



# UNIVERSIDAD DE LA RIOJA

## TRABAJO FIN DE ESTUDIOS

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La Utilización de 'Minecraft' en la Clase de Lengua Extranjera para Mejorar la Motivación y la Competencia Escrita de los Estudiantes

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**Trabajo de Fin de Máster**

**The Use of ‘Minecraft’ in the  
Foreign Language  
Classroom to Improve  
Students’ Motivation and  
Communicative Writing  
Skills**

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**Máster en Profesorado (Inglés)**



**UNIVERSIDAD  
DE LA RIOJA**

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## 1. INTRODUCCIÓN GENERAL

El Máster de Profesorado de la Universidad de La Rioja consiste en un curso de 9 meses de duración compuesto por 6 asignaturas (3 genéricas y 3 de la especialidad cursada), un periodo de prácticas conocido como *Prácticum* y, finalmente, un Trabajo de Fin de Máster con la ayuda de un tutor. El Trabajo de Fin de Máster es evaluado primero por el tutor y luego por un tribunal en una defensa del mismo.

El trabajo está estructurado en tres partes:

La primera consiste en un marco teórico, en el que se destacan los contenidos más importantes aprendidos a lo largo del curso y durante el periodo de prácticas, analizándolos críticamente y estableciendo su utilidad y las relaciones entre ellos.

La segunda parte es el desarrollo de un curso académico de Educación Secundaria que, en este caso, cubre un año entero para un curso de 3º de E.S.O. En él, encontramos una programación didáctica formada por 10 unidades, aunque solo una de ellas será desarrollada mostrando no solo las partes más importantes de la unidad, sino también su desarrollo, contando con los objetivos, contenidos, temporalización, actividades, etc.

Finalmente, la tercera parte consiste en un proyecto de innovación. Dicho proyecto estudia la utilización de un videojuego creativo llamado *Minecraft* como elemento motivador que pueda utilizarse para mejorar la competencia escrita de estudiantes de Inglés como Lengua Extranjera de 3º de E.S.O. De la misma forma, se comentará el planeamiento del proyecto y los resultados que se esperan del mismo.

## 1. GENERAL INTRODUCTION

The Master's Degree of Teacher training of University of La Rioja consists in a 9-month course composed by 6 subjects (3 generic and 3 specific of the chosen modality), an internship period also known as *Practicum* and a final dissertation with the help of a tutor. This final dissertation is evaluated first by the tutor, and posteriorly by an examining board at university.

This paper is structured in three parts:

The first one establishes a theoretical framework in which the most important contents from the course and the internship period are critically analyzed, mentioning their usefulness and establishing connections between them.

The second part deals with the development of a course syllabus for Secondary Education, which, in this case, covers a whole academic year for students of 3<sup>rd</sup> of E.S.O. Within it, we can find a didactic program formed by 10 units, although only one of them will be furtherly explained, showing not only the most important parts of the unit, but also their development, objectives, temporalization, activities, etc.

Finally, the third part is an innovation project. Said project studies the use of a creative videogame call *Minecraft* as a motivating element that can be used to improve the written competence of students of English as a Foreign Language (EFL) coursing 3<sup>rd</sup> of E.S.O. Additionally, the planning and the expected results of the project will be commented.

## 2. THEORETICAL FRAMEWORK

### 2.1. Introduction

This theoretical framework consists in a summary of the knowledge acquired from different subjects throughout the master. It is divided in two modules, those being the generic module and the specific module. The knowledge that I consider most important from the subjects within them will be highlighted, and I will talk about how I find them interesting or useful, and how I believe it could improve a teacher's practice and performance in the future. Within the generic module of the course, we can find subjects which help establishing the basis that every teacher needs to know. Those subjects are the following:

- *Aprendizaje y Desarrollo de la Personalidad*
- *Procesos y Contextos Educativos*
- *Sociedad, Familia y Educación*

The specific module and its subjects, on the other hand, deal with different branches of education. Since the branch I have coursed is English, they are related to English as a Second Language (ESL) and with English Language Teaching (ELT). Those subjects are:

- *Aprendizaje y Enseñanza de la lengua Extranjera*
- *Complementos para la Formación Disciplinar*
- *Innovación e Introducción a la Investigación Educativa*

While the generic subjects help students gain basic knowledge that any teacher needs to learn, the specific subjects contribute to student's formation as teachers of their specialties. All of them together thus provide a general, basic formation for any novice teacher, that they will be able to build on and perfection as they officially work as teachers.

Finally, I will comment briefly on the internship period, also known as *Practicum*.



## **2.2. General module**

### *2.2.1. Aprendizaje y Desarrollo de la Personalidad*

As I have mentioned, *Aprendizaje y Desarrollo de la Personalidad* is part of the generic module of the Master. This subject deals with the biological, psychological and social development of teenagers during their transformation from children to adults. As it would be expected, we learnt about the physical and psychological evolution of teenagers, their different ways of thinking, the factors that might influence their development as individuals and members of the society, executive functions, formal operations, their motivation towards learning and how to foster it in order to make them work better and more willingly, the different types of strategies and models of teaching and learning and how they could (and should) be adapted to each class accordingly in order to make it easier for them, and we even learnt about special needs and how a teacher should take them into consideration at the time of planning how he is going to teach certain content of the subject. It is important to be aware about students with important needs, since some of them might be under one of these special situations, and the teacher's work in spotting them can help in a great way. Furthermore, special indications were given in relation to special needs for us to know how to handle those situations and how to prevent students with special needs to drop out or to be left behind. In regard to the practical classes underwent, all of them dealt with putting into practice concepts, activities and models that we had seen in the theory. By doing this, we got a first-hand experience of what we would be doing with students at the time of teaching. Some examples would be designing different models for rewarding behaviors in class, putting differently colored hats that made us think in a determinate way, or seeing different situations in which us, the teachers, needed to identify different behaviors according to situations in which students were showing a series of characteristics.

However, of all the things learnt during the course, there is an aspect that I found particularly interesting. It deals with emotional education, and reminds us, future teachers, that our students are not an object or a number. They are individuals, with their own lives and problems, and we need to take that into consideration if we want to have a proper teacher-student relationship. In my

opinion, if you want to give your students a proper education, you need to know their necessities. In order to do so, it is important to get to know them in order to adapt your teaching style or model to the one that suits them best. Additionally, knowing your students should also help at the time of giving them advice, solving problems and even detecting any problems or disorders that they might be showing. To me, this was a really meaningful part of the subject and one that I consider should be taken into consideration by any teacher.

### 2.2.2. *Procesos y Contextos Educativos*

*Procesos y Contextos Educativos* is part of the general module of the course, and basically deals about pedagogy. During the course, we learnt different things through some readings and the classes. Basically, our teacher taught us to take into consideration that, as a class, our students are individuals with their own way of learning, and that the teacher should always try to facilitate it and to provide them with a good structure, so they can know where they are in every moment of the class. This subject showed us how to organize appropriately the class structure and management, to avoid discrimination and prejudice on behalf of the teacher towards their students, how to elaborate a didactic program, how to understand students process of learning and evaluating them, and so on. Additionally, we learnt about the different parts that conform the Educational School Project (*Proyecto Educativo del Centro: PEC*), which is the element that every educative center has and that serves as a guide for everyone to understand how the center as a whole works and how different aspects of education are treated.

This subject proved to be very useful, at least for me. Something I considered to be really important during the beginning of the course had to do with the readings, and it said that usually, students give their best thanks to the teachers that motivated them and pushed them to keep going, whereas bad teachers were just remembered for being abusive and unpolite. This was tightly related to what has been said about avoiding prejudice and discrimination between students. Some sociocultural aspects tend to influence the way we see people, and it is important for every teacher not to fall into that well of prejudice. Students are

individuals with their particularities, and equal chances of success should be given to all of them. Giving more opportunities to the more intelligent or ignoring students who tend to be unmotivated or talkative means making distinctions and therefore not helping students reach the same goals. As future teachers, it is our duty to learn to not give up and doing our best so that everyone in the class can be successful.

### 2.2.3. *Sociedad, Familia y Educación*

The last subject of the general module was *Sociedad, Familia y Educación*, which dealt with the different aspects education is related to. Throughout the subject, we learnt how society had evolved throughout the years, and how familiar structures and sociocultural groups had adapted to it as well. In this way, education evolved along with it. Differences in different aspects were dealt with during the course, such as the kind of families and their respective structures, social classes and minorities, types of marriages, the number of children in families and their increasing emancipation ages, gender and sexuality problems, and even teachers and their formation and growth as professionals within the world of education. Basically, this subject was aimed to give an overview about the evolution and constant change of education in relation to society to which it is directly linked. By doing this, we can understand new ways of teaching and learning, new behaviors and how to adapt to the ever-changing world of education.

For me, one of the most salient features of this subject was the perspective given about the evolution of education in relation to families. The way in which families were related to school has changed a great deal in recent years. The responsibilities that families need to assume about their kids and their education is a factor that appears to be missing in some cases, which usually results in educational flaws and problems between the centers and the students' parents. In one of the in-class debates, we came to the conclusion that nowadays, more parents tend to assume that their kids' education resides only in the educative centers, and they need to fix that and realize that the basis of education begin at home, and that students' education is both the center's duty and theirs.

## **2.3. Specific module**

### *2.3.1. Aprendizaje y Enseñanza de la Lengua Extranjera (Inglés)*

The first subject of the specific module is called *Aprendizaje y Enseñanza de la Lengua Extranjera*. This subject was “divided” in two periods, taught by two different teachers. The subject as a whole dealt with the different processes of Foreign Language Learning (FLL) and Foreign Language Teaching (FLT). During the first part of the course, we learnt about the different laws regarding education for E.S.O. and Baccalaureate in Spain. We went through the different curriculums for Secondary Education and, after that, we learnt how to assess the students’ skills with different tools for language testing. We learnt how to create rubrics, to discern between formative and summative assessment, and to use different kinds of evaluation elements in order to check if the student is progressing appropriately. Finally, we tackled intercultural tasks and their importance in the class, showing us that it is truly important to teach your students the differences across languages and cultures in order for them to be able to understand people who live differently.

For the second part of the course, the class studied syllabus design, Content and Language Integrated Learning (CLIL) and different teaching methods and their evolution through recent years. Syllabus design was related to teaching methods and their evolution. We saw that, in order to create a syllabus, we need to know the different ways of teaching a language, and care should be taken about choosing the one that best fits each class. As I have mentioned, every class is different and every student has their particularities. Thus, it is important to be aware about which way of teaching better suits their necessities. Finally, our teacher for the second period of the course, who usually works with CLIL, taught us the common misconceptions regarding this field and how to properly apply it to the Foreign Language Classroom.

Since this is one of the specific subjects of the module, it only logical that what we learnt here was important for our formation as future FL teachers. Learning about the FL curriculum was not really enjoyable, but it was necessary in order to see that any teacher needs to adapt to the legal framework and to build their

syllabus around it. Learning about how to create rubrics and how to assess students was a vital part of our formation, since every teacher needs to know how they intend to evaluate their students as they progress through the academic year. Intercultural tasks were also a useful way to teach students about sociocultural diversity, although it requires time for the teacher to think when and how to implement it in their teaching programs.

From the second part of the unit, I could say that one of the most interesting facts I learnt was that teaching methods have evolved throughout the years and that, unlike what I thought, one need not stick to an only method, and mixing the best qualities of different methods (if it is possible) may result in a good way of teaching, if it adapts to the students' necessities. Finally, learning about CLIL and its common misconceptions in the educative world was interesting, and it was quite useful to learn about how to implement it properly. However, after my internship period, I can tell that I find difficult to adapt the course to a CLIL classroom, and I personally believe that it might be easier to adapt other subjects to English than to adapt the English class to a different cultural topic.

### *2.3.2. Complementos para la Formación Disciplinar. Inglés*

The goal of this subject is to teach the different theoretical and structural elements of LT and LL. It took off by showing us the evolution of LT along the years, and followed by commenting on the necessary training and formation that any teacher requires to be able to fulfill their role as part of the educative world. As part of it, necessary knowledge about students in relation to teachers was given, such as their interests and motivations, their ever-changing way of thinking and acting, and so on. Another useful part of the course dealt with the difference between methods and approaches. Since we had seen the evolution of LT throughout the years, the different methods and approaches proposed for its correct execution and their evolution along with teaching were also seen. Since the class was divided in groups for researching on different methods, ours had to do with Task-Based Language Teaching (TBLT). It was interesting learning about it, although I had already had contact with it since I studied about it for my final year dissertation of the degree in English Studies. Nonetheless, I could be of help

to my classmates and the three of us discovered things that we did not know. After everyone finished that task, we presented the different methods and approaches in class, so everyone could learn about them.

During my internship period, I could find some of the contents of this subject useful. To begin with, thanks to having learnt about different methods and approaches, I was able to identify the way my tutor teacher taught English to her students, and to follow it as well. Additionally, since we had seen gamification in class (which consists in turning any activity into a game to increase students' engagement and motivation), I was able to design a gamification class for my students. Thanks to that, we transformed a common class dealing with Reported Speech in a contest in which groups of students worked together and learnt while having fun.

### *2.3.3. Innovación Docente e Iniciación a la Investigación Educativa. Inglés*

This subject was divided in two sections. The first, before our internship period, dealt with the different theoretical concepts of innovation and research in the educative community. During this first part of the course, we learnt about what innovation was and how to carry on research. We also designed a draft for an innovative project so that we learnt how to do so for our final year dissertation. Our teacher gave us indications for doing it, and feedback after we had turned in our research drafts. Before leaving for our internship period, our teacher tasked us with designing an innovation tool to present it in class after the internship ended. The second section of the course only lasted for a 3 hour session, in which every group in our class exposed their innovative tools. It was interesting to learn about the other groups' projects and ideas for classroom improvement.

I consider this one of the most important subjects in regard of improving and updating the classroom and the language teaching and learning process. This is because the field that I am interested the most in research and innovation for LT is the field of the use of videogames for teaching and learning. Since I personally have grown up learning a lot of English thanks to videogames, I have always thought that they are a really motivating and engaging way of teaching anything,

and English is not an exception. Taking into consideration that the upcoming generations are more and more used to the new technologies, I feel like researching in a field that they can relate to such as videogames, which a lot of students use in their daily lives, can be a good way of helping them learn not only in class, but also autonomously.

It is also worth noting that, during my internship period, I could engage with a number of students in friendly conversation in English just to talk about videogames. These students were highly motivated by wanting to share their experiences with me, and they managed to find different expressions and ways of using language in order to communicate what they wanted.

#### **2.4. *Practicum***

The practicum is an internship period during the academic year in which, for two months, students attend to their assigned High School centers in order to first observe and then take part of the educative process. Students are assigned a tutor teacher who will help them whenever necessary, and whom, along with the tutor assigned in university, will evaluate the student's performance.

I started my internship period on March 13<sup>th</sup> and finished it on May 12<sup>th</sup>. During the first week I was a bit nervous about not being able to teach properly or about not being able to get on well with students, but those fears soon disappeared. By the half of the first week, which consisted in observing and learning about how the tutor teacher gave class, I already wanted to go in front of the class and try to help. By the beginning of the second week, my teacher allowed me to help her with some exercises, although she kept doing most of the work. However, she gradually gave me more and more participation in class, to the point in which I taught different classes on my own when she had to attend different extracurricular activities with the exchange students from Italy. I appreciate how she has taught me how to teach and that she made me realize that, step by step, it is easy to learn. She was also permissive with me and gave me freedom to plan and carry on different dynamic activities, from presenting PowerPoint presentations about trips I had done to preparing a full gamification class.

One of the most important things that I learnt from her was to be patient and to not ever lose control of the class. Whenever disruptive situations occurred, she managed to solve them without ever raising her voice and treating students politely. I honestly believe that the internship period has been the best out of the whole master, and I am really glad I got to live the teacher experience from a closer point of view.

## **2.5. Conclusion**

During the first part of the master, I have been able to acquire different theoretical knowledge and concepts that I have later been able to put into practice during the *Practicum*. Both the general module and the specific module have brought me different information which is quintessential for being a teacher. Learning about the different necessary things that being a teacher takes and then being able to put all of them into practice during a period in which I could be a teacher has been a good opportunity, and a keystone for me to decide that I really wanted to be a teacher.



### 3. COURSE SYLLABUS

In this section, we are going to see the course syllabus for a whole academic year. It is designed for the course of 3<sup>rd</sup> of E.S.O. in Spain. Since there are two kinds of English programs in High School, those being the regular program and the Official School of Languages program, it should be noted that this syllabus is designed for the regular program. The contents, objectives, and evaluation criteria of the subject for every course of E.S.O. are established in the Official Bulletin of the Estate, number 79, in its Decree 19/2015, dated on 12<sup>th</sup> of June. They are in accordance to the *Ley Orgánica para la Mejora de la Calidad Educativa* (LOMCE).

Since this syllabus is designed for high school students of E.S.O., it is estimated that the number of students in the class should be around 25-30. Of course, it is subject to change, depending on the center and its characteristics. The course accounts for 4 hours of class per week. In case the high school has a native speaker of English as a language assistant, the sessions will not be altered, but the class will be adapted and the schedule will be followed, since the methodology for the subject is based in oral communication, the class will be the same, just in a more dynamic way than usual.

The structure of this course syllabus is as follows:

- Objectives
- Competences
- Contents
- Materials
- Intervention strategies and curricular adaptations
- Methodology
- Assessment criteria
- Units Structure

### 3.1. Objectives

#### 3.1.1 General Objectives

The general objectives, also known as *Objetivos de la Etapa*, as stated in the Official Bulletin of the State 79, in its Decree 19/2015 dated 12<sup>th</sup> of June, state the main objectives to be attained by all students in all subjects by the end of E.S.O. They are the following:

- *Asumir responsablemente sus deberes, conocer y ejercer sus derechos en el respeto a los demás, practicar la tolerancia, la cooperación y la solidaridad entre las personas y grupos, ejercitarse en el diálogo afianzando los derechos humanos y la igualdad de trato y de oportunidades entre hombres y mujeres, como valores comunes de una sociedad plural y prepararse para el ejercicio de la ciudadanía democrática.*
- *Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal.*
- *Valorar y respetar la diferencia de sexos y la igualdad de derechos y oportunidades entre ellos. Rechazar la discriminación de las personas por razón de sexo o por cualquier otra condición o circunstancia personal o social. Rechazar los estereotipos que supongan discriminación entre hombres y mujeres, así como cualquier manifestación de violencia contra la mujer.*
- *Fortalecer sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como rechazar la violencia, los prejuicios de cualquier tipo, los comportamientos sexistas y resolver pacíficamente los conflictos.*
- *Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Adquirir una preparación básica en el campo de las tecnologías, especialmente las de la Información y la Comunicación.*

- *Concebir el conocimiento científico como un saber integrado, que se estructura en distintas disciplinas, así como conocer y aplicar los métodos para identificar los problemas en los diversos campos del conocimiento y de la experiencia.*
- *Desarrollar el espíritu emprendedor y la confianza en sí mismo, la participación, el sentido crítico, la iniciativa personal y la capacidad para aprender a aprender, planificar, tomar decisiones y asumir responsabilidades.*
- *Comprender y expresar con corrección, oralmente y por escrito, en la lengua castellana textos y mensajes complejos, e iniciarse en el conocimiento, la lectura y el estudio de la literatura.*
- *Comprender y expresarse en una o más lenguas extranjeras de manera apropiada.*
- *Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de los demás, así como el patrimonio artístico y cultural.*
- *Conocer y aceptar el funcionamiento del propio cuerpo y el de los otros, respetar las diferencias, afianzar los hábitos de cuidado y salud corporales e incorporar la educación física y la práctica del deporte para favorecer el desarrollo personal y social. Conocer y valorar la dimensión humana de la sexualidad en toda su diversidad. Valorar críticamente los hábitos sociales relacionados con la salud, el consumo, el cuidado de los seres vivos y el medio ambiente, contribuyendo a su conservación y mejora.*
- *Apreciar la creación artística y comprender el lenguaje de las distintas manifestaciones artísticas, utilizando diversos medios de expresión y representación.*

### 3.1.2. Subject Objectives

The subject objectives are those which establish the different goals to be attained by the end of the academic year in a subject. In this case, the subject is *Primera Lengua Extranjera (Inglés)* for 3<sup>rd</sup> of E.S.O. The subject objectives are stated in the Official Bulletin of the State 79, in its Decree 19/2015 from the 12<sup>th</sup>

of June. They are divided in four different blocks, those being comprehension and production of both written and oral texts, and are the following:

### ***Bloque I: Comprensión de textos orales***

*- Capta los puntos principales y detalles relevantes de indicaciones, anuncios, mensajes y comunicados breves y articulados de manera lenta y clara (p. e. cambio de puerta de embarque en un aeropuerto, información sobre actividades en un campamento de verano, o en el contestador automático de un cine), siempre que las condiciones acústicas sean buenas y el sonido no esté distorsionado.*

*- Entiende lo esencial de lo que se le dice en transacciones y gestiones cotidianas y estructuradas (p. e. en hoteles, tiendas, albergues, restaurantes, centros de ocio, de estudios o trabajo).*

*- Identifica el sentido general y los puntos principales de una conversación formal o informal entre dos o más interlocutores que tiene lugar en su presencia cuando el tema le resulta conocido y el discurso está articulado con claridad, a velocidad media y en una variedad estándar de la lengua.*

*- Comprende, en una conversación informal en la que participa, descripciones, narraciones, puntos de vista y opiniones sobre asuntos prácticos de la vida diaria y sobre temas de su interés cuando se le habla con claridad, despacio y directamente y si el interlocutor está dispuesto a repetir o reformular lo dicho.*

*- Comprende, en una conversación formal, o entrevista (p. e. en centros de estudios o de trabajo) en la que participa, lo que se le pregunta sobre asuntos personales, educativos, ocupacionales o de su interés, así como comentarios sencillos y predecibles relacionados con los mismos, siempre que pueda pedir que se le repita, aclare o elabore algo de lo que se le ha dicho.*

*- Distingue, con el apoyo de la imagen, las ideas principales e información relevante en presentaciones sobre temas educativos, ocupacionales o de su interés (p. e. sobre un tema curricular, o una charla para organizar el trabajo en equipo).*

- Identifica la información esencial de programas de televisión sobre asuntos cotidianos o de su interés articulados con lentitud y claridad (p. e. noticias, documentales o entrevistas), cuando las imágenes ayudan a la comprensión.

### **Bloque II: Producción de textos orales: expresión e interacción**

- Hace presentaciones breves y ensayadas, bien estructuradas y con apoyo visual (p. e. transparencias o PowerPoint), sobre aspectos concretos de temas de su interés o relacionados con sus estudios u ocupación, y responde a preguntas breves y sencillas de los oyentes sobre el contenido de las mismas.

- Se desenvuelve correctamente en gestiones y transacciones cotidianas, como son los viajes, el alojamiento, el transporte, las compras y el ocio, siguiendo normas de cortesía básicas (saludo y tratamiento).

- Participa en conversaciones informales, cara a cara o por teléfono u otros medios técnicos, en las que establece contacto social, intercambia información y expresa opiniones y puntos de vista, hace invitaciones y ofrecimientos, pide y ofrece cosas, pide y da indicaciones o instrucciones, o discute los pasos que hay que seguir para realizar una actividad conjunta.

- Toma parte en una conversación formal, reunión o entrevista de carácter académico u ocupacional (p. e. para realizar un curso de verano, o integrarse en un grupo de voluntariado), intercambiando información suficiente, expresando sus ideas sobre temas habituales, dando su opinión sobre problemas prácticos cuando se le pregunta directamente, y reaccionando de forma sencilla ante comentarios, siempre que pueda pedir que se repitan los puntos clave si lo necesita.

### **Bloque III: Comprensión de textos escritos**

- Identifica, con ayuda de la imagen, instrucciones de funcionamiento y manejo de aparatos electrónicos o de máquinas, así como instrucciones para la realización de actividades y normas de seguridad (p. e. en un centro escolar, un lugar público o una zona de ocio).

- Entiende los puntos principales de anuncios y material publicitario de revistas o Internet formulados de manera simple y clara, y relacionados con asuntos de su interés, en los ámbitos personal, académico y ocupacional.

- Comprende correspondencia personal, en cualquier formato, en la que se habla de uno mismo; se describen personas, objetos y lugares; se narran acontecimientos pasados, presentes y futuros, reales o imaginarios, y se expresan sentimientos, deseos y opiniones sobre temas generales, conocidos o de su interés.

- Entiende lo esencial de correspondencia formal en la que se le informa sobre asuntos de su interés en el contexto personal, educativo u ocupacional (p. e. sobre un curso de idiomas o una compra por Internet).

- Capta las ideas principales de textos periodísticos breves en cualquier soporte si los números, los nombres, las ilustraciones y los títulos vehiculan gran parte del mensaje.

- Entiende información específica esencial en páginas Web y otros materiales de referencia o consulta claramente estructurados sobre temas relativos a materias académicas, asuntos ocupacionales, o de su interés (p. e. sobre un tema curricular, un programa informático, una ciudad, un deporte o el medio ambiente), siempre que pueda releer las secciones difíciles.

- Comprende lo esencial (p. e. en lecturas para jóvenes) de historias de ficción breves y bien estructuradas y se hace una idea del carácter de los distintos personajes, sus relaciones y del argumento.

#### **Bloque IV: Producción de textos escritos: expresión e interacción**

- Completa un cuestionario sencillo con información personal y relativa a su formación, ocupación, intereses o aficiones (p. e. para suscribirse a una publicación digital, matricularse en un taller, o asociarse a un club deportivo).

- Escribe notas y mensajes (SMS, WhatsApp, chats) en los que se hacen breves comentarios o se dan instrucciones e indicaciones relacionadas con actividades y situaciones de la vida cotidiana y de su interés.

- Escribe notas, anuncios y mensajes breves (p. e. en Twitter o Facebook) relacionados con actividades y situaciones de la vida cotidiana, de su interés personal o sobre temas de actualidad, respetando las convenciones y normas de cortesía y de la netiqueta.

- Escribe informes muy breves en formato convencional con información sencilla y relevante sobre hechos habituales y los motivos de ciertas acciones,

*en los ámbitos académico y ocupacional, describiendo de manera sencilla situaciones, personas, objetos y lugares y señalando los principales acontecimientos de forma esquemática.*

*- Escribe correspondencia personal en la que se establece y mantiene el contacto social (p. e. con amigos en otros países), se intercambia información, se describen en términos sencillos sucesos importantes y experiencias personales (p. e. la victoria en una competición), se dan instrucciones, se hacen y aceptan ofrecimientos y sugerencias (p. e. se cancelan, confirman o modifican una invitación o unos planes), y se expresan opiniones de manera sencilla.*

*- Escribe correspondencia formal básica y breve, dirigida a instituciones públicas o privadas o entidades comerciales, solicitando o dando la información requerida de manera sencilla y observando las convenciones formales y normas de cortesía básicas de este tipo de textos.*

### 3.1.3. Unit Objectives

The unit objectives are the goals that are to be reached within each individual unit. As such, they will be stated in their unit tables in section 3.8. (Units structure).

## **3.2. Competences**

As stated in the *Boletín Oficial de La Rioja*, in its Decree 19/2015, dated 12th of June, the basic key competences to be developed and attain in this unit are:

1. *Competencia en comunicación lingüística (CCL)*
2. *Competencia matemática y competencias básicas en ciencia y tecnología.*
3. *Competencia digital.*
4. *Aprender a aprender.*
5. *Competencias sociales y cívicas.*
6. *Sentido de la iniciativa y espíritu emprendedor.*
7. *Conciencia y expresiones culturales.*

These competences are intended to be developed by teenagers by the end of their Obligatory Secondary School education.

### **3.3. Contents**

The *Boletín Oficial de La Rioja*, in its decreto 19/2015, dated 12th of June, outlines the required content of each school year for Obligatory Secondary School Education (E.S.O.).

The contents are divided into four main blocks or modules:

I. Oral Text Comprehension

II. Oral Text Production: Expression and Interaction

III. Written Text Comprehension

IV. Written Text Production: Expression and Interaction

At the time of creating and designing the teaching programme, these are the contents need to appear. The contents that are introduced in each unit are divided within these four blocks.

When the unit is developed, the contents that fit inside each of the blocks will be detailed within their section.

### **3.4. Materials**

The materials used for this syllabus are few and not much will be needed. The main material for the whole course will be the book, which is the following:

Marks, L. and Addison, C. (2016) *New English in Use – ESO 3 Student's Book*. Burlington Books. ISBN: 978-9963-51-671-1.

The other materials which may be used in the class are a computer set with loudspeakers, a projector with a white screen. The computer has internet access,



through which many other materials such as documents, videos or music could be accessed. It can also use a digital copy of the book for display in class. Additionally, the teacher may bring in any necessary photocopies such as worksheets with exercises for the class if any activity which is not from the book requires it.

### **3.5. Intervention strategies and curricular adaptations**

Secondary Education accounts for some principles that aim to guarantee that all students can reach the same educational goals, even if there are differences within the class. To do so, the law establishes a series of guidelines to be followed by every high school. In this way, secondary education centers need to take into consideration those guidelines to design a series of programs that pay attention to diversity. These programs give indications about how to help students who have problems at the time of learning and achieving the same goals as their peers, and they should be followed whenever a student is not able to keep up with the subject. At the same time, students with higher capacities are also part of that diversity, and teachers should pay attention to them so they can help them make the most out of their potential.

All of this is stated in the document that gives guidelines towards attending to student's differences, and it is called "Plan of Attention to Diversity". It is a very important aspect to take into consideration, and it can be found within any school's educative framework.

### **3.6. Methodology**

The methodology to follow with this group doesn't hold to an only way of teaching. There are different approaches and methods from which a teacher can extract what they consider best to put it together solidly and use it as a way of teaching. In this way, we will use a traditional material such as is the book as a guideline and as the source of the main components of English and their correspondent exercises for practice. However, following the Direct Method, the

class will be given completely in the target language. Of course, the class can switch to Spanish whenever someone can't follow the class properly, if there are difficult terms or concepts, or if there are any doubts that can be more adequately solved in the student's native tongue. It is also worth noting that, as a student, I have been following a traditional way of learning, mainly based in classes with a low oral component. In this way, and combining it with the Direct Method, I will account for a more oral approach with a stronger oral component, giving students the chance to participate more actively in class by doing and correcting exercises aloud, allowing them to check with their peers, discuss the exercises, develop intercommunicative competence and in general giving them more reasons to practice their oral skills. This could help foster their confidence, since there are many students who might be afraid of saying something aloud by fear of being wrong. By establishing a cooperative way of learning, students can not only feel freer of speaking and of making mistakes, but they can also learn from their peers, develop their teamwork, and learn to respect their classmates. Additionally, at the time of correcting mistakes, recast will be the most suitable option, since it gives instant feedback about what the student has just said and allows them to notice what they have done wrong without interrupting communication.

The class is thought to be mainly student directed. To do so, relating the different concepts to be learnt to the student's daily life may allow them to find English more motivating to express something personal that they may want to share with the rest of the class. By integrating the language in their lives, students may stop seeing it as "another boring subject which has no use". That's why the main character of the class is the student, and every student should have the chance to communicate in English and to participate in class, for them to develop their communication skills and their English proficiency in general.

### **3.7. Assessment criteria**

The assessment criteria consist in a series of rules and standards that are followed to test whether students have achieved the course's goals or not. The

assessment criteria for 3rd of E.S.O. are established by the *Boletín Oficial de La Rioja*, in its decreto 19/2015, dated 12th of June. These rules are the following:

### **Bloque I: Comprensión de textos orales**

- *Identificar la información esencial, los puntos principales y los detalles más relevantes en textos orales breves y bien estructurados, transmitidos de viva voz o por medios técnicos, y articulados a velocidad lenta o media, en un registro formal, informal o neutro, y que versen sobre asuntos cotidianos en situaciones habituales o sobre temas generales o del propio campo de interés en los ámbitos personal, público, educativo y ocupacional, siempre que las condiciones acústicas no distorsionen el mensaje y se pueda volver a escuchar lo dicho.*

- *Conocer y saber aplicar las estrategias más adecuadas para la comprensión del sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes del texto.*

- *Conocer y utilizar para la comprensión del texto los aspectos socioculturales y sociolingüísticos relativos a la vida cotidiana (hábitos de estudio y de trabajo, actividades de ocio), condiciones de vida (entorno, estructura social), relaciones interpersonales (entre hombres y mujeres, en el trabajo, en el centro educativo, en las instituciones), comportamiento (gestos, expresiones faciales, uso de la voz, contacto visual), y convenciones sociales (costumbres, tradiciones).*

- *Distinguir la función o funciones comunicativas más relevantes del texto y un repertorio de sus exponentes más comunes, así como patrones discursivos de uso frecuente relativos a la organización textual (introducción del tema, desarrollo y cambio temático, y cierre textual).*

- *Aplicar a la comprensión del texto los conocimientos sobre los constituyentes y la organización de patrones sintácticos y discursivos de uso frecuente en la comunicación oral, así como sus significados asociados (p. e. estructura interrogativa para hacer una sugerencia).*

- *Reconocer léxico oral de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y*

*ocupaciones, e inferir del contexto y del cotexto, con apoyo visual, los significados de palabras y expresiones de uso menos frecuente o más específico.*

*- Discriminar patrones sonoros, acentuales, rítmicos y de entonación de uso común, y reconocer los significados e intenciones comunicativas generales relacionados con los mismos.*

## **Bloque II: Producción de textos orales, expresión e interacción**

*- Producir textos breves y comprensibles, tanto en conversación cara a cara como por teléfono u otros medios técnicos, en un registro neutro o informal, con un lenguaje sencillo, en los que se da, solicita e intercambia información sobre temas de importancia en la vida cotidiana y asuntos conocidos o de interés personal, educativo u ocupacional, y se justifican brevemente los motivos de determinadas acciones y planes, aunque a veces haya interrupciones o vacilaciones, resulten evidentes las pausas y la reformulación para organizar el discurso y seleccionar expresiones y estructuras, y el interlocutor tenga que solicitar a veces que se le repita lo dicho.*

*- Conocer y saber aplicar las estrategias más adecuadas para producir textos orales breves y de estructura simple y clara, utilizando, entre otros, procedimientos como la adaptación del mensaje a patrones de la primera lengua u otras, o el uso de elementos léxicos aproximados si no se dispone de otros más precisos.*

*- Incorporar a la producción del texto oral los conocimientos socioculturales y sociolingüísticos adquiridos relativos a estructuras sociales, relaciones interpersonales, patrones de comportamiento y convenciones sociales, actuando con la debida propiedad y respetando las normas de cortesía más importantes en los contextos respectivos.*

*- Llevar a cabo las funciones demandadas por el propósito comunicativo, utilizando los exponentes más comunes de dichas funciones y los patrones discursivos de uso más frecuente para organizar el texto de manera sencilla, con la suficiente cohesión interna y coherencia con respecto al contexto de comunicación.*

- *Mostrar control sobre un repertorio limitado de estructuras sintácticas y de cohesión de uso habitual (repetición léxica, elipsis, deixis personal, espacial y temporal, yuxtaposición, y conectores y marcadores conversacionales frecuentes).*

- *Conocer y utilizar un repertorio léxico oral suficiente para comunicar información y opiniones simples y directas en situaciones cotidianas y habituales, aunque en situaciones menos corrientes haya que adaptar el mensaje.*

- *Pronunciar y entonar de manera clara e inteligible, aunque a veces resulte evidente el acento extranjero, o se cometan errores de pronunciación siempre que no interrumpan la comunicación, y los interlocutores tengan que solicitar repeticiones de vez en cuando.*

- *Manejar frases cortas, grupos de palabras y fórmulas para desenvolverse de manera suficiente en breves intercambios en situaciones habituales y cotidianas, interrumpiendo en ocasiones el discurso para buscar expresiones, articular palabras menos frecuentes y reparar la comunicación en situaciones menos comunes.*

- *Interactuar de manera sencilla en intercambios claramente estructurados, utilizando fórmulas o gestos simples para tomar o ceder el turno de palabra, aunque se dependa en gran medida del apoyo del interlocutor.*

### **Bloque III: Comprensión de textos escritos**

- *Identificar la información esencial, los puntos más relevantes y detalles importantes en textos, tanto en formato impreso como en soporte digital, breves y bien estructurados, escritos en un registro formal, informal o neutro, que traten de asuntos cotidianos, de temas de interés o relevantes para los propios estudios y ocupaciones, y que contengan estructuras sencillas y un léxico de uso común.*

- *Conocer y saber aplicar las estrategias más adecuadas para la comprensión del sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes del texto.*

- *Conocer, y utilizar para la comprensión del texto, los aspectos socioculturales y sociolingüísticos relativos a la vida cotidiana (hábitos de estudio y de trabajo, actividades de ocio, incluidas manifestaciones artísticas como la*

música o el cine), condiciones de vida (entorno, estructura social), relaciones interpersonales (entre hombres y mujeres, en el trabajo, en el centro educativo, en las instituciones), y convenciones sociales (costumbres, tradiciones).

- Distinguir la función o funciones comunicativas más relevantes del texto y un repertorio de sus exponentes más comunes, así como patrones discursivos de uso frecuente relativos a la organización textual (introducción del tema, desarrollo y cambio temático, y cierre textual).

- Reconocer, y aplicar a la comprensión del texto, los constituyentes y la organización de estructuras sintácticas de uso frecuente en la comunicación escrita, así como sus significados asociados (p. e. estructura interrogativa para hacer una sugerencia).

- Reconocer léxico escrito de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, e inferir del contexto y del cotexto, con apoyo visual, los significados de palabras y expresiones de uso menos frecuente o más específico.

- Reconocer las principales convenciones ortográficas, tipográficas y de puntuación, así como abreviaturas y símbolos de uso común (p. e. □, %, □), y sus significados asociados.

#### **Bloque IV: Producción de textos escritos: Expresión e interacción**

- Escribir, en papel o en soporte electrónico, textos breves, sencillos y de estructura clara sobre temas cotidianos o del propio interés, en un registro formal, neutro o informal, utilizando adecuadamente los recursos básicos de cohesión, las convenciones ortográficas básicas y los signos de puntuación más comunes, con un control razonable de expresiones y estructuras sencillas y un léxico de uso frecuente.

- Conocer y aplicar estrategias adecuadas para elaborar textos escritos breves y de estructura simple, p. e. copiando formatos, fórmulas y modelos convencionales propios de cada tipo de texto.

- Incorporar a la producción del texto escrito los conocimientos socioculturales y sociolingüísticos adquiridos relativos a estructuras sociales, relaciones interpersonales, patrones de actuación, comportamiento y convenciones

*sociales, respetando las normas de cortesía más importantes en los contextos respectivos.*

*- Llevar a cabo las funciones demandadas por el propósito comunicativo, utilizando los exponentes más comunes de dichas funciones y los patrones discursivos de uso más frecuente para organizar el texto escrito de manera sencilla con la suficiente cohesión interna y coherencia con respecto al contexto de comunicación.*

*- Mostrar control sobre un repertorio limitado de estructuras sintácticas de uso habitual, y emplear para comunicarse mecanismos sencillos lo bastante ajustados al contexto y a la intención comunicativa (repetición léxica, elipsis, deixis personal, espacial y temporal, yuxtaposición, y conectores y marcadores discursivos frecuentes).*

*- Conocer y utilizar un repertorio léxico escrito suficiente para comunicar información, opiniones y puntos de vista breves, simples y directos en situaciones habituales y cotidianas, aunque en situaciones menos corrientes y sobre temas menos conocidos haya que adaptar el mensaje.*

*- Conocer y aplicar, de manera adecuada para hacerse comprensible casi siempre, los signos de puntuación elementales (p. e. punto, coma) y las reglas ortográficas básicas (p. e. uso de mayúsculas y minúsculas, o separación de palabras al final de línea), así como las convenciones ortográficas más habituales en la redacción de textos en soporte electrónico (p. e. SMS, WhatsApp).*

During the whole year, there will be an end-of-term exam by the end of each trimester (summative assessment), which will evaluate the student's knowledge of the three units taught each trimester. Also, student's participation in class, doing their homework, their attitudes, their behaviors, their collaboration and in general their performance (formative assessment) will be evaluated.

In this way, student's exams will account for 80% of their total marks, which is 8 points. The oral expression will be assessed by an in-class presentation and their participation in class. The points are divided as follows:

- Morpho syntactic test: 30% (3 points)
- Oral expression: 15% (1,5 points)

- Oral comprehension: 10% (1 point)
- Written expression: 10% (1 point)
- Written comprehension: 15% (1,5 points)

**Total: 80% (8 points)**

On the other hand, and as it has been mentioned, student's participation in class will also be assessed:

- Homework: 10% (1 point)
- Respectful participation in class, taking turns, positive attitudes and motivation: 10% (1 point)

**Total: 20% (2 points)**

### **3.8. Units structure**

The structure of the units is divided in tables. Within them, the different elements of the unit can be found. These are the unit objectives, contents, assessment, materials and methodology. Each trimester accounts for 3 units, except for the first, which has 4:

- 1<sup>st</sup> trimester: Units 0, 1, 2, 3.
- 2<sup>nd</sup> trimester: Units 4, 5, 6.
- 3<sup>rd</sup> trimester: Units 7, 8, 9.



## UNIT 0: Getting Started

<b>UNIT 0: Getting Started</b>		
<p><b><u>UNIT OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>• Reviewing vocabulary related to geography, professions, weather and transport.</li> <li>• Using correctly the verbs <i>to be</i> and <i>have got</i>, the forms <i>there is / there are</i>, <i>there was / there were</i>, Present Simple and Present Continuous and comparisons of adjectives and adverbs.</li> <li>• Doing formal and informal presentations.</li> <li>• Using classroom language.</li> <li>• Learning to organize the ideas of different parts of a text.</li> <li>• Using their knowledge of writing rules to correct a text, paying attention to capital letters, punctuation and the correct order of words.</li> </ul>	<p><b><u>CONTENTS:</u></b></p> <p><b>Reading and Writing:</b></p> <ul style="list-style-type: none"> <li>• Reading a leaflet of a museum.</li> <li>• Reviewing paragraph order in a text.</li> <li>• Reviewing of capital letters and punctuation.</li> <li>• Reviewing sentence order.</li> <li>• Practicing with exercises.</li> </ul>	
	<p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>• Reviewing use of language in formal and informal presentations.</li> <li>• Reviewing class language.</li> <li>• Doing exercises to put into practice formal and informal presentations and class language.</li> </ul>	
	<p><b>Linguistic knowledge:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary about geography, weather and transport.</li> <li>• Review of <i>to be</i>, <i>have got</i>, <i>there is / there are</i>, <i>there was / there were</i>. Present Simple and Present continuous. Comparison of adjectives and adverbs.</li> <li>• Organizing ideas from a text, paying attention to capital letters, punctuation and order.</li> </ul>	
<p><b><u>ASSESSMENT:</u></b></p> <p><u>Formative assessment:</u> student's participation and collaboration in class.</p> <p><u>Summative assessment:</u> This unit will only serve as a starter unit, and used for review. Its contents will not be evaluated in the exam.</p>	<p><b><u>MATERIALS:</u></b></p> <p>Student's book, a computer set with internet connection, the projector, loudspeakers, and the blackboard.</p>	<p><b><u>METHODOLOGY:</u></b></p> <p>Direct Method, with a high oral component and a student - centered approach.</p>

## UNIT 1: What a Journey!

<b>UNIT 1: What a Journey!</b>			
<p><b><u>UNIT OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>• Learning vocabulary about traveling and feelings.</li> <li>• Being able to read and understand a blog's entry and the biography of an English explorer: Sir Walter Raleigh.</li> <li>• Using Past Simple correctly.</li> <li>• Contrasting Past Simple with Past Continuous.</li> <li>• Being able to listen to and understand a conversation about information from a newspaper and about a journey.</li> <li>• Talking about explorers.</li> <li>• Describing past events.</li> <li>• Talking about a trip.</li> <li>• Writing a text about something strange that has happened to them, using quotation marks properly.</li> <li>• Identifying stressed syllables and pronouncing properly.</li> </ul>	<p><b><u>CONTENTS:</u></b></p> <p><b>Reading and Writing:</b></p> <ul style="list-style-type: none"> <li>• Reading a blog's entry, understanding key information, and doing exercises about it.</li> <li>• Reading about the explorer Sir Walter Raleigh.</li> <li>• Reading about Christmas Island.</li> <li>• Learning the proper use of quotations, Past Simple and Past Continuous, and connectors.</li> <li>• Writing a narrative.</li> </ul> <p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>• Listening and understanding a conversation about a trip. Doing exercises to check.</li> <li>• Applying vocabulary and grammar seen in the unit orally to talk about explorers and about past events.</li> </ul> <p><b>Linguistic knowledge:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary about feelings and traveling.</li> <li>• Phrasal verbs with <i>set</i> and <i>run</i>, suffixes -ful, -ed, and -able.</li> <li>• Verbs with prepositions. Arrive in / at.</li> <li>• Writing and talking about explorers and travels.</li> <li>• Learning about stress and intonation.</li> </ul>		
	<p><b><u>ASSESSMENT:</u></b></p> <p><u>Formative assessment:</u> student's participation and collaboration in class.</p> <p><u>Summative assessment:</u> This unit will be evaluated along with units 2 and 3 in a final exam at the end of the term.</p>	<p><b><u>MATERIALS:</u></b></p> <p>Student's book, a computer set with internet connection, the projector, loudspeakers, and the blackboard.</p>	<p><b><u>METHODOLOGY:</u></b></p> <p>Direct Method, with a high oral component and a student-centered approach.</p>

## UNIT 2: Achievements

<b>UNIT 2: Achievements</b>			
<p><b><u>UNIT OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>• Learning vocabulary about achievements and activities.</li> <li>• Learning about a band's fan site and about the origin of the Scouts.</li> <li>• Using Present Perfect Simple.</li> <li>• Contrasting between Present Perfect Simple and Past Simple.</li> <li>• Contrasting between <i>used to</i> and Past Simple.</li> <li>• Listening to a presentation in class and about a job interview.</li> <li>• Talking about famous characters, their interests and their pasts.</li> <li>• Writing an article about an event, paying attention to the use of adjectives, adverbs of mode and superlative adjectives and adverbs.</li> <li>• Pronouncing correctly the ending -ed, of regular verbs in past tense: /d/, /t/ and /id/ and voiceless letters.</li> </ul>	<p><b><u>CONTENTS:</u></b></p> <p><b>Reading and Writing:</b></p> <ul style="list-style-type: none"> <li>• Oral and written comprehension of a band's fan site. Doing exercises to check.</li> <li>• Identifying key words in the text.</li> <li>• Reading about interesting facts about digital starts in Japan.</li> <li>• Learning about the structure of a newspaper article. Then writing one.</li> </ul> <p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>• Oral and written comprehension of a conversation between a student and a teacher and about an in-class presentation.</li> <li>• Oral comprehension of a job interview.</li> <li>• Talking about famous people and asking for information.</li> <li>• Using expressions to show surprise.</li> </ul> <p><b>Linguistic knowledge:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary related to achievements and activities. Collocations with the verbs <i>go, do</i> and <i>make</i>.</li> <li>• Using Present Perfect Simple with <i>for, since, so far</i> and <i>over the years</i>.</li> <li>• Learning to pronounce voiceless letters and /d/, /t/ and /id/.</li> </ul>		
	<p><b><u>ASSESSMENT:</u></b></p> <p><u>Formative assessment:</u> student's participation and collaboration in class.</p> <p><u>Summative assessment:</u> This unit will be evaluated along with units 1 and 3 in a final exam at the end of the term.</p>	<p><b><u>MATERIALS:</u></b></p> <p>Student's book, a computer set with internet connection, the projector, loudspeakers, and the blackboard.</p>	<p><b><u>METHODOLOGY:</u></b></p> <p>Direct Method, with a high oral component and a student-centered approach.</p>

## UNIT 3: Holiday Time

<b>UNIT OBJECTIVES:</b>			<b>CONTENTS:</b>		
<ul style="list-style-type: none"> <li>• Learning vocabulary about traveling and getting ready for it.</li> <li>• Reading comprehensively about peculiar festivities and about conservation work in mount Kenia.</li> <li>• Using future tenses properly.</li> <li>• Listening comprehensively to a phone conversation about a trip's planning and about getting ready for a trip.</li> <li>• Talking about what to take to a trip.</li> <li>• Expressing future and traveling plans.</li> <li>• Writing an e-mail to a friend who is going to visit to tell him about their plans, using informal punctuation.</li> <li>• Pronouncing properly consonant endings of words and using the correct rhythm and intonation.</li> </ul>			<b>Reading and Writing:</b> <ul style="list-style-type: none"> <li>• Reading a magazine's article about traveling and understanding key information from the text.</li> <li>• Reading about different kinds of foods made with animal meat.</li> <li>• Reading about Mount Kenia's conservation work.</li> <li>•</li> </ul>		
			<b>Listening and Speaking:</b> <ul style="list-style-type: none"> <li>• Understanding two conversations about a trip planning and checking comprehension.</li> <li>• Talking about useful tools for traveling, the future, expressions of approval and disagreement, and planning a trip.</li> <li>• Writing an e-mail to plan a trip, paying attention to future tense and e-mail vocabulary.</li> </ul>		
			<b>Linguistic knowledge:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to traveling. Collocations with the verb <i>take</i>.</li> <li>• Future tenses and Present Continuous used to express future actions.</li> <li>• Learning to pronounce consonant endings of words with correct rhythm and intonation.</li> </ul>		
<b>ASSESSMENT:</b> <u>Formative assessment:</u> student's participation and collaboration in class. <u>Summative assessment:</u> This will be the last unit before the final exam of the term, which will account for the first three units.		<b>MATERIALS:</b> Student's book, a computer set with internet connection, the projector, loudspeakers, and the blackboard.	<b>METHODOLOGY:</b> Direct Method, with a high oral component and a student-centered approach.		

## UNIT 4: Home and Away

<b>UNIT 4: Home and Away</b>			
<p><b><u>UNIT OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>• Learning vocabulary about city places and urban elements.</li> <li>• Reading about a website in which two exchange students share their experiences, and a text about Sidney's bay.</li> <li>• Contrasting the use of First, Second and Third Conditionals.</li> <li>• Listening and understanding phone conversations where directions are given to get to a place.</li> <li>• Talking about, asking for, and giving directions to get to places in the city.</li> <li>• Writing a description about a place, paying attention to the use of words and expressions to give examples.</li> <li>• Identifying and producing difficult sounds, like in the word "turn", "corner", and "theatre". Correctly pronouncing cognates.</li> </ul>	<p><b><u>CONTENTS:</u></b></p> <p><b>Reading and Writing:</b></p> <ul style="list-style-type: none"> <li>• Reading about different foreign cities in a website. Checking comprehension and recognizing cognates and false friends.</li> <li>• Reading about Sidney's bay and checking comprehension.</li> <li>• Writing a descriptive text, paying attention to <i>there is / there are</i>, quantifiers and determinants. Using expressions to give examples: <i>such as, like</i> and <i>for example</i>.</li> </ul> <p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>• Listening and understanding a phone conversation about places in the city.</li> <li>• Listening and understanding a conversation in which someone asks for directions.</li> <li>• Talking cities and about urban elements.</li> <li>• Asking for and giving directions.</li> </ul> <p><b>Linguistic knowledge:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary related to the city and urban elements.</li> <li>• Time clauses in future simple to express future time.</li> <li>• Learning to pronounce cognates and difficult sounds in words like "turn", "corner" and "theatre".</li> </ul>		
	<p><b><u>ASSESSMENT:</u></b></p> <p><u>Formative assessment:</u> student's participation and collaboration in class.</p> <p><u>Summative assessment:</u> This unit will be evaluated along with units 5 and 6 in a final exam at the end of the term.</p>	<p><b><u>MATERIALS:</u></b></p> <p>Student's book, a computer set with internet connection, the projector, loudspeakers, and the blackboard.</p>	<p><b><u>METHODOLOGY:</u></b></p> <p>Direct Method, with a high oral component and a student - centered approach.</p>

## UNIT 5: A Plate of Food

<b>UNIT OBJECTIVES:</b>		<b>CONTENTS:</b>	
<ul style="list-style-type: none"> <li>• Learning vocabulary about food and a restaurant's menu.</li> <li>• Reading an article about British and French people's eating habits, and another about advice for a healthy life.</li> <li>• Learn to use correctly relative pronouns and to form reactive clauses.</li> <li>• Comparing food, presenting a complaint at a restaurant and expressing preferences.</li> <li>• Writing a restaurant review, paying attention to adjective order.</li> <li>• Identifying and producing the sound /f/ in words like "enough" and being able to identify and recognize stressed words in sentences.</li> </ul>		<b>Reading and Writing:</b> <ul style="list-style-type: none"> <li>• Reading an article about French and British people's eating habits.</li> <li>• Reading interesting facts about spices.</li> <li>• Writing a restaurant's menu using the appropriate language and structures.</li> <li>• Writing a restaurant review.</li> </ul>	
		<b>Listening and Speaking:</b> <ul style="list-style-type: none"> <li>• Listening to a dinner description.</li> <li>• Listening to some friends talking about a restaurant's menu.</li> <li>• Talking about food comparisons using vocabulary and grammar seen in the unit.</li> <li>• Roleplaying between classmates in which a customer presents a complaint.</li> <li>• Roleplaying between classmates in which a customer chooses from a menu.</li> </ul>	
		<b>Linguistic knowledge:</b> <ul style="list-style-type: none"> <li>• Adjectives to describe food and vocabulary related to a restaurant's menu. Using the adverbs <i>a little, very, really, so</i> and <i>completely</i> to express more or less intensity.</li> <li>• Identifying and producing the sound /f/ in words like "enough" and being able to identify and recognize stressed words in sentences.</li> </ul>	
<b>ASSESSMENT:</b> <u>Formative assessment:</u> student's participation and collaboration in class. <u>Summative assessment:</u> This unit will be evaluated along with units 4 and 6 in a final exam at the end of the term.		<b>MATERIALS:</b> Student's book, a computer set with internet connection, the projector, loudspeakers, and the blackboard.	
		<b>METHODOLOGY:</b> Direct Method, with a high oral component and a student-centered approach.	

## UNIT 6: Being a Friend

<b>UNIT 6: Being a Friend</b>		
<p><b><u>UNIT OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>• Learning vocabulary about personal relationships and personality.</li> <li>• Reading comprehensively a text about Damon and Pitias' Greek myth and another about the friendship between a Chinese immigrant and an American girl.</li> <li>• Learning to use modal verbs.</li> <li>• Listening to and understanding a conversation between two friends and their problems and a radio program.</li> <li>• Asking for and giving advice.</li> <li>• Comparing skills.</li> <li>• Writing a letter asking for and giving advice, stating facts and opinions.</li> <li>• Identifying and reproducing the sound /h/ in words like "hurt". Being able to correctly pronounce words with voiceless "h" like in "hour", and the contracted forms <i>can't</i>, <i>shouldn't</i>, <i>mustn't</i> and <i>couldn't</i>.</li> </ul>	<p><b><u>CONTENTS:</u></b></p> <p><b>Reading and Writing:</b></p> <ul style="list-style-type: none"> <li>• Reading about Damon and Pitias' myth.</li> <li>• Reading a text about the friendship between a Chinese immigrant and an American girl.</li> <li>• Writing a letter asking for advice using language and vocabulary learnt in the unit.</li> </ul>	
	<p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>• Listening to two conversations about friendship problems.</li> <li>• Listening to a radio program.</li> <li>• Talking with a friend to give him advice about personal relationships.</li> <li>• Talking with a classmate to compare skills. Using expressions of comparison.</li> <li>• Talking with a classmate to express personal problems. Using expressions of empathy.</li> </ul>	
	<p><b>Linguistic knowledge:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary related to personal relationships and adjectives of personality. Phrasal verbs with two particles and the prefixes <i>in-</i>, <i>im-</i>, <i>un-</i> and <i>dis-</i> to form words with opposed meaning.</li> <li>• Identifying and reproducing the sound /h/ in words like "hurt". Being able to pronounce words with voiceless and the contracted forms <i>can't</i>, <i>shouldn't</i>, <i>mustn't</i> and <i>couldn't</i>.</li> </ul>	
<p><b><u>ASSESSMENT:</u></b></p> <p><u>Formative assessment:</u> student's participation and collaboration in class.</p> <p><u>Summative assessment:</u> This will be the last unit before the final exam of the term, which will account for the units 4, 5 and 6.</p>	<p><b><u>MATERIALS:</u></b></p> <p>Student's book, a computer set with internet connection, the projector, loudspeakers, and the blackboard.</p>	<p><b><u>METHODOLOGY:</u></b></p> <p>Direct Method, with a high oral component and a student-centered approach.</p>

## UNIT 7: Fighting Crime

<b>UNIT 7: Fighting Crime</b>		
<p><b><u>UNIT OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>• Learning vocabulary about crime.</li> <li>• Reading an article about the use of social websites on behalf of the police to identify criminals, and about the consequences of digital piracy.</li> <li>• Using the passive voice in present and past tense.</li> <li>• Listening to a conversation about a boy's trouble with law and an interview to a theft witness.</li> <li>• Talking about events.</li> <li>• Explaining the meaning of words related to crime.</li> <li>• Reporting a crime.</li> <li>• Writing an article about an event paying attention to final conjunctions.</li> <li>• Identifying and producing difficult sounds like in "drank" and "drunk".</li> <li>• Practicing interrogative sentences intonation.</li> </ul>	<p><b><u>CONTENTS:</u></b></p> <p><b>Reading and Writing:</b></p> <ul style="list-style-type: none"> <li>• Reading about the use of social networks on behalf of the police to identify criminals.</li> <li>• Reading about the consequences of digital piracy.</li> <li>• Writing a newspaper article about a crime.</li> </ul>	
	<p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>• Listening to a conversation about a boy's trouble with law.</li> <li>• Listening to a conversation between a policeman and a witness.</li> <li>• Talking about a crime with expressions given.</li> <li>• Talking with a classmate to explain the meaning of different words. Making guesses.</li> <li>• Talking with a classmate to make a police report and describing a crime.</li> </ul>	
	<p><b>Linguistic knowledge:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary related to crimes and events. Differences between <i>steal</i> and <i>rob</i> and collocations with the verb <i>lose</i>.</li> <li>• Identifying and producing difficult sounds like in "drank" and "drunk". Practicing intonation of interrogative sentences.</li> </ul>	
<p><b><u>ASSESSMENT:</u></b></p> <p><u>Formative assessment:</u> student's participation and collaboration in class.</p> <p><u>Summative assessment:</u> This unit will be evaluated along with units 8 and 9 in a final exam at the end of the term.</p>	<p><b><u>MATERIALS:</u></b></p> <p>Student's book, a computer set with internet connection, the projector, loudspeakers, and the blackboard.</p>	<p><b><u>METHODOLOGY:</u></b></p> <p>Direct Method, with a high oral component and a student - centered approach.</p>



## UNIT 8: Innovations

<b>UNIT 8: Innovations</b>			
<p><b><u>UNIT OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>• Learning vocabulary related to inventions, gadgets, electronic devices and appliances.</li> <li>• Reading autonomously and in a comprehensive way an article about a famous Japanese inventor and a text about two inventions which help improve the quality of life of people in need.</li> <li>• Reviewing grammar that has been studied in previous units.</li> <li>• Listening comprehensively to two listening activities about a radio program and a quiz about inventions.</li> <li>• Sharing ideas.</li> <li>• Formulating and answering to questions.</li> <li>• Sharing and exchanging information about inventions.</li> <li>• Writing a composition about an invention, paying attention to the use of copulative conjunctions.</li> <li>• Identifying and producing difficult sounds such as “nationality”. Producing the correct intonation.</li> </ul>	<p><b><u>CONTENTS:</u></b></p> <p><b>Reading and Writing:</b></p> <ul style="list-style-type: none"> <li>• Reading a text about a Japanese inventor called Yoshiro Nakamatsu.</li> <li>• Reading about inventions and innovations.</li> <li>• Write about an invention following the instructions in the book.</li> <li>• Write a complaint.</li> </ul> <p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>• Listening about inventions, about iPods and about an inventions contest/quiz.</li> <li>• Practicing oral skills with the expressions learnt.</li> <li>• Practicing between classmates in a shop assistant - customer situation of having bought a defective product.</li> <li>• Checking intonation.</li> </ul> <p><b>Linguistic knowledge:</b></p> <ul style="list-style-type: none"> <li>• Learning vocabulary about inventions, electronic devices and appliances.</li> <li>• Learning the suffixes -ful and -less, and -er/-or.</li> <li>• Formation and use of the Past Perfect Simple tense, together with the Past Simple.</li> <li>• Learning the phoneme /ʃ/</li> <li>• Grammar review.</li> </ul>		
	<p><b><u>ASSESSMENT:</u></b></p> <p><u>Formative assessment:</u> student’s participation and collaboration in class.</p> <p><u>Summative assessment:</u> This unit will be evaluated along with units 7 and 9 in a final exam at the end of the term.</p>	<p><b><u>MATERIALS:</u></b></p> <p>Student’s book, a computer set with internet connection, the projector, loudspeakers, and the blackboard.</p>	<p><b><u>METHODOLOGY:</u></b></p> <p>Direct Method, with a high oral component and a student - centered approach.</p>

## UNIT 8: INNOVATIONS

	Activity	Skills	Aim	Materials	Time	Interaction	Homework
SESSION 1 (50')	<ul style="list-style-type: none"> <li>Presentation of the unit. Discussing the unit's name. Looking at the images, describing and discussing them.</li> <li>Telling students what they are going to see in the unit.</li> </ul>	Speaking Reading	<ul style="list-style-type: none"> <li>Preparing students for the unit.</li> <li>Student's participation.</li> <li>Allow them to discuss.</li> </ul>	Student's book	5'	Teacher → Students Students → Teacher	Exercises from the workbook related to the beginning of the unit.
	<ul style="list-style-type: none"> <li>Listening and repeating new vocabulary.</li> <li>Reading the text.</li> </ul>	Listening Speaking Reading	<ul style="list-style-type: none"> <li>Learning new vocabulary and expressions.</li> <li>Improving pronunciation.</li> </ul>	Student's book Computer with loudspeakers.	10'	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>Speaking, match the words.</li> </ul>	Speaking	<ul style="list-style-type: none"> <li>Learning new vocabulary.</li> </ul>	Student's book	5'	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>Copying and completing sentences.</li> </ul>	Reading Writing	<ul style="list-style-type: none"> <li>Learning to use and integrate new vocabulary.</li> </ul>	Student's book Notebook	5'	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>Reading the suffixes box with -ful and -less and learning about their use.</li> </ul>	Reading Speaking	<ul style="list-style-type: none"> <li>Learning new suffixes and their meanings. Learning how to use them.</li> </ul>	Student's book	5'	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>Listening to the biography of Thomas Edison and answering the question.</li> </ul>	Listening Speaking	<ul style="list-style-type: none"> <li>Learning about a famous inventor.</li> </ul>	Student's book Computer with loudspeakers	10'	Teacher → Students Students → Teacher Students → Students	
	<ul style="list-style-type: none"> <li>Listening again and completing the sentences.</li> </ul>	Listening Writing	<ul style="list-style-type: none"> <li>Improving their listening comprehension and filling the gaps.</li> </ul>	Student's book. Computer with loudspeakers	10'	Teacher → Students Students → Teacher	

**UNIT 8: INNOVATIONS**

	<b>Activity</b>	<b>Skills</b>	<b>Aim</b>	<b>Materials</b>	<b>Time</b>	<b>Interaction</b>	<b>Homework</b>
SESSION 2 (50')	<ul style="list-style-type: none"> <li>• Checking and correcting homework</li> <li>• Learning about Past Perfect Simple</li> </ul>	Reading Speaking	<ul style="list-style-type: none"> <li>• Checking their performance.</li> <li>• Showing them how to use Past Perfect Simple</li> </ul>	Workbook Student's book Blackboard Computer, projector and screen (optional)	15'	Teacher → Students Students → Teacher	Two exercises from the reading about Dr. Nakamatsu.
	<ul style="list-style-type: none"> <li>• Copying and completing sentences with Past Perfect Simple (affirmative / negative)</li> </ul>	Reading Writing	<ul style="list-style-type: none"> <li>• Putting in practice Past Perfect Simple structures.</li> </ul>	Student's book Notebook	5'	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>• Reading the exercise aloud while filling in the gaps with the Past Perfect Simple</li> </ul>	Reading Speaking	<ul style="list-style-type: none"> <li>• Checking and practicing student's capacity to use Past Perfect Simple 'on the go', while they read.</li> </ul>	Student's book	5'	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>• Copying and completing the questions with the verbs in brackets in Past Present Simple.</li> <li>• Answering the questions so they are true.</li> </ul>	Reading Writing	<ul style="list-style-type: none"> <li>• Forming questions with Past Perfect Simple.</li> <li>• Giving personal information.</li> </ul>	Student's book Notebook	5'	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>• Talking in pairs about things done by the end of a previous day.</li> <li>• Sharing that information with the class</li> </ul>	Speaking	<ul style="list-style-type: none"> <li>• Practicing Past Perfect Simple structures.</li> <li>• Communication between classmates.</li> </ul>	Student's book	10'	Teacher → Students Students → Teacher Students → Students	
	<ul style="list-style-type: none"> <li>• Reading a text about a Japanese inventor called Dr. Nakamatsu.</li> </ul>	Reading	<ul style="list-style-type: none"> <li>• Learning cultural content.</li> <li>• Learning about inventions.</li> </ul>	Student's book.	10'	Teacher → Students Students → Teacher	

**UNIT 8: INNOVATIONS**

	<b>Activity</b>	<b>Skills</b>	<b>Aim</b>	<b>Materials</b>	<b>Time</b>	<b>Interaction</b>	<b>Homework</b>
SESSION 3 (50')	<ul style="list-style-type: none"> <li>Homework correction.</li> <li>Learning to put “is” after “everything”, “everywhere” and “everyone”.</li> <li>Reading about intellectual property.</li> </ul>	Reading Speaking	<ul style="list-style-type: none"> <li>Checking students’ progress with homework.</li> <li>Learning particular grammatical structures.</li> <li>Learning about intellectual property.</li> </ul>	Student’s book Notebook	10’	Teacher → Students Students → Teacher	Exercises from the workbook for students to practice Past Simple Perfect and Past Simple.
	<ul style="list-style-type: none"> <li>Finding synonyms in the text.</li> </ul>	Reading Speaking	<ul style="list-style-type: none"> <li>Learning about new vocabulary and synonyms.</li> </ul>	Student’s book	5’	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>Expanding grammar knowledge about Past Perfect Simple.</li> <li>Linking it to Past Simple.</li> </ul>	Reading Speaking	<ul style="list-style-type: none"> <li>Learning to use Past Perfect Simple with Past Simple to state facts in time.</li> </ul>	Student’s book Blackboard Computer, projector and screen (optional)	5’	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>Copying and completing sentences about inventions with verbs in brackets from the Past Perfect Simple or the Past Simple.</li> </ul>	Reading Writing	<ul style="list-style-type: none"> <li>Practicing Past Perfect Simple and Past Simple and learning to combine and differentiate them.</li> <li>Learning about inventions and their inventors.</li> </ul>	Student’s book Notebook	5’	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>Completing the article with the correct form of the verbs in brackets from Past Perfect Simple and Past Simple. Listening and checking the answers.</li> </ul>	Reading Speaking Listening	<ul style="list-style-type: none"> <li>Completing the text with the correct forms of the verbs ‘on the go’.</li> <li>Learning about an inventor called Garret Morgan.</li> </ul>	Student’s book. Computer with loudspeakers.	10’	Teacher → Students Students → Teacher	

	<ul style="list-style-type: none"> <li>• Writing questions with the words from the exercise, using Past Perfect Simple or Past simple.</li> <li>• Answering the questions according to the article from the previous exercise.</li> </ul>	Reading Writing	<ul style="list-style-type: none"> <li>• Writing questions with Past Perfect Simple and Past Simple, to practice them.</li> <li>• Locating specific information in a text.</li> <li>• Answering the questions properly.</li> </ul>	Student's book Notebook	5'	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>• Speaking about things that students had made or built anytime, using Past Simple Perfect and Past Perfect.</li> </ul>	Speaking	<ul style="list-style-type: none"> <li>• Communication between classmates.</li> <li>• Practicing how to give information and how to ask for it with Past Perfect Simple and Past Simple.</li> </ul>	Student's book	10'	Teacher → Students Students → Teacher Students → Students	

**UNIT 8: INNOVATIONS**

	<b>Activity</b>	<b>Skills</b>	<b>Aim</b>	<b>Materials</b>	<b>Time</b>	<b>Interaction</b>	<b>Homework</b>
SESSION 4 (50')	<ul style="list-style-type: none"> <li>Listening and repeating the new words from the vocabulary related to appliances. Saying which appliances appear in the picture.</li> <li>Asking students the meaning of the different appliances that appear.</li> </ul>	Listening Speaking	<ul style="list-style-type: none"> <li>Learning new vocabulary about appliances.</li> <li>Understanding and locating specific information.</li> <li>Discussing the meaning of the new vocabulary.</li> </ul>	Student's book Computer and loudspeakers.	10'	Teacher → Students Students → Teacher	Exercises from the workbook related to vocabulary.
	<ul style="list-style-type: none"> <li>Copying and completing a chart with the appliances mentioned. Locating which don't belong in the chart.</li> </ul>	Reading Writing	<ul style="list-style-type: none"> <li>Understanding new vocabulary and being able to classify it.</li> <li>Develop logical thinking.</li> </ul>	Student's book Notebook	5'	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>Locating vocabulary put into the wrong sentences and relocating it where it belongs.</li> </ul>	Reading Writing	<ul style="list-style-type: none"> <li>Locating vocabulary wrongly positioned.</li> <li>Relocating it in order for the sentence to be correct.</li> </ul>	Student's book Notebook	5'	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>Thinking about appliances that don't appear in the book. Sharing them in class</li> <li>Learning about the suffixes -er and -or applied to verbs to create names of appliances. Ask students for examples.</li> </ul>	Speaking Reading	<ul style="list-style-type: none"> <li>Checking students' knowledge about appliances.</li> <li>Learning grammatical rules about word formation.</li> <li>Communication in class.</li> </ul>	Student's book Computer, projector and screen (optional)	5'	Teacher → Students Students → Teacher Students → Students	

	<ul style="list-style-type: none"> <li>• Listening to a quiz show. Matching the inventions to their inventors.</li> <li>• Listening again, answering true or false.</li> <li>• Listening a third time and answering questions from the listening.</li> </ul>	Listening Speaking	<ul style="list-style-type: none"> <li>• Checking listening comprehension of students.</li> <li>• Checking students' memory.</li> </ul>	Student's book Computer and loudspeakers	15'	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>• Listening and repeating the words with /ʃ/.</li> <li>• Listening and repeating sentences to learn their intonation, paying attention to long words.</li> </ul>	Listening Speaking	<ul style="list-style-type: none"> <li>• Learning how to pronounce a phoneme.</li> <li>• Learning to intonate correctly some words.</li> </ul>	Student's book Computer and loudspeakers	10'	Teacher → Students Students → Teacher	

**UNIT 8: INNOVATIONS**

	<b>Activity</b>	<b>Skills</b>	<b>Aim</b>	<b>Materials</b>	<b>Time</b>	<b>Interaction</b>	<b>Homework</b>
<b>SESSION 5</b> (50')	<ul style="list-style-type: none"> <li>Completing the dialogue with the expressions from the functional language.</li> </ul>	Reading Speaking	<ul style="list-style-type: none"> <li>Being able to use functional language correctly and in context.</li> <li>Learning functional language.</li> </ul>	Student's book	5'	Teacher → Students Students → Teacher	Writing a composition about an invention (80-100 words).
	<ul style="list-style-type: none"> <li>Speaking about inventions. In pairs, students will have to match the inventions to their correct details, while discussing it with the help of functional language from the previous exercise.</li> <li>Correcting it aloud while sharing students' opinions.</li> </ul>	Reading Speaking	<ul style="list-style-type: none"> <li>Communication between classmates using functional language.</li> <li>Giving opinions.</li> <li>Negotiation of meaning.</li> <li>Learning about inventors and inventions.</li> </ul>	Student's book	15'	Teacher → Students Students → Teacher Students → Students	
	<ul style="list-style-type: none"> <li>Getting ready to write an essay by copying a chart with the main parts of an essay about an invention.</li> <li>Reading the sample and filling the chart.</li> <li>Presenting connectors of addition.</li> </ul>	Reading Writing	<ul style="list-style-type: none"> <li>Learning how to structure an essay about an invention.</li> <li>Locating specific information.</li> <li>Learning about connectors of addition for students to use in their essays.</li> </ul>	Student's book Notebook	15'	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>Finding connectors of addition in the reading.</li> </ul>	Reading	<ul style="list-style-type: none"> <li>Locating specific information in the text.</li> </ul>	Student's book	5'	Teacher → Students Students → Teacher	



	<ul style="list-style-type: none"> <li>• Matching sentences with connectors of addition in order to form complete, logical phrases.</li> </ul>	Reading Speaking	<ul style="list-style-type: none"> <li>• Being able to connect two sentences to form a longer one by means of choosing the correct connector of addition.</li> <li>• Recognizing and understanding connectors of addition.</li> </ul>	Student's book	5'	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>• Introducing the writing task that the students will have to do for the next session. Going through the parts that the essay needs to have. Telling students to use connectors of addition correctly. Solving doubts.</li> </ul>	Speaking	<ul style="list-style-type: none"> <li>• To prepare students to do a writing essay.</li> <li>• Remind students of the essential parts of the essay they have to do.</li> <li>• Remind students to use connectors of addition.</li> </ul>	Student's book	5'	Teacher → Students Students → Teacher	

**UNIT 8: INNOVATIONS**

	<b>Activity</b>	<b>Skills</b>	<b>Aim</b>	<b>Materials</b>	<b>Time</b>	<b>Interaction</b>	<b>Homework</b>
<b>SESSION 6 (50')</b>	<ul style="list-style-type: none"> <li>Gathering the essays at the beginning of the class.</li> <li>Asking students whether they had any doubts or difficulties. Solving their doubts, if there is any.</li> </ul>	Speaking	<ul style="list-style-type: none"> <li>To gather previous homework for correction.</li> <li>Solving students' doubts.</li> </ul>	None	5'	Teacher → Students Students → Teacher	Workbook exercises related to this section of the book.
	<ul style="list-style-type: none"> <li>Introducing the cultural readings. Asking students what's the meaning of 'innovation'. Asking students about different inventions they know that are environmentally friendly.</li> </ul>	Speaking	<ul style="list-style-type: none"> <li>Learning about cultural information.</li> <li>Learning about new words and their meaning.</li> <li>Learning about innovations.</li> <li>Giving information about different inventions orally and learning about ecological inventions.</li> </ul>	Student's book	5'	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>Going through the two readings in the book. Learning about new information from them. Asking students the meaning of salient vocabulary they might not know. Discussing the readings.</li> </ul>	Reading Speaking	<ul style="list-style-type: none"> <li>Learning about different environmentally friendly innovations.</li> <li>Learning new vocabulary and content.</li> <li>Oral communication in class.</li> </ul>	Student's book	20'	Teacher → Students Students → Teacher Students → Students	
	<ul style="list-style-type: none"> <li>Answering the questions related to the readings and checking if they have understood them.</li> </ul>	Reading Speaking	<ul style="list-style-type: none"> <li>Check students' comprehension of the readings.</li> <li>Locate specific information.</li> </ul>	Student's book	5'	Teacher → Students Students → Teacher	

	<ul style="list-style-type: none"> <li>• Watching a culture video called <i>Repair or Replace?</i> After watching it, answering the questions that appear in it.</li> <li>• Discussing about recycling. Discussing about repairing or replacing broken things in other countries and in ours.</li> </ul>	Listening Speaking	<ul style="list-style-type: none"> <li>• Learn cultural information about recycling in other countries.</li> <li>• Learning about repairing and replacing broken items in other countries.</li> <li>• Discussing intercultural differences with the class.</li> </ul>	Student's book Computer, loudspeakers, projector and screen.	15'	Teacher → Students Students → Teacher Students → Students	
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**UNIT 8: INNOVATIONS**

	<b>Activity</b>	<b>Skills</b>	<b>Aim</b>	<b>Materials</b>	<b>Time</b>	<b>Interaction</b>	<b>Homework</b>
<b>SESSION 7 (50')</b>	<ul style="list-style-type: none"> <li>Listening and repeating the sentences in the exercise. Saying whether they are said by a customer or a shop assistant.</li> </ul>	Listening Speaking	<ul style="list-style-type: none"> <li>Listening to specific language between a customer and a shop assistant.</li> <li>Distinguishing and identifying two speakers.</li> </ul>	Student's book Computer and loudspeakers	5'	Teacher → Students Students → Teacher	Writing an email about having bought a defective product.
	<ul style="list-style-type: none"> <li>Completing the dialogue using sentences from the previous exercise.</li> <li>Listening and checking the answers.</li> </ul>	Listening Writing	<ul style="list-style-type: none"> <li>Filling in the gaps with specific information.</li> <li>Learning to structure a conversation.</li> </ul>	Student's book Computer and loudspeakers	10'	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>Practicing the dialogue from the previous exercise with a partner.</li> </ul>	Speaking	<ul style="list-style-type: none"> <li>Practicing a conversation between a customer and a shop assistant.</li> <li>Practicing pronunciation.</li> </ul>	Student's book	5'	Teacher → Students Students → Teacher Students → Students	
	<ul style="list-style-type: none"> <li>In pairs, choosing one of two situations and making a dialogue using expressions from the previous exercises.</li> <li>Acting out their conversations in turns.</li> </ul>	Reading Writing Speaking	<ul style="list-style-type: none"> <li>Communication with classmates.</li> <li>Learning to create a dialogue based in a problem with having bought a defective product.</li> </ul>	Student's book Notebook	15'	Teacher → Students Students → Teacher Students → Students	
	<ul style="list-style-type: none"> <li>Watching a video and answering the questions</li> </ul>	Listening Speaking	<ul style="list-style-type: none"> <li>Watching a video about making a complaint and answering the answers.</li> </ul>	Student's book Computer, loudspeakers, projector and screen.	5'	Teacher → Students Students → Teacher	

	<ul style="list-style-type: none"> <li>• Reading two e-mails of complaint and identifying which are the problems in each case.</li> </ul>	Reading Speaking	<ul style="list-style-type: none"> <li>• Being able to locate specific information and/or deducing it.</li> </ul>	Student's book	5'	Teacher → Students Students → Teacher	
	<ul style="list-style-type: none"> <li>• Reading a company's response about a complaint. Guessing what the complaint was about.</li> </ul>	Reading Speaking	<ul style="list-style-type: none"> <li>• Being able to deduce specific information by reading a text.</li> </ul>	Student's book	5'	Teacher → Students Students → Teacher	

## UNIT 9: Animal Planet

<b>UNIT 9: Animal Planet</b>		
<p><b><u>UNIT OBJECTIVES:</u></b></p> <ul style="list-style-type: none"> <li>• Learning vocabulary about animals and parts of their body.</li> <li>• Reading an article about nature-based technology and another about the discovery of DNA in the fossilized eggs of an elephant bird.</li> <li>• Learning about Reported Speech structures formation.</li> <li>• Listening to and understanding a conversation about the blowfish and about a biology professor.</li> <li>• Asking for and giving information.</li> <li>• Comparing actions.</li> <li>• Describing and comparing animals.</li> <li>• Writing a composition about an animal, paying attention to conjunctions and adversative relations.</li> <li>• Identifying and producing difficult sounds: /i:/, /i/ and /ei/ in words like <i>chimpanzee</i>, <i>funny</i> and <i>weigh</i>. Correctly pronounced linked words.</li> </ul>	<p><b><u>CONTENTS:</u></b></p> <p><b>Reading and Writing:</b></p> <ul style="list-style-type: none"> <li>• Reading about the term biomimetic and doing comprehension exercises.</li> <li>• Reading about the discovery of DNA in the fossilized eggs of an elephant bird.</li> <li>• Writing an article about an animal with language and structures learnt in the unit.</li> </ul>	
	<p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>• Listening to an oral description of a blowfish.</li> <li>• Listening to a biology class and to the students' presentations within that class.</li> <li>• Asking and answering questions about animals.</li> <li>• Comparing actions between classmates using new expressions. Reporting instructions.</li> <li>• Talking about animals with new expressions.</li> </ul>	
	<p><b>Linguistic knowledge:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary related to animals and parts of their bodies. Reflexive pronouns and phrasal verbs.</li> <li>• <i>Tell</i> and <i>say</i> + <b>that</b>.</li> <li>• Identifying and producing difficult sounds: /i:/, /i/ and /ei/ in words like <i>chimpanzee</i>, <i>funny</i> and <i>weigh</i>. Correctly pronounced linked words.</li> <li>• Advice about looking up information on the internet.</li> </ul>	
<p><b><u>ASSESSMENT:</u></b></p> <p><u>Formative assessment:</u> student's participation and collaboration in class.</p> <p><u>Summative assessment:</u> This will be the last unit before the final exam of the term, which will account for the units 7, 8 and 9.</p>	<p><b><u>MATERIALS:</u></b></p> <p>Student's book, a computer set with internet connection, the projector, loudspeakers, and the blackboard.</p>	<p><b><u>METHODOLOGY:</u></b></p> <p>Direct Method, with a high oral component and a student - centered approach.</p>

#### 4. INNOVATION PROJECT

*The Use of "Minecraft" in the Foreign Language Classroom to Improve Students' Motivation and Communicative Writing Skills*

##### **Resumen**

El mundo de los videojuegos ha ido evolucionando para formar parte del día a día de muchas personas. Si bien los videojuegos no tienen un público cerrado, están mayormente orientados hacia un público juvenil, y es fácil ver que las nuevas generaciones de alumnos crecen muy cercanas a las nuevas tecnologías, convirtiendo los videojuegos, entre otras cosas, en un elemento de su vida diaria. Siendo así, de manera reciente ha surgido la utilización de los videojuegos como herramienta de apoyo al aprendizaje. En este estudio se examina si la utilización de un videojuego creativo llamado *Minecraft* puede ayudar a mejorar la escritura en lengua inglesa de un grupo de alumnos de 3º de E.S.O. mediante la utilización del mismo en dicho idioma. Para contrastar los resultados, se comparará al grupo de alumnos que utiliza *Minecraft* con otro grupo que sigue una metodología de enseñanza más tradicional.

**Palabras clave:** destrezas escritas, videojuegos, Minecraft, aprendizaje de segundas lenguas.

##### **Abstract**

The videogame world has evolved to become part of the everyday life of many people. Although videogames are not aimed to a restricted public, they are primarily oriented towards a young audience, and it is easy to see that new generations of students grow up attached to the new technologies, making videogames, among other things, an element of their daily life. In this way, the use of videogames as a tool that supports learning has become a new current. In this paper, it is examined whether the use of a creative videogame called *Minecraft* can help improve writing compositions in English in a group of students

of 3<sup>rd</sup> of E.S.O. by playing the game in such language. To contrast the results, the experimental group, which will be using *Minecraft* will be compared with the control group, which will follow a more traditional methodology.

**Key words:** communicative writing skills, videogames, Minecraft, second language learning.

#### **4.1. Introduction**

Second Language Teaching (SLT) has evolved thoroughly in recent years. Since it first appeared, many linguists and teachers have tried to find different methods and approaches to improve the way in which a language is acquired or learnt. Many teachers make use of different technological resources, such as videos, songs, audios or presentations to make the class a bit more dynamic for their students, but I personally believe that it is not about what you use, but about how you use it.

As technology has developed and changed, so have the new generations. It is common nowadays to see young students of secondary education with their mobile phones or their MP3s around school, and it is likely that they own video consoles and tablets. In this way, we are dealing with a technology-bound generation, and that is why maybe videogames can serve as a useful tool to improve learning.

I have mentioned that many teachers have made use of different electronic devices or technological tools in class to make the class more dynamic, but then again, it is not what you use, but how you use it. If a teacher can use any tool in a way that makes the student the protagonist of the learning, it might be more motivating for them, probably leading to a better learning process with a positive outcome. I believe that a student-centered class that works around the students and allows them to experience learning in relation to them and their daily lives can be better and perhaps more motivating for them. That is why videogames might be a good supportive tool for the class. First, most of students might be used to playing videogames, so many of them might already know how to play



them, and in any case, an introductory tutorial can help them get the hang of it. Second, videogames make use of visuals, audio and playability. This makes the student learn not only in terms of the content given to them, but also in a visual and active way, since they are the main characters in their gameplay experience. Finally, if a videogame can be used for learning, it means that students can also use them outside of the class and learn extra content in an autonomous way.

However, there are some drawbacks to the use of videogames in the classroom. The teacher must take into consideration which games can be used for learning and which not. There is no point in employing time in something that will not lead to any learning. Additionally, there are many games that are not suitable for a classroom context because they might display mild language, violence, sexual content, and so on. Finally, the teacher will always have to consider if a class is suited to use videogame learning or not, depending on the characteristics of the same. If a videogame of any kind applied to a classroom context presents improvements in different aspects of the process of teaching and learning, it should be considered as a supportive tool that might be worth researching on.

This study focuses in the use of *Minecraft*, a creative sandbox<sup>1</sup> game in which players can explore, break, craft, build and modify a world made of cubes, creating different things and allowing their creativity to develop. Students will play the game in English in different sessions, and in the end, they will have to write a narrative text talking about their adventures, to see if it improves their creativity, motivation and writing skills. It is relevant to mention that, although the use of videogames in class be innovative, this project is also mainly experimental and it would be difficult to obtain significant results due to difficulty measuring written skills development in students. The study is conducted to test if an innovative tool such as videogames for language learning can be brought into class.

First, we will see the literature review about the use of videogames and specifically *Minecraft* for learning. Second, the methodology to follow, the

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<sup>1</sup> A kind of videogame that has an open world with different elements that allow the player to explore and experience the game without having to follow a determined path.

participants and the data collection instruments will be explained. Finally, we will talk about the procedure, expected results, discussion and conclusions.

## **4.2. Literature Review**

Since this study deals with the use of videogames for educative purposes, it is necessary to give some definitions of what a videogame is. As I mentioned in my final year dissertation *The Use of Gamification and Videogames in Second Language Learning* (Castellanos, 2016), Esposito (2005) says that “A videogame is a game which we play thanks to an audiovisual apparatus and which can be based on a story.” What we learn from this is that a videogame is any kind of game we can play in an electronic device, and it may have a story, or not. Nowadays, videogames can be played not only through videogame consoles, but also from other electronic devices, such as tablets and smartphones. We could simply say that videogames differ from normal games in the fact that they are digital.

When talking about videogames, we can also make different distinctions. For example, we have offline and online games. Offline games don't necessarily require a connection to the internet, and might or might not have a social component. However, online videogames require a connection to the internet and they are designed to be social in a way in which people can play together through the internet, with and against other users, and so on. On different categories, we have commercial videogames, designed to sell and for the amusement of the player and focused on bringing fun to them, and educational videogames, which are designed to teach something to the players in a less traditional, more dynamic way. Both commercial and educational videogames are designed to entertain the players, but in the case of the latter, it is a secondary asset for players not to lose motivation.

And what exactly is motivation? Kleinginna and Kleinginna (1981a) give some definitions of Motivation.

- Internal state or condition that activates behavior and gives it direction;

- Desire or want that energizes and directs goal-oriented behavior;
- Influence of needs and desires on the intensity and direction of behavior

Franken (1994) says that motivation is:

- The arousal, direction, and persistence of behavior.

Basically, motivation is a series of reasons that lead someone to begin and activity and maintain it throughout time. In the case of learning, motivation is what pushes the student to learn something and what keeps them paying attention a determinate amount of time. Knowing this, we can assume that any way of learning that is motivating will keep the attention of the learner focused on the content that is to be learnt, which should increase the possibility of better learning outcomes. That is one of the reasons for which I believe videogames can be a good supportive teaching tool. Some videogames can grab the attraction of students, and if a videogame is fun while it teaches something, it can motivate students to learn even without realizing that they are doing so. By merely playing a videogame in a different language (in this case, English), students are receiving a visual input of different words which can help them enhance their vocabulary as a first step. If the game contains dialogues, they can learn different grammar patterns, and if it is dubbed, they can even learn different pronunciations and accents. This, of course, depends on the videogame.

Another aspect to take into consideration is the fact that it has been said that videogames can be more attractive to men than women. If this was to be the case, some videogames could result less attractive to men than to female public, or the other way around, which could result in a lower motivation and therefore a worse learning outcome. In my study about videogames for learning, I conducted research about the gender variable and how it could affect players. Different studies obtained different results. Some of them indicated that there could be differences in game genre preferences, and some of them concluded that there were no differences between gender. Thus, I concluded that further research was required. Bonnano and Kommers (2010) concluded that women usually prefer puzzle, adventure, fighting and managerial games, whereas males preferred first person shooters (FPS), roleplaying games, and sport and strategy games. Also,

studies such as those of Ogletree and Drake (2007), Winn and Heeter (2009) and Padilla Walker, Nelson, Carroll and Jensen (2010), found that boys play videogames more time than girls do. However, research conducted by Homer, Hayward, Frye and Plass (2012) found that, although in preadolescence there was a higher number of male players, there were no differences in gender with increased age. Additionally, their research showed that the choice of videogame genre on behalf of the players was not related to their gender, but to their psychological characteristics, and this was also supported by Olson (2010). In this way, girls with a good self-esteem would tend to choose shooting or adventure games, whereas boys internalizing difficulties would be less likely to play a Multi-Massive Online Role-Playing Game (MMORPG). Hamlen (2010) also concluded that among children, boys play videogames more than girls. However, his research focused on the role of feelings at the time of playing. In this way, the choice of game would not reside in gender, but in the feelings that the player experiences while playing. Hence, success would extend gameplay time whereas failure would shorten it. After researching about the gender variable, I concluded that more research is still necessary on the field to see whether gender influences or not videogame choice.

The idea of this project is for students to write a narrative composition about their adventures using a videogame (which in this case is Minecraft). Different authors have researched about this topic. Toscano (2011) examined how videogames engage players in reading as well as they could be engaged by any book, and how that helps them learn a foreign language as well as any other source (such as a book) could do. In this way, he questions the way in which knowledge of a culture is acquired, and claims that videogames can help us understand a language and elaborate good texts as well as a book. Shultz, Colby and, Colby (2008) researched about how an online videogame called World of Warcraft could provide students with the perfect material for writing compositions. They said that, while playing a game, the students face rhetorical problems which they must find solutions to, and therefore, they can come up with wide range of more creative ideas to write a composition that was tasked to them. In doing so, and by being motivated, they will feel more willing to complete their task as efficiently as possible, and they will put more effort to it. Trekles (2012) claims

that there are different ways in which students can be motivated to make better written compositions using virtual environments, and she gives the examples of games such as *Second Life* or *Minecraft*. However, she advises the teacher to be aware of the limitations of the classroom in terms of available material.

Research for the use of Minecraft in Education has already been conducted. The work of Pusey and Pusey (2015) about using MinecraftEdu<sup>2</sup> to learn Science showed an increase in students' interest about science and the use of ICTs in school. Callaghan (2016) also studied the use of MinecraftEdu, and the outcome of the experiment showed that students could attain initial goals and enhance learning, improving engagement, collaboration, the creation of authentic learning activities and the achievement of learning outcomes. Her study underlined that the role of the teacher during the process is considerably influential in helping them reaching their goals. Nebel, Schneider and Daniel Rey (2016) wanted to know the different benefits and limitations of the use of Minecraft for educational purposes. They concluded that, although having some drawbacks, like teacher formation for its proper use, the limitation of topics that can be applied to the game or possible misuses of the game, Minecraft offers a rich and entertaining world in which players can develop their creativity, their cooperative skills (if playing online), and they are able to learn in different ways, while the game is adapted to whatever it is to be learnt. Finally, David Dogson, from the online website EFL Magazine, explains how Minecraft has been an increasingly popular game since its release in 2009, and gives different examples of activities that can be done with it in class. He tells the anecdote of how some of his students went from having no idea of what to do for a writing composition to writing a very good and detailed story about their adventures in Minecraft.

We can see that research with Minecraft is a somewhat new field, such as the use of videogames for learning, but it appears to be a good tool for students to learn different things. Knowing this, we can look at the research questions.

### **4.3. Research Questions**

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<sup>2</sup> MinecraftEdu is a version of Minecraft which is designed for Education, allowing teachers to create, modify and adapt Minecraft for their teaching purposes.

The main goal of this research is to test if secondary Spanish students of EFL from 3<sup>rd</sup> E.S.O. can improve their writing skills by means of playing a videogame called Minecraft, a creative game based on building, exploring and surviving in a beautiful, colorful world. To contrast the effects on writing of playing the game, another group of students in a traditional class will be tasked with the same writing tasks without using the game. Both classes will be from 3<sup>rd</sup> E.S.O. within the same high school, and students will be of the same age and level. The research questions are the following:

- Will Minecraft help students improve their writing skills in contrast to those who do not use it?
- Is there any difference in improvement between boys and girls?
- Does improvement persist after the experiment has finished?

#### 4.4. Methodology

This study aims to test if the use of a creative sandbox videogame called Minecraft helps students improve their communicative writing skills by improving their motivation. This innovation project is designed for a “perfect class situation” in which the content of the unit is seen without delay and there is room for a class project of four weeks duration.

##### 4.4.1. Participants

This is an experimental study that will need the participation of two different classes. That should account for about 27-30 students in each class, 54-60 students participating in the experiment. The participants will be secondary students enrolled in their third year of E.S.O (3<sup>rd</sup> E.S.O.) in La Rioja. Their proficiency level at that course is A2 from the Common European Framework of Reference, and all students should have the same proficiency level. As students of 3<sup>rd</sup> of E.S.O. they will be 14-15 years old, and their mother tongue will probably be Spanish. There will be an experimental group, which will be the one to play

Minecraft, and a control group, which will follow a more traditional methodology (reading adventure narratives instead of playing a videogame).

#### 4.4.2. Data Gathering Instruments

The data gathering instruments are composed by a teacher journal and three different tests.

First, the teacher will keep a teacher journal to follow both groups' attitudes, evolution and motivation throughout the experiment. By doing so, the teacher will be able to record and organize the information regarding the process of the experiment. The teacher can speak to the students of each group after each session to gather their opinions about the activities that they are following and compare them to see which group is more motivated. Additionally, the teacher journal can be useful in order to contrast the opinions of male and female students towards the use of a videogame for didactic purposes in the experimental group. The gender variable in the videogame world has been discussed, and this could help identify if differences in motivation towards videogames affect learning outcomes.

To recollect data to analyze the students' improvement in writing, three writing tests will be passed out to the students. First, the students from both groups will be presented with a pre-test (Model A for both groups) that will ask them to write a short narrative, a story dealing with a real anecdote or an invented adventure of about 80-100 words. Once done, the writings will be evaluated following the criteria established by the current curriculum of 3<sup>rd</sup> of E.S.O.

After the four weeks of the experiment, another writing test will be passed in the first session of the following week for both groups. The test will consist in, again, writing a short narrative, a story dealing with a real anecdote or an invented adventure of about 80-100 words. The main difference here will be that the control group will have freedom of choice in the topic (Model A test), but the experimental group will need to tell a real or fictional story dealing with what they have experienced in Minecraft (Model B test), be it their adventures or an invented story. Again, the writings will be evaluated following the criteria established by the

current curriculum of 3<sup>rd</sup> of E.S.O. Differences in vocabulary will not be taken in consideration as much, but rather the variety of expressions and use of different words instead of repeating the same.

Finally, one month after the experiment has concluded, both groups of students will be passed a post-test (Model A), in which they will have to write a short narrative, a story dealing with a real anecdote or an invented adventure of about 80-100 words, with freedom of topic for all of them. This final test seems to ascertain whether students' improvement in writing (if there is any) persists after some time.

#### 4.4.3. Procedure and data analysis

The experiment is thought to last two months. During the first four weeks, the experimental phase will take place, with a pre-test at the beginning and a test at the end. Then, after one month, the students will do the post-test. The experiment will be done at the beginning of the second trimester, in January, and it will finish in March. The second trimester has been elected since they will have studied narrative compositions in the first unit of their books in the previous trimester (*New English in Use – ESO 3 Student's Book* from Burlington Books).

During the final session of each week (4 sessions in total), the experimental group will use Minecraft in English, whereas the control group will read adventure narratives individually and discuss them in class. The teacher can monitor them and help anyone who has doubts. The purpose of this is for both groups to learn about narrative adventures in two different ways, as to see which way is more effective in helping them improve their writing skills by means of improving their motivation and giving them different ideas that push them to compose more creative and better written stories. After each session, students from each group will write a very brief anecdote about what they have learnt. In the case of the control group, it will be a summary of a story they have read in class, whereas the experimental group will write a summary of what the adventures they have experienced in Minecraft after each session. These will not be evaluated, but



serves as practice for their final tests, and the teacher can use them to check development and evolution.

The experimental group will have a tutorial class in the first session, and they will be able to get the hang of the controls and to start exploring the world of Minecraft. The teacher will monitor them and solve any doubts. The rest of the sessions, students will be able to play freely and to learn different things by themselves. Students will play individually, so that everyone can play the game.

The control group will read four short adventure stories adapted to their level, one per session. The first one will be a summary of “Oliver Twist” by Charles Dickens, the second one “The brave little tailor” by the Grimm brothers, the third one “The puss in boots” by Giovanni Francesco Straparola and the fourth one “The knight in rusty armor” by Robert Fisher.

By playing a videogame in English (experimental group) and reading stories (control group), both groups will deal with material regarding adventures, and by writing a summary of the gameplay and the stories read in class, both groups will practice their writing skills for the final test. As it can be seen, the experimental group follows an innovative way of teaching, whereas the control group deals with a more traditional way of learning.

For the corrections to be fair and not influenced by the expected results, a colleague from the English department will be asked to correct the tests on behalf of the project designer.

## **4.5. Expected Results and Discussion**

### 4.5.1. Expected results

The hypothetical results for this experiment are the following:

As it has been mentioned, it is probably difficult to obtain significant results from this experiment due to its limitations and to the difficulty of measuring improvement in motivation and writing skills in a limited study. The most probable outcome is that students from both groups are likely to obtain the same results in

the different tests. No students from any group are expected to perform extremely poorly, and regarding the gender variable, I expect to see no differences between boys and girls in any of the groups. Regarding the experimental group, although it has been argued that videogames are more appealing to boys than girls, Minecraft is an open, creative videogame which is likely to attract a wide audience without taking into consideration their age, gender, culture, etc., so it should be the same as the control group.

If, for some reason, the experimental group were to obtain better results, it could be argued that the use of a videogame might feel more entertaining and attractive than a traditional class, and increased motivation could lead to a better performance at the time of writing a composition. However, it is important to note that motivation would be likely to persist in a short-term experiment like this, and perhaps it would not be the same in a long-term experiment lasting three months, for example.

#### 4.5.2. Discussion

As mentioned in the expected results, no differences are expected between the experimental and the control groups. Although one will be using an innovative way of learning, the experiment accounts for some limitations and should be tried with different groups in different levels to be statistically significant.

If a videogame like Minecraft could be able improve the students' ability to write compositions, making them perform better, then it should be considered as an innovative tool that could be used in high schools to help students improve their proficiency at writing. It should be taken into consideration that the experiment is a limited one, performed with a limited number of students in a limited amount of time. However, if it proves to be more useful than traditional methods, it should, at the very least, be compared with other different, dynamic, non-traditional methods of FL teaching, to check its effectivity. The game, in contrast to the traditional method, should foster students' creativity and motivation. A traditional method in class would be, somehow, 'more of the same', and I believe students should find it fun to experiment with a videogame and then having to adapt that experience to what they have learnt during the unit, into their composition. In the end, both groups are learning about adventures, both with the traditional class

and the videogame, but the different class situation should show differences at the time of doing their writing compositions.

However, it should be taken into consideration due to the pre-test that some students might perform better because their proficiency was already higher than their peers'.

#### **4.6. Conclusions, Limitations and Further Research**

This experiment was conducted to check whether a creative videogame such as Minecraft could foster 3<sup>rd</sup> of E.S.O. students' writing competence. The expected results are that both groups are likely to obtain the same results in writing skills. On the other hand, if the experiment showed better results within the experimental group, that could mean an improvement in their capacities for composition making, with students making better structures, a wider range of vocabulary, and perhaps even more creative stories. If positive results were obtained, then it should be taken into consideration that in a traditional class versus innovative class context, videogames might have a better impact in FL teaching and learning.

Whether the experiment is successful in improving writing skills in the English classroom with the use of videogames or not, this experiment should be applied to different courses in order have more samples and be able to obtain significant results. The limitations of this study include the fact that it is short-term, with a limited number of students, and that some of them may already have played the videogame and might dedicate extra hours to it outside the class. For these reasons, to be able to ascertain whether Minecraft is good for writing improvement in FL learning, the experiment should be adapted and done with different levels to see if the outcome is the same.

Further research about this field should include not only the testing of the same experiment throughout different levels, but also a more in-depth study of the use of videogames for FL writing improvement. As it has been mentioned, the field of videogame teaching and learning is a relatively new field, and as much as it is understandable to be afraid of experimenting and using new technologies to

foster learning, they can sometimes prove to be a very powerful tool. There are a lot of videogames out there that may not only have the capacity to entertain, but also to teach, and a good use of their advantages could mean a more efficient learning outcome.

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## **APPENDIX**

Appendix 1: Model A test.

**Name** .....

**Surname** .....

**Date**.....

**Write a short narrative story dealing with a real or an invented adventure of about 80 -100 words.**

Appendix 2: Model B test.

**Name** .....

**Surname** .....

**Date** .....

**Write a short narrative story dealing with a real or an invented adventure experienced in Minecraft of about 80 -100 words.**



## Appendix 3: Summary of "Oliver Twist"

### Oliver Twist

Oliver Twist's mother dies after the birth of her child in a workhouse. The infant's father is unknown, and the orphan is placed in a private juvenile home. After nine years of mistreatment, the boy is returned to the workhouse for even more abuse. After representing his fellow sufferers in an attempt to get more food, Oliver is punished and is apprenticed to Sowerberry, an undertaker. Noah Claypole, a charity boy working for Oliver's master, goads Oliver to rebellion, for which Oliver is savagely flogged. Consequently, Oliver runs away and heads for London.

Near London, Oliver joins company with John Dawkins, The Artful Dodger, a questionable character who brings the boy to Fagin, the ringleader of a gang of criminals. Instructed in the "art" of picking pockets, Oliver goes out with Charles Bates and the Dodger. His companions pick an old gentleman's pocket and flee, and Oliver is arrested for their offense. At the police station, the terrified boy is cleared by the testimony of the bookseller who witnessed the theft. Oliver collapses and is taken home by Mr. Brownlow, the victim of the crime.

While Oliver recovers at his benefactor's home, Brownlow is puzzled by the resemblance between Oliver's features and the portrait of a young woman. Fagin is apprehensive and furious at Oliver's rescue. Nancy, one of his trusty retainers, is set on the boy's trail as the gang shifts headquarters.

Mr. Grimwig, Brownlow's friend, has no faith in Oliver, so Oliver is sent on an errand to test his honesty. The boy is recaptured by Nancy and her friend Bill Sikes, a vicious lawbreaker. Oliver is restored to Fagin, who holds him in strict captivity for a while. In the meantime, Bumble, a minor parish official from Oliver's birthplace, answers Brownlow's advertisement inquiring about Oliver. Bumble turns Oliver's benefactor against him by grossly misrepresenting the boy's history and character.

Eager to get Oliver completely in his power by thoroughly involving the child in some crime, Fagin convinces Bill Sikes to use Oliver in a major burglary that is being planned. Sikes takes Oliver westward through the city to a rendezvous near Chertsey with Toby Crackit.

At the house that is to be burglarized, Oliver is hoisted through a small window. The occupants are aroused and in the resulting melee, Oliver is shot. The robbers run off with the wounded Oliver but abandon him in a ditch.

In the workhouse, Sally, the old pauper who attended Oliver's mother, is dying. At her urgent request, Mrs. Corney, the matron, sees the old woman alone before she expires. Immediately thereafter Bumble and the matron agree to marry.

Fagin is greatly upset when Toby Crackit returns alone. Fagin makes anxious inquiries about Sikes. He then has an ominous meeting with a person called Monks, who is angry with Fagin, who he claims has failed in his obligation to ruin Oliver by tricking him into a lawless life

When Oliver regains consciousness in a ditch, he stumbles to the nearest house, which proves to be the site of the attempted burglary. The owner, Mrs. Maylie, takes the boy in and protects him with connivance of her doctor, Mr. Losberne. The boy is taken to a cottage in the country, where Mrs. Maylie's niece Rose suffers a near-fatal illness. In the town inn yard, Oliver encounters a repulsive stranger who later spies on him with Fagin. Rose rejects the proposal of Mrs. Maylie's son, Harry, but he does not accept her refusal as final.

Monks meets the Bumbles and purchases a locket that Mrs. Bumble redeemed with a pawn ticket that she took away from the dead Sally, who had received the pledge from Oliver's dying mother. The trinket contains a ring inscribed with the name "Agnes"; Monks drops it into the river.

Nancy, who sympathizes with Oliver, nurses Sikes until he regains his "natural" meanness. She drugs the man and slips away to Hyde Park for a secret meeting with Rose Maylie. Nancy tells Miss Maylie everything that she has learned by eavesdropping on Fagin and Monks on two occasions. The two rogues are plotting the destruction of the object of Monks's inveterate hatred — his brother Oliver. Mr. Brownlow, who has been absent from London, reappears and Rose tells him Nancy's story. Harry Maylie, Grimwig, and Mr. Losberne are also briefed on what Nancy has learned.

Noah Claypole and Charlotte, Sowerberry's maidservant, hide out in London after she has plundered the undertaker's till. They are discovered by Fagin, and Noah is employed to visit the police station to bring back information about the Dodger's indictment as a pickpocket. Because of her suspicious behavior, Fagin then assigns the sneak to spy on her. Nancy has a midnight meeting with Rose and Brownlow on London Bridge. Nancy informs Brownlow how he can corner Monks. Noah hears everything and immediately reports his findings to Fagin.

Fagin waits up for the marauding Sikes and provokingly discloses Nancy's double-dealing. Sikes promptly goes home and bludgeons her to death. After wandering in the country for a day, haunted by his evil deed, the murderer returns to London.

Mr. Brownlow has seized Monks and taken him to his home. The resultant disclosures clear up many mysteries. Brownlow had been engaged to the sister of his friend Edwin Leeford, Monk's father. While yet a mere boy, Leeford was forced into a bad marriage. The couple had only one child — Monks — and separated. Leeford became attached to a retired naval officer's daughter, Agnes Fleming. But Leeford died suddenly in Rome while looking after an inheritance. His wife had come to him from Paris just before his death. At the time, Agnes was expecting a child — the future Oliver Twist. Before leaving for Italy, Leeford had left the girl's picture with his friend Brownlow.

On account of the striking similarity between Oliver's face and Agnes Fleming's, Brownlow has been searching for Monks since the boy's disappearance. With the help of Nancy's discoveries, Brownlow has learned all about the destruction of Leeford's will, the disposal of the identifying trinket that Oliver's mother possessed, and Monks's vindictive conspiracy with Fagin to destroy the innocent

boy. Faced with these revelations and a reminder of his complicity in the murder of Nancy, Monks comes to terms in return for immunity on the condition that Monks make restitution to his brother (Oliver) in accordance with the original will.

Toby Crackit and Tom Chitling have taken refuge in a crumbling building amid the ruins of Jacob's Island, in an inlet on the south side of the Thames. Fagin has been arrested, along with Claypole, while Chitling and Bates escaped. An unwelcome addition to the group is Bill Sikes, who is being tracked down. Charley Bates turns against the killer and raises an alarm to guide the pursuers. Attempting to escape from the house top, Sikes falls and is hanged in his own noose.

Oliver returns to the town of his birth with Mrs. Maylie, Rose, and Mr. Losberne. Brownlow follows with Monks. Monks confirms what he has already declared in writing. The past history of the two half-brothers is recapitulated. Their father's will left the bulk of his fortune to Agnes Fleming and her expected child. The Bumbles admit their part in the affair after being confronted with Monks's confession.

A new disclosure concerns Rose, who is of uncertain origin, although recognized by Mrs. Maylie as her niece. Rose is in reality the younger sister of Agnes Fleming, hence Oliver's aunt. Harry Maylie has repudiated his station in life to become a village parson, so the way is cleared for the young couple's betrothal.

Fagin is found guilty and sentenced to be hanged. While in prison awaiting execution, he disintegrates into a state of unrepentant maliciousness, but on his last night, he is visited by Brownlow and Oliver. Regaining some semblance of humanity, he reveals the location of some papers relevant to Oliver's interests.

For testifying against Fagin, Claypole is pardoned, and he and Charlotte live by disreputable means. Charles Bates reforms and becomes a herdsman. The other leading members of Fagin's gang are transported from England. In accordance with Mr. Brownlow's recommendation, Oliver shares his fortune with Monks, who nevertheless later dies in prison, destitute.

Rose and Harry Maylie are married, and Mrs. Maylie lives with them. Brownlow adopts Oliver and they settle near the parsonage, as does Mr. Losberne.

The Bumbles lose their positions and become inmates of the workhouse where Agnes Fleming died after giving birth to Oliver Twist.

## Appendix 4: "The Brave Little Tailor"

### **The Brave Little Tailor**

One summer's morning a little tailor was sitting on his table by the window. He was in good spirits, and sewed with all his might. Then came a peasant woman down the street crying, "Good jams, cheap! Good jams, cheap!" This rang pleasantly in the tailor's ears. He stretched his delicate head out of the window, and called, "Come up here, dear woman; here you will get rid of your goods." The woman came up the three steps to the tailor with her heavy basket, and he made her unpack all the pots for him. He inspected each one, lifted it up, put his nose to it, and at length said, "The jam seems to me to be good. I'll buy a jar." The woman, who had hoped to sell far more jam, gave him what he wanted, but went away grumbling.

"Now, this jam shall be blessed by God," cried the little tailor, "and give me health and strength," so he brought the bread out of the cupboard, cut himself a piece right across the loaf and spread the jam over it. "This won't taste bitter," said he, "but I will just finish the jacket before I take a bite." He laid the bread near him, sewed on, and in his joy, made bigger and bigger stitches. In the meantime the smell of the sweet jam rose to where the flies were sitting in great numbers, and they were attracted and descended on it in hosts. "Hey! Who invited you?" Said the little tailor, and drove the unbidden guests away. The flies, however, understood no German, and came back again in ever increasing companies. The little tailor at last lost all patience, and drew a piece of cloth from the hole under his work table, and saying, "Wait, and I will give it to you," struck it mercilessly on them. When he drew it away and counted, there lay before him no fewer than seven flies, dead and with legs stretched out.

The tailor looked at the flies that he had killed, and could not help admiring his own bravery. "The whole town shall know of this!" The little tailor hastened to cut himself a belt, stitched it, and embroidered on it in large letters, "Seven dead at one stroke!" "What, the town? The whole world shall hear of it!" He exclaimed. and his heart wagged with joy like a lamb's tail. The tailor put on the girdle, and resolved to go forth into the world, because he thought his workshop was too small for his valour. Before he went away, he looked around the house to see if there was anything which he could take with him; however, he found nothing but an old cheese, and that he put in his pocket. In front of the door he observed a bird which had caught itself in the thicket. It had to go into his pocket with the cheese. Now he took to the road boldly, and as he was light and nimble, he felt no tiredness. The road led him up a mountain, and when he had reached the highest point of it, there sat a powerful giant looking peacefully about him. The little tailor went bravely up, spoke to him, and said, "Good day, comrade. So you are sitting there overlooking the widespread world! I am just on my way there,

and want to try my luck. How about you come with me?" The giant looked contemptuously at the tailor, and said, "You wretch! You miserable creature!"

"Oh, indeed?" Answered the little tailor, and unbuttoned his coat, showing the giant the belt. "There may you read what kind of a man I am!" The giant read, "Seven dead at one stroke," and thought that they had been men whom the tailor had killed, and began to feel a little respect for the tiny fellow. Nevertheless, he wished to try him first, and took a stone in his hand and squeezed it together so that water dropped out of it. "Do that," said the giant, "if you have strength."

"Is that all?" Said the tailor. "That is child's play!" He put his hand into his pocket, brought out the soft cheese, and pressed it until the liquid ran out of it. The giant did not know what to say, and could not believe it of the little man. Then the giant picked up a stone and threw it so high that the eye could scarcely follow it. "Now, little mite of a man, do that,"

"Well thrown," said the tailor, "but after all the stone came down to earth again. I will throw you one which shall never come back at all," and he put his hand into his pocket, took out the bird, and threw it into the air. The bird, delighted with its liberty, rose, flew away and did not come back. "How does that shot please you, comrade?" Asked the tailor. "You can certainly throw," said the giant, "but now we will see if you are able to carry anything properly." He took the little tailor to a mighty oak tree which lay there felled on the ground, and said, "If you are strong enough, help me to carry the tree out of the forest."

"Readily," answered the little man, "take you the trunk on your shoulders, and I will raise up the branches and twigs; after all, they are the heaviest." The giant took the trunk on his shoulder, but the tailor seated himself on a branch, and the giant, who could not look round, had to carry away the whole tree, and the little tailor into the bargain: he behind, was quite merry and happy, and whistled the song, "Three tailors rode forth from the gate," as if carrying the tree were child's play. The giant, after he had dragged the heavy burden part of the way, could go no further, and cried, "Now I shall have to let the tree fall!" The tailor sprang nimbly down, seized the tree with both arms as if he had been carrying it, and said to the giant, "You are such a great fellow, and yet cannot even carry the tree!"

The giant said, "If you are such a brave fellow, come with me into our cave and spend the night with us." The little tailor was willing, and followed him. When they went into the cave, other giants were sitting there by the fire, and each of them had a roasted sheep in his hand and was eating it. The little tailor looked around and thought, "It is much more spacious here than in my workshop." The giant showed him a bed, and said he was to lie down in it and sleep. The bed, however, was too big for the little tailor so he did not lie down in it, but crept into a corner. When it was midnight, and the giant thought that the little tailor was lying in a sound sleep, he got up, took a great iron bar, cut through the bed with one blow,

and thought he had finished off the grasshopper of a man for good. With the earliest dawn the giants went into the forest, and had quite forgotten the little tailor, when all at once he walked up to them quite merrily and boldly. The giants were terrified, they were afraid that he would strike them all dead, and ran away in a great hurry.

The little tailor went onward, always following his own pointed nose. After he had walked for a long time, he came to the courtyard of a royal palace, and as he felt weary, he lay down on the grass and fell asleep. Whilst he lay there, the people came and inspected him on all sides. They read on his belt, "Seven dead with one stroke."

"Ah!" Said they. "What does the great warrior want here in the midst of peace? He must be a mighty lord." Soon the tailor was brought before the king who had a request to make of him.

"In the forest roams a magical horse with one horn – a unicorn, which does great harm attacking people all around. If you can rid me of this unicorn, you shall have the hand of my daughter in marriage and half my kingdom." The tailor thought to himself, "It is not every day that I receive an offer such as that," and he replied, "I do not fear one unicorn. Seven at one blow, is my kind of affair."

He took a rope and an axe with him, went forth into the forest. The unicorn soon came towards him, and rushed directly on the tailor, as if it would gore him with its horn without more ado. "Softly, softly; it can't be done as quickly as that," said he, and stood still and waited until the animal was quite close, and then sprang nimbly behind the tree. The unicorn ran against the tree with all its strength, and stuck its horn so fast in the trunk that it had not the strength enough to draw it out again – and thus it was caught. "Now, I have got it," said the tailor, and came out from behind the tree and put the rope round its neck, and then with his axe he hewed the horn out of the tree, and when all was ready he led the beast away and took it to the king. But the king was sorry that he had promised his daughter to the little man, and made another demand. Before the wedding the tailor was to catch him a wild boar that made great havoc in the forest. And so the taylor went into the forest where the boar was roaming.

When the boar saw the tailor, it ran on him with foaming mouth and sharp tusks, and was about to throw him to the ground, but the hero fled and sprang into a chapel which was near and up to the window at once, and in one bound, out again. The boar ran after him, but the tailor ran around outside and shut the door behind it. The raging beast, which was much too heavy and awkward to leap out of the window, was caught. The hero went to the king, who was now, whether he liked it or not, obliged to keep his promise, and gave his daughter and the half of his kingdom. The wedding was held with great magnificence and small joy, and out of a tailor a king was made.

After some time the young queen heard her husband say in his dreams at night, "Boy, make me the jacket, and patch the trousers." The next morning complained of her wrongs to her father, and begged him to help her get rid of her husband, who was nothing else but a tailor. The king comforted her and said, "Leave your bedroom door open this night, and my servants shall stand outside, and when he has fallen asleep shall go in, bind him, and take him on board a ship which shall carry him into the wide world." The woman was satisfied with this; but the king's armour-bearer, who had heard all, was friendly with the young lord, and informed him of the whole plot. "I'll put a screw into that business," said the little tailor. At night he went to bed with his wife at the usual time, and when she thought that he had fallen asleep, she got up, opened the door, and then lay down again. The little tailor, who was only pretending to be asleep, began to cry out in a clear voice, "Boy, make me the jacket, and patch the trousers... I smote seven at one blow, I killed two giants, I brought away one unicorn, and caught a wild boar, and am I to fear those who are standing outside the room?" When these men heard the tailor speaking thus, they were overcome by a great fear, and ran as if the wild huntsman were behind them, and none of them would venture anything further against him. So the little tailor remained a king to the end of his life.

## Appendix 5: "The Puss in Boots"

### **The Puss in Boots**

Once upon a time there was a poor miller who had three sons. The years went by and the miller died, leaving nothing but his mill, his donkey, and a cat. The eldest son took the mill, the second-born son rode off on the donkey, and the youngest son inherited the cat.

"Oh, well," said the youngest son, "I'll eat this cat, and make some mittens out of his fur. Then I will have nothing left in the world and shall die of hunger."

The cat was listening to his master complain like this, but he pretended not to have heard anything. Instead, he put on a serious face and said: "Do not look so sad, master. Just give me a bag and a pair of boots, and I will show you that you did not receive such a poor inheritance in me."

The cat's master had often seen him play a great many cunning tricks to catch rats and mice, as when he used to hang by the heels, or hide himself in the grain, and pretend to be dead. Thinking this over, he thought that it wasn't impossible that the cat could help him after all, so he gave the cat his bag and spent his last pennies on ordering a fine pair of boots to be made especially for the cat.

The cat looked very gallant in his boots, and putting his bag around his neck, he held the strings of it in his two fore paws and lay by a rabbit warren, which was home to a great many rabbits.

He put bran and corn into his bag, and stretching as if he were dead, waited for some young rabbits, still not acquainted with the deceits of the world, to come and rummage in his bag for the bran and corn.

Not long after he lay down, he had what he wanted. A rash and foolish young rabbit jumped into his bag, and Monsieur Puss immediately drew close the strings and caught him. Proud of his prey, he went with it to the palace and asked to speak with his majesty. He was shown upstairs into the king's apartment, and making a low bow, said to him: "I have brought you, sir, a rabbit of the warren, which my noble lord, the Marquis of Carabas (for that was the title which puss was pleased to give his master) has commanded me to present to your majesty from him."

"Tell thy master," said the king, "that I thank him and that he does me a great deal of pleasure."

Another time he went and hid himself among a cornfield, holding still his bag open, and when a brace of partridges ran into it he drew the strings and so caught them both. He went and made a present of these to the king, as he had done



before of the rabbit. The king, in like manner, received the partridges with great pleasure, and ordered him some money for drink.

In this way, the cat continued for two or three months to bring presents to the king, always saying that they were from his master, the Marquis of Carabas. One day in particular, he heard at the palace that the king was planning to drive in his carriage along the river bank, taking with him his daughter, the most beautiful princess in the world.

Puss in Boots said to his master: "If you will follow my advice, your fortune is made. You have nothing else to do but go and wash yourself in the river, in the place that I shall show you, and leave the rest to me."

The miller's son did what the cat advised him to, without knowing why or wherefore. While he was washing, the king passed by, and the cat began to cry out: "Help! Help! My Lord, Marquis of Carabas, is going to be drowned!"

At this noise the king put his head out of the coach window, and finding it was the cat who had so often brought him such good game, commanded his guards to run immediately to the assistance of his Lordship, the Marquis of Carabas. While they were drawing the poor Marquis out of the river, the cat came up to the coach and told the king that while his master was washing, there came by some rogues, who went off with his clothes, though he had cried out: "Thieves! Thieves!" Several times, as loud as he could.

This cunning cat had hidden the clothes under a great stone. The king immediately commanded the officers of his wardrobe to run and fetch one of his best suits for the Lord Marquis of Carabas.

The king was very pleased to meet the Marquis of Carabas, and the fine clothes he had given him suited him extremely well, for although poor, he was a handsome and a well built fellow. The king's daughter took a secret inclination to him, and the Marquis of Carabas had no sooner cast two or three respectful and somewhat tender glances but she fell in love with him to distraction. The king invited him to sit in the coach and ride along with them, with the lifeguards in glittering uniform trotting along side. The cat, quite overjoyed to see his project begin to succeed, marched on before, and meeting with some countrymen, who were mowing a meadow, he said to them: "Good people, you who are mowing, if you do not tell the king that the meadow you mow belongs to my Lord Marquis of Carabas, those soldiers will chop you up like herbs for the pot."

The king did not fail asking of the mowers to whom the meadow they were mowing belonged.

"To my Lord Marquis of Carabas," answered they altogether, for the cat's threats had made them terribly afraid.

“You see, sir,” said the Marquis, “this is a meadow which never fails to yield a plentiful harvest every year.”

The master cat, who went still on before, met with some reapers, and said to them: “Good people, you who are reaping, if you do not tell the king that all this corn belongs to the Marquis of Carabas, you shall be chopped up like herbs for the pot.”

The king, who passed by a moment after, wished to know to whom all that corn, which he then saw, did belong.

“To my Lord Marquis of Carabas,” replied the reapers, and the king was very well pleased with it, as well as the Marquis, whom he congratulated.

Then the king said: “Let us now go to your castle.”

The miller’s son, not knowing what to reply, looked at puss who said: “If Your Majesty will but wait an hour, I will go on before and order the castle to be made ready for you.”

With that, she jumped away and went to the castle of a great ogre and asked to see him, saying he could not pass so near his home without having the honour of paying his respects to him.

The ogre received him as civilly as an ogre could do, and made him sit down.

“I have been assured,” said the cat, “that you have the gift of being able to change yourself into all sorts of creatures as you wish; you can, for example, transform yourself into a lion, or elephant, and the like.”

“That is true,” answered the ogre very briskly, “and to convince you, you shall see me now become a lion.”

Puss was so terrified at the sight of a lion so near him that he immediately climbed up the curtains, not without difficulty, because his boots were no use to him for climbing. A little while after, when Puss saw that the ogre had resumed his natural form, he came down and admitted he had been very much frightened.

“However,” said the cat, “I fear that you will not be able to save yourself even in the form of a lion, for the king is coming with his army and means to destroy you.”

The ogre looked out of the window and saw the king waiting outside with his soldiers, and said: “What shall I do? How shall I save myself?”

Puss replied: “If you can also change yourself into something very small, then you can hide.”

In an instant, the ogre turned himself into a mouse, and began to run about the floor. Puss no sooner saw this but he fell upon him and ate him up.

Puss, who heard the noise of His Majesty's coach running over the drawbridge, ran out and said to the king: "Your Majesty is welcome to this castle of my Lord Marquis of Carabas."

"What! My Lord Marquis," cried the king. "Does this castle also belong to you? There can be nothing finer than this court and all the stately buildings which surround it. Let us go into it, if you please."

The Marquis gave his hand to the princess, and followed the king, who went first. They passed into a spacious hall, where they found a magnificent rum punch, which the ogre had prepared for his friends, who were that very day to visit him. The friends, however, dared not to enter, knowing that the king was there. His Majesty was perfectly charmed with the good qualities of my Lord Marquis of Carabas, as was his daughter, who had fallen violently in love with him, and seeing the vast estate he possessed, said to him, after having drunk five or six glasses: "If you do not, my Lord Marquis, become my son in law, it will be of your own choosing."

The Marquis, making several low bows, accepted the honour which His Majesty conferred upon him, and forthwith, that very same day, married the princess.

Puss became a great lord, and never ran after mice anymore, except for pleasure.

## Appendix 6: "The Knight in Rusty Armor"

### The Knight in Rusty Armor

Although he thought of himself as a good, kind, and loving man, a knight wanted to be the number one in the kingdom and so he was never satisfied. Unfortunately, he neglected his wife and son because he was either away on a crusade or preoccupied with his knight business when he was home.

He had become so enamored with his armor that he wore it constantly around their castle (even to dinner and to bed) and it began to become his sole identity. The knight was faced with a dilemma when his wife threatened to take their son and leave if he wouldn't take off his armor (so she could see who he *really was*). Not wanting to lose his family, he went to remove his helmet but it didn't budge. When the local blacksmith couldn't remove it either, the knight knew he had to search for help in other lands, in the form of Merlin the Magician.

The knight searched the woods for months looking for Merlin, but without success. He was losing his hope and self-confidence when he finally found Merlin sitting in the woods, surrounded by animals of the forest. When the knight said that he had been looking for Merlin and was *lost for months*, Merlin corrected him saying "*All your life*" (that he had been lost). The knight responded that he hadn't come all this way to be insulted, but Merlin commented that "*Perhaps you have always taken the truth to be an insult.*"

The knight was now upset and wanted to leave, but the weight of the armor had made him too weak to climb back on his horse and ride away. Merlin said that this was fortunate because "*A person cannot run and also learn. He must stay in one place for a while.*" Merlin then told the knight that he was not born with the armor and the reason he had put it on in the first place was because he was so afraid. The knight responded that he wore the armor for protection and "*to prove that I was a good, kind, and loving knight.*" "*If you really were good, kind, and loving, why did you have to prove it?*" Merlin asked. The knight then asked "*Why do you always answer a question with another question?*" to which Merlin replied "*And why do you always seek the answers to your questions from others?*"

Merlin sent the knight on his way down a new path, saying that "*People are often unaware of the path they are on*" and reminding him of his purpose: to get rid of his armor. This new path, the Path of Truth, looked narrow and steep to the knight, and although he wasn't sure it was worth the climb, he knew he needed to try it. Merlin agreed, saying "*Your decision to take an unknown trail while encumbered with heavy armor takes courage.*" When Merlin mentioned that at the top of the Path there would be three castles blocking his way, the knight became excited, saying eagerly that "*There will be a princess inside each castle, and I'll slay the dragon guarding her and rescue -*" But Merlin interrupted him, saying "*There will be no princesses in any of these castles. You have to learn to save yourself first.*"

Merlin continued. "*The first castle is named Silence; the second, Knowledge; and the third, Will and Daring. Once you enter them, you will find your way out only after you have learned what you are there to learn.*" The knight sensed that this journey was going to be much more difficult than a crusade and Merlin agreed, saying "*There is a different battle to be fought on the Path of Truth. The fight will be learning to love yourself.*"

After many perils, the knight finds and enters The Castle of Silence, only to discover that the king of his home kingdom is there, working on his own self-discovery. The two have a long conversation, during which the king speaks words of wisdom such as: "*One can't really see until one understands.*" "*Most of us are trapped within our armor.*" "*Being quiet is more than not talking.*" "*Everybody understands crusades, but very few understand truth.*" After the king departs, the knight spends (what turns out to be) a very long time in silence, contemplating who he is and how to find the hidden door (of enlightenment) that would lead him to the next part of his journey. Exhausted from the deep exploration of himself, the knight eventually falls into a deep sleep, awakening outside of the castle. It is there that he discovers that his helmet has fallen away!

Back on the Path of Truth, the knight walks all day before coming to the Castle of Knowledge and finding an inscription on the wall, which read: *Knowledge is the light by which you shall find your way.* And then another that read: *Have you mistaken need for love? As he sat awhile and contemplated these readings, it dawned on him that he'd needed the love of his wife and son (and all of the damsels he had rescued) because he didn't love himself. And if he didn't love himself, he couldn't really love others. As the knight admitted this to himself, Merlin the Magician appeared and told him that "You have discovered a great truth. You can love others only to the extent that you love yourself."*

The knight also came to understand that his ambition for becoming the best knight in the land might have led him astray. Merlin wondered aloud if the knight had been so busy trying to *become*, that he couldn't enjoy just *being*. Merlin said that "*Ambition that comes from the mind can get you [material riches]. However, only ambition that comes from the heart can also bring happiness.*" When the knight pledged that, from that moment on, his ambition would come from the heart, he magically found himself back on the Path of Truth...and the armor on his arms and legs had fallen away.

The next day, the knight arrived at the drawbridge to the Castle of Will and Daring. When he was halfway across, a huge, fire-breathing dragon lumbered out who was aptly named the Dragon of Fear and Doubt. The knight was frightened, however, he recalled that Merlin once said that self-knowledge could kill the Dragon of Fear and Doubt, because self-knowledge is truth and truth is mightier than the sword. With his new-found knowledge that he was born good, kind, and

loving, and that he didn't need to prove anything to anyone, he realized that he didn't have to feel fear and doubt. The dragon was only an illusion.

Mustering up all his courage, the knight marched toward the dragon, chanting to himself "*Fear and doubt are illusions.*" The dragon threw gigantic flames at the knight, but none set fire to him. The dragon became smaller and smaller until it was no bigger than a frog, and then began spitting small seeds at the knight. But these seeds - the Seeds of Doubt - didn't stop the knight either. He had conquered the dragon who said in a small voice to the knight "*I'll be back again and again to stand in your way*"...and then the dragon vanished. Self-knowledge had killed the Dragon of Fear and Doubt, and the knight thought that nothing could stop him now.

To complete this part of his journey of self-discovery, the knight needed to climb over sharp rocks on his way to the Summit of Truth. Near the top and blocking his path, he found a huge boulder with an inscription chiseled on it: *Though this universe I own, I possess not a thing, for I cannot know the unknown if to the known I cling.* He was no longer certain of all of the things he thought he knew about himself: such as his identity, his beliefs, and his judgments. He *did* know that he was *clinging* to the jagged rocks, so to *know the unknown*, he felt that he needed to let go, even if the fall might kill him. Trusting in "*life, the force, the universe, God - whatever you want to call it,*" the knight let go and plunged down. During his fall, the knight released his guilt, judgments, and excuses, accepting full responsibility for his life. And he was now unafraid. As an unfamiliar calm overtook him, he found himself rising back up and then standing on top of the mountain. "*He'd let go of all that he'd feared and all he had known and possessed. His willingness to embrace the unknown had set him free. Now the universe was his to experience and enjoy.*" He cried tears of joy which melted away the last of his armor. He smiled through the tears, unaware that a radiant, new light shone from him.