreement with the rest of your group and write more vocabulary related to restaurants such as verbs, items, adjectives...

Students A and B:

Starters	Main-courses	Drinks	Desserts

Students C and D:

Customers	Waitress

Group C

Activity 3. Watch the video. Get in groups of four people. Concentrate on the dining out section. Students A and B classify the vocabulary into starters, main-courses, desserts and drinks. Be careful! You don't have to fill out all these contents. Students C and D fill in the table with the typical structures you can hear and classify them into two categories: customers and waitress. Then, reach an agreement with the rest of your group and write more vocabulary related to restaurants such as verbs, items, adjectives...

Students A and B:

Starters	Main-courses	Drinks	Desserts

Students C and D:

Customers	Waitress

--	--

Group D

Activity 3. Watch the video. Get in groups of four people. Concentrate on the dining out section. Students A and B classify the vocabulary into starters, main-courses, desserts and drinks. Be careful! You don't have to fill out all these contents. Students C and D fill in the table with the typical structures you can hear and classify them into two categories: customers and waitress. Then, reach an agreement with the rest of your group and write more vocabulary related to restaurants such as verbs, items, adjectives...

Students A and B:

Starters	Main-courses	Drinks	Desserts

Students C and D:

Customers	Waitress

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Group E

Activity 3. Watch the video. Get in groups of four people. Concentrate on the dining out section. Students A and B classify the vocabulary into starters, main-courses, desserts and drinks. Be careful! You don't have to fill out all these contents. Students C and D fill in the table with the typical structures you can hear and classify them into two categories: customers and waitress. Then, reach an agreement with the rest of your group and write more vocabulary related to restaurants such as verbs, items, adjectives...

Students A and B:

Starters	Main-courses	Drinks	Desserts

Students C and D:

Customers	Waitress

--	--

Activity 4. After practising the vocabulary and the typical structures you can find in the video, divide into two groups and correct the following sentences' mistakes of the video's transcript. Be careful there can be more than one mistake in each sentence:



Customer B: *I can have the grilled chicken and two dinner salad.*

Waitress: *And what kind of dressing would you like?*

Customer B: *What kind does you have?*

Waitress: *Italian, blue chese and French.*

Customer B: *I could have the Italian and can you serve than on the sade?*

Waitress: *Of course, and for you si?*

Customer A: *The Pepered salmon, is that very spisy?*

Waitress: *Yes.*

Customer A: *I don't like spisy, I would have the stek.*

Waitress: *And how would you like that coked?*

Customer A: *Medim please.*

Waitress: *Alright, so that's chicken with salad, Italian dressing on the side, and one steak, medium.*

Customer A: *Thank you.*

Appendix 3- Lesson plan 3

Activity 2:

https://create.kahoot.it/?_ga=1.5359987.1923064430.1460154737&deviceId=5504e9a1-2f87-4844-99c8-7ae8e677afd6#quiz/f1ea9b7a-db71-461e-b8b6-2414272beafd

Activity 4: Individually, think about what you have learned and answer the following

questions.



One-minute paper

- 1. In your opinion, what are the most important aspects that you have learned during the class?*

2. *In your opinion, what are the least relevant aspects that you have learned during the class?*

3. *In your opinion, which points of this lesson are the most difficult to understand?*

4. *Write down some suggestions to improve the lessons.*

Appendix 4- Lesson plan 4.

Activity 3. (Images with its definition).



It is a traditional Welsh vegetarian sausage for which the main ingredients are cheese leeks and breadcrumbs. It can be served as an accompaniment to starter or main course dishes.



It is a chocolate cake with either a dark red, bright red or red-brown color. It is traditionally prepared as a layer cake topped with cream cheese or cooked roux icing.

To prepare this dessert you need buttermilk, butter, cocoa, and flour for the cake, beetroot or red food coloring for the color.



It is minced meat rolled into a small ball, sometimes along with other ingredients, such as bread crumbs, minced onion, eggs, butter and seasoning.



It is a dessert made with the main ingredient of apples.



It is a typical rice Valencian dish and it can be served as a main-course. The ingredients are white rice, green beans, meat (chicken and rabbit), snails and seasoning.



It is a traditional Scottish dessert. It is usually made from a mixture of whipped cream, whisky, honey and fresh raspberries, with toasted oatmeal soaked overnight in a little bit of whisky.



It is an optional payment given in addition to a requirement payment, usually to express appreciation for excellent service.



It is meat typical from Aragon. It is usually cooked as roasted meat with potatoes. It can be served as a main-course.



It is a cloth used to cover a table. Some tablecloths are designed to be spread on a dining table before laying out tableware and food. Dining cloths are typically made of cotton, a poly-cotton blend.



It is a dish made from rice mixed with water or milk and other ingredients such as cinnamon and raisins. It can be served as a dessert.

Appendix 5- Rubric for the assessment of the student’s participations both in group and cooperative work. Teacher’s assessment.

4: Excellent; 3: Good; 2: Fair; 1: Poor

CATEGORY	4	3	2	1
Participation and engagement in the task.	The student is engaged and participates in the task.	The student is not always engaged and participates in the task.	The student is rarely engaged and participates in the task.	The student is not engaged nor participates in the task.
Providing solutions to his/ her group	The student always provides solutions to his/her group.	The student often provides solutions to his/ her group.	The student sometimes provides solutions to his/her group.	The student never provides solutions to his/her group.
Contribution to the group’s ideas	The student always contributes to the group’s ideas.	The student often contributes to the group’s ideas.	The student sometimes contributes to the group’s ideas.	The student never contributes to the group’s ideas.

Positive attitude	The student always shows a positive attitude towards his/her group.	The student often shows a positive attitude towards his/her group.	The student sometimes shows a positive attitude towards his/her group.	The student never shows a positive attitude towards his/her group.
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Appendix 6 – Rubric for the assessment of the groups’ presentation of the tutorials. Teacher’s assessment.

4: Excellent; 3: Good; 2: Fair; 1: Poor

CATEGORY	4	3	2	1
Organisation	The group makes use of an excellent organisation of the tutorial, consisting on ordering drinks, starters, main courses and desserts as well as presenting some problems.	The group makes use of a good organisation of the tutorial, consisting on ordering drinks, starters, main courses, and desserts as well as presenting some problems.	The group hardly makes use of a good organisation of the tutorial, consisting on ordering drinks, starters, main courses and desserts as well as presenting some problems.	The group does not make use of a good organisation of the tutorial, consisting on ordering drinks, starters, main courses and desserts as well as presenting some problems.
Creativity and Imagination	The tutorial is very original. The group has used a lot of imagination.	The tutorial is original. The group has used imagination.	The tutorial is not very original. The group has not used a lot of imagination.	The tutorial is not original. The group has not used any imagination.

Fluency	The level of the target language proficiency is high.	The level of the target language proficiency is good.	The level of the target language proficiency is decent.	The level of the target language proficiency is poor.
Accuracy	The group does not make mistakes when speaking.	The group makes a few mistakes when speaking.	The group makes some mistakes when speaking.	The group makes a lot of mistakes when speaking.
Grammar (the use of typical structures, the polite form <i>would</i>, modal verbs and <i>will</i> in instant decisions)	The group makes use of an excellent variety of grammar.	The group makes use of a good variety of grammar.	The group makes use of a decent variety of grammar.	The group makes use of a poor use of grammar.
Vocabulary(related to food and typical	The group makes use of an excellent	The group makes use of a good variety of	The group makes use of a decent variety	The group makes use of a poor variety of

<p>British dishes, as well as vocabulary related to items that people may find at restaurants.</p>	<p>variety of vocabulary.</p>	<p>vocabulary.</p>	<p>of vocabulary.</p>	<p>vocabulary.</p>
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Appendix 7– Checklist for the peer -assessments of the groups’ presentations of the tutorials.

Group that evaluates:		Date:
Group that is evaluated:		
Contents	Yes	No
Does the tutorial include all the steps (ordering drinks, starters, main-courses and desserts and getting the check as well as presenting some problems)		
Is the tutorial creative?		
Is the group’s level of English good?		
Do they make many mistakes when the group speaks?		
Does the group use a variety of grammar?		
Does the group use a variety of grammar?		

Appendix 8 – Checklist for the self-assessment of his/ her own tutorial’s presentation.

Name of the student:		Date:
Group that you belong to:		
Contents	Yes	No
Does the tutorial I have presented include all the steps (ordering drinks, starters, main-courses and desserts as well as presenting some problems)		
Is the tutorial I have presented creative?		
Is my level of English good?		
Do I make many mistakes when the group speaks?		
Do I use a variety of grammar?		
Do I use a variety of		

grammar?		
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