

## Trabajo Fin de Máster (esp.INGLÉS)

CLT approach as a basis of a learning unit. Unit proposal to promote communication between students in 3rd year of Compulsory Secondary Education

Aprendizaje Comunicativo de la Lengua como base de una unidad didáctica. Una unidad para fomentar la comunicación entre estudiantes de 3º de ESO

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# 1. Abstract

In this dissertation a unit plan whose main purpose is to develop communicative skills of students will be analyzed. What is intended with the design of this unit is that learners can develop the different skills in a communicative way, which will allow them to increase their motivation and their ability to express orally and in writing using the target language. Therefore, the development of CLT approach will be one of the most relevant bases of this project.

The need to establish a communication-based teaching arises after the Practicum Period in which we did not have the opportunity to teach students face to face. Therefore, the contact with the student is lost and they do not have the opportunity to exchange opinions among them in a fluid way constantly. Moreover, another of the needs that has led to the creation of this dissertation was the analysis of a unit plan of a textbook that I carried out for a master's project. This book is focused on grammar and vocabulary aspects while it gets away from fostering communication between students.

The unit plan is designed to develop a topic that can be motivating for students such as crime and punishment. During this unit, learners will also put into practice other skills such as their autonomy to learn, group work, cooperation and ability with technologies among others. To develop some lessons, the PBL methodology will be used, culminating in a final product. Several materials created and adapted will be used in each session.

The analysis that appears in this dissertation on this unit plan consists of a theoretical framework, which has been designed taking into account different readings from the master's degree and outside it, and a curricular framework elaborated following current laws.

**Keywords:** Communicative Language Teaching (CLT), communicative competence, work in groups, interactive learning, learner autonomy, student-centered learning, ICT and PBL.

## 2. Introduction

This document is made up of an original unit plan with its corresponding materials and a critical analysis of it. For the realization of the didactic unit, a topic has been chosen that can be motivating for students of 3<sup>rd</sup> of ESO, 'Crime and punishment'. Within this topic, it can be found different themes that can attract the attention of learners such as the debate on the use of death penalty as punishment or the varied vocabulary that this topic generates, for example, different types of crimes such as arson, kidnapping...

Regarding the need that has led to the creation of this project, it can be said that one of the main aspects developed during the Master's period has been the promotion of communication-based teaching. During the Practicum period, I had to adapt the materials on a textbook called 'George's Marvellous Medicine' to teach online. Online classes showed a clear problem, the difficulty of establishing fluid communication. This lack of communication is more visible between students than between students and the teacher since the teacher can establish a conversation with them but group work and communication between students from a distance becomes more difficult.

Throughout this stage, due to the circumstances, the teaching process was not as I would have liked, that is, promoting communication between the student and the teacher and, above all, fostering communication and cooperation among learners.

In addition, the analysis of materials carried out in one of the subjects of the master's degree, 'Instructional and Curricular Design in EFL', allowed me and my classmates who were part of my work group, to detect a fundamental problem when learning a foreign language using a course book: an excess of activities on grammatical aspects, which takes time away from those activities that allow students to develop fluency and accuracy when they communicate using L2. What it is trying to say is that most current course books lack the necessary activities to develop the communicative level of the students as well as their ability to work in groups with other classmates and to learn from each other.

The analysis of the textbook and the online Practicum period are the two main aspects that have led to the identification of the need to learn through communication and, therefore, to learn through teamwork among learners.

Throughout the master's degree we have learned that it is possible to teach a foreign language correctly and in a motivating way through the creation of a classroom environment in which students can work in groups, communicate with each other using L2 and can work with initiative using ICT's promoting their autonomy. This reason is what gives great importance to the realization of this project.

In order to defend the need to create a teaching of a foreign language based on communication among students, different theories on the teaching of English as a foreign language and on CLT approach that have been developed throughout the master will be analyzed. Furthermore, in order to design this unit plan, it has been used a methodology based on projects (PBL). So, PBL key ideas will be analyzed too. In addition, we will observe the different advantages that this method has for a student learning a foreign language, such as the development of fluency and accuracy to communicate in that language.

### 3. Purpose and objectives

Within this section, two types of objectives can be differentiated: the objective of the unit plan and the objective of the critical reflection of this unit.

Firstly, it can be stated that the teaching unit developed in this document is not a unit that can be found in any textbook that a teacher uses to teach a foreign language. In this didactic unit, an original and innovative working method can be found in which there is a clear objective: to promote communication among students. To achieve this objective, it is observed that the activities do not have a large number of guidelines, that is, students communicate with their classmates freely expressing their own opinions and knowledge on a topic. Logically, students have to focus on the main topic that the activity requires, for example, discussing a crime that they know.

Therefore, it can be considered that apart from the main objective (promoting communication between students to improve their fluency and accuracy while they are using L2), there are a series of subsidiary objectives that complement and make it possible for this methodology to work well. Through communication among students, it is also intended that students learn to work in groups, respecting the different ideas of

their peers. Furthermore, as mentioned above, it is aimed to promote the autonomy of students so that they can express their opinions and learn different techniques that will be useful in the future, such as the creation of a voki. In this way, students will also be in contact with ICTs, which will help them to have a proper use of technology, which is very useful and is increasingly developed today. In order to develop these ideas, PBL will be one of the bases of this unit plan.

On the other hand, the purpose of the critical reflection on the unit plan is to expose the main theories on the CLT to analyze what its main characteristics are and what are the main advantages that this work system can offer pupils. In this way, a series of techniques and thoughts of some important theorists related to the teaching of English as a foreign language and CLT can be detailed. In addition, a personal and critical view of this teaching method in relation to students may be visualized.

## 4. Justification, basis and methodological design

### 4.1. Justification

As previously mentioned, the unit plan's main objective is to promote the learning of English as a foreign language proposing a constant communication and interaction among students. In this way, students will be able to improve their level of English while developing different skills. Although in the unit plan students are involved in activities destined to develop all the skills (speaking, listening, writing and reading), most of the exercises are focused on developing the communicative and interactive capacity of the learners. Thus, they will be able to acquire a greater control of oral language, learning to establish fluent conversations with their classmates in which there is an exchange of information (input-output).

By boosting this type of communicative activities, a vital interactive work system is being implemented for the development of not only the language but also the social skills of the pupils. They will have to work in groups or in pairs, which provokes students to establish social ties with each other and to learn from each other while practicing a series of exercises that allow them to get involved in a real context. Developing this methodology, it can be regarded that this project also has as its main

objective to increase the motivation of the students so that the learning process is more effective and enjoyable.

Foreign language students may be involved in the future in different situations within a real context in which they have to know how to develop themselves. For instance, the fact of helping someone to find a specific street and requesting a plane ticket among other actions. Therefore, another purpose of this unit plan is to increase the autonomy of students so that they gradually know how to face different situations by themselves. In this case, the autonomy of the learners is promoted, for example, when they have to prepare by themselves what they are going to say in the final debate or when they use ICT's to create the voki to enhance knowledge.

The unit plan follows this approach based on these very specific principles because this master's gives us the opportunity of observing different work methods through the different projects developed, the materials that teachers provide or periods in which knowledge is applied such as the Practicum period. Each work method depends on the context and the purpose it pursues.

In my case, as mentioned above, during my Practicum Period I did not have the possibility to teach students in person. All classes throughout this period were online, and it was quite difficult to encourage interaction among students. This exceptional situation allowed me to realize the importance of communication in the development of a class in which students attempt to improve their abilities around learning a foreign language. Throughout the Practicum period, students learned new vocabulary, improved their reading comprehension and reviewed grammatical aspects that appeared in the reading book "George's Marvellous Medicine'. In this document we can see some examples of these exercises (appendix n.1), in which pupils could not work orally and in groups since these activities were designed to be solved at home. Learners could only transmit their opinions and exchange information during class, and the way in which the classes took place (online) was not the most encouraging for achieving a highly fluid communication.

Therefore, these circumstances allowed me to detect the need to implement a teaching based on communication and cooperation among students. Thus, they could work their way of expressing themselves and might feel more motivated to have a



greater involvement in class and turn a session into something fun and enriching and not a mere procedure that they have to go through to pass a subject.

On the other hand, if we take a look at the majority of current course books, it is clear that students can improve a lot in terms of grammar and vocabulary acquisition. However, there are not enough activities in which pupils can communicate freely to consolidate the knowledge learned. It is true that the majority of course books include some of these activities since they are obliged to work on all the skills but in most cases there are very few exercises in which, for example, they have to discuss on a current or interesting topic for them. Therefore, most exercises are attempted to improve written comprehension and, especially, to develop grammatical aspects.

During this analysis of materials, my work group and I observed that 3<sup>rd</sup> year of ESO course book clearly reflects the educational priorities these books have. This materials analysis was designed for the subject 'Instructional and Curricular Design in EFL'. In this project, I was able to observe the scarce relevance that is given to the communicative aspect among students. Therefore, it can be thought that this aspect was highly relevant to detect the need for a communication-based education in which the course book is left out and the protagonists of the teaching-learning process are the students. Despite planning a unit plan without using a course book, in this unit we can find that the grammar and specific vocabulary of the subject are not ignored, they are simply worked in a different way that allow learners to make a more efficient development of their abilities and that motivates them, which will provoke them to become more involved with the content of the subject.

To conclude this justification of the project, it can be stated that the fact of having a different Practicum period without teaching the classes as I would have liked and the analysis of materials from a didactic unit found in a course book of 3<sup>rd</sup> of ESO, have been the two main causes in order to I realize the importance of communication in the classroom. Therefore, the unit plan arises from these two needs.

## 4.2. Theoretical basis

### **CLT approach and communicative competence**

Richards (2006) states ‘Communicative Language Teaching (CLT) can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom’. CLT can be considered as a model used to achieve an effective language teaching because the primary function of language use is communication. Therefore, ‘the primary goal is for learners to develop communicative competence’ (Hymes 1971 in Brandl 2008).

‘Communicative competence is defined as the ability to interpret and enact appropriate social behaviors, and it requires the active involvement of the learner in the production of the target language’ (Canale and Swain; Celce-Murcia et al. 1995; Hymes 1972 in Brandl 2008).

According to Richards (2006), in order to apply a teaching based on communicative methods, some principles must be fulfilled: the focus of language learning must be communication; give students a chance to express their experiences, experiment and try out what they know; fostering the communicative competence by being tolerant of learner’s errors; develop students accuracy and fluency by providing opportunities to them and creating a suitable environment in order to facilitate their expression; work on the different skills together by putting into practice situations which occur in real world; let students to discover grammar rules and new vocabulary.

For decades, grammatical competence has been the main method to organize a syllabus. Communicative Language Teaching tries to get away from the grammatical competence, in which the main objective is to provide students with the adequate tools in order to develop their ability producing sentences in a language. Meanwhile, the formation of sentences and its main elements (sentences patterns, tenses...) are the focus of grammatical competence. The grammatical competence has been the method mainly used in most of course books. The work system of this type of books used to provide grammar exercises after presenting a grammar rule. This method is an important language teaching technique but it is focused on grammar and it does not

mean that students know how to use it successfully in a meaningful communication (Richards, 2006).

With CLT, this system of work has changed and the main objective of teaching is to develop communicative skills, and grammar is regarded as an important support in order to develop these skills (Brandl, 2008). Hence, in language teaching grammar is important but it cannot be the focus of learning.

According to Brandl (2008), the development of the communicative competence encompasses other competences: linguistic competence, sociolinguistic competence, discourse competence, strategic competence. The linguistic competence encompasses the knowledge of vocabulary and grammar; the discourse competence, the ability of students to establish a conversation in a coherent manner; the strategic competence, the ability of students to communicate fluently and to solve problems that appear in communicative situations and the sociolinguistic, the ability of students to use the things in the appropriate context. Therefore, in order to communicate in the target language, students need to know the linguistic forms, meanings and functions. Different forms can be used to perform a function and learners have to decide which the most appropriate form is depending on the social context (Larsen Freeman 2000).

As previously mentioned, CLT is a movement away from traditional lesson formats and traditional course books mainly based on grammar. In order to put into practice an effective learning in which the previous competences can be developed, CLT gets away from drills and memorization and establishes interaction, cooperation and group work as three of its most important bases.

### **Work in groups**

Following the criteria of Richards (2006), most of the activities and systems of work that belong to CLT are carried out in pairs or small groups. Students can obtain a lot of benefits completing the activities in this way:

- They can learn from each other by hearing different use of the language.
- They can increase their motivation when they have to face any kind of exercises.
- They can acquire a specific language which can be useful in order to face activities in which they have to answer teacher questions.
- They can develop their fluency and accuracy using L2.

While learners are participating in group work activities, they are developing their interaction and cooperation level (cooperative and interactive learning). When students work in groups or in pairs, they are working as a team, sharing information in order to achieve common goals successfully. Besides a higher level of motivation, learners can create altruistic relationships and reduce their anxiety and prejudice. Unlike collaborative learning, in cooperative learning the activity depends on ‘the socially structured exchange of information between learners’ while in collaborative learning ‘learner engages with more capable others (teacher, other peers...)’ (Oxford 1997 in Brown 2001).

### **Interactive learning**

To justify a specific methodology follow the principles of CLT, their activities should promote interaction among students to exchange information and solve problems (Wesche and Skehan 2002 in Brandl 2008). Interactive learning implies to negotiate meaning, of give and take. CLT tries to establish a specific environment to create opportunities for students to interact with each other. In that way, apart from the advantages previously mentioned, it can be found others such as ‘receiving authentic language input in real-world contexts, performing classroom tasks that prepare them for actual language use out there, practicing oral communication through the give and take and spontaneity of actual conversations and writing to and for real audiences, not contrived ones’ (Brown, 2001).

### **Advantages of this system of work**

As we mentioned above, the pupils of a class which follow CLT principles working in groups and developing interaction and cooperation, can learn from each other and increase their motivation through real context exercises in which they have to work in groups communicating between them. In that way, they are creating social ties and they are learning to work in group as a team. Hence, they are developing their own personality, what will be very relevant in the future, for instance, when they have a job in which they have to work with other people respecting their system of work.

In addition to these advantages, when learners are involved in a communicative environment using L2, they are developing their fluency and accuracy. According to Brown (2007), at times fluency may have more importance than accuracy ‘in order to

keep learners meaningfully engaged in language use' (2007, 46) but at other times, accuracy and correctness will be the most relevant aspect of a specific exercise. Brown defends that fluency and accuracy should be considered as complementary elements in CLT environments and that the teacher takes the responsibility to provide suitable feedback about students' mistakes. Moreover, Brown believes pupils have to be prepared to communicate outside the classroom. Thus, classroom tasks have to be designed to help them to solve situations that they can find in real world. Therefore, it can be said both fluency and accuracy should be developed in class by creating real world situations.

Consequently, classroom task must provide students the skills necessary to get learners to develop a conversation in a real context. Following the ideas of Larsen Freeman (2000), in CLT, students work on all skills (speaking, reading, listening and writing). In oral communication there is a negotiation of meaning between the speaker and the listener and in written communication, there is an interaction between the writer and the reader. The writer cannot provide feedback to the reader but the writer writes a text taking into account the perspective of the reader and the reader tries to interpret the message that the writer offers through the text. Therefore, a negotiation of meaning can also be found in this type of communication. In that way, all classrooms based on CLT will work on all four skills.

By fostering communication through the use of small groups, learner autonomy is promoted. This methodology gives students a greater participation over their own learning. Conversations allow learners to express freely what they think about a specific topic and to reflect about the content of learning and the methods that they put into practice to facilitate their learning (Richards, 2006).

### **Autonomy-supportive style and student-centered learning**

According to Liu, W. C., Wang, J. C. K., & Ryan, R. M. (2015), the teacher sometimes uses controlling strategies in order to get a structured learning environment because they think that 'autonomy-supportive style will lead to students be lax in learning or chaos in the classroom' (2015, 215). It is a mistake because structure need to be transmitted in both styles. It is the motivating style of the teacher what allows pupils to understand the progress that they have to make in order to achieve the purposes. Both styles are structured but the main difference between them is that in controlling

strategies teachers ‘push and pressure students toward those objectives’ and in autonomy-supportive style, the teacher ‘supports students movements towards those objectives’ (2015, 215).

In CLT, teachers try to provide students autonomy for their learning, that is, they use the autonomy-supportive style. Consequently, the role of the teacher in CLT environments consists in promoting and facilitating communication in classroom. Teachers must try to involve students in real context situations in which learners have to interact between them. According to Larsen Freeman (2000, 128), ‘during the activities he acts (the teacher) as an adviser, answering students' questions and monitoring their performance’. Meanwhile, learners are involved in a process of negotiation meaning with their classmates. Hence, students have a greater responsibility for their own learning and the role of the teacher is not dominant (student-centered learning).

### **Use of ICT’s and importance of technology**

On the other hand, according to Oliver (2002), the influence of the technology on supporting how students learn continues to increase today. ‘The growing use of ICT as an instructional medium is changing and will likely continue to change many of the strategies employed by both teachers and students in the learning process’ (Oliver, 2002). The role of EdTech and ICT in the teaching of English is (Burnett et al. 2006 in Gil, Vicky 2020):

- To work on skills development attending to individual needs.
- To work on curriculum getting away from traditional lessons and exploring new techniques.
- To establish new forms of learning and teaching developing new relationships with information, creating new forms of meaning and providing an easy access to new information.

According to Gil, Vicky (2020), there are many benefits when we use ICT’s: increase of pupils motivation, can be used as a starting point in order to explore new topics, can involve them in real world situations, increase opportunities for learners interaction, promote the development of skills, facilitate access to other resources and help to develop the reflecting character of students. Furthermore, the use of ICT’s can

be very useful for teachers in order to increase their ability to present information dynamically in different forms and their ability to provide feedback to learners.

As previously mentioned, the learning-teaching process is focused on students as the main important element of this process. According to Oliver (2002), 'Technology has the capacity to promote and encourage the transformation of education from a very teacher directed enterprise to one which supports more student-centred models'. For instance, when learners visited a website, they choose the experts from they will learn. It is clear that the use of ICT's is increasing more and more and it has a great importance in CLT because ICT's also contribute to promote pupils' autonomy and to increase their motivational level.

### **PBLL methodology**

To put into operation the approach of CLT in this unit plan, the methodology chosen has been PBLL (project based language learning). According to Thomas (2000) in Thuan (2008), PBLL is 'a model that organizes learning around projects' (p.1) and these projects are 'complex tasks, based on challenging questions or problems, involving students in design, problem-solving, decision making, or investigative activities; giving students the opportunity to work relatively autonomously over extended periods of time; and culminating in realistic products or presentations'. Following the criteria of Fried-Booth (1986, p.8) in Thuan (2008), in EFL contexts language tasks develop in order to achieve a final product or project.

Gil, Vicky (2019) believes that in PBLL contexts, it can be found a series of learning steps which are put into practice in order to achieve an effective process:

1. Activation. Presentation of the challenge and activation of previous knowledge.
2. Discovery. Comprehensible input: explore, discover, observe, ask and organize. Process input through interaction and negotiation of meaning (define, explain, share...)
3. Deepening: Understanding through communication and thinking. Generalize, generate ideas...
4. Planning. Organize ideas and receive feedback.

5. Create a final product by following the previous steps.
6. Publishing. Share the project with other people and also collect evidence.
7. Final assessment. Assess learning and reflect on key ideas.

### 4.3. Curricular basis

Regarding curricular aspects, the design of this unit plan, which is the focus of this dissertation, has been carried out following legal criteria and principles of the most important education laws which concerns the community of Aragon. In this section, the recommendations of the European Parliament and LOMCE Aragonese curriculum will be discussed.

First of all, the main aim of this unit plan design is to allow learners to develop key competences. Following the criteria of Brussels: Official Journal of the European Union, 30(12) (2006), the process of learning has to be reinforced by implementing the development of key competences and basic skills for all students, ‘from an early age and throughout adult life’. In teaching process, key competences must be promoted by providing a high-quality education, supporting the competence-based teaching, encouraging different learning approaches and contexts to promote a continuous learning and ‘exploring approaches to assess and validate key competences’.

Concerning the main approach of this project, communication using L2, Brussels: Official Journal of the European Union, 30(12) (2006) states:

Communication in foreign languages as a key competence ‘is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding’.



Another document that contributes to the unit plan design developed in this dissertation is LOMCE Aragonese Curriculum (2016). In this law, it can be found the main evaluation criteria, contents, objectives and learning standards belonging to each year of secondary education. In this project, these different aspects have been chosen depending on the needs and strengths of 3<sup>rd</sup> year of ESO students fostering in any case a communicative environment.

Finally, in Orden ECD 2016, de 26 de mayo, Primera lengua extranjera: inglés, Orientaciones metodológicas, are included several methodological guidelines of which it can be highlighted the relationship established between the acquisition of key competences and the autonomy of students. Following the principles of this document, the development of key competences through a method in which pupils are the most important figure in the teaching-learning process, provokes learners to be autonomous and responsible for their learning process. Moreover, they will become builders of their learning by completing tasks that allow them to solve problems in a real context while developing different skills. They will also be involved in a discovery learning process, in developing their ability to use technologies and in an interactive learning process.

#### 4.4. Methodological design

The main purpose for designing the unit plan has been to propose an environment in which students could develop their fluency and accuracy through communication. To achieve this purpose, the principles of the CLT approach have been followed. Therefore, communicative teaching based on group or pairs work has been put into practice to foster interaction and cooperation between students. In this way, students can develop their abilities about English as a foreign language in a more motivating way for them since, thus, they can put into practice conversations, establish social ties and learn from each other. Thus, they will be able to acquire a more effective and dynamic learning.

Through communication-based learning, learners will be constantly exposed to tasks in which they will have to communicate with their classmates to deal with situations that they may find in real life contexts. Throughout this unit plan, they will have various activities of this style, thus boosting their motivation to express themselves

using L2. Following this work system, they will develop their fluency and accuracy while the teacher takes note of the mistakes they may make and then he/she highlights their strengths and shows their weak points so that pupils can correct them. Furthermore, in this designed unit they not only work on oral communication (speaking and listening) but they also develop their written communication through exercises based on writing and reading. Consequently, they will be able to develop all four skills in a communicative way.

Another aspect of vital importance in this project is to ensure that pupils can be independent and can reflect on their learning process. Therefore, an attempt is made to promote student's autonomy. To achieve this, a methodology based on working in small groups and a learning in which the teacher has the responsibility of promoting communication is established. Thus, students will be the main protagonists of their own learning (student-centered learning).

On the other hand, to achieve an environment in which the learning base is communication, a project-based methodology (PBL) has been implemented. Following this methodology, the unit plan is made up of numerous activities whose purpose is to prepare students for the performance of a final product (in this case a debate). Throughout the unit plan, the first three sessions can be considered as warm-up lessons, since these are intended to introduce students to the topic of 'crime and punishment', try to call their attention and increase their awareness of different types of crimes. Starting from lesson number 4, the different stages which have to be developed in order to reach a correct final product are put into practice. To solve the different tasks that learners have to carry out throughout all the sessions to reach the final product, an effective use of ICTs will be made. The inclusion of technologies in this teaching method will provide greater motivation to students and will facilitate students' access to resources that may be useful in the learning process.

To conclude the methodology, it can be said that the design of this unit plan is carried out following the criteria of different educational laws. This unit plan takes into account the objectives, contents, learning standards and evaluation criteria of 3<sup>rd</sup> of ESO. Regarding evaluation criteria, the teacher will not only take into account the final product but also the daily work of students and other activities which are relevant in the development of student learning.

## 5. Didactic proposal

### 5.1. Topic and context of the proposal

Firstly, the secondary school chosen to put into practice this unit plan is IES Clara Campoamor Rodríguez (Zaragoza). This centre is the secondary school in which I stayed during the first phase of my Practicum period and it gave me a great impression for its facilities, the close character of its teachers and the quality of teaching that is transmitted there.

The unit plan which is analyzed in this dissertation has been created in order to teach 18 non-bilingual students of 3<sup>rd</sup> year of ESO. Most of these students are not very interested in learning English as a foreign language, and therefore, they do not put into practice their skills using the target language. This fact triggers that the communicative ability of these pupils, both oral and written, is not very high. Therefore, two main problems or needs can be identified: lack of motivation and problems with the use of the language.

The design of this proposal is based on a unit plan whose main topic is the analysis of the different types of crimes and punishments that we find in real life. Throughout this unit plan, students will be able to know what each crime and punishment consists of. This topic has been chosen because it can be interesting for them. In fact, the unit will start with a video in which 10 very striking crimes are analyzed.

Once their attention has been captured through the choice of this topic and the visualization of an attractive video, a series of tasks will be put into practice. The main purpose of them is to improve the communicative level of learners. These exercises will allow them to learn more about the theme while they are involved in real situations in which, for example, they will complete activities in which they will have to play the role of a judge, an accused and a witness. These exercises will require working in groups while they are using the target language. Furthermore, in some of these exercises, technologies will be used, which can increase their motivation since they are used by students outside of class every day.

This work system encourages the use of the target language in group work, making students the main element of the teaching-learning process while the teacher's main objective is to encourage students to express their ideas and experiences on the topic of this unit.

In addition, to put this unit plan into operation, a project-based methodology (PBL) will be used, the final product of which will be two debates in which students will have to defend their ideas. The teacher and two students will be in charge of interpreting the role of judges and choosing the two winning groups. To increase their motivation and competitiveness regarding the final debate, a reward has been provided. The two winning groups will choose a film or a chapter of a TV series (it has to be related to the topic of the unit) to be watched in class in the next session. These debates will be published on the secondary school website, thus increasing the degree of involvement of learners since they will want visitors of the website to have a positive opinion about their performance.

To sum up, with the design of this proposal, what is intended is to increase the interest of the learners and improve their communication skills through group work, the use of ICTs and attractive activities in which they are in contact with other classmates. In this way, they will be involved in an interactive classroom environment that will allow them to develop their fluency and accuracy when they express themselves orally and in writing using L2.

## 5.2. Curricular elements

One of the most important aspects in the current curriculum is the development of the seven key competences because it is a competence-based model. The recommendation 2006/962 / EC of the European Parliament and of the Council of December 18, 2006, refers to key competences as 'those that all people need for their personal development and development, as well as for active citizenship, social inclusion and employment'.

According to the current curriculum, my unit plan contributes to all the seven key competences but the design of this learning proposal mainly goes deeper into four

key competences: Competence in Linguistic Communication (CLC), Digital Competence (DC), Learning to Learn (L2L) and Social and Civic Competences (SCC).

Concerning Digital Competence (DC), one of the main characteristics of this competence is the use of information to achieve objectives related to learning. This characteristic is reflected in this project, for instance, when students have to use their laptops and tablets in class to find information related to the punishment they have to carry out during the activity named 'group of experts'. In this exercise, they will also use digital competence by the creation of a voki to enhance their knowledge (see appendix n.2 lesson 4).

About Learning to Learn (L2L) competence, as mentioned previously, one of the bases of this project is to promote the autonomy of learners by putting into practice a working method based on several activities in which they are responsible for their own learning. In this unit it can be found some activities fostering this competence such as the activity in which they have to identify the main parts of an essay about advantages and disadvantages of death penalty and then produce another writing using a similar structure (see appendix n.2 lesson 5).

Moreover, students will have access to learning that takes place in different contexts, implicating them in situations where they have to make a formal use of the language, such as in the writing activity or in the final debate.

Another key competence carried out by pupils throughout this learning proposal is Social and Civic Competence (SCC). Many of the tasks that make up this unit, place learners in real contexts in which they have to face a problem or interpret a situation that may arise in real world. In that way, they can feel that their learning process is useful. They can express different points of view with respect to situations that occur in current society by producing different tasks, for example, the exercise in which they have to interpret the role of real courts, in which students play the role of judge, accused and witness (appendix n.2 lesson 1) or the activity in which the teacher provides them with several real crime situations and they apply to them the most appropriate punishment (appendix n. lesson 5).

Undoubtedly CLC is the most relevant competence of this project. This unit plan fosters the use of the CLT approach, thus promoting a learning process based on

communication. Most of the tasks in this unit have as main objective that students are able to communicate with each other to solve problems or face situations that take place in real life such as in the previous mentioned exercise belonging to lesson 5. In addition, they will develop their ability to work in groups. Through this system that promotes communication, what is intended is to achieve lifelong learning.

Moreover, the development of this competence will provoke learners to put into practice both their oral and written abilities, working on all the four skills (speaking, listening, reading and writing). In addition to this fact, the diversity of communicative exercises that can be found in this project will allow students to be involved in different contexts, thus practicing both formal and informal registers. In oral conversations in which they comment the main ideas of a video with their shoulder partners such as in exercise 2 of the first lesson (appendix n. lesson 1), they make use of informal register and in the final debate they will use formal register.

Consequently, learners will acquire various basic values that can be found within this competence such as respect for the norms of coexistence, human rights and pluralisms (respecting the diversity of opinions), the development of the critical spirit (expressing their experiences and concerns regarding a topic, in this case, crimes and punishments) and the conception of dialogue as the main tool for coexistence and for the acquisition of knowledge (giving great value to reading, conversations...)

As it is mentioned above, the main purpose of this learning proposal is to develop the communicative competence of students by implementing the communicative approach. Therefore, a communicative syllabus has been implemented. The model of syllabus is the mix-focus model of curriculum proposed by Finney (2002) as a new pragmatism. According to Finney (2002, 74), this model establishes an appropriate theoretical basis based on the need for interaction and integration of the design and implementation process, an emphasis on the learning and the learner (this approach is learner-centred) and a focus on process as well as product evaluating at every stage. This model is an attempted 'synthesis of the product-oriented ends-means model and the process-oriented approach' (Nunan 1988 in Finney 2002).

Regarding the contents chosen for this proposal, they have been selected from LOMCE Aragonese Curriculum (2016), concretely, from the description of the main contents belonging to 3<sup>rd</sup> year of ESO. They have been chosen taking into account the

most appropriate among them to carry out a learning unit in which communication is fostering. The selection of these contents is aimed to improve the abilities of pupils when face real life situations such as professional and personal aspects. By choosing these contents, learners can increase their abilities on the four main skills (see contents in appendix n. 6). Furthermore, a multi-strand syllabus (UR, 1996) has been selected. In that way, learners can develop their skills with respect to the target language involving themselves in different topics, situations and communicative functions which can be related to these contents.

Moreover, in order to design the learning objectives of this unit, LOMCE Aragonese Curriculum (2016) has been used too. General learning objectives have been selected taking into account the 8 main objectives that this law considers as basic aspects to be developed by students in the learning process of English language during Secondary Education stage (see appendix n.4). From these general objectives found in this law, the specific learning objectives have been designed (see appendix.5). These specific learning objectives have been created as a result of the interpretation of specific evaluation criteria and learning standards and also they are designed taking into account the main aspects worked on this project: communicative competence, work in groups, student-centered learning, autonomy of students and use of ICT's. Besides, each session has different types of tasks and therefore, different types of purposes. In appendix n.2 in which activities belonging to the unit plan are detailed, main and subsidiary aims of each lesson also can be found. The objectives of this unit plan have been formulated by revising Bloom's Taxonomy Action Verbs (Anderson, 2001).

In relation to evaluation criteria, LOMCE Aragonese Curriculum (2016) offers all the criteria of evaluation which can be implemented during the 3<sup>rd</sup> year of ESO. These criteria have been formulated by establishing a connection with the contents previously mentioned. They also reflect perfectly what can be evaluated in the different exercised carried out throughout the whole unit.

Furthermore, in appendix n.10 the different rubrics I have designed to assess the final debate can be found. Firstly, the rubric to assess students who belong to debate teams (appendix n.10 first chart) allow the judge and I to assess the performance of debate teams. Therefore, the evaluation of students involved in the debate will depend on the judge (2 students and I) by establishing an average score although I will be in

charge of round the mark. On the other hand, only I will evaluate the way of judging and the subsequent expression of opinions of students belonging to the judge (appendix n.10 second chart).

As previously mentioned, not only the product will be valued (30%), but more importance will be given to the learning process (70%). The percentage assigned to the process has been structured taking into account the most important activities of the unit trying that every skill has a similar value in order to assess pupils. Moreover, daily life participation and cooperative learning are an essential part of this process of evaluation because group work is boosting throughout all the lessons of the unit. Hence, the assessment criteria of the process are structured in the following form: daily participation and cooperative learning 15%, creation of newspaper headlines (writing skill) 5%, reading and its questions (reading skill) 15%, word cloud after video and listening song (listening) 10%, group of experts and voki (writing and speaking skills) 15% and writing activity on advantages and disadvantages about community service as punishment (writing) 10%. In the final product (30%) speaking and listening skills are the focus on the exercise.

### 5.3. Learning unit sequence

The unit plan designed in this dissertation is composed by 6 lessons whose main purpose is that students put into practice an effective learning process based on the development of communicative competence. These 6 lessons are divided into two parts: in the first 3 lessons the main topic is everything what involves the topic of crimes and they act as a warm-up for the next 3 lessons that will follow the PBL method, in which the main topic developed is punishments. Both topics, crimes and punishments, are of vital relevance for the proper functioning of the unit plan, since without knowing the main characteristics of crimes, students would not have the necessary knowledge to become involved in learning the different types of punishments and its main characteristics. They are two themes that need each other to make sense. Therefore, it is necessary to involve students in learning both topics so that they have the necessary knowledge to successfully achieve the final product (debates). Firstly, the sequence of activities that belongs to the first part will be commented following the principles established in the theoretical framework.



As previously mentioned, the first part is composed by 3 lessons focused on the topic of crimes that act as a warm up for the development of the final product. The first lesson begins with a YouTube video on 10 weirdest criminals of all time that is used in order to attract the attention of learners regarding the main topic. This video contains several very interesting crimes that they will later have to discuss with their shoulder partners. Pupils will carry out an exchange of opinions about the crimes they have observed in the video and about interesting crimes that they know. In this way, they will start from the first moment to develop communicative competence transmitting real experiences.

Subsequently, a word cloud will be created among all the students in the class. Thus, they will implement strategies to carry out autonomous learning through the identification of key words on the topic of crimes. Next, learners will work in groups using flashcards to relate different types of crimes and criminals with their corresponding definitions and pictures. Through this exercise, they will learn basic elements of this topic and will put into practice the linguistic competence (learning vocabulary) that Brandl (2008) considers as one of the basic competences for the development of communicative competence.

The first lesson will end with a roleplay activity that will involve students in situations that take place in a real context (judgment). In this activity, the aim is for students to talk freely among them, developing their own knowledge (Richards, 2006). As homework, they will have to look for extra information about other types of crimes.

In the second lesson, they will share their searching with their classmates and the teacher will go deeper into the topic of crimes through a video on the differences between three types of similar crimes and the pupils will create sentences with those three terms to demonstrate that they have understood the video.

Afterwards, the students will be involved in two exercises in which they will have to identify the structure and the use of the passive voice related to the topic of crimes. In that way, they will develop autonomous learning in which the teacher has the function of explaining the aim of the exercises and solving any doubts they may have. Next, learners will work in groups developing cooperative learning to design original newspaper headlines. By developing this activity, students will promote cooperative work, increase their motivation regarding the topic and will be able to put in common

their creative abilities and their language skills. Thus, they will learn from each other (Richards, 2006) and use the passive voice in the appropriate context, developing their sociolinguistic competence (Brandl, 2008).

Finally, the second lesson will end with a speaking activity in which the student will continue developing his fluency and accuracy using the L2 and his interactive capacity through a game of guessing the words that his partner is describing.

Lesson number 3 continues to work on the topic of crimes. In this case, the teacher will provide learners with a reading about three famous crime which happened in the UK. In this exercise students will continue to expand their knowledge of the passive voice and new vocabulary on the topic by discussing them in pairs. Furthermore, the next two exercises are related to the previous reading text. Individually, learners will relate parts of the text to their corresponding crime and will also demonstrate that they have understood the meaning of some of the words related to the topic by completing a fill in the gaps exercise.

Then, I have implemented an activity that I had the opportunity to discover as a master's student. This activity consists of a speaking activity in which pupils will discuss in pairs (which will change throughout the exercise) on topics related to experiences they have had about crimes. Furthermore, they will also reflect on topics such as how the judge works or what they have learned so far in this unit plan. The objective of this exercise is to get away students from the traditional system based mainly on learning grammar and vocabulary so that they can access a work system in which they have to exchange information and opinions with their classmates, placing themselves in real contexts that can be found in current society. Furthermore, in this way, they can be involved in a learning process in which they will mainly work in groups developing cooperative learning based on the negotiation of meanings (Brandl, 2008).

Then, students will develop their listening skills by completing the lyrics of a song that has been selected since it is current and can be enjoyable for them. One of the purposes of this unit plan is to promote communication but developing all the basic skills in learning English as a foreign language.

On the other hand, starting from lesson number 4, the different phases corresponding to the PBL methodology begin to be analyzed.

The first exercise of lesson number 4 is an activation exercise in which students will have their first contact with the theme of punishments which will be the main theme developed in the final product. In this exercise, they will use informal language to create a conversation among the whole class about types of punishments that they know and they will have to discuss which are the strictest. Following this way of working, what is intended is that learners make use of previous knowledge so that later learning is easier and more effective.

After this first activation exercise, they will be involved in an exercise named group of experts (see appendix n.2 lesson 4 exercise 2 teacher talk). In this exercise, phases 2 and 3 of the PBL methodology: Discovery and deepening (Gil, 2019) are put into operation. Throughout this exercise, pupils will have to discover the main characteristics of each type of punishment and go deeper into them in order to become experts in their type of punishment. In order to carry out this task, they will have to implement a cooperative work based on communication that allows all members of the group to contribute something positive to achieve the objective. In this exercise, the teacher's role is for students to understand the progress they have to make to achieve the goal, with learners being the protagonists of the exercise and those who have to develop their learning. In this way, an autonomy supportive style is established (Liu, Wang and Ryan, 2015). To facilitate the work of students and to be clear about the information they have to look for, the teacher provides them with a chart so that they know the most important aspects they have to look for (see appendix n.3 lesson 4 exercise 2).

Once they have delved into the topic and become experts, they will have to demonstrate their technology skills through the creation of a voki that allows them to enhance their knowledge. The main aim of this exercise is that students develop digital competence and their ICT skills. Technology will allow learners to explore new topics, involve them in real situations, increase their opportunities of interaction, promote the development of skills and facilitate access to other resources (Gil, 2020). Furthermore, the use of technology will provoke that pupils learn to search their own information, establishing different strategies that will lead to a student-centered model of learning

(Oliver, 2002). After this exercise, the learners will value the work of their classmates by completing a self-assessment chart (appendix n.3 lesson exercise 4).

Regarding lesson 5, firstly, pupils will have to make use of the knowledge acquired by carrying out a roleplay activity in which they have to play the role of the judge applying the learned punishments to a series of crimes that have been discussed in the first three lessons. Having to play this role, they will have to make use of the formal register to adapt to the context (sociolinguistics competence) establishing a conversation in a coherent manner (linguistic competence) solving the problems that arise during the communicative act (strategic competence).

In the next exercise, learners will use their own strategies to identify the main parts of a writing composition about the advantages and disadvantages of death penalty (autonomy). Once the structure is identified, they will have to produce a written text of this type on the 'community service as a punishment'. This exercise will act as a planning so that the students learn to organize the ideas for the final debate, since they will begin to know how to establish the advantages and disadvantages on a topic, which can help them to express their ideas when they have to express the arguments against or in favor of the topics of the final debates.

The lesson number 5 will end with a Youtube video and the teacher's explanation (appendix n.2 lesson 5 exercise 4 teacher talk) so that the learners have a reference point for the development of the final product.

Finally, lesson number 6 will be devoted to the development of the final product, the two debates about death penalty and prison sentence for life. With the production of this final product, learners will put into practice everything learned throughout the unit: vocabulary and grammar, their ability to express themselves, the argumentation of ideas... Also, in this final product they will make use of sociolinguistic competence since they will have to use a formal language adapting to the context. To encourage students' motivation and positive competition, they will receive a reward (see appendix n.2 lesson 5 exercise 4 teacher talk) and they will be informed that both discussions will be recorded to be uploaded to the secondary school website for family members and friends can see it (publishing). Later, there will be a final evaluation of both debates that will be carried out by the teacher and the students belonging to the judge. To conclude this exercise, these students will express their opinions about the discussed topics and

these opinions, their way of judging and their speaking skills will be evaluated by the teacher (final assessment). As it has been commented in previous sections, the final product will have a value of 30% of the final grade, since the learning process will be highly valued.

#### 5.4. Materials

The critical comment on the materials will be analyzed following the order in which they are structured in the learning unit, that is, from lesson 1 to lesson 6.

The unit proposal will start with a video that has been taken from Youtube named '10 weirdest criminals of all time'. The criterion used to choose this video has been the need to find an audiovisual support to involve students in the learning process from the beginning. The content of the video is based on quite curious criminal situations and has also been adapted since it is played with 0.75 speed and with English subtitles. The next material in this lesson consists of flashcards containing crimes and criminals, definitions and pictures. These flashcards have been designed for students to work in groups and discover the main concepts of the topic in a motivating way (appendix n.3 lesson 1 exercise 4).

A new Youtube video is used in lesson 2. In this case it is a video that clarifies the main differences between three very similar terms, thief, robber and burglar (appendix n.3 lesson 2 exercise 2). Through this audiovisual resource, students will be able to enhance knowledge regarding those terms that are often confused by most learners. Activities 3 and 4 of this lesson have authentic materials related to the passive voice: the first one contains different sentences and tenses in the passive voice and the students have to relate them; and the second one, different examples and explanations of the passive voice used in crime contexts. The purpose of these materials is that they can learn the structure and use of the passive voice by themselves, promoting autonomous learning.

Lesson 3 consists of three types of materials: the first three exercises aim to improve the reading skills of learners through a selected and adapted text and activities that they must complete to demonstrate their comprehension. Different real and interesting criminal situations are discussed in this text, so it can call the students'

attention. Subsequently, the second type of material consists of a series of designed questions that will be used by the teacher so that pupils can reflect on the topic and on their learning process (appendix n.3 lesson 3 exercise 4). Finally, the lyrics of a relatively current song have been selected for learners to improve their listening skill while they continue discovering vocabulary related to crime.

As previously mentioned, lesson 4 is focused on the development of the group of experts exercise. Therefore, for this lesson I have designed a chart to guide the search for information of the learners (although the students will be responsible for choosing the appropriate information) and a peer-assessment chart so that pupils can evaluate the group work carried out during that activity (appendix n.3 lesson 4 exercises 2 and 4) and during the next activity, in which they have to design the voki.

Below, for lesson 5, a text about the advantages and disadvantages of death penalty has been selected. The objective is that learners can observe the parts of this type of writing clearly differentiated because later they will have to create one. Moreover, they will improve their writing skills and will have contact with useful information for the final debate (appendix n.3 lesson 5 exercise 2). To end this lesson, a YouTube video is played (only a few minutes) that can be very useful for students since it shows young learners debating. In this way, they can imagine what the final debate will be like.

The last material designed for the implementation of this unit plan is a chart used for the judge to assess students belonging to team debates (appendix n.3 lesson 6). This chart will show the performance of these pupils and will allow deciding the winning teams of the debates. The evaluation of the judges will be carried out by the teacher using another type of rubric (appendix n. 10 Oral expression checklist and rubric for final debates, 2.)

## 6. Conclusion

This dissertation has allowed me to create a methodology to teach in my own way. The fact of building a teaching method in which you can put your own ideas into practice taking into account the needs of the students, contributes to create an

appropriate teaching-learning process. This is what I have intended with the implementation of this learning unit. Starting from the identification of a specific need, in this case developing the communicative aspect of learners, I have designed a unit plan choosing an interesting and motivating topic for the learners and for myself and fostering cooperation and interaction throughout it among students in both informal and formal contexts. By involving learners in situations they may face in real world, they begin to realize the usefulness of using the target language in and outside of class. In that way, learners will also begin to appreciate the teachers' work and the relevance of learning to communicate using L2.

The role of the teacher is vital to motivate students, set goals, help to clarify the learning process and provide feedback among other actions. Still, learners are the protagonists of their own learning since they have to put into practice different strategies to develop their own knowledge. They will have the teacher's help but without their willingness to learn and expand their knowledge it will be impossible for the teaching-learning process to be successful. This is the main reason why this unit plan fosters not only the fact of communicating but also developing students' autonomy.

During my experience in this Master's degree I have also observed that in order to teach effectively, the student must be motivated and involved in the learning process. The motivation of the pupils is not achieved only by choosing a topic of interest but by proposing activities that may be related to their concerns outside the class. Today, learners are primarily interested in two aspects: interacting with their friends and making use of the advantages that technology provides them. Therefore, in order to design this learning unit I have tried to transfer these two concerns of them to the classroom context. I have designed this learning proposal promoting group or pair work, so that they interact, improving the different skills in a more motivating way and developing social skills that will gradually shape their personality. In order for them to feel involved in a motivating environment, I have also prepared activities in which they have to use ICTs. In this way, they will be able to develop the communicative competence and social skills working in groups, they will be able to develop an autonomous learning process and also to increase their skills regarding technology, which will be a key aspect for their professional future. The choice and creation of several suitable materials is another of the bases that allow the implementation of this learning unit proposal.

In order to help learners to develop these skills, the methodology I have chosen has been PBL. Thus, they know from the beginning what the objectives of the learning unit are and what the final product they have to develop is. Furthermore, the mix-focus model of curriculum proposed by Finney (2002) has been applied, by which a great value is established not only for the final product but also for the process (in this case the process has a higher value than the product). Moreover, Finney (2002) also prioritizes a student-centered model and the interaction between them. I also selected a multi-strand syllabus in order to pupils are able to acquire different language aspects by developing different activities, tasks, topics, notions...

Following with the curriculum, this dissertation has allowed me to increase my skills regarding the use of the most important aspects of the curriculum. In this dissertation, I have established the learning of key competences as one of the most important factors. Therefore, I have proposed a competence-based model. In addition to competences, I have followed the instructions of the LOMCE Aragonese curriculum to formulate specific objectives, specific contents, specific evaluation criteria and learning standards. The specific objectives have been designed taking into account general objectives for learning English as a foreign language for Compulsory Secondary Education students and following Bloom's Taxonomy to formulate them. Regarding the specific contents, the most appropriate contents to my unit which appear in the table of contents in each block of 3rd year of ESO have been selected. The evaluation criteria and learning standards are being reformulated taking into account those ones related to 3rd year of ESO.

Concerning assessment criteria, as previously mentioned, the process is more important than the final product. Therefore, different exercises, daily work and cooperation among learners will be evaluated.

To conclude, I can say that the development of this dissertation has helped me to improve my skills regarding the creation of a learning unit, that is, the creation of content and materials and the formulation of objectives and assessment criteria among others but also it has been useful for me to identify the most important needs and concerns that a student may have during the learning process. In that way, in my future as a teacher I will be able to use some of the aspects raised in this work system to face difficult situations in which students could be involved.



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## 8. Appendices

Appendix n. 1 First lesson of the Practicum Period. Questions about CHAPTER 1 AND 2. Homework and *Assignments used as evidence of the necessity of improvement*

a) Define these terms or phrases using your own words. You can review the book.

Spoon (p.2):

Beetle (p.6):

Grouching (grouse) (p.3):

Whisper (p.7):

Sink (p.5):

Brave (p.8):

b) Why does Grandma say to George that he stop eating chocolate?

c) Can you name 3 kinds of bugs Grandma likes to eat?

d) Describe the character of Grandma. Add at least 5 word or phrases that describe her.

e) Can you help George make a new medicine to cure Grandma's horridness? Add at least ten ingredients.

*Assignments used as evidence of the necessity of improvement*

**Link to analysis of the materials, Instructional and Curricular Design in EFL:**

[https://drive.google.com/file/d/1h-1mnpAa2buB5WunZx8s4\\_zZtlqnW949/view?usp=sharing](https://drive.google.com/file/d/1h-1mnpAa2buB5WunZx8s4_zZtlqnW949/view?usp=sharing)

Analysis of different materials found in a 3<sup>rd</sup> year of ESO student's book by following CLT principles.

**Link to an example of lesson (first lesson) of the Practicum period:**

<https://drive.google.com/file/d/1nnFdh0imWCoWv8etjI2shhMCpu80JjMh/view?usp=sharing>

Several questions about chapters 1 and 2 on the book George's Marvellous Medicine can be found. Throughout my Practicum period, I have designed questions about this book so that students could review after reading some chapters of this book.

## Appendix n. 2 Unit proposal 'Crime and punishment'

### Lesson 1: Types of crimes

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<b>Main aims</b>	<p>Interpret oral texts through audiovisual resources in order to be introduced in the topic</p> <p>Be able to establish fluently conversations with classmates on the topic</p> <p>Work in groups or in pairs developing the advantages of interaction and collaborative learning</p> <p>Interpret oral information on daily issues on crime</p> <p>Build strategies to get a better understanding on the topic</p> <p>Relate new information with information already acquired</p> <p>Be able to play some roles in the same activity</p>
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<b>Subsidiary aims</b>	<p>Make use of previous knowledge and interpret new information</p> <p>Support students of their groups who can have difficulties to understand main aspects of the new topic</p> <p>Understand oral information by answering questions of the teacher</p> <p>Interpret the main aim of each exercise</p> <p>Work in groups respecting turns of speech</p>
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<b>Competences</b>	CLC – DC – L2L – SCC
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**Comments:** In this lesson students are introduced to the unit and the new topic. They have to put into practice their social skills working in groups to solve the tasks. They

have to establish connections and develop learning strategies to expand their knowledge on crimes.

Activities	Description	Teacher talk
1	<p>Activating exercise</p> <p>Youtube video about 10 weirdest criminals of all time to introduce the topic of crime.</p>	<p><b>‘We are going to watch a video about ten weirdest criminals of all times. The video is going to be playing with English subtitles and 0’75 of playback speed (see appendix n. 3 lesson 1 exercise 1).</b></p> <p><b>Try to understand the main ideas’.</b></p>
2	<p>Commenting the video.</p> <p>Exchanging of opinions.</p>	<p><b>‘Comment with your shoulder partner one of the crimes that you have seen in the video. In your opinion, what is the weirdest crime? Why? Do you know any similar crime?’</b></p>
3	<p>Word cloud using the video in order to identify terms related to crime.</p>	<p><b>‘Now we are going to create among the whole class a word cloud using the words related to crime which appear in</b></p>

		<b>the video. What words do you think that belong to crime vocabulary?’</b>
4	Types of crime. Work in groups. Use of flashcards containing crime terms, pictures and definitions.	<b>‘Can you identify these types of crimes? You have to match the flashcards on crimes and criminals with their corresponding picture and definition’ (see appendix 3 lesson 1 exercise 4).</b>
5	Roleplay exercise. Students have to play the role of the judge, the witness and the accused	<b>‘Work in groups of three. Choose at least one of the previous crimes and create an oral conversation in which each member of the group plays one of these roles: the judge, the witness and the accused. In your conversation you have to include at least six of these words: Innocent - scene of the crime - identify - guilty - commit - trial - prison sentence - law – damage – suspect (suspicion)’</b>

**Homework:** Do you know other crimes? Make a list with them. You can look for them using Internet.

<b>N</b>	<b>ACTIVITIES</b>	<b>TIME</b>	<b>GROUPING</b>	<b>SKILLS</b>
1	Youtube video	10'	Ind	Listening reading
2	Exchanging opinions	5'	Pairs	Speaking listening
3	Word cloud	5'	All the class	Listening speaking
4	Matching the flashcards	10'	Groups	Speaking listening reading
5	Creating conversations	25'	Groups of three	Speaking Listening



## Lesson 2: Newspapers headlines

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### Main aims

Internalize new vocabulary related to the topic of crimes

Make use of their oral skills in order to communicate with their classmates

Participate in oral exchanging of information expressing their opinions

Interpret oral information through audiovisual resources

Develop learning strategies to interpret new information

Make use of previous knowledge to be able to acquire new knowledge on passive voice

Interpret given information and be able to establish a relationship between the topic of the unit and passive voice

Work in groups taking advantage of interaction and cooperative learning

Create written texts in a correct manner

### Subsidiary aims

Interpret classmates' information and provide feedback to them

Create conversations respecting turns of speech

Show their creativity creating newspapers headlines

Support their peers to solve difficulties

Reflect on passive voice uses

### Competences

CLC – L2L – SCC – DC – SIE

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**Comments:** In this lesson, students will develop social and affective skill workin in groups or in pairs in different ways. One of the most important aspect of this lesson is that they have to put into practice learning strategies to understand the use of passive voice in real contexts.

Activities	Description	Teacher talk
1	Sharing information with all the class about different crimes that students have looked for. Students have to mention different crimes and they have to explain the functioning of them.	<b>‘If you remember, you have some homework. Have you look for information on other types of crimes? What types of crimes? Let’s discuss’.</b>
2	Difference between thief, robber and burglar. Youtube video: crime and justice. Reproduction of the video until the minute 2’38. 6 students have to create one sentence using one of these words. Two sentences with each word will be created between these 6 students	<b>‘We are going to distinguish through a Youtube video between three terms which have similar meanings: thief, robber and burglar (see appendix n.3 lesson 2 exercise 2). Once watched the video, is there any volunteer to create sentences with these words?’</b>
3	Structure of passive voice. They have to match the tense with its corresponding example.	<b>‘It’s time to practice grammar. You have to match the tense with its corresponding example. The tense is highlighted in bold’ (see appendix n.3</b>

lesson 2 exercise 3).		
4	Thinking activity. Establishing a relationship between passive voice and crimes	<b>‘Do you know the relationship between passive voice and crimes? Look at these examples and explanations and comment them with your shoulder partner’ (see appendix n.3 lesson 3 exercise 4).</b>
5	Creating newspapers headlines.	<b>‘We are going to work in group of three. You have to create 12 newspapers headlines using the passive voice (4 sentences using present simple passive, 4 past simple passive and 4 future simple passive). Then, you will share your creations with all the class and we will comment what newspapers headlines are the most original. An example of newspaper headline is: No bank customers were hurt during the robbery’.</b>
6	Guessing activity. Students have to define a word and their pairs have to guess this word.	<b>‘Now, we are going to work in pairs. You have to choose two of these words: Knife – gun –</b>

**prison – victim – robbery  
 – thief – court and create  
 a sentence to explain its  
 meanings. Your partner  
 has to guess the word.  
 You have to use the  
 passive voice when create  
 the sentence.**

**An example would be:  
 It's usually used to bang  
 nails, but it can be used  
 as a weapon.**

**That's easy! It's a  
 hammer'.**

<b>N</b>	<b>Activities</b>	<b>Time</b>	<b>Grouping</b>	<b>Skills</b>
<b>1</b>	Exchanging information about different crimes	10'	All the class	Speaking Listening
<b>2</b>	Youtube video and creation of sentences using thief, burglar and robber	10'	All the class	Listening Speaking
<b>3</b>	Matching the tense with its corresponding example	5'	Individual	Reading
<b>4</b>	Thinking activity	5'	Pairs	Reading Speaking Writing
<b>5</b>	Creating newspapers headlines	20'	Groups of three	Writing Speaking Listening
<b>6</b>	Guessing activity	5'	Pairs	Speaking Listening

## Lesson 3: Famous crimes in UK

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### Main aims

Interpret written information to solve subsequent activities

Make use of previous knowledge by remembering information acquired in previous lessons

Organize ideas related to the written text

Interpret new vocabulary related to the topic of crime

Develop listening skills by interpreting the lyrics of the song

Exchange personal experiences and opinions with peers developing oral skills

Develop social and affective skills interacting with classmates

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### Subsidiary aims

Make use of oral skills to comment keywords appearing in the written text

Reflect on the process of learning

Develop learning strategies to solve activities on written text

Support pairs to achieve a common goal

Create conversations in pairs respecting turns of speech

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### Competences

CLC – SCC – L2L

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**Comments:** Students incorporate the development of reading and listening skills with specific exercises. They also keep on working in pairs communicate between them.

Activities	Description	Teacher talk
1	Reading text: three famous crimes in UK	<p><b>‘You have to read the text about three famous crimes that happened in UK and then, underline all the passive voice structures that you can find (see appendix n.3 lesson 3 exercise 1). You also have to circle the words or expressions that are related to vocabulary about crimes. Finally, you will discuss the meaning of these words with your shoulder partner.</b></p>
2	Matching sentences with their corresponding story.	<p><b>‘Once you have read the text and have discussed about it, you have to match these sentences with their corresponding story’ (see appendix n.3 lesson 3 exercise 2)</b></p>
3	Fill in the gaps	<p><b>‘You have to identify the meaning of these words: Gang – will – mentally – suicide – escape – hide – court and complete the sentences with them’ (see</b></p>

**appendix n.3 lesson 3  
exercise 3).**

4

Speaking activity working  
in pairs. Exchange of  
information and opinions

**'In this exercise you have  
to stand up from your  
chairs and you have to  
position yourselves  
forming two lines of 9  
students. You will be  
placed according to your  
birthdates. Then, you will  
form pairs and will have  
to discuss with your  
partners about the  
questions and words that  
I am going to say. Pairs  
will be changing  
randomly throughout the  
activity. You will discuss  
at least 2 minutes per  
question' (see appendix  
n.3 lesson 3 exercise 4).**

5

Listening. Song of the film  
'Suicide squad'. Name of  
the song: 'Heathens'.  
Band: Twenty one pilots.

**'Time to listen a song.  
Work in pairs in order to  
complete the lyrics that  
appear in this worksheet.  
The song will be listened  
twice' (see appendix n.3  
lesson 3 exercise 5).**

<b>N</b>	<b>Activities</b>	<b>Time</b>	<b>Grouping</b>	<b>Skills</b>
<b>1</b>	Reading and discussion about words appearing in the text	10'	Pairs	Reading Speaking Listening
<b>2</b>	Matching sentences with stories	5'	Ind.	Reading Writing
<b>3</b>	Fill in the gaps	5'	Ind.	Reading Writing
<b>4</b>	Speaking activity	25'	Pairs	Speaking Listening
<b>5</b>	Song	10'	Pairs	Listening Writing



## Lesson 4: Types of punishments

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<b>Main aims</b>	<p>Make use of previous knowledge to be introduced in the new topic</p> <p>Develop oral skills by communicating with classmates and the teacher fluently</p> <p>Apply their skills using ICTs</p> <p>Participate in group of experts activity providing new information to their classmates</p> <p>Identify main aspects of a specific punishment</p> <p>Develop social and affective skills by being involved in interaction and cooperative learning</p> <p>Interpret new information transmitted by their peers</p> <p>Provide feedback to their classmates</p> <p>Asses group wok and participation of classmates</p>
<b>Subsidiary aims</b>	<p>Organize information to get a better transmission of it</p> <p>Support classmates with difficulties in order to complete the activities</p> <p>Participate in group work activities respecting turn of speech and opinions and experiences of classmates</p> <p>Exchange information in informal conversations with peers</p> <p>Apply learning strategies to complete the tasks successfully</p>
<b>Competences</b>	CLC – SCC – L2L – DC – SIE – CAE - CMST

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**Comments:** Students have to select relevant information about a specific punishment. They develop social skills by working in different groups providing new information to their peers. Therefore, oral skills will be put into practice too. Furthermore, they are involved in the creation of a voki putting into practice their abilities with technology and consequently, developing learning strategies.

Activities	Description	Teacher talk
1	Activation exercise. Exchange of information on types of punishments	<b>‘Today we are going to analyze different type of punishments. What types of punishments do you know?’</b>
2	Group of experts. Types of punishments	<b>‘We are going to make a task named group of experts. In this activity, you have to divide into groups of four students. Each member of the group has to choose one punishment and later the people who have the same punishment will get together leaving their current group. When people with the same punishment are together, they will use tablets and laptops in order to get information about their punishment and to become experts on this punishment. I will provide a worksheet with a chart in order to guide your search</b>

for information (see appendix n.3 lesson 4 exercise 2). When you finish looking for information, you will return with your first group. In this way, you will can exchange information and therefore, you will can know relevant aspects of all the punishments.

The Types of punishments of which you have to become an expert are:

The death penalty – prison sentence – fines – community service’.

3

Creation of a voki using the information of the previous exercise

Once finished the group of experts activity, you will return with your experts group (that is, with people with the same punishment). Then, you are going to use laptops and tablets in order to create a voki among the students that form each group. So, you will create 4 vokis among the entire class (one of each punishment). You have to include the most relevant information of your punishment. Finally, when you finish, the four vokis will be projected in class’.

4

Peer-assessment chart

**‘To conclude the lesson, you have to assess the work of students belonging to both groups, your first group to whom you had to explain your punishment and your group of experts, that is, students with whom you have created the voki and have become an expert in a specific punishment. You have to complete a worksheet’ (see appendix n.4 lesson 4 exercise 4).**

<b>N</b>	<b>Activities</b>	<b>Time</b>	<b>Grouping</b>	<b>Skills</b>
<b>1</b>	Activation exercise: types of punishments	5’	All the class	Speaking Listening
<b>2</b>	Group of experts	30’	Groups of four students	Speaking Listening Writing
<b>3</b>	Voki	15’	Groups	Speaking Listening Writing
<b>4</b>	Peer-assessment chart	5’	Ind	Writing

## Lesson 5: Death penalty and community service

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### Main aims

Participate in a roleplay making use of previous knowledge about crime, punishment and court

Create oral conversations fluently with their pairs

Develop social skills interacting in informal conversations with their pairs

Identify the main parts of the reading

Create a written composition following the orthographic rules

Apply to the written text the structure of the previous model

Identify in the video the most relevant aspects which should be taken into account to produce the final debates

### Subsidiary aims

Interpret the role of a member of the court

Demonstrate fellowship by encouraging their pairs to participate

Develop learning strategies to understand the main ideas and parts of the text

Understand teacher explanation to carry out the debate in the next lesson

Develop listening skills through audiovisual resources

### Competences

CLC – SCC – L2L – DC

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**Comments:** Students keep on working on their social and oral skills. They also have to identify the main parts of a written text to produce a similar text after. These activities,

the video and the explanation of the teacher are very relevant to prepare student for the final debate.

Activities	Description	Teacher talk
1	Speaking activity in which students play the role of the judge applying punishments to some crimes.	<b>‘It’s time to be part of the court. Imagine that you and your shoulder partner are part of the court and you have to decide the punishment you are going to apply to certain people who have committed the following crimes: robbing a bank – not stopping at a red light – doubling parking – kidnapping someone – committing child abuse – arson attack – cyberbullying - to assassinate your favourite singer. What punishment do you apply?’</b>
2	Reading: advantages and disadvantages of death penalty.	<b>‘Read this writing about death penalty and comment its main parts with your shoulder partner’ (see appendix n.3 lesson 5 exercise 2)</b>

3

Writing essay on an advantages and disadvantages essay about 'community service as punishment'

**'Once you have identified the main parts of the writing (introduction, advantages paragraph, disadvantages paragraph and final opinion), you have to create a writing on advantages and disadvantages essay about 'community service as punishment' following the previous model.**

4

Youtube video about a debate and teacher explanation of the final debates

**'We are going to watch some minutes of a video in order to make clear how the final debates have to be developed (see appendix n.3 lesson 5 exercise 4).**

**Once watched the video I am going to explain the functioning of the debates.**

**The intention is to create a debate not very professional although you can look for information and statistics in order to give consistence to this message. You will achieve extra points if you do it. Two groups of four students each of them will discuss about death penalty and two other groups of**

four students each of them will discuss about prison sentence for life as punishments. One of these teams has to be in favor and the other against. The judges will be formed by 2 students and me. These two students and me will have to score your debates using a chart (see appendix n.3 lesson 6) and these students will have to express their opinions after finishing each debate. The opinions of students belonging to the judge will be evaluated by the teacher. The winning groups will be chosen by the judges.

As a reward, the winning teams will agree to choose a movie about crimes and punishments that they know. This will be reproduced during class time in English with subtitles in the next session. For instance, an interesting film could be 'Law Abiding Citizen'.

Both debates will be published on the secondary school website and it will be assessed with the 30% of the final mark. So, take it



seriously.

Each debate will have a duration of 25 minutes approximately. So, each student has to expose his/her ideas during three minutes approximately. The speech turns will be alternating 3 minutes for each team. Once the debates have finished, each student belonging to the judge will have approximately 3 minutes to express his/her ideas about both topics.

Now, we are going to choose the students belonging to the judge and the debate teams. The topic and the position in favour or against will be flipped a coin to decide.

<b>N</b>	<b>Activities</b>	<b>Time</b>	<b>Grouping</b>	<b>Skills</b>
<b>1</b>	Speaking activity. Time to be part of the court.	10'	Pairs	Speaking Listening
<b>2</b>	Reading and discussion about the structure of an advantage/disadvantage essay	5'	Pairs	Reading Speaking Listening
<b>3</b>	Writing	25'	Ind.	Writing
<b>4</b>	Youtube video and teacher explanation	15'	All the class	Listening

## Lesson 6: Final debates

<b>Main aims</b>	<p>Create oral messages fluently in a conversation</p> <p>Participate in an oral interaction using the formal register</p> <p>Develop interaction between students</p> <p>Understand the main ideas expressed by classmates</p> <p>Assess skills of classmates (students belonging to the judge)</p> <p>Make use of contents developed throughout the unit</p>
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<b>Subsidiary aims</b>	<p>Participate constantly in the development of the debate</p> <p>Participate in the debate respecting turns of speech and different opinions</p> <p>Make use of competitiveness in a correct way</p> <p>Make use of information sought from other sources</p>
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<b>Competences</b>	CLC – SCC – L2L – DC – SIE – CAE – CMST
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**Comments:** The final product is carried out. Students develop social skills and group work by preparing the debate before the lesson with their classmates. Both students belonging to teams' debate and students belonging to the judge develop oral skills because they have to express their points of view related to both topics after the debate. Furthermore, these students develop CMST because have to score the debates.

Activities	Description	Teacher talk

1	Final debates	<p><b>‘Remember the turns of speech and the time which each student has to talk. Keep calm and enjoy it! Remember also that we are recording and the video will be published.</b></p> <p><b>Students belonging to the judge, remember to pay attention and complete the chart to assess your peers’ (see appendix n.3 lesson 6)</b></p>
2	Students belonging to the judge express their ideas.	<b>‘What is the opinion of the judge?’</b>

<b>N</b>	<b>Activities</b>	<b>Time</b>	<b>Grouping</b>	<b>Skills</b>
1	Debate	25’ each debate	Groups	Speaking Listening
2	Opinion of the judge	6’	Ind	Speaking Listening

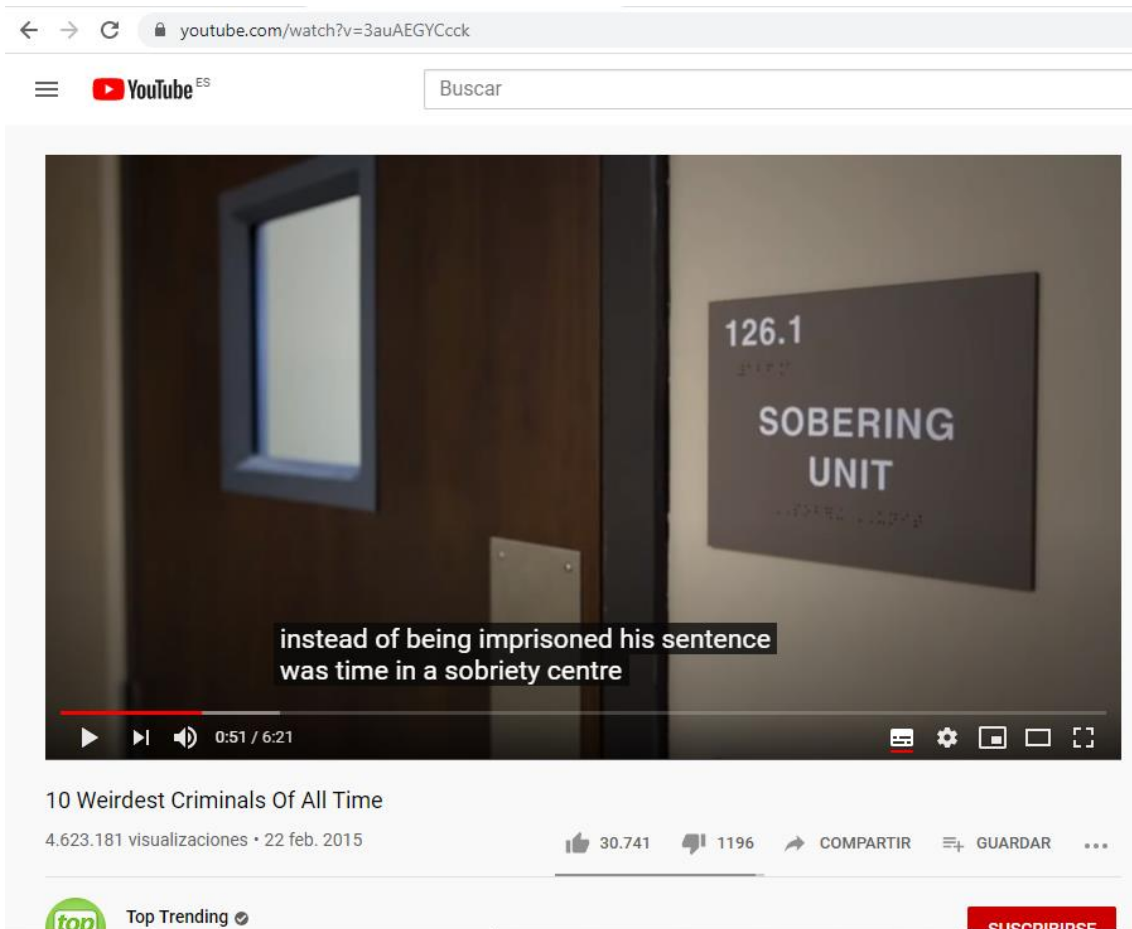
## Appendix n. 3 Materials

### Lesson 1

#### Exercise 1

**Introductory Youtube video 10 weirdest criminals of all time.** Retrieved from:

<https://www.youtube.com/watch?v=3auAEGYCcck>



The screenshot shows a YouTube video player. The video frame displays a prison cell with a sign that reads "126.1 SOBERING UNIT". A subtitle at the bottom of the video frame says "instead of being imprisoned his sentence was time in a sobriety centre". Below the video frame, the title "10 Weirdest Criminals Of All Time" is visible, along with the view count "4.623.181 visualizaciones" and the upload date "22 feb. 2015". The video player interface includes a search bar at the top, a play button, a progress bar showing "0:51 / 6:21", and a "SUBSCRIBE" button at the bottom right.

#### Exercise 4

**Flashcards. Match the crimes and criminals with their corresponding definition and pictures.**

Crime (criminals)

Definitions

Arson (arsonist)	setting fire to a building on purpose
Blackmail (blackmailer)	threatening to reveal someone's secrets if a lot of money is not paid
Bribery (briber)	giving money to influence another's person decision
Burglary (burglar)	breaking into a house in order to steal something
Cybercrime (hacker)	doing something illegal over the internet
Child abuse (child abuser)	treating a child badly in a physical, emotional or sexual way
Drug trafficking (drug dealer)	importing illegal drugs
Murder (murderer)	killing another person on purpose
Kidnapping (kidnapper)	taking someone away by force. Kidnapper.
Robber (robber)	stealing large amounts of money with force or violence
Rape (rapist)	forcing someone to have sex
Shoplifting (shoplifter)	stealing something from a store
Theft (thief)	stealing, in general
Vandalism (vandal)	destroying public properties on purpose

Pictures



## Lesson 2

### Exercise 2

**Difference between thief, robber and burglar. Youtube video: crime and justice.**

Retrieved from: <https://www.youtube.com/watch?v=oxhSniy7orU>



The screenshot shows a YouTube video player. At the top, there is a search bar with the text 'Buscar'. Below it, the video title is 'Crime & Justice | Thief Robber Burglar' and the channel name is 'Mad English TV'. The video content shows a man in a white polo shirt with red and blue stripes on the chest, pointing to a screen. The screen displays the word 'Burglar' in large blue letters, followed by an illustration of a burglar in a blue mask and white shirt, and a black house icon. Below the illustration, the text reads 'Someone who breaks into a building and steals something'. The video has 683 likes and 11 comments. A 'SUBSCRIBE' button is visible in the bottom right corner.

### Exercise 3

**Match the tenses with their corresponding examples.**

Tenses	Examples
Past simple passive	Most crimes <b>are committed</b> in New York.
Future simple passive	<b>Will</b> the arsonist <b>be sent</b> to jail?

**Present simple passive**

Is a robber **sent** to prison without a trial?

**Modal passive**

Was the burglar **interviewed** by the police?

The criminal **will be sent** to prison.

The thieves **can't be identified**.

**Exercise 4**

**Thinking activity. Do you know the relationship between passive voice and crimes? Look at these examples and explanations and comment them with your shoulder partner.**

People commit many cybercrimes in big cities. (Active voice) Less used

Many cybercrimes are committed in big cities. (Passive voice) More used

When we talk about a crime and the focus is on the action and not the person doing it, we often use the passive voice.

Passive voice is also used when the subject is obvious or it has no relevance. For example, 'He was arrested last night' instead of '**the police** arrested him'.



## **Lesson 3**

### **Exercise 1**

**Reading.** Retrieved from: <https://esol.britishcouncil.org/content/learners/uk-life/be-safe-uk/three-famous-crimes>

#### **A) The Great Train Robbery**

One of the most famous robberies in British history happened at 3 am on the morning of 8th August 1963. A gang of 15 men stopped a Travelling Post Office Train which was travelling to London from Glasgow in Scotland. They stopped the train by changing the signal to red, and stole letters containing £2.6 million in cash (this would be £46 million today). The robbers drove away to a farmhouse near the railway line where they shared out the money between them.

Unfortunately for them a neighbour told the police about the men hiding in the farmhouse. When the police went there they found post office bags and fingerprints, and all the robbers except four were caught and sent to prison. Most of the money was never found.

The most famous of the robbers was called Ronnie Biggs. He was sent to prison for 30 years but in June 1965, after only 15 months in prison, he escaped in a furniture van and ran away to Brazil. He lived there until May 2001, when he decided to return to the UK and he was sent back to prison.

#### **B) An unusual burglary**

In the early morning of 9th July 1982, the Queen was asleep in her bedroom at Buckingham Palace in London. Suddenly she woke up when she heard the curtains move. There, at the foot of her bed was Michael Fagan, a 31 year old unemployed decorator.

Fagan had climbed up the walls of the palace and then climbed up a drainpipe to the Queen's private rooms. According to the newspapers, he stole a bottle of wine and then spent 10 minutes sitting on her bed chatting to her. When he asked for a cigarette she called one of her staff who held Fagan until the police arrived. The court decided that he was mentally ill, so he was sent to a mental hospital and not to prison.

After this incident there was a lot of discussion about security in the Royal Palaces. Now the security system has been improved so the Queen has had no more strange night time visitors!

### **C) The doctor who murdered his patients**

Harold Shipman looked like a kind, friendly family doctor, but in 2000, when he was 54, he was sent to prison for life. He killed 218 of his patients between 1975 and 1998 and the police believe he probably killed many more than this, perhaps as many as 355.

Most of the people he killed were elderly women. At that time only one doctor needed to sign a death certificate and nobody thought this nice family doctor could be a murderer. He usually killed the women in their own homes, by giving them injections of a drug called diamorphine. He was caught in 1999 when he changed the will of an elderly patient to leave £386,000 to him.

Nobody knows why Shipman killed all these people. He was sent to prison for life but he committed suicide in prison in January 2004.

### **Exercise 2**

**Match these sentences with their corresponding story A, B or C.**

<b>The most famous of the robbers was called Ronnie Biggs</b>
<b>He was caught in when he changed the will</b>
<b>He was mentally ill, so he was not sent to a prison</b>
<b>He was sent to prison for life because he killed 218 of his patients</b>
<b>He committed suicide when he was sent to prison for life</b>
<b>He was sent to prison twice because he escaped in a furniture van once</b>

### **Exercise 3**

**Can you identify the meaning of these words? Complete the sentences with them.**

Gang – will – mentally – suicide – escape – hide - court

A ..... is a group of criminals working together.

When you ..... you go to a place where you think no one will find you.

If you ..... from prison, you run away. The police will try to catch you.

If you are ..... ill, you have a problem in your mind, not in your body.

If you commit a crime the police will take you to ..... . There lawyers will discuss your case to decide if you did it or not.

If you want to say who will have your money and your things after you die you can make a ..... . A lawyer can help you with this.

If you commit ..... you kill yourself.

#### Exercise 4

**Speaking activity. Students have to discuss about:**

<b>1. Tell you partner about a crime you have heard or seen.</b>
<b>2. Have you heard about criminals that use sports to provoke incidents?</b>
<b>3. What is the function of the judge?</b>
<b>4. Have the witnesses any risk when they are giving evidences in court? Can they lie?</b>
<b>5. Can be an accused innocent?</b>
<b>6. Have you heard about a person who has escaped from prison?</b>
<b>7. Do you know the difference between a thief, a burglar and a robber?</b>
<b>8. What are the main uses of the passive voice?</b>
<b>9. What have you learn throughout these three lessons?</b>
<b>10. Has been useful for you these three lessons? Why?</b>

#### Exercise 5

**Listening. Song of the film ‘Suicide squad’. Name of the song: ‘Heathens’. Band: Twenty one pilots. Complete the lyrics of the song.**

All my friends are \_\_\_\_\_ (1), take it slow

Wait for them to ask you who you know

Please don't make any sudden moves

You don't know the half of the \_\_\_\_\_ (2)

All my friends are \_\_\_\_\_ (1), take it slow

Wait for them to ask you who you know

Please don't make any sudden moves

You don't know the half of the \_\_\_\_\_ (2)

Welcome to the room of people

Who have rooms of people that they loved one day

Docked away

Just because we check the \_\_\_\_\_ (3) at the door

Doesn't mean our brains will change from hand \_\_\_\_\_ (4)

You're lovin' on the \_\_\_\_\_ (5) sitting next to you

You're lovin' on the \_\_\_\_\_ (6) sitting next to you

You'll think, "How'd I get here, sitting next to you?"

But after all I've said, please don't forget

All my friends are \_\_\_\_\_ (1), take it slow

Wait for them to ask you who you know

Please don't make any sudden moves

You don't know the half of the \_\_\_\_\_ (2)

We don't deal with outsiders very well

They say newcomers have a certain smell

Yeah, trust issues, not to mention

They say they can smell your intentions

You're lovin' on the freakshow sitting next to you

You'll have some \_\_\_\_\_ (7) people sitting next to you

You'll think "How did I get here, sitting next to you?"

But after all I've said, please don't forget

(Watch it, watch it)

All my friends are \_\_\_\_\_ (1), take it slow

Wait for them to ask you who you know

Please don't make any sudden moves

You don't know the half of the \_\_\_\_\_ (2)

All my friends are \_\_\_\_\_ (1), take it slow

(Watch it)

Wait for them to ask you who you know

(Watch it)

All my friends are \_\_\_\_\_ (1), take it slow

(Watch it)

Wait for them to ask you who you know

(Watch it)

Why'd you come, you knew you should have stayed

(It's blasphemy)

I tried to \_\_\_\_\_ (8) you just to stay away

And now they're outside ready to bust It looks like you might be one of us

## Lesson 4

### Exercise 2

#### Guidelines for group of experts

	What is the operation of this punishment?	When is this punishment applied?	When does this punishment end? / What does a person have to do to overcome this punishment?	Curiosities (origin, countries in which this punishment is applied...)
Death penalty				
Prison sentence				
Fines				
Community service				

## Exercise 4

### Peer-assessment chart to evaluate group work

Criteria	Good	Pass	Poor	Group 1 Mark	Group 2 Mark
Positive interdependence	My group perfectly understands that each student is important in the activity development	There are some students in my group (you can include yourself) who work isolated not taking into account group work	The members of my group compete among us. Each member of the group work isolated		
Implication	My group tries to search for appropriate information and work in group in order to develop the activity in a suitable way	My group have not a lot of interest in the activity but we try to solve the task in a correct manner	My group work does not pay attention to the task and we are not able to develop it		
Equal opportunities to contribute	In my group all the member are treated as equals and all of us contribute to the task	In my group there are some students (you can include yourself) who contribute less in the development of the task	There is a clear imbalance between group members. Some contribute a lot and others contribute practically nothing.		
Support students with difficulties to	There are some students in my group work who	When some students are lost in the development	There are some students lost and we keep		

develop the task	have difficulties but all the members of the group try to help them	of the task, only some members of the group try to help them.	on working without their contribution
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Group 1: original group. Group in which you had to share information on different punishments.

Group 2: Group of experts. You have the same punishment.



## **Lesson 5**

### **Exercise 2**

**Read this advantage/disadvantage essay about death penalty. Can you identify the main three parts? Discuss with your shoulder partner.** Retrieved from: <https://ielts-up.com/writing/band-9-sample-death-penalty.html>

Many people believe that death penalty is necessary to keep security system efficient in the society. While there are some negative aspects of capital punishment, I agree with the view that without it we will become more vulnerable to violence.

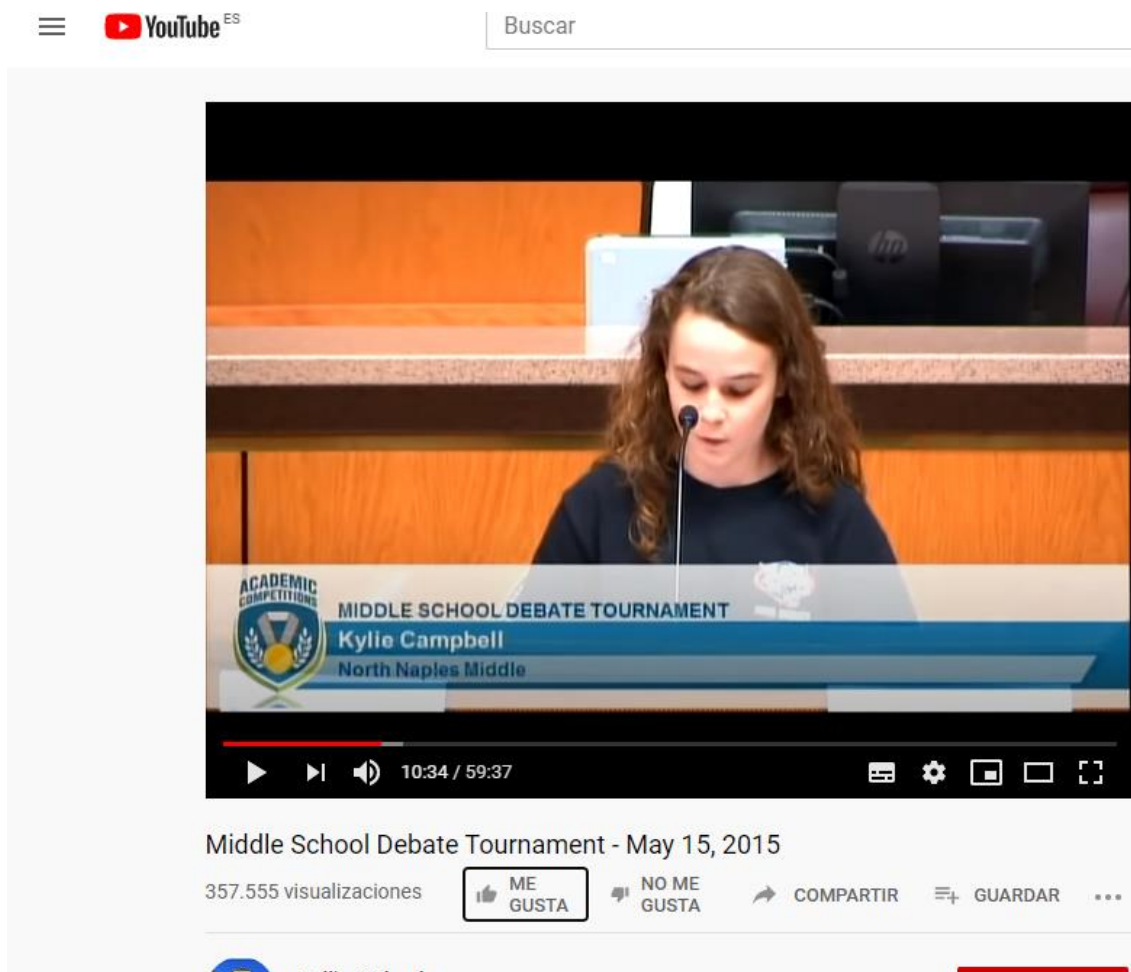
Death penalty can be considered unsuitable punishment for several reasons. The strongest argument is that we have no rights to kill other humans. Right to live is the basic right of any human being, and no one can infringe this right, irrespective of the person's deeds. Moreover, innocent people can face wrongful execution. Such unfair sentences take away lives of innocent people and make other citizens lose faith in law and justice. And besides, sometimes criminals repent of their acts. In this case they should be given a second chance to improve themselves.

However, I believe that capital punishment is necessary in the society. Firstly, it is an effective deterrent of major crimes. The best method to prevent a person from committing crime is to show the consequences of his or her actions. For example, the government of Pakistan has controlled the rate of terrorism by enforcing death penalties for the members of terrorist organizations. Secondly, the governments spend large sums of national budget on maintenance of prisoners. Instead, this money can be used for the development of the society and welfare of the people.

To sum up, although capital punishment has some disadvantages, I think that it proves to be the best way of controlling criminals, lessening governmental expenses and preventing other people from doing crimes.

### **Exercise 4**

**Example to guide the final debate tournament. Youtube video: Debate Tournament.** Retrieved from: <https://www.youtube.com/watch?v=6PFc9Pogz94> Only some minutes



## Lesson 6

**Final debate. Chart used for the judge to assess students belonging to team debates.**

	<b>Outstanding Points (5)</b>	<b>Good Points (4)</b>	<b>At expected level Points (3)</b>	<b>Needs improvement Points (2)</b>
<b>Speaking skills</b>	Great pronunciation. Very few mistakes. Very high level of fluency and accuracy.	Good pronunciation, Few failures. Correct fluency and accuracy.	Difficulties to understand his/her pronunciation. Some mistakes in pronunciation. Low fluency and accuracy.	Unintelligible pronunciation. Too many mistakes that difficult comprehension. Improvable fluency and accuracy.
<b>Staging and reasoning</b>	Naturalness. Students can follow the debate without any problem. Great answers and reasoning. Amazing exposure of their ideas.	Good performance. Spectators understand the content easily. Appropriate answers and reasoning.	Some mistakes in their performance but it has been carried out. So, it can be understood. Low level of answers and reasoning. Their arguments are not very solid.	Students cannot follow the debate. The reasoning doesn't make sense. They cannot reason their ideas correctly and their arguments don't make sense.
<b>Use of grammar and vocabulary (related to the unit)</b>	Well-used grammar and vocabulary used in the right context. Abundant use of structures seen in this unit.	Almost all grammar and vocabulary expressions done correctly. Various structures used appear in the unit.	Some flaws in grammatical structures and basic vocabulary. Few structures appear in the unit.	Grammar and vocabulary with many flaws that make it difficult to understand the interpretation. Very few structures from the unit have been used.

## Appendix n. 4. General objectives

Obj.IN.1. Understand the general and specific information of oral texts, on daily, general or interesting topics, issued in face-to-face communication situations or by technical means

Obj.IN.2. Express themselves orally and exchange messages in an understandable and appropriate way and with some autonomy, on daily, general or interesting topics, in different communicative situations derived from specific tasks

Obj.IN.3. Read and understand written texts of diverse typology, at an appropriate level to their abilities and interests, with the purpose of extracting general and specific information, and valuing reading as a source of information, enjoyment and leisure.

Obj.IN.4. Write simple texts on known, general or interesting topics, with sufficient correction, cohesion and coherence, taking into account the reader to whom it is addressed and the communicative intention

Obj.IN.5. Use the knowledge of the language and the rules of linguistic use to understand oral and written texts, speak and write appropriately, and reflect on the functioning of the foreign language in communication situations

Obj.IN.6. Develop autonomous and cooperative learning strategies, through the completion of class tasks, individual and team work, the use of all means at their disposal (especially ICT), self-assessment and co-evaluation, in order to progress in learning and acquiring a foreign language

Obj.IN.7. Valuing the use of the foreign language as a means of access to information, and recognizing its importance as an instrument of communication and understanding between people from different backgrounds and cultures, in order to develop an intercultural awareness without prejudice or stereotypes

Obj.IN.8. Develop and show a receptive attitude, interest, effort and confidence in the ability to learn and use the foreign language

## Appendix n.5 Specific learning objectives for the entire unit

1. Discuss and exchange information on personal opinions about crimes and punishments
2. Create oral and written texts with coherence and cohesion taking into account the context, and therefore, the register.
3. Interpret oral and written texts from audiovisual resources and adapted material
4. Develop social skills through cooperation and group work putting in to practice them throughout all the lessons and in the final debate
5. Develop learning strategies in order to facilitate their own learning process
6. Use different resources (ICTs) to extract information about crime and punishments
7. Interpret the relationship between the use of passive voice and the topic of the unit and use it in an appropriate manner

## Appendix n. 6 Contents of the learning unit

### Block 1. Oral text comprehension

<p>Comprehension skills and strategies</p>	<p>Comprehension of general and specific information from various oral texts (talks, songs ...) appropriate to their ability and experience, transmitted by voice or by different sources (teacher, classmates, YouTube, etc.)</p> <p>Interpretation of messages: identification of the main ideas and other ideas; intention of the speaker.</p> <p>Use of comprehension strategies:</p> <ul style="list-style-type: none"> <li>- Activation of previous knowledge.</li> <li>- Identification of text type.</li> <li>- Identification of specific and general information.</li> <li>- Deduction of meanings through the context.</li> <li>- Taking notes while listening (strategy which depends on students )</li> <li>- Identification of the general idea of a text</li> </ul>
<p>Sociolinguistic and sociocultural elements</p>	<p>Social conventions, norms and linguistic registers</p> <p>Values and beliefs</p> <p>Value of the foreign language as an</p>

	information instrument.
Communicative functions	<p>Beginning and preservation of personal and social relationships</p> <p>Narration of past facts and present situations; plan and intentions expression</p> <p>Exchange of personal information and opinions</p> <p>Preservation of communication and organization of the discourse</p>
Syntactic-discursive structures	<p>Verb:</p> <ul style="list-style-type: none"> <li>- Present simple and past simple voice</li> <li>- Present and past tenses</li> </ul>
Commonly used oral lexicon (reception)	Daily life activities and news of interest
Phonetic sound patterns	Accent, rhythm and intonation pattern recognition

## Block 2. Oral text production. Expression and interaction

Production skills and strategies	<p>Oral production of descriptions, narrations and explanations on different facts, experiences and contents</p> <p>Participation in communicative situations in the classroom and in conversations about topic of interest</p>
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	<p>Communicative strategies:</p> <ul style="list-style-type: none"> <li>- Planning: <ul style="list-style-type: none"> <li>➤ Interpret a message, distinguishing its main idea and basic structure</li> <li>➤ Use of digital resources to create a dialogue or oral presentations</li> <li>➤ Adapt the message to the context and register</li> </ul> </li> <li>- Realization: <ul style="list-style-type: none"> <li>➤ Adapt the message to a specific type of text</li> <li>➤ Make a valuation of difficulties in a specific task</li> </ul> </li> </ul>
<p>Sociolinguistic and sociocultural elements</p>	<p>Social conventions, norms and linguistic registers</p> <p>Values and beliefs</p> <p>Value of the foreign language as an information instrument.</p>
<p>Communicative functions</p>	<p>Beginning and preservation of personal and social relationships</p> <p>Description of pictures</p> <p>Narration of past facts and present situations; plan and intentions expression</p> <p>Exchange of personal information and opinions</p> <p>Preservation of communication and</p>



	organization of the discourse
Syntactic-discursive structures	Verb: <ul style="list-style-type: none"> <li>- Present simple and past simple voice</li> <li>- Present and past tenses</li> </ul>
Commonly used oral lexicon (production)	Daily life activities and news of interest
Phonetic sound patterns	Accent, rhythm and intonation pattern recognition

### Block 3. Written texts comprehension

Comprehension skills and strategies	<p>Comprehension of general and specific information of texts</p> <p>Interpretation of messages: identification of main and secondary ideas</p> <p>Use of comprehension strategies:</p> <ul style="list-style-type: none"> <li>- Activation of previous knowledge on the topic and type of task</li> <li>- Identification of the text and its main characteristics</li> <li>- Deduction of meanings through the context</li> <li>- Identification of key words</li> </ul>
Sociolinguistic and sociocultural elements	Social conventions, norms and linguistic

	<p>registers</p> <p>Values and beliefs</p> <p>Value of the foreign language as an information instrument</p>
Communicative functions	<p>Beginning and preservation of personal and social relationships</p> <p>Description of activities and places</p> <p>Narration of past facts and present situations; plan and intentions expression</p> <p>Organization of the discourse</p>
Syntactic-discursive structures	<p>Verb:</p> <ul style="list-style-type: none"> <li>- Present simple and past simple voice</li> <li>- Present and past tenses</li> </ul> <p>Cause relations (because of, due to); support or opposition (for, against)</p>
Commonly used oral lexicon (reception)	Daily life activities and news of interest
Graphic patterns and spelling conventions	<p>Recognition of punctuation marks</p> <p>Comprehension of basic digital language</p>

Block 4. Written text production. Expression and interaction.

Production skills and strategies	Composition of creative written texts on daily life and interest topics
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	<p>Use of production strategies:</p> <ul style="list-style-type: none"> <li>- Planning: <ul style="list-style-type: none"> <li>➤ Activate and coordinate the general and communicative skills in order to effectively carry out the task.</li> <li>➤ Use of linguistic resources</li> </ul> </li> <li>- Realization: <ul style="list-style-type: none"> <li>➤ Take advantage of previous knowledge.</li> <li>➤ Write texts from models</li> <li>➤ Write the message clearly, adjusting to the models and formulas of each type of text</li> <li>➤</li> </ul> </li> </ul>
Sociolinguistic and sociocultural elements	<p>Social conventions, norms and linguistic registers</p> <p>Values and beliefs</p> <p>Value of the foreign language as an information instrument</p>
Communicative functions	<p>Beginning and preservation of personal and social relationships</p> <p>Narration of opinions and present situations.</p> <p>Organization of the discourse</p>
Syntactic-discursive structures	<p>Verb:</p> <ul style="list-style-type: none"> <li>- Present simple and past simple</li> </ul>

	<p>voice</p> <ul style="list-style-type: none"> <li>- Present and past tenses</li> </ul> <p>Cause relations (because of, due to); support or opposition (for, against)</p>
Commonly used oral lexicon (production)	Daily life activities and news of interest
Graphic patterns and spelling conventions	<p>Recognition of punctuation marks</p> <p>Comprehension of basic digital language</p>

## Appendix n. 7 Specific evaluation criteria

### Block 1. Comprehension of oral texts

Crit.	Evaluation criteria	Key competences
Specification (Crit.IN. 1.1.)	To understand and interpret general and detailed information of oral productions on topic of interest	CLC
Specification (Crit.IN. 1.1.)	To understand main and secondary ideas from audiovisual resources and teacher talks	CLC
Specification (Crit.IN. 1.1.)	To formulate appropriate comprehension strategies and to identify communicative functions and pronunciation patterns.	CLC – L2L
Specification (Crit.IN. 1.2.)	To interpret sociocultural and sociolinguistic elements related to daily life, social conventions and interpersonal relationships	CLC – L2L – SCC
Specification (Crit.IN. 1.2.)	To understand the usefulness of language as a	CLC

	communicative tool	
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Block 2. Production of oral texts

Crit.	Evaluation criteria	Key competences
Specification (Crit.IN. 2.1.)	To produce oral messages on daily life topics using an informal register	CLC – SCC
Specification (Crit.IN. 2.1.)	To formulate planning and realization strategies to produce oral messages	CLC – L2L
Specification (Crit.IN. 2.1.)	To produce organized oral texts with coherence and internal cohesion	CLC
Specification (Crit.IN. 2.2.)	To interpret sociocultural and sociolinguistic elements (they have been analyzed by searching for information in internet) in order to produce oral texts	CLC – SCC – DC
Specification (Crit.IN. 2.2.)	To adapt the oral expression to the context and respect communication rules	CLC – L2L

Block 3. Written texts comprehension

Crit.	Evaluation criteria	Key competences
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Specification (Crit.IN. 3.1.)	To understand general and specific information of written texts using different styles on daily issues.	CLC – L2L – SCC
Specification (Crit.IN. 3.1.)	To identify communicative functions and syntactic-discursive patterns and respect orthographic rules.	CLC
Specification (Crit.IN. 3.2.)	To interpret written texts related to sociocultural and sociolinguistic aspects of daily life, social conventions and interpersonal relationships make use of other resources to expand knowledge.	CLC – L2L – SCC – DC

#### Block 4. Production of written texts. Expression and interaction

Crit.

Evaluation criteria

Key competences

Specification (Crit.IN. 4.1.)	To produce written texts about daily life issues (students can search for information in internet to expand their knowledge on the topic) with coherence	CLC – L2L – SCC - DC
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	and internal cohesion.	
Specification (Crit.IN. 4.1.)	To organize written texts establishing a relationship between the written text and given information.	CLC
Specification (Crit.IN. 4.1.)	To compose written texts respecting orthographic rules and following a model	CLC – L2L
Specification (Crit.IN. 4.2.)	To produce written texts expressing opinions and personal points of view about social conventions	CLC



## Appendix n. 8 Learning standards

### Block 1. Oral texts comprehension

St.	Learning standard	Key competences
Specification (Est.IN.1.1.1)	The student listens teacher instructions and solves tasks following these indications.	CLC
Specification (Est.IN.1.1.2)	The student listens audiovisual videos and demonstrates comprehension by solving tasks and commenting on aspects about the topic.	CLC
Specification (Est.IN.1.1.2)	The student understands his/her classmates in group work tasks when making conversations or debates	CLC – L2L
Specification (Est.IN.1.2.1)	The student interprets the main and secondary ideas of daily issues concerning crime and punishment	CLC
Specification (Est.IN.1.1.2)	The student acquires extra information by listening Youtube videos on different cases in society	CLC – SCC – DC

Block 2. Oral text production

St. Learning standard Key competences

Specification (Est.IN.2.1.1)	The student is involved in oral presentations and conveys messages clearly.	CLC
Specification (Est.IN.2.1.2)	The student participates in oral conversations exchanging information and opinion with classmates	CLC – L2L
Specification (Est.IN.2.1.2)	The student participates in informal and formal conversations about real crimes and punishments	CLC – SCC
Specification (Est.IN.2.2.1)	The student interprets real crime situations and reflect about reflects about its possible punishment and on his/ her language abilities	CLC – SCC – L2L
Specification (Est.IN.2.1.1)	The student produces oral messages with fluency and accuracy and asks questions depending on the	CLC – SCC

	communicative situation	
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### Block 3. Written texts comprehension

St.	Learning standard	Key competences
Specification (Est.IN.3.1.1.)	The students understands the main ideas of a given written text	CLC
Specification (Est.IN.3.1.1.)	The student differentiates various types of reading texts, styles and registers	CLC
Specification (Est.IN.3.1.1.)	The student demonstrate comprehension of written texts by organizing parts of the text and completing information	CLC
Specification (Est.IN.3.1.2.)	The student guides classmates to analyze reading texts, involving himself/herself in the comprehension of other written texts	CLC – L2L
Specification (Est.IN.3.2.1.)	The student interprets sociolinguistic and sociocultural aspect and makes use of other resources to expand their	CLC – SCC - L2L

	knowledge.	
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Block 4. Production of written texts. Expression and interaction

St.	Learning standard	Key competences
Specification (Est.IN. 4.1.1.)	The student asks questions by writing using academic information	CLC
Specification (Est.IN. 4.1.1.)	The student follows the instructions and models to write answers	CLC
Specification (Est.IN. 4.1.1.)	The student applies his/her own learning strategies to organize written productions	CLC – L2L
Specification (Est.IN. 4.1.2.)	The student express opinions and beliefs in written activities and justify them	CLC
Specification (Est.IN. 4.2.1.)	The student works in group to produce written information which is useful for future tasks	CLC – L2L – SCC

## Appendix n.9 Assessment criteria (whole unit)

Activity	Lesson	Skill	Marks
Daily participation and cooperative learning	Whole unit	_____	____/15%
Creating newspapers headlines	Lesson 2	Writing	____/5%
Reading and its questions	Lesson 3. Exercises 1, 2 and 3	Reading	____/15%
Word cloud after listening the presentation video	Lesson 1	Listening	____10%
Listening song	Lesson 3		
Group of experts and voki	Lesson 4	Speaking/writing	____/15%
Writing activity: advantages and disadvantages of 'community service as punishment'.	Lesson 5	Writing	____/10%
Final debates	Lesson 6	Speaking/ listening	____/30%

## Appendix n. 10 Oral expression checklist and rubric for final debates

### 1. To assess students belonging to debate teams

	<b>Outstanding Points (5)</b>	<b>Good Points (4)</b>	<b>At expected level Points (3)</b>	<b>Needs improvement Points (2)</b>
<b>Speaking skills</b>	Great pronunciation. Very few mistakes. Very high level of fluency and accuracy.	Good pronunciation, Few failures. Correct fluency and accuracy.	Difficulties to understand his/her pronunciation. Some mistakes in pronunciation. Low fluency and accuracy.	Unintelligible pronunciation. Too many mistakes that difficult comprehension. Improvable fluency and accuracy.
<b>Staging and reasoning</b>	Naturalness. Students can follow the debate without any problem. Great answers and reasoning. Amazing exposure of their ideas.	Good performance. Spectators understand the content easily. Appropriate answers and reasoning.	Some mistakes in their performance but it has been carried out. So, it can be understood. Low level of answers and reasoning. Their arguments are not very solid.	Students cannot follow the debate. The reasoning doesn't make sense. They cannot reason their ideas correctly and their arguments don't make sense.
<b>Use of grammar and vocabulary (related to the unit)</b>	Well-used grammar and vocabulary used in the right context. Abundant use of structures seen in this unit.	Almost all grammar and vocabulary expressions done correctly. Various structures used appear in the unit.	Some flaws in grammatical structures and basic vocabulary. Few structures appear in the unit.	Grammar and vocabulary with many flaws that make it difficult to understand the interpretation. Very few structures from the unit have been used.

Extra points for using reliable sources in order to expand their knowledge on the topic: 3 points.

2. To assess students belonging to the judge. Way of judging and subsequent expression of their opinions: speaking skills and Use of grammar and vocabulary (related to the unit)

	<b>Outstanding Points (5)</b>	<b>Good Points (4)</b>	<b>At expected level Points (3)</b>	<b>Needs improvement Points (2)</b>
<b>Way of judging</b>	The student shows impartiality and attention to the debate at all times. The student understands their peers easily.	The student shows impartiality and attention to the debate. The student understands almost all the information discussed.	The student shows low impartiality and attention to the debate. The student has difficulties to understand the content of debates.	Low impartiality. The student does not pay attention to the debate and consequently, does not understand the arguments of his/her classmates.
<b>Speaking skills</b>	Great pronunciation. Very few mistakes. Very high level of fluency and accuracy.	Good pronunciation, Few failures. Correct fluency and accuracy	Difficulties to understand his/her pronunciation. Some mistakes in pronunciation. Low fluency and accuracy.	Unintelligible pronunciation. Too many mistakes that difficult comprehension. Improvable fluency and accuracy.
<b>Use of grammar and vocabulary (related to the unit)</b>	Well-used grammar and vocabulary used in the right context. Abundant use of structures seen in this unit.	Almost all grammar and vocabulary expressions done correctly. Various structures used appear in the unit.	Some flaws in grammatical structures and basic vocabulary. Few structures appear in the unit.	Grammar and vocabulary with many flaws that make it difficult to understand the main ideas. Very few structures from the unit have been used.