

Mònica Soler Lorente

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*To Mireia, my daughter*



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## PREFACE

Language learning is regarded as extremely important, not only in people's general education but also in their specialised or professional career. It represents the consolidation and extension of human capacities to be in contact with other cultures.

This work is based on the Common European Framework of Reference for Languages. It intends to develop the following functions: teaching and learning in a reflexive manner, clarifying learning objectives, identifying competences, helping students to be autonomous learners, helping students to be responsible for their own learning process and motivating them to learn different languages.

Our country belongs to the European Union where there is a constant need to learn foreign languages. We therefore have to enable our citizens to communicate properly and effectively with the members of this wide community. Besides, English is considered a *lingua franca* as it is the key element for many of the transactions taking place every minute around the world.

So, it is considered a tool for international communication. This is the reason why speaking English has almost become a "must" for people everywhere.

The aim is to implement it at any university with the final objective of providing students with an operative, authentic means of communication. It is achieved by setting specific objectives whose difficulty increases as the student advances.

Special attention is devoted not only to the learner's development of the traditional four skills (speaking, listening, writing and reading), but also to the positive attitudes towards different cultures and societies of English-speaking countries.

The area of English language comprises a range of knowledge, a privileged field where vast areas of expertise are integrated. English language is closely related to other curricular such as Social Sciences, Ethics and Technology. It should be noted that the activities are flexible, that is to say, they can be adapted to specific circumstances that may arise and to the pupils taking the course. A pupil's rate of learning depends on his/her

individual psychological development, on his/her social background and on his/her family situation. Therefore, it is vital that all learning options are taken into account. Activities in the various learning processes should be gradual and they have to respond to this educational reality which is clearly heterogeneous in our classrooms.

There are two elements that are given priority:

- Knowledge of new technologies. Students have a practical grasp of computer tools.
- Complementary activities. These arise from tuition and must be of interest to the whole group/class and contribute to the values of the group.

Mònica Soler i Lorente

October, 2007

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## CHAPTER I: ENGLISH LANGUAGE AND ITS GLOBAL CONTEXT

*“Acquisition requires meaningful interaction in the target language -natural communication- in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.”*

Stephen Krashen

### **The Common European Framework of Reference for Languages**

As previously stated, there is an imminent language teaching system in Spain to achieve standards proposed by the European Council. It is related to language teaching and learning processes: The Common European Framework of Reference for Languages. It intends to provide a response to the growing need of communicating across language boundaries in Europe, as well as a means of harmonising these studies.

We can no longer speak about traditional levels based on language knowledge, instead we are considering students as the centre of the teaching-learning process and as such we speak about user's competences instead of basic, intermediate and advanced levels.

The Common European Framework of Reference “provides a common basis for the elaboration

of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what students have to learn for communicating and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which the language is set. The framework also defines levels of proficiency which allow learner's progress to be measured at each stage of the learning process and on a life-long basis”.

Finally, the European Language Portfolio must also be mentioned. This document is a personal record promoted by the Council of Europe in which language users will be able to register their level of knowledge and their skills in a foreign language. The Portfolio will certainly help universities to organise courses and will allow students to certify their level of proficiency

in other countries of the European Union.

### **English as a Second Language**

ESOL (English for speakers of other languages) and EFL (English as a foreign language) refer to the use or study of English by speakers of other languages. These terms are most commonly used in relation to teaching and learning English, but they may also be used in relation to demographic information.

ELT (English language teaching) is a widely-used teacher-centred term, as in the English language teaching divisions of large publishing houses, ELT training, etc. The abbreviations TESL (teaching English as a second language), TESOL (teaching English for speakers of other languages) and TEFL (teaching English as a foreign language) are all also used.

### **Terminology and typology**

The many acronyms used in the field of English teaching and learning may be confusing. English is a language with great reach and influence; it is taught all over the world under many different circumstances. In English-speaking countries, English language teaching has essentially evolved in two broad directions: instruction for people who intend to stay in the country and those who don't. These divisions have grown firmer as the instructors of these two "industries" have used different terminology, followed distinct training qualifications, formed separate professional associations, and so on. Crucially,

these two arms have very different funding structures, public in the former and private in the latter, and to some extent this influences the way schools are established and classes are held. Matters are further complicated by the fact that the United States and the United Kingdom, both major engines of the language, describe these categories in different terms: as many eloquent users of the language have observed, "England and America are two countries divided by a common language."

(Attributed to Winston Churchill, George Bernard Shaw, and Oscar Wilde.) The following technical definitions may therefore have their currency contested.

### **English outside English-speaking countries**

*EFL*, English as a foreign language, indicates the use of English in a non-English-speaking region. Study can occur either in the student's home country, as part of the normal school curriculum or otherwise, or, for the more privileged minority, in an anglophone country which they visit as a kind of educational tourist, particularly immediately before or after graduating from university. *TEFL* is the teaching of English as a foreign language; note that this sort of instruction can take place in any country, English-speaking or not. Typically, EFL is learned either to pass exams as a necessary part of one's education, or for career progression while working for an organisation or business with an international focus. EFL may be part of the state

school curriculum in countries where English has no special status (what linguist Braj Kachru calls the “expanding circle countries”); it may also be supplemented by lessons paid for privately.

Teachers of EFL generally assume that students are literate in their mother tongue.

### **English within English-speaking countries**

The other broad grouping is the use of English within the Anglosphere. In what theorist Braj Kachru calls “the inner circle”, i.e. countries such as the United Kingdom and the United States, this use of English is generally by refugees, immigrants and their children. It also includes the use of English in “outer circle” countries, often former British colonies, where English is an official language even if it is not spoken as a mother tongue by the majority of the population. In the US, Canada and Australia, this use of English is called *ESL* (English as a second language). This term has been criticized on the grounds that many learners already speak more than one language. A counter-argument says that the word “a” in the phrase “a second language” means there is no presumption that English is *the* second acquired language (see also *Second language*). *TESL* is the teaching of English as a second language.

In the UK, Ireland and New Zealand, the term *ESL* has been replaced by *ESOL* (English for speakers of other languages). In these countries *TESOL* (teaching English to speakers of other languages) is normally used to refer to teaching English only to this group. In the UK, the term

*EAL* (English as an additional language), rather than *ESOL*, is usually used when talking about primary and secondary schools.<sup>(1)</sup> In the United States, the term *English language learner* (*ELL*) is used by governments and school systems. It differs from the other terms above because it refers to learners rather than the language.

Typically, this sort of English (called *ESL* in the United States, Canada, and Australia, *ESOL* in the United Kingdom, Ireland and New Zealand) is learned to function in the new host country, e.g. within the school system (if a child), to find and hold down a job (if an adult), to perform the necessities of daily life. The teaching of it does not presuppose literacy in the mother tongue. It is usually paid for by the host government to help newcomers settle into their adopted country, sometimes as part of an explicit citizenship programme. It is technically possible for *ESL* to be taught not in the host country, but in, for example, a refugee camp, as part of a pre-departure programme sponsored by the government soon to receive new potential citizens. In practice, however, this is extremely rare.

Particularly in Canada and Australia, the term *ESD* (English as a second dialect) is used alongside *ESL*, usually in reference to programmes for Canadian First Nations people or indigenous Australians, respectively. It refers to the use of standard English, which may need to be explicitly taught, by speakers of a creole or non-standard variety. It is often grouped with *ESL* as *ESL/ESD*.





## CHAPTER II: WHICH VARIETY TO TEACH

It is worth noting that ESL and EFL programmes also differ in the variety of English taught; “English” is a term that can refer to various dialects, including British English, American English, and others. Obviously, those studying English in order to fit into their new country will learn the variety spoken there. However, for those who do not intend to change countries, the question arises of which sort of English to learn. If they are going abroad for a short time to study English, they need to choose which country. For those staying at home, the choice may be made for them in that private language schools or the state school system may only offer one model. Students studying EFL in Hong Kong, for example, are more likely to learn British English, whereas students in the Philippines are more likely to learn American English.

For this reason, many teachers now emphasize teaching English as an international language (EIL), also known as English as a lingua franca (ELF). Linguists are charting the development of International English, a term with contradictory

and confusing meanings, one of which refers to a decontextualised variant of the language, independent of the culture and associated references of any particular country, useful when, for example, a Saudi does business with someone from China or Albania.

### Difficulties for learners

Language teaching practice often assumes that most of the difficulties that learners face in the study of English are a consequence of the degree to which their native language differs from English (a contrastive analysis approach). A native speaker of Chinese, for example, may face many more difficulties than a native speaker of German, because German is closely related to English, whereas Chinese is not. This may be true for anyone of any mother tongue (also called first language, normally abbreviated L1) setting out to learn any other language (called a target language, second language or L2). See also second language acquisition (SLA) for mixed evidence from linguistic research.

Language learners often produce errors of syntax and pronunciation thought to result from the influence of their L1, such as mapping its grammatical patterns inappropriately onto the L2, pronouncing certain sounds incorrectly or with difficulty, and confusing items of vocabulary known as false friends. This is known as L1 transfer or “language interference”. However, these transfer effects are typically stronger for beginners’ language production, and SLA research has highlighted many errors which cannot be attributed to the L1, as they are attested in learners of many language backgrounds (for example, failure to apply 3rd person present singular -s to verbs, as in ‘he make’).

While English is no more complex than other languages, it has several features which may create difficulties for learners. Conversely, because such a large number of people are studying it, products have been developed to help them do so, such as the monolingual learner’s dictionary, which is written with a restricted defining vocabulary.

## **Pronunciation**

### **Consonant phonemes**

English does not have more individual consonant sounds than most languages. However, the interdental, /θ/ and /ð/ (the sounds written with *th*), which are common in English (*thin, thing*, etc.; and *the, this, that*, etc.) are relatively rare in other languages, even others in the Germanic family (e.g., English *thousand* = German *tausend*), and

these sounds are missing even in some English dialects. Some learners substitute a [t] or [d] sound, while others shift to [s] or [z], [f] or [v] and even [ts] or [dz]).

### **Vowel phonemes**

The precise number of distinct vowel sounds depends on the variety of English: for example, Received Pronunciation has twelve monophthongs (single or “pure” vowels), eight diphthongs (double vowels) and two triphthongs (triple vowels); whereas General American has thirteen monophthongs and three diphthongs. Many learners, such as speakers of Spanish, have fewer vowels, or only pure ones, in their mother tongue and so may have problems both with hearing and with pronouncing these distinctions.

### **Syllable structure**

In its syllable structure, English allows for a cluster of up to three consonants before the vowel and four after it (e.g., *straw, desks, glimpsed*). The syllable structure causes problems for speakers of many other languages. Japanese, for example, broadly alternates consonant and vowel sounds so learners from Japan often try to force vowels in between the consonants (e.g., *desks* /desks/ becomes “desukusu” or *milk shake* /mɪlk ʃeɪk/ becomes “mirukushçku”).

Learners from languages where all words end in vowels sometimes tend to make all English words end in vowels, thus *make* /meɪk/ can

come out as [meɪkə]. The learner's task is further complicated by the fact that native speakers may drop consonants in the more complex blends (e.g., [mʌns] instead of [mʌnθs] for *months*).

**Unstressed vowels** - Native English speakers frequently replace almost any vowel in an unstressed syllable with an unstressed vowel, often schwa. For example, *from* has a distinctly pronounced short 'o' sound when it is stressed (e.g., *Where are you **from**?*), but when it is unstressed, the short 'o' reduces to a schwa (e.g., *I'm from **London**.*). In some cases, unstressed vowels may disappear altogether, in words such as *chocolate* (which has four syllables in Spanish, but only two as pronounced by Americans: "*choc-li*").

Stress in English more strongly determines vowel quality than it does in most other world languages (although there are notable exceptions such as Russian). For example, in some varieties the syllables *an*, *en*, *in*, *on* and *un* are pronounced as homophones, that is, exactly alike. Native speakers can usually distinguish *an able*, *enable*, and *unable* because of their position in a sentence, but this is more difficult for inexperienced English speakers. Moreover, learners tend to overpronounce these unstressed vowels, giving their speech an unnatural rhythm.

**Stress timing** - English tends to be a stress-timed language - this means that stressed

syllables are roughly equidistant in time, no matter how many syllables come in between. Although some other languages, e.g., German and Russian, are also stress-timed, most of the world's other major languages are syllable-timed, with each syllable coming at an equal time after the previous one. Learners from these languages often have a staccato rhythm when speaking English that is disconcerting to a native speaker.

"Stress for emphasis" - students' own languages may not use stress for emphasis as English does.

"Stress for contrast" - stressing the right word or expression. This may not come easily to some nationalities.

"Emphatic apologies" - the normally unstressed auxiliary is stressed (I really *am* very sorry)

In English there are quite a number of words - about fifty - that have two different pronunciations, depending on whether they are stressed. They are "grammatical words": pronouns, prepositions, auxiliary verbs and conjunctions. Most students tend to overuse the strong form, which is pronounced with the written vowel.

### Connected speech

Phonological processes such as assimilation, elision and epenthesis together with indistinct word boundaries can confuse learners when listening to natural spoken English, as well as making their speech sound too formal if they do not use them. For example, in RP *eight beetles*

and *three ants* /et bi:təlz ənd θri: ænts/ becomes [etbi:tɪznθri:ʝæns].

## Grammar

### Tenses

English has a relatively large number of tenses with some quite subtle differences, such as the difference between the simple past “I ate” and the present perfect “I have eaten.” (Progressive and perfect progressive forms add complexity).

**Functions of auxiliaries** - Learners of English tend to find it difficult to manipulate the various ways in which English uses the first auxiliary verb of a tense. These include negation (eg *He hasn't been drinking.*), inversion with the subject to form a question (eg *Has he been drinking?*), short answers (eg *Yes, he has.*) and tag questions (*has he?*). A further complication is that the dummy auxiliary verb *do/does/did* is added to fulfil these functions in the simple present and simple past, but not for the verb *to be*.

**Modal verbs** - English also has a significant number of modal auxiliary verbs which each have a number of uses. For example, the opposite of “You must be here at 8” (obligation) is usually “You don't have to be here at 8” (lack of obligation, choice), while “must” in “You must not drink the water” (prohibition) has a different meaning from “must” in “You must not be a native speaker” (deduction). This complexity takes considerable work for most learners to master.

**Idiomatic usage** - English is reputed to have a relatively high degree of idiomatic usage. For example, the use of different main verb forms in such apparently parallel constructions as “try to learn”, “help learn”, and “avoid learning” pose difficulty for learners. Another example is the idiomatic distinction between “make” and “do”: “make a mistake”, not “do a mistake”; and “do a favour”, not “make a favour”.

**Articles** - English has an appreciable number of articles, including the definite article *the* and the indefinite article *a, an*. At times English nouns can or indeed must be used without an article; this is called the zero article. Some of the differences between definite, indefinite and zero article are fairly easy to learn, but others are not, particularly since a learner's native language may lack articles or use them in different ways than English does. Although the information conveyed by articles is rarely essential for communication, English uses them frequently (several times in the average sentence), so that they require some effort from the learner.

## Vocabulary

**Phrasal verbs** - Phrasal verbs in English can cause difficulties for many learners because they have several meanings and different syntactic patterns. There are also a number of phrasal verb differences between American and British English.

**Word derivation** - Word derivation in English requires a lot of rote learning. For example, an adjective can be negated by using the prefix *un-* (e.g. *unable*), *in-* (e.g. *inappropriate*), *dis-* (e.g. *dishonest*), or *a-* (e.g. *amoral*), or through the use of one of a myriad of related but rarer prefixes, all modified versions of the first four.

**Size of lexicon** - The history of English has resulted in a very large vocabulary, essentially one stream from Old English and one from the Norman infusion of Latin-derived terms. (Schmitt & Marsden claim that English has one of the largest vocabularies of any known language.) This inevitably requires more work for a learner to master the language.

### **Differences between spoken and written English**

As with most languages, written language tends to use a more formal register than spoken language. The acquisition of literacy takes significant effort in English.

**Spelling** - Because of the many changes in pronunciation which have occurred since a written standard developed, and the retention of many historical idiosyncrasies in spelling, English spelling is difficult even for native speakers to master. This difficulty is shown in such activities as spelling bees that generally require the memorization of words. English speakers may also rely on computer tools such as spell checkers more than speakers of

other languages, as the users of the utility may have forgotten, or never learned, the correct spelling of a word. The generalizations that exist are quite complex and there are many exceptions leading to a considerable amount of rote learning. The spelling system causes problems in both directions - a learner may know a word by sound but not be able to write it correctly (or indeed find it in a dictionary), or they may see a word written but not know how to pronounce it or mislearn the pronunciation.

### **Varieties of English**

There are thriving communities of English native speakers in countries all over the world, and this historical diaspora has led to some noticeable differences in pronunciation, vocabulary and grammar across different regions, as well as that across different social strata within the same country. The world holds over 7000 languages, and most exist within only a small geographic area; even most of the top 100 are limited to a small number of countries or even a single state. Some of the more well-known languages are to some degree managed by a specific organisation that determines the most prestigious form of the language, e.g. French language and the *Academie de la langue française* or Spanish language and the *Real Academia Española*. Since many students of English study it to enable them to communicate internationally, the lack of a uniform international standard for the language poses some barriers to meeting that goal.



## CHAPTER III: THE CLASSROOM

### Students' profile

Some students seem naturally enthusiastic about learning, but many need or expect their instructors to inspire, challenge and stimulate them: "Effective learning in the classroom depends on the teacher's ability ... to maintain the interest that brought students to the course in the first place" (Ericksen, 1978, p. 3). Whatever level of motivation your students bring to the classroom will be transformed, for better or worse, by what happens in that classroom.

Unfortunately, there is no single magical formula for motivating students. Many factors affect a given student's motivation to work and to learn (Bligh, 1971; Sass, 1989): interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence. And, of course, not all students are motivated by the same values, needs, desires, or wants. Some of your students will be motivated by the approval of others, some by overcoming challenges.

Researchers have begun to identify those aspects of the teaching situation that enhance students' self-motivation (Lowman, 1984;

Lucas, 1990; Weinert and Kluwe, 1987; Bligh, 1971). To encourage students to become self-motivated independent learners, instructors can do the following:

- Give frequent, early, positive feedback that supports students' beliefs that they can do well.
- Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
- Help students find personal meaning and value in the material.
- Create an atmosphere that is open and positive.
- Help students feel that they are valued members of a learning community.

Research has also shown that good everyday teaching practices can do more to counter student apathy than special efforts to attack motivation directly (Ericksen, 1978). Most students respond positively to a well-organized



course taught by an enthusiastic instructor who has a genuine interest in students and what they learn. Thus activities you undertake to promote learning will also enhance students' motivation.

Dealing with the *cognitive processes* the learner shows, in this period, a tendency towards future-oriented projects which modify his/her present conduct. Accordingly, s/he makes plans for the future and begins to articulate his/her reasons; and develops a world outlook, a firm system of values and an interest in his/her inner experiences and in those of others.

S/he 'learns how to learn'. Intellectualising learning leads to proper monitoring but also often to prejudices which have to be unlearned, as they interface with his/her attitudes towards the learning processes.

In terms of *social sphere* late adolescence goes from ego/group to society. During this period, s/he learns to take a more objective view of society and of its demand on his/her personality. Thus, the teacher's and other adults' opinions and demands on his/her personality, knowledge and abilities become more significant.

There is an interdisciplinary environment, but also within a context that should provide for personal advancement towards the full realisation of the student's potentialities through language learning, developing language knowledge, skills; developing cognitive strategies, creativity, etc; influencing attitudes towards language, learning, oneself and others.

### **Attention to students with Special Educational Needs**

There are students with (Special Educational Needs) In these cases, curricular adaptations are required.

Since not all students have the same learning styles nor do they advance at the same pace, the teacher needs to find the best method to try to meet all students' needs.

The fact of teaching a vehicle for communication, as opposed to content to be learned, allows for different types of activities, sometimes individual and receptive, sometimes interactive and productive and, therefore, all students will find a type of activity that best suits their profile. Similarly, the different working modalities outlined above (e.g. pair work, group work, etc.) allow weak students to mix with stronger students and to learn from their peers. I can then give different roles and tasks to each student in a group according to each student's abilities or style.

Those students who are intellectually gifted will need curricular adjustment that may also require greater course content.

We can still consider two cases that are specific to attention to diversity, which are students with some auditory or visual deficiency. In these cases it is advisable that the pupil sits near the teacher to allow for a close follow-up of his/her learning process. Moreover, taking notes will be easier for them. In cases of a severe deficiency, it would be advisable to ask for help from people

with the same deficiency through organisations in order to gain advice from experts.

### Facilities and Resources

The following facilities must be available to teach at any degree according to this syllabus: an ordinary classroom, a special classroom for languages, chemistry laboratories, a classroom for technology, classrooms with overhead projectors and a classroom for computer science.

In the aforementioned facilities, several resources are provided. A blackboard in the classroom, several reference books, one video-projector on each floor (4-5 classrooms).

ICTs are used as they can help students to clarify concepts in a visual and educational way. Internet is a vast source of information, but not all of it offers pedagogic quality. Therefore, students should be guided in the correct use of the material it offers.

One of the main sources that the Internet offers is the webquest. A webquest is “a tool for research guided by Internet resources, which records the time taken by the pupil in carrying out the task”. Webquests provide great diversity in a range of subjects related to students’ learning. The teacher can produce his/her own webquest and show it like any other web site. Image use is an essential tool to illustrate complex English sequences and it helps students to visualise the global content. Therefore, video equipment allows for illustration in order to clarify or to reinforce contents in a specific aspect. The didactic units specify whether

there is a specific video tape for those contents.

The Department of Education and Universities has a substantial supply of videos that continues to grow year after year. The PMAV (*Programa de Mitjans Audio-visuals - Programme for Audiovisual Media*) is the organisation responsible for production, coordination and broadcasting for the Department of Education, and has the rights to this material. The videos are obtained by means of a loan through CRPs (Centres for Pedagogic Resources). Apart from the loan service, the Department of Education provides all educational services that are interested in having their own copies with its didactic copy video service.

Teaching English, which is a language and, therefore, whose ultimate teaching goal is to communicate, the way in which content is presented is very susceptible to change according to the students’ backgrounds, to their tastes, or according to events happening around them. This affords the subject with invaluable flexibility and allows teachers to provide relevant content to their students.

The sequencing of activities is set out from an initial activity which determines the level of knowledge on the topic. It allows the teacher to provide information and material progressively from simple to difficult and from easy to complex and thus allows for greater assimilation of the concepts.

As much as students need to learn to be good independent readers, they also need to learn

how to respond to books and how to share their feelings about books with others. The teacher models by spelling words correctly in their responses to students who had misspelled in their work. He/she even asks questions that

require a response that includes the misspelled word, in order to correct them.

## CHAPTER IV: OBJECTIVES AND CONTENTS

### General Objectives

In any university degree, the curriculum assumes students have an intermediate level of English. The aim is to consolidate and enhance previously acquired knowledge. It also takes into account the mature stage of learning which most 18-year-old students have reached. Therefore, the English language is regarded as a continuation and specialisation of all basic skills.

The main objective is:

To develop students' communicative competence in order to improve their oral and cultural output in the acquisition of the English language.

### Area Objectives

1. To use the foreign language orally and in writing, with fluency to communicate in real situations in a clear, personal and creative manner.
2. To understand and interpret oral, written and visual texts in the media.
3. To read texts in the foreign language in an autonomous way. These texts will be diverse in

style, organisation and in their use of English language structures for a specific purpose. The tasks are also diverse where the reason for reading may be to extract information, acquire knowledge or simply for interest and leisure.

3. To reflect on the foreign language in communication, in order to improve the student's own productions and understand foreign ones in varied and unexpected situations.

4. To understand the fundamental aspects of the sociocultural environment of the language studied in order to achieve better communication and greater comprehension and interpretation of different cultures.

5. To broaden students' knowledge of the foreign language and to use it for learning and to gain an in-depth understanding of the language studied and other fields of knowledge and culture.

6. To critically appraise other ways of organising experience and structuring personal relationships including the relative value of conventions and cultural rules.

**Specific objectives**

1. To summarize a book, a television drama, a film, including information on the story, characters and personal opinion.
2. To read books appropriate to the level and interests of the pupils.
3. To reflect on regularities and exceptions typical of the linguistic system of the foreign language.
4. To write informal cards and letters with a certain degree of formality, in paper or electronic format asking and giving information about certain aspects of interest, using models.
5. To describe an image to be reproduced by the partner with maximum accuracy.
6. To make a working plan for a period of time, comparing it with working plans written by partners and to evaluate degree of attainment.
7. To write an autobiography or biography of an ancestor, a historical character or a fictional one, explaining the most important facts of his/her life.
8. To explain technological or scientific processes studied from annotations, diagrams or other types of resources, in a simple way with linguistic support.
9. To participate in an Internet chat, from structured, specific task.
10. To narrate a brief real or imaginary piece of news about a subject of interest to the pupil, including the typical information for news (who, what, when, where, why).
11. To draw up and interpret a survey aimed

at grasping the opinion of other people about subjects of interest for teenagers, and to present the results orally, with the support of diagrams and outlines.

12. To plan in a detailed way a real or mock activity, after obtaining relevant information for its development.

13. To write and read out loud, with clear diction and appropriate intonation, searching brief narrations to cause an effect on the reader (interest, emotion, fear, laughter).

14. To solve tasks, information about which is distributed among all members of the group to be shared: informative puzzles, completing grid, completing a logical sequence, while interaction models progressively become more independent.

15. To talk about mock common situations, with linguistic support (an argument with a colleague or an adult, a difficult situation for a friend, the celebration of a success, a meeting to take a decision, the spreading of a rumour).

16. Writing and presenting orally short works about a cultural or scientific area: history, literature, music, biology, technology, ecology, using models.

17. To simulate informal or semiformal telephone conversations in order to ask and give information, making an order or agreeing on an appointment.

18. To use knowledge acquired of formal and pragmatic aspects about the language to improve the productions themselves. To distinguish the main and secondary ideas from diverse texts,

features of non-specialized social media, of juvenile press and of publications addressed to learners of the language.

### Contents

The selection of contents and the organisation of didactic intervention (methodology) allow pupils to develop the acquisition process and the learning process of the English language.

In this process there are:

Conceptual elements, basic elements for linguistic development.

Procedures to relate concepts, to acquire them and to create conceptual meaning. The concepts and the activities will be inseparable.

Attitudes towards the language

In all of them, several aspects can be distinguished:

#### 1) *English for communicative purposes*

The treatment of spoken English has to be approached in a specific way. We can present students with a variety of different discursive, accessible and significant models that are set in a context.

Discursive strategies.

Socio-communicative rules.

Variety of speech.

Variety of situations.

Variety of support and documents.

Activities to understand the message:

Interpretation of the global meaning

Anticipation of the contents (background).

Interpretation from the context (skimming).

Research of concrete datum (scanning).

Oral and written interactive activities. Different from the paralinguistic elements.

Syntactic value of the prosody or of the pauses in the oral one.

Identification, characterisation and interpretation of linguistic and paralinguistic elements.

#### 2) *The English language as an instrument of linguistic reflection.*

Reflection activities allow for effective progress in the learning process.

Phonological, lexical and morpho-syntactic elements.

Phonological system of the language.

Inflections of rhythm and intonation.

Textual procedures.

Spelling and punctuation.

Observation of the characteristics typical of the written text.

Recognition and adequacy of the vocabulary.

Discursive and textual organization.

Conceptualisation of the evidence that makes reference to the situational context. Distinction of aspects such as:

Possessives. Verb endings. stereotypes and sexism, racist orientation, amongst others.

Descriptive, narrative and argumentative texts.

Formal, standard and colloquial type of language.

#### 3) *The English language as an instrument for autonomous learning.*

The contents of this section are aimed at developing the learning capacity as a vital

condition in achieving autonomous use of the English language.

Application of knowledge and learning strategies.

Awareness of the methodology used in class.

Capacity to select materials, work techniques and information sources.

Knowledge of specific goals in the short and long term.

Development of procedures for: Diagnosis of errors.

Self-correction.

Appraisal of one's own productions and those of others.

Appraisal of materials.

Appraisal of the teacher's work.

Appraisal of autonomous work.

Appraisal of the methodology used.

#### *4) The English language and the socio-cultural dimension.*

Learning English is also a means by which students can gain a new perception of their surroundings and acquire knowledge on a range of contexts that can be compared with the students' own culture.

The selection of thematic contents takes educational goals into account when including subjects in the curriculum and in line with interests and demands of students.

The procedures should give rise to a discovery of experiences within the realms of the Anglo-Saxon culture, in such a way that they produce a psychological change in students' attitudes

towards another civilization. Therefore, students need to have a respectful and critical attitude towards the values and rules of other cultures.

#### **Cross-curricular contents**

The need to develop new attitudes which are flexible enough to adapt to the requirements of a plural society in a constant process of change is offered by cross-curricular themes that are not only concerned with 'knowing about' but also with 'knowing how to behave' in society. Thus, either in the topic of the unit or the specific tasks, all units deal with the themes of moral and civic education, environmental education, road safety, education for tolerance, education for sexual equality, health education or consumer education.

## CHAPTER V: METHODOLOGY AND EVALUATION

### Different approaches

A method is believed to be a set of techniques or procedures normally attached to a systematic scheme. However, a method does not necessarily have to be linked to a particular language teaching or learning theory. It only has to be a “satisfactory” one in teaching practice. In fact, a satisfactory methodology must be flexible and it will be successful as long as the general goals are achieved.

No methodology is established as compulsory by law, but key importance is given to the role of English as a means of communication. Therefore the teacher is autonomous when choosing the one that best suits the needs and interests of students and his/her own, too.

The communicative approach seems to be the best suited. Moreover, the Council of Europe provides a common framework for teaching languages stating that the learner must be able to carry out a series of communication tasks to develop gradually communicative competence in a specific tongue. Besides, useful aspects of

other teaching methodologies will also be used.

Some relevant authors whose theories have influenced this work are:

Ausubel, who inspired the constructivist theories. The notion of significative learning is to be highlighted, since it states that processes are significant for the students because they connect with their previous knowledge and background. Taking on board this idea, activities have been designed such as warming-up exercises or pre-teaching activities, which work as a bridge between previous and new knowledge.

Vygotsky, according to whom interaction with other subjects becomes essential for the learner to experiment and assess his/her own improvements within a process which should aim towards self-correction. Hymes, whose notion of communicative competence we take into account when selecting the concepts to be introduced. This notion is framed inside the functional-pragmatic approach. It includes four dimensions (discursive, sociolinguistic, strategic and linguistic) established by Canale and Swain.



This implies that English should be the main vehicle of learning and work in our classroom.

Krashen. Following this author we will carry out a methodology that will try natural acquisition of the language by means of reproducing in the classroom situations as real as possible and connected with the needs and motivations of the students.

Considering all these approaches, a methodology has been designed based on the combination of self-conscious learning processes, which implies a certain degree of work and study of concepts such as vocabulary and grammar by the student, with situations where the use of English is promoted in a natural and significant way, imitating real communicative situations inside the classroom.

Finally, we have to consider that as language is alive we should adapt our methodological practise to the changes that this permanently instigates as well as basing our teaching on a series of flexible and creative psychopedagogical and didactic guidelines.

Also, we cannot forget that we must use English as much as possible in class right from the start. And of course students must also consider English from the first day as the language to be used in class, thus creating the need to communicate in English and making their ulterior linguistic production easier.

English is a language and not just a list of things to be learned mechanically, therefore shapes and determines the methodology to be

followed in the classroom. Continuous and daily work is required as well as constant and active participation by student. Not only does the student need to learn concepts but he/she must also put them into practice and use the language to fulfill certain realistic tasks and functions.

The methodology to be followed takes into consideration the range of objectives to be achieved, the content to be covered, the different levels, skills, rhythms, attitudes and learning styles in the classroom, as well as cultural differences and previous experiences.

The material prepared constitutes the key element for each unit both for classroom work and for homework, as well as individual study. However, for some units supplementary materials or totally different materials (readers, webquests, etc.) will also be used.

The units will be developed in the following stages:

Introductory stage where there is a presentation of the objectives of the unit, a presentation of the topic and some free discussion with warm-up introductory questions to get an idea of how much previous knowledge students have.

Controlled stage: The topic is presented and students are guided into the reading topic and the vocabulary exercises. Similarly, the grammatical structures to be dealt with are also presented. The students then do the grammar and vocabulary exercises which are supervised and corrected, also answering questions and checking for any queries. The presentation

of the function and features of the type of text presented in the unit is also led, so that students become aware of them before writing their own composition. Throughout the unit, all learning strategies are presented to students.

More productive stage: The students speak and focus on production exercises, following models and instructions and using relevant expressions in the unit. Before speaking, they are made aware of certain phonological features through the listening exercises, which they should incorporate into their speech. The writing tasks are also productive and the students are given freedom as to what content to include, after being made aware of the function and characteristics of the text they are to write.

Due to the variety of activities, with different objectives and characteristics, and to the variety of learning styles, activities and tasks are approached in different ways, thus making the class more varied and active:

- Individual work: Appropriate for listening, reading, and writing.
- Pair work/small group work: Appropriate for completion of grammar tasks, vocabulary work, project work (e.g. looking for a web page and presenting it to the class), information gap activities, or problem solving activities (oral presentations using PowerPoint). Furthermore, students can compare their understanding of a text and listening exercise with that of a classmate.
- Teacher-student interaction: Appropriate

when presenting the topic of a unit, through brainstorming, introductory tasks or questions, when correcting the grammar and vocabulary tasks, and for error correction in compositions.

### **Teacher and students' roles**

The students should be aware of their autonomy in the learning process but they should also see as significative what the teacher is teaching. This awareness depends on many factors, but mainly on the students' realisation of the fact that what they learn is functional, practical and useful. Motivation is, then, absolutely essential and has to continue throughout the whole learning process.

This is why the teacher must be able to detect students' interests in order to adapt the methodology according to their needs and choose appropriate material resources. We have to bear in mind that this is a delicate process and if the contents are a long way from the students' previous experience, they could find these difficult to follow and as a result drop out. However, if the contents are too easy and no effort is required, learning is uninteresting and it can become a boring routine. A balance is needed.

The teacher will act as a guide, monitoring and providing the pupils with the adequate tools needed to be used in real communicative situations and to become a more autonomous learner in the future.

Therefore, focusing on our daily work in the classroom, the teacher role will be that of a guide

or monitor to help the student in the learning process, providing the necessary tools so that the learner can become more autonomous. On the other hand, the teacher will coordinate the guidelines to be followed in such a way that an interaction between the teacher and the students among students themselves is created. In the classroom there should be a cordial relation and atmosphere that helps to maintain a respectful and cooperative relaxed atmosphere. This interaction will be achieved through the whole group work, pair work or group work. As for students, their role is a new one in this communicative methodology since they are active participants in it, not just passive learners. In this sense, the responsibility for the teaching-learning process is not only that of the teacher, but also the student, who can even take part in designing some of the activities to be performed during the academic year.

### **Activities**

Activities in every syllabus must be coherent according to objectives and contents. They should also be varied. These two ideas have been taken into account when designing the didactic units included in this syllabus.

We should start the year with activities that help students to meet each other and promote a relaxed and familiar atmosphere, which encourages them to feel confident, in order to develop their abilities spontaneously and thus facilitate their learning.

We should also carry out some activities to

find out the students' interests and needs, so that we have better founded criteria when choosing activities for classroom implementation.

We have to take into account that an activity may have different results and unexpected consequences depending on the class group, the time of performance, etc. Our programming must be flexible enough to allow us to interrupt the sequence of contents because of relevant news or special dates to celebrate, related if possible, to the Anglo-Saxon culture festivity calendar.

Our syllabus design includes a Calendar of Year Events, with activities on special dates that can be introduced when necessary during the year, adapting the timing of contents.

### ***Class activities***

Activities are designed with different characteristics according to the specific time in which they are used during development of the sessions. The initial activities in every didactic unit should act as an introduction for the topic and/or the grammar to be studied or revised. After these, we will offer activities that develop new contents so that students can assimilate new concepts; or revise previous knowledge. Finally, closing activities will be consolidation, extension and/or revision of the studied concepts, that is, assessment activities. These will be further explained below.

It would also be advisable to prepare lighter activities (songs, games, etc.) every now and then or for certain days or moments when the

students' disposition towards learning is perhaps lazy.

### **Skills activities**

Class activities include skills activities and other skill-derived tasks, such as grammar activities, vocabulary tasks and other communication activities. A balanced treatment of the four basic skills will be pursued, providing the students with materials in which they will appear in an integrated way.

Reading comprehension will be developed as much as possible in pieces of authentic material. This is true for higher levels, but for lower levels adaptations will have to be made to texts. Exercises for this skill include reading comprehension, work with vocabulary, reading aloud, scanning, skimming, etc.

The student's oral production will also be based on exercises reproducing habitual situations of use of the English language, such as conversations or written messages like letters, notes, e-mails, mobile text messages, etc. In face to face situations conversation strategies will be used: repetitions, clarifications, turn changes, etc.

Oral comprehension, i.e. listening, will be aimed at achieving global and specific information related to relevant topics for the students. In face to face situations the students should try to identify the speaker's intention (traces of humour, irony, etc.) and to distinguish between main and secondary ideas. The teacher will also introduce the most important differences between American

and British varieties. Comprehension activities will be also carried out through other authentic materials from the mass media (songs, films, newspaper or magazine articles, etc.) or from the literature of English-speaking countries.

Finally, written production will be developed through the writing of texts of relevance to daily life. It will be directed at either guided or free composition activities about topics of interest to the learner connected with the topics studied in each unit, so s/he can use the vocabulary, idioms, structures learnt.

### **Communicative activities**

Comprehension and use of English language in daily communicative situations and in those derived from the teaching-learning process itself will aim towards a significative use of the language with communicative purposes, while still including other aspects such as correction and formal precision.

The same importance is given to both receptive (listening and reading) and productive (speaking and writing) skills through communicative situations which should be of interest to the students and directed to their future use of the language. In this sense, the contents will include communication activities on oral and written texts habitually used in daily life (classroom language, instructions, conversations, debates, leaflets and brochures, etc.), but also on any other written text which may be of interest to students. They will have access to reference materials (grammar

books, dictionaries, etc.) and adequate use will be promoted in the classroom work.

### **Sociocultural activities**

The sociocultural characteristics which define the culture of English-speaking countries, the different usages and registers that depend on the social context in which they take place, and other relevant elements associated to these countries' history, geography, ethnic groups, etc are studied. These three factors will contribute to broadening the learner's knowledge of these countries and, consequently, to improving his/her linguistic performance.

We will introduce students to sociocultural values and stereotypes, which are significant for the understanding of the foreign culture, as well as to semiotic elements such as gestures which may be different from those in their own culture.

As teachers, we will particularly value a positive attitude from the learner towards other cultural forms and his/her critical appreciation of them by contrast with his/her own culture.

### **Grammar activities**

Grammar will be taught whenever possible by means of a learning process which could be defined as "search and discover". This teaching method makes students look for linguistic features in written texts and derive rules from them. These rules will be later revised and explained in depth by the teacher.

Whenever possible, an analysis of the

language from a contrastive point of view will be used in order to take advantage of similar points between the English and Spanish/Catalan. As much as possible, language will be taught and therefore learnt in an active way, i.e. students will have to be aware at all times of the way in which the learning process is taking place: they will have to elaborate their own learning process and make a metalinguistic reflection to discover grammar rules. Therefore, students do not play the role of simple and passive receivers of information, instead they become active researchers and develop a key role in their own teaching-learning process. As for us, it is also more motivating, since this is a more active and fun way of teaching languages, when compared to passing information from teacher to student.

Finally, work on grammar is not carried out on a single sentence or simple phrase basis, but on complete texts. In this way we will make use of the study of grammar in context. This teaching method provides more possibilities for the rule to stay in students' memories and thus to be effectively learnt, also because looking for linguistic phenomena in texts becomes a kind of treasure hunt and it is remembered more easily.

The skills required for students to work in this way are: reflecting upon the language, making hypotheses and activating all their own intellectual resources to work on the grammar of English. Reflecting on language function is of key importance at this educational stage, since it directly affects its

correct comprehension and use.

### **Homework Activities**

Homework activities will mainly consist of grammar activities, especially those which imply a mechanical method (drills, repetition, substitution, transformation, expansion, reconstruction, even reverse controlled translation). These will be checked and corrected in class the day after completing them at home.

Writing activities will also be strongly recommended as homework, since students normally need more time to complete them and also require the use of complementary material such as dictionaries.

Reading texts and comprehension activities can also be proposed as homework, unless we want students to work on strategies such as scanning, skimming or others. Working at home gives them the possibility of having plenty of time to understand the text and having other materials at hand.

Extensive reading outside the classroom will be centred on authentic literary works from countries where English is spoken, using varied adapted and graded books in elementary levels and complete levels and unabridged books in advanced levels. Reading two works per year are suggested. This sort of long reading encourages comprehension skills as the students get used to learning words in context and as they are exposed to wide vocabulary. They can keep a reading diary so as to be aware of their process as well as

taking notes on everything they learn or the way they read. Blogs could be useful for this and the teacher could revise them every now and then.

Task-based projects can be proposed; in fact there is an example of this in this syllabus. These help students to be independent learners so they do not rely completely on the teacher and classroom activities. These projects can be assigned in different semesters and students can do them obtaining information from magazines, the Internet and/or other resources.

### **Activities outside the classroom**

Generally speaking, homework activities could also be included in this section, but here we want to consider all extracurricular activities outside the classroom to help students in their learning process too.

A chart or some kind of activity can be given to students who decide to take on extra activities in order to check that they have completed them satisfactorily.

Watching subtitled films whose original soundtrack is in English is one of these activities. The School can offer the possibility of a Cineforum or perhaps there is a cinema in the town where they can go. If these are not possible, DVDs are also a good opportunity for those who want to practise listening. We should encourage independent listening and the radio is also available on the web.

Reading can be done by means of international

press or even on-line versions of newspapers, magazines, or anything in which students might be interested.

These would be activities to be done on their own, but there are also others which can be more fun since they are done with their peers, for example, conversation exchange or conversational groups to practise speaking and pronunciation.

As for activities involving larger groups of people, we can mention the following: theatre at the School, quizzes and games, year events, conferences given by native people or by other students, cooking, designing a magazine, cultural trips, etc.

### **Error correction**

Distinguishing between serious and minor errors may be a good guide to choosing what to correct. Presentation, obvious spelling, punctuation, and capitalization mistakes may occur because the student did not bother to edit and proofread his/her own paper. It is a good idea to ask the student to edit the text before the teacher checks the assignment.

Lower level learners have problems finding the appropriate word and they need more modeling. Most of the time word choice is idiomatic or conventionally agreed upon and it is difficult for learners to come up with the correct or appropriate word even if they consult a dictionary.

Teachers should use consistent and standardized methods to indicate to their students the type and place of errors. Correction legends,

lists of symbols often prove useful if the teacher first trains students on their meaning and what is expected from them when a certain symbol is used.

Written comments on content should be consistent. Teachers must use a set of clear and direct comments and questions, and also should familiarize students with these comments.

Lower level learners have been found to benefit from more direct correction rather than indirect correction in which symbols are used or the place of error has been indicated. Another thing to be kept in mind when teaching beginner level students is that because the students are struggling with both linguistic structure and writing conventions, the teacher has to stress different things at different times. When learners are making many mistakes, it may be futile for the teacher to try to correct every error on the paper: it will be a waste of both time and effort for the teacher and very discouraging and unmanageable for the student. Sometimes the teacher should wait for students to reach a certain fluency, then stress correctness.

It has been noticed that students who receive feedback and self-correct their mistakes during revision are more likely to develop their linguistic competence than those who receive no feedback and those who are not asked to do re-writes. Therefore, revision in the form of re-writes is a must if we want improvement.



### Testing previous knowledge

Initial assessment is instrumental for the assessment of specific objectives, since it allows us to determine the baseline status of a group of students and to compare it with their final status. This principle can be applied to the beginning of each unit. Attitudes are important in order to identify positive or negative attitudes, different moods, motivations or preferences which may determine the teaching approach taken for each group. Some books have questionnaires that aim at identifying students' attitudes but the teacher can also devise his/her own questionnaire asking about aspects that they consider more relevant in terms of students' previous experiences with English, motivation orientations, learning style, perception of importance or self-assessment as foreign language learners. Previous knowledge should also be tested in different ways. Most books have some revision sheets including grammar concepts that should have been learned in previous years and this can be easily tested during the first days of class. However, speaking, listening, reading and writing abilities should be tested too, since often knowledge of grammar is very mechanical and may be misleading as to the students' actual level of English use. This can be done through written and oral self-introductory presentations, texts about English and its role in the world, examples of real life use of English to check their understanding, listening to a song or a news report, etc.

At the beginning of each unit, the teacher

checks previous knowledge related to the topic, vocabulary and grammar structures that will be covered. This can be done by asking short questions, brainstorming with the students, performing an error correction exercise, eliciting certain expressions, etc.

### Continuous assessment

Continuous assessment is determined, to a great extent, by students' active participation in all class activities, punctual and accurate completion of homework, positive attitude toward the classes, respect for other students' opinions and interventions, active contribution in pair or group tasks and discussions and by their grade in the first draft of the written composition. When the unit consists of a project, participation and interest will be given special attention because it is important for the student to realize that English is not only something to be learnt from a book but rather a vehicle for real communication.

### Assessment of specific objectives

The assimilation of objectives can be assessed by giving students a progress test after each unit, which helps them see what the objectives of each unit are and encourages continuous study, instead of giving only a big test once in a while. Also, we can assess terminal objectives by giving a grade to their second draft of the written composition reflecting both process and final product. Assimilation of objectives can also be evaluated on the



basis of their participation and application of new structures and relevant vocabulary to the speaking activities.

### Teacher's assessment

It is universally acknowledged that improvement in our educational system is crucially dependent on effective teacher self-evaluation. Indeed, we the teachers instinctively wish to reflect on our work, evaluate it and look for ways to improve it. However, effective self-evaluation is not simply a process for the individual; it involves other opinions in a variety of ways. A fundamental principle is that we have to see ourselves as learners. For this reason, a questionnaire can be handed out after finishing each unit –to find out students' opinions on the materials, their difficulty, etc.

### Evaluation System

According to the Official Curriculum for Second Language Teaching and Evaluation, evaluation criteria have been applied directly or indirectly through the different resources:

1. Obtaining global and specific information from texts in a face-to-face communicative context about everyday topics and socio-cultural aspects in English-speaking countries.

2. Identifying the topic and global information from short oral texts with visual help produced by means of communication about general everyday situations and aspects about culture associated to the second language.

3. Giving an unprepared oral presentation

on interesting topics for the learner and in organised speech related to cross - curricular topics or socio - cultural aspects of English - speaking countries, using communicative strategies and formal and informal elements.

4. Obtaining global and specific information from different kinds of texts, related to cross-curricular topics or everyday situations, from newspapers, magazines and books.

5. Reading short modern literary texts (stories, novels, poetry, etc) related to the learners' interests and showing comprehension in a specific task (summary, role play, etc).

6. Writing different kinds of texts with coherence and cohesion, accuracy and fluency, making them comprehensible.

7. Using linguistic, socio- linguistic, strategic and discursive knowledge of the foreign language to manage his/her own learning and others' learning and correction.

8. Using learning strategies such as consulting dictionaries, grammar books, recordings and so on to solve problems in new contexts in communication or delving deeply into learning of the linguistic system or sociocultural aspects.

9. Recognising socio cultural elements implicit in the texts used and analysing them correctly, while being aware of and respectful of other ways of perceiving and encoding reality, of organising interpersonal relations, and of thinking and behaving.

## CHAPTER VI: SYLLABUS DESIGN

This syllabus fulfils two main functions. On the one hand, it explains the intentions of an education system, answering the question **what to teach?** On the other hand, it guides practice through a plan of action, answering questions such as **when or how to teach?** or **what, when and how to evaluate?**

These questions come together and become coherent through the design of activities using didactic material and resources. In each unit, there are methodological principles, which are

coherent with the distribution of contents and our teaching intentions. The main aim is to contribute to the development of communicative competence. Moreover, it will contribute to overall growth of students. This will be further achieved through flexibility by the teacher

The didactic units do not only cover general objectives, contents, vocabulary, evaluation and procedures needed for each class, but also cultural themes and topics of interest to students.



SPECIFIC OBJECTIVES			Unit 1	LEARNING TECHNIQUES
1, 2, 3, 5, 6, 7, 10, 13, 15, 22				

  

LEARNING OBJECTIVES	CONTENTS			Unit 1	LEARNING
	TECHNIQUES				
	CONCEPTS	PROCEDURES	ATTITUDES		
<ul style="list-style-type: none"> <li>- To get general and specific information from a written and an oral text.</li> <li>- To identify /s/, /z/, /iz/.</li> <li>- To make up sentences in logical order.</li> <li>- To discriminate false friends.</li> <li>- To develop reading strategies.</li> <li>- To learn how to use a dictionary.</li> <li>- To review present simple and present continuous.</li> <li>- To identify and correct errors as a part of the learning process.</li> </ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Study techniques and ways of studying.</li> <li>• Text types: descriptive text, questionnaire, dialogue, oral presentation.</li> </ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>• Present simple and present continuous.</li> <li>• Stative verbs.</li> <li>• Expressions of wishes and preferences.</li> <li>• Pronunciation of the plurals /s/, /z/, /iz/.</li> <li>• Rules to make a sentence (affirmative, negative and interrogative forms).</li> <li>• 'False friends'.</li> </ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"> <li>• Use of the dictionary.</li> <li>• Identification and correction of mistakes.</li> </ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"> <li>• Relationship: hobbies and spare time.</li> <li>• Difficulties found when studying.</li> </ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Listening to a conversation about study techniques.</li> <li>• Speaking with a classmate about study difficulties.</li> <li>• Paraphrasing sentences.</li> <li>• Answering questions of specific comprehension.</li> </ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>• Filling the gaps with determiners.</li> <li>• Correcting a text with misused 'false friends'.</li> <li>• Identifying un/countable nouns.</li> <li>• Looking up synonyms and antonyms.</li> </ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"> <li>• Correcting compositions.</li> <li>• Monitoring and evaluating self-learning.</li> </ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"> <li>• Talking in groups about different ways of learning.</li> <li>• Writing a composition about one's wishes and ambitions.</li> </ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Reflecting on different ways of studying.</li> <li>• Recognising the importance of developing reading strategies.</li> </ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>• Recognising errors as a part of the learning process.</li> <li>• Showing interest in text coherence and cohesion.</li> </ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"> <li>• Being willing to become autonomous in the process of learning.</li> <li>• Recognising the importance of learning studying techniques.</li> </ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"> <li>• Being respectful toward different students' sorts of learning.</li> <li>• Becoming aware of one's own learning style.</li> </ul>		

CORE ACTIVITIES	TEACHING/LEARNING ACTIVITIES
<b>Core Activities 1:</b> <i>Human intelligence.</i>	<b>-Activity 1:</b> Introductory questions about the topic; talking about the difficulty of studying. <i>Timing: 25'</i> <b>-Activity 2:</b> Reading an article about <i>smart</i> and guessing the meaning of unknown words. Answering the questions about it. <i>Timing: 50'</i> <b>-Activity 3:</b> Answering a questionnaire about different ways of studying and discussing the unknown words. <i>Timing: 40'</i> <b>-Activity 4:</b> Completing a text with vocabulary related to study techniques, subjects and jobs. <i>Timing: 35'</i>
<b>Core Activities 2:</b> <i>Present simple versus present continuous.</i>	<b>-Activity 1:</b> Filling in the blanks with the correct verbal tense (present simple or continuous) <i>Timing: 1h</i> <b>-Activity 2:</b> Oral exercise (by pairs). Looking at two pictures and expressing likes and dislikes using the verbs: <i>enjoy, hate, want, like, dislike or prefer</i> and <i>give</i> . <i>Timing: 35'</i> <b>-Activity 3:</b> Completing a chart about the uses of Present Simple and Present Continuous. <i>Timing: 15'</i>
<b>Core Activities 3:</b> <i>Electronic dictionaries.</i>	<b>-Activity 1:</b> Listening to a report about ways of learning a foreign language. Getting the main idea and specific information. <i>Timing: 35'</i> <b>-Activity 2:</b> Describing your study habits and how preparing your homework (50-80 words). Reading it aloud and making the appropriate corrections modelled by the teacher. <i>Timing: 1h30'</i> <b>-Activity 3:</b> Finding false friends in sentences and replacing them with the correct word. <i>Timing: 35'</i>
<b>Core Activities 4:</b> <i>Learning by heart.</i>	<b>-Activity 1:</b> Pronouncing plurals becoming aware of the differences of <i>/s/, /z/, /iz/</i> . <i>Timing: 15'</i> <b>-Activity 2:</b> Individual work. Giving a speech about hobbies and spare time (5 minutes). <i>Timing: 1h30'</i>
	<b>Exam.</b> <i>Timing: 1h</i>

## ASSESSMENT AND EVALUATION

### A. Assessment

Students are given a sheet to evaluate themselves at the end of the unit. The teacher also assesses him/herself about the unit plan.

#### B.1 Evaluation criteria

- Understanding a questionnaire about different ways of studying.
- Getting general and specific information from a written and an oral text.
- Answering questions from a specific information text.
- Giving a short speech using new vocabulary.
- Identifying mistakes.
- Self-assessing and evaluating on acquired knowledge.

#### B.2 Evaluation instruments

- **Initial evaluation.** Through **the questionnaire**, a thought –provoking introduction to the theme of the unit, learners' previous knowledge will be activated and it will help me to establish learners' needs.
- **Formative evaluation.** **Most of the activities are thought to let the student check his/her continuous progress** and help me to make the adequate revision of the activities and procedures.
- **Summative evaluation.** Although this kind of evaluation is the result of the assessment of activities and procedures used, and the **learner's attitude** - direct observation, daily assessment, questionnaires, class work and homework (**10% of the mark**), I specially value the result of **the exam** at the end of the unit (**70% of the mark**) because the student has to show his/her progress in grammar, writing, listening and reading. I also consider **the previously organised speech** about hobbies and spare time (**20% of the mark**).

## METHODOLOGY

In the development of this unit, the following methodological principles have been taken into account:

- Linguistic competence is seen from the communicative point of view and not just from the grammatical structures and rules.
- Previous learner's experiences, ideas and knowledge are taken as a turning point to associate it with the new material, so learner can change his/her schemes and thus can progress.
- Methodology is learner-centred. Student participates actively in setting the objectives, so the process will be adapted to his/her needs and preferences.
- Information and Communication Technologies are used for communicative purposes.
- The teacher tries to do the learner more and more autonomous in learning providing him/her with the adequate techniques and procedures. He/she is aware of the practical application of learning in everyday life.
- The importance of cooperation and pair and group work is appreciated.
- The contents are interrelated in global tasks and activities. It is fostered the interdisciplinary with other areas such as Biology and Ethics.
- The topic **Learning techniques** can be connected with cross-curricular themes such as Moral and Civic Education and Education for Sexual equality.

- **Resources and materials:** blackboard, computers, internet, a dossier with readings, listenings, vocabulary and grammar exercises.

- **Spaces:** classroom, computers' room.

SPECIFIC OBJECTIVES			Unit 2	FRESH WATER
1, 2, 3, 4, 5, 10, 11, 12, 15, 17, 18, 20, 23				
LEARNING OBJECTIVES	CONTENTS			Unit 2 FRESH WATER
	CONCEPTS	PROCEDURES	ATTITUDES	
<ul style="list-style-type: none"> <li>- To give advice to save water.</li> <li>- To get general and specific information from a written and an oral text.</li> <li>- To identify /t/, /d/, /ɪd/.</li> <li>- To describe actions and processes in the past.</li> <li>- To make up sentences in logical order.</li> <li>- To recognise the importance of water in our lives.</li> <li>- To develop reading strategies.</li> <li>- To answer questions from visual information.</li> <li>- To understand instructions describing a board game.</li> <li>- To take part in a game</li> <li>- To review the possessive adjectives and pronouns.</li> <li>- To interpret a graph and a diagram.</li> </ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>Figures and percentages.</li> <li>Text types: interview, song, questionnaire, graphs, scientific text, maps, short stories.</li> </ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>Suggestions and advices.</li> <li>Past simple and past continuous.</li> <li>Pronunciation of /t/, /d/, /ɪd/.</li> <li>Comparative and superlative forms.</li> <li>Commands.</li> </ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"> <li>Reading strategies: Inferring the meaning of words and grammar rules, getting relevant information.</li> <li>Rules to do a solar still.</li> </ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"> <li>Uses of water.</li> <li>Famous water places.</li> <li>English rivers.</li> </ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>Comparing figures.</li> <li>Listening to a song related to water.</li> <li>Inferring non-explicit information from a scientific text.</li> <li>Recognising different famous water places.</li> </ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>Giving instructions.</li> <li>Describing processes.</li> <li>Identifying rivers in a map of UK.</li> <li>Designing a board game.</li> </ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"> <li>Experimenting.</li> </ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"> <li>Identifying and matching famous water places with the country they belong to.</li> <li>Getting information about the amount of water used at home.</li> </ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>Raising awareness about problems related to water (pollution, dryness...)</li> <li>Respecting other people's opinion.</li> <li>Being willing to speak in English.</li> </ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>Being willing to correct oneself mistakes.</li> <li>Showing interest in using new vocabulary.</li> </ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"> <li>Being willing to become an autonomous learner.</li> <li>Showing a responsible attitude in saving water.</li> </ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"> <li>Being willing to save water.</li> <li>Being aware of ecological problems.</li> <li>Being aware of water as an universal good.</li> </ul>	



CORE ACTIVITIES	TEACHING/LEARNING ACTIVITIES
<p><b>Core activities 1:</b> <i>Water quiz.</i></p>	<p><b>-Activity 1:</b> Brainstorming. It is a warming up activity. It consists on remembering ideas, words and facts related to water and at the same time they learn new vocabulary. <i>Timing: 20'</i></p> <p><b>-Activity 2:</b> Finding out the hidden water words in a wordsquare. <i>Timing:30'</i></p> <p><b>-Activity 3:</b> Reading a text about the water cycle; narrating it orally (pair work). <i>Timing:1h10'</i></p>
<p><b>Core activities 2:</b> <i>How much water is there?</i></p>	<p><b>-Activity 1:</b> Reading a text and inferring the meaning of unknown words from the content. Answering questions about it. <i>Timing:45'</i></p> <p><b>-Activity 2:</b> Finding out the amount of water in some common food. Practice figures and percentages. <i>Timing:40'</i></p> <p><b>-Activity 3:</b> Getting information from a statistic diagram. The common use of water is analysed in this activity. It involves taking a decision, a dialogue, using the imperative and should. <i>Timing:35'</i></p>
<p><b>Core activities 3:</b> <i>Water and us.</i></p>	<p><b>-Activity 1:</b> Listening to the song <i>Water</i>, by <i>Cathy Fink</i>; listening for getting the main idea and for specific information. Filling in the gaps. Becoming aware of the sounds /t/, /d/, /dl/. <i>Timing: 45'</i></p> <p><b>-Activity 2:</b> Revision of uses and formation of past tenses (past simple and continuous). Grammar exercises. <i>Timing:1h45'</i></p>
<p><b>Core activities 4:</b> <i>Water, water everywhere.</i></p>	<p><b>-Activity 1:</b> Pair work. Building a solar still. In this activity, instructions are given. The comprehension is checked by students themselves in the success of the experiment. The passive is practised in the process. <i>Timing:1h30'</i></p> <p><b>-Activity 2:</b> Writing down the previous ideas and conclusions after doing the experiment. Explaining how it works to the rest of the group. <i>Timing:1h'</i></p>
	<p><b>Written exam.</b> <i>Timing: 1h</i></p> <p><b>Oral exposition.</b> <i>Timing: 1h</i></p>

## ASSESSMENT AND EVALUATION

### A. Assessment

Students are given a sheet to evaluate themselves at the end of the unit. The teacher also assesses hm/herself about the unit plan.

### B.1 Evaluation criteria

- Designing a board game with questions and answers about water.
- Getting general and specific information from a written and an oral text.
- Ordering sentences in a logical sense.
- Giving a short speech using the acquired procedures in the unit.
- Self-assessing and evaluating on acquired knowledge.

### B.2 Evaluation instruments

- **Initial evaluation.** Through **the brainstorming** and a **memory game** and a **wordsquare**, learners' previous knowledge will be activated and it will help me to establish learners' needs.
- **Formative evaluation.** **Most of the activities are thought to let the student check his/her continuous progress** and help me to make the adequate revision of the activities and procedures.
- **Summative evaluation.** Although this kind of evaluation is the result of the assessment of activities and procedures used, and the **learner's attitude** -direct observation, daily assessment, questionnaires, class work and homework **(10% of the mark)**, I specially value the result of **the game designed by learner** at the end of the unit and the speech about it **(60% of the mark)** because he/she has to use the macro-skills in an integrated way and he/she has to show his/her progress in English. I also consider the grammar exam about verbal tenses **(30% of the mark)**.

## METHODOLOGY

In the development of this unit, the following methodological principles have been taken into account:

- Linguistic competence is seen from the communicative point of view and not just from the grammatical structures and rules.
- Previous learner's experiences, ideas and knowledge are taken as a turning point to associate it with the new material, so learner can change his/her schemes and thus can progress.
- Methodology is learner-centred. Student participates actively in setting the objectives, so the process will be adapted to his/her needs and preferences.
- Information and Communication Technologies are used for communicative purposes.
- The teacher tries to do the learner more and more autonomous in the learning providing him/her with the adequate techniques and strategies. He/she is aware of the practical application of learning in everyday life.
- The importance of cooperation and pair and group work is appreciated.
- The contents are interrelated in global tasks and activities. It is fostered the interdisciplinary with other areas such as Geography, Physics, Science, Chemistry and Maths.
- The topic **Fresh water** can be connected with cross-curricular contents as Health Education, Education for Peace, Environmental Education, Moral and Civic Education and Consumer Education.

SPECIFIC OBJECTIVES		Unit 3	LET'S EXPLORE
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 20, 23			

  

LEARNING OBJECTIVES	CONTENTS		Unit 3	LET'S EXPLORE
	CONCEPTS	PROCEDURES	ATTITUDES	
<ul style="list-style-type: none"> <li>- To read about exploration and discovery.</li> <li>- To get specific information from an oral text.</li> <li>- To use self-learning strategies for predicting information with visual help.</li> <li>- To distinguish pronunciation /d/, /t/ in past tense.</li> <li>- To recognise and correct errors.</li> <li>- To tell stories.</li> <li>- To narrate.</li> <li>- To transfer information.</li> <li>- To scan information.</li> </ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Comparison of past and present tenses.</li> <li>• Text types: biography, article, narration, description.</li> <li>• Conversational interaction about trips.</li> </ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary related to explorations and discoveries.</li> <li>• Prepositions of movement.</li> <li>• Final -ed of regular verbs.</li> <li>• Time clauses in the past.</li> <li>• Used to.</li> </ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"> <li>• Meaning and grammar rules inference.</li> <li>• Reference materials use.</li> <li>• Previous knowledge use.</li> <li>• Relevant information recognition.</li> </ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"> <li>• Cultures and societies different from ours.</li> <li>• Explorers.</li> </ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Filling the gaps.</li> <li>• Writing about a well-known explorer.</li> <li>• Predicting information.</li> </ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>• Classifying vocabulary: Geographical words.</li> <li>• Using time clauses in context.</li> <li>• Comparing past simple and past continuous.</li> <li>• Paraphrasing sentences with <b>used to</b>.</li> <li>• Completing a written text with the correct verbal tenses.</li> </ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"> <li>• Mnemonics on exploration words.</li> <li>• Organising ideas in a logical way.</li> </ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"> <li>• Identifying famous places and finding them on a map.</li> <li>• Role-playing journeys and visits to famous places.</li> </ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Being confident about the use of new vocabulary.</li> <li>• Showing interest in knowing important discoveries and explorations.</li> </ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>• Being willing to correct oneself mistakes.</li> <li>• Showing interest in new vocabulary.</li> </ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"> <li>• Recognising and correcting mistakes.</li> <li>• Showing interest in applying specific learning strategies.</li> </ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"> <li>• Showing respect for other cultures.</li> <li>• Appreciating the cultural and historic traditions in other countries.</li> </ul>	

CORE ACTIVITIES	TEACHING/LEARNING ACTIVITIES
<b>Core Activities 1:</b> <i>A round the world.</i>	<p><b>-Activity 1:</b> Introductory questions about the topic. Looking at some pictures of animals that are in danger of extinction and discussing the possible countries they come from and the best solution to save them. <i>Timing: 30'</i></p> <p><b>-Activity 2:</b> Reading a text on discoveries to get the main idea (skimming) and a biography on a famous explorer, Jacques-Yves Cousteau, for specific information (scanning). <i>Timing 45'</i></p>
<b>Core Activities 2:</b> <i>Byographies.</i>	<p><b>-Activity 1:</b> Revision of uses and formation of past tenses (past simple and continuous); practising the tenses in context by means of four exercises. <i>Timing: 40'</i></p> <p><b>-Activity 2:</b> Revision of adjectives in the appropriate order to describe people; word order exercise. <i>Timing: 20'</i></p> <p><b>-Activity 3:</b> Forming compound adjectives by matching words. Using the compound adjectives to complete sentences. <i>Timing: 30'</i></p> <p><b>-Activity 4:</b> Finding information about a famous explorer and organizing it to write a biography. <i>Timing: 1h</i></p>
<b>Core Activities 3:</b> <i>Where can we go?</i>	<p><b>-Activity 1:</b> Listening to a conversation between two teenagers who are discussing about a possible trip: listening for main idea and for specific information. <i>Timing: 25'</i></p> <p><b>-Activity 2:</b> By pairs, talking about past habits and about famous explorers and their lifestyle. <i>Timing: 20'</i></p> <p><b>-Activity 3:</b> Identifying famous places and finding them on a map. <i>Timing: 25'</i></p>
<b>Core Activities 4:</b> <i>Ancient Civilisation Time Machine.</i>	<p><b>-Activity 1:</b> Taking a tour through ancient civilizations while composing a journal of their adventures. <i>Webquest: <a href="http://coe.west.asu.edu/students/dmatousek/ancientwg/ancient_civilizations_wq.htm#Extension">http://coe.west.asu.edu/students/dmatousek/ancientwg/ancient_civilizations_wq.htm#Extension</a> Timing: 3h</i></p>
	<b>Exam. Timing: 1h</b>

## ASSESSMENT AND EVALUATION

### A. Assessment

Students are given a sheet to evaluate themselves at the end of the Unit. The teacher also assesses him/herself about the unit plan.

### B.1 Evaluation criteria

- Interacting about past and present actions.
- Getting general and specific information from a written and an oral text.
- Answering questions to show specific comprehension of a text.
- Using the acquired linguistic and syntactic knowledge.
- Writing a short text about a history event.

### B.2 Evaluation instruments

- **Initial evaluation.** Through the **warming up** activity and **Cousteau's biography**, the **first reading of the unit**, previous knowledge will be activated and it will help me to establish learners' needs.
- **Formative evaluation.** **Most of the activities are thought to let the student check his/her continuous progress** and help me to make the adequate revision of the activities and procedures.
- **Summative evaluation.** Although this kind of evaluation is the result of the assessment of activities and procedures used, and the **learner's attitude** - direct observation, daily assessment, class diary, tests, questionnaires, class work and home work and self-assessment sheet (**10% of the mark**), I specially value the result of **the exam** at the end of the unit (**60% of the mark**) because he/she has to show an improvement in grammar and vocabulary. It will also be considered the webquest project (**30 % of the mark**).

## METHODOLOGY

In the development of this unit, the following methodological principles have been taken into account:

- Linguistic competence is seen from the communicative point of view and not just from the grammatical structures and rules.
- Previous learner's experiences, ideas and knowledge are taken as a turning point to associate it with the new material, so learner can change his/her schemes and thus can progress.
- Methodology is learner-centred. Student participates actively in setting the objectives, so the process will be adapted to his/her needs and preferences.
- Information and Communication Technologies are used for communicative purposes.
- The learner becomes more and more autonomous in the learning providing him/her with the adequate techniques and procedures. The teacher has to be aware of the practical application of learning in everyday life.
- The importance of cooperation and pair and group work is appreciated.
- The contents are interrelated in global tasks and activities. It is fostered the interdisciplinary with other areas such as Geography, History and Economics.
- The topic **Let's explore** can be connected with cross-curricular topics such as Environmental education, Education for peace.

- **Resources and materials:** Internet, blackboard, DVD, a dossier with listenings, readings and grammar exercises.

- **Spaces:** classroom, computers' room.

SPECIFIC OBJECTIVES			Unit 4	HEALTH RISKS
1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 15, 18, 19, 20, 25				

LEARNING OBJECTIVES	CONTENTS		Unit 4	HEALTH RISKS
	CONCEPTS	PROCEDURES	ATTITUDES	
<ul style="list-style-type: none"><li>- To examine different aspects of health and fitness.</li><li>- To get general and specific information from a text.</li><li>- To make comparisons.</li><li>- To make predictions and deductions.</li><li>- To talk about the future.</li><li>- To talk about causality and result.</li><li>- To express measures and suggestions.</li><li>- To recognise time clauses in sentences.</li><li>- To identify /h/ and soundless /h/ and /ʒ/ and /ʒ/.</li><li>- To infer the meaning of unknown words through the context and find synonyms.</li></ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"><li>• Advices and opinions.</li><li>• Text types: dialogue, discursive text, medical article, leaflets.</li></ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"><li>• Vocabulary related to health and food.</li><li>• Prepositions.</li><li>• Idioms.</li><li>• Measures and dimensions.</li><li>• Simple future, continuous future.</li><li>• Conditional sentences: 1st type.</li><li>• Relative clauses.</li><li>• Sound /h/ and soundless /h/ and /ʒ/ and /ʒ/.</li></ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"><li>• Reflection on the structure of a medical text.</li></ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"><li>• National Health Service in England.</li><li>• Teenagers and physical appearance.</li></ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"><li>• Preparing a leaflet about a healthy diet.</li><li>• Asking about fast food restaurants.</li><li>• Answering a survey.</li><li>• Distinguishing between relevant and redundant information.</li><li>• Giving opinion about future actions.</li></ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"><li>• Matching measurements and dimensions.</li><li>• Giving opinion about future actions.</li><li>• Completing sentences with relative pronouns.</li></ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"><li>• Using reading strategies.</li><li>• Identifying components in packet food labels and medicines.</li><li>• Calculating the amount of acquired calories in a day.</li></ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"><li>• Showing respect for turn-taking when speaking.</li></ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"><li>• Understanding the importance of accuracy.</li><li>• Appreciating the use of the English language as a means of communication with people from other cultures.</li><li>• Showing initiative in using reference material to check doubts.</li></ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"><li>• Fostering self-confidence.</li><li>• Being willing to become more and more autonomous as a learner.</li><li>• Being precise in using self-correction strategies.</li></ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"><li>• Acquiring a critical attitude towards fashion.</li><li>• Being respectful with other habits and customs.</li></ul>	



CORE ACTIVITIES	TEACHING / LEARNING ACTIVITIES
<b>Core Activities 1:</b> <b>Fashion.</b>	<p><b>Activity 1:</b> Introductory questions about the topic. Looking at some pictures and talking about the changes in fashion and people's appearance over time. <i>Timing: 30'</i></p> <p><b>Activity 2:</b> Skimming and reading some excerpts from an advice column for teenagers, and answering some questions about it. <i>Timing: 50'</i></p> <p><b>-Activity 3:</b> Answering a survey about a healthy diet. Talking about the results with the rest of students. <i>Timing: 50'</i></p> <p><b>-Activity 4:</b> Matching measurements and dimensions. <i>Timing: 20'</i></p>
<b>Core Activities 2:</b> <b>A new restaurant.</b>	<p><b>-Activity 1:</b> Looking at some pictures and identifying different food types. <i>Timing: 30'</i></p> <p><b>-Activity 2:</b> Formulating the menu for a new fast food franchise. <i>Webquest: <a href="http://education.nmsu.edu/webquest/wq/food/NutritionWebquest.html">http://education.nmsu.edu/webquest/wq/food/NutritionWebquest.html</a> Timing: 2h</i></p>
<b>Core Activities 3:</b> <b>National Health Service.</b>	<p><b>-Activity 1:</b> Listening to an interview about <i>National Health Service in England</i> and answering some questions about it. <i>Timing: 30'</i></p> <p><b>-Activity 2:</b> Distinguishing between /h/ and soundless /h/ and /t/ and /ð/. <i>Timing: 20'</i></p> <p><b>-Activity 3:</b> Group work. Talking about the National Health Service in Spain and comparing it with the English one. <i>Timing: 40'</i></p>
<b>Core Activities 4:</b> <b>First Conditional.</b>	<p><b>-Activity 1:</b> Completing sentences with the correct comparative or superlative form. <i>Timing: 50'</i></p> <p><b>-Activity 2:</b> Completing a text with the future tenses (will or going to). <i>Timing: 55'</i></p> <p><b>-Activity 3:</b> 1<sup>st</sup> Conditional. Filling in the blanks with the correct form of the verb. <i>Timing: 45'</i></p>
	<b>Exam. Timing: 1h</b>

ASSESSMENT AND EVALUATION	
<b>A. Assessment</b>	Students are given a sheet to evaluate themselves at the end of the unit. The teacher also assesses him/herself about the unit plan.
<b>B.1 Evaluation criteria</b>	<ul style="list-style-type: none"><li>• Preparing a leaflet with a healthy menu.</li><li>• Giving advice.</li><li>• Understanding concrete information of a text.</li><li>• Using the acquired linguistic and syntactic knowledge.</li></ul>
<b>B.2 Evaluation instruments</b>	<ul style="list-style-type: none"><li>- <b>Initial evaluation.</b> Through <b>the oral exercise</b>, learners' previous knowledge will be activated and it will help me to establish learners' needs.</li><li>- <b>Formative evaluation.</b> <b>Most of the activities are thought to let the student check his/her continuous progress</b> and help me to make the adequate revision of the activities and procedures.</li><li>- <b>Summative evaluation.</b> Although this kind of evaluation is the result of the assessment of activities and procedures used, and the <b>learner's attitude</b> -direct observation, daily assessment, class work and homework ( <b>10% of the mark</b>), I specially value the exam ( <b>60% of the mark</b>) because the student has to show the acquired knowledge through the unit. The webquest project will also be considered for evaluating this unit ( <b>20% of the mark</b>).</li></ul>

## METHODOLOGY

In the development of this Unit, the following methodological principles have been taken into account:

- Linguistic competence is seen from the communicative point of view and not just from the grammatical structures and rules.
- Previous learner's experiences, ideas and knowledge are taken as a turning point to associate it with the news material, so learner can change his/her schemes and thus can progress.
- Methodology is learner-centred. Student participates actively in setting the objectives, so the process will be adapted to his/her needs and preferences.
- Information and Communication Technologies are used for communicative purposes.
- The teacher tries to do the learner more and more autonomous in the learning providing him/her with the adequate techniques and strategies. He/she is aware of the practical application of learning in everyday life.
- The importance of cooperation and pair and group work is appreciated.
- The contents are interrelated in global tasks and activities. It is fostered the interdisciplinary with other areas such as Physical Education, Biology, Chemistry and Maths.
- The topic **Health risks** can be connected with cross-curricular topics as Health Education, Education for Peace, Moral and Civic Education, Consumer Education.

- **Resources and materials:** Internet, blackboard, DVD, a dossier with listenings, readings and grammar exercises.

- **Spaces:** classroom, computers' room.

SPECIFIC OBJECTIVES		Unit 5	SCIENCE, TECHNOLOGY AND FUTURE DEVELOPMENTS	
1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 15, 17, 18, 21, 23				
LEARNING OBJECTIVES	CONTENTS		Unit 5 SCIENCE, TECHNOLOGY AND FUTURE DEVELOPMENTS	
	CONCEPTS	PROCEDURES	ATTITUDES	
<ul style="list-style-type: none"> <li>- To review the meaning and use of modals.</li> <li>- To talk about possibility.</li> <li>- To show concession in writing.</li> <li>- To interact about the use of household appliances.</li> <li>- To practice brainstorming.</li> <li>- To use self-learning strategies as inferring meaning from context.</li> <li>- To think about English language system, recognising and applying word formation rules.</li> <li>- To use reading strategies: getting global and specific information from oral and writing texts.</li> <li>- To organise a composition.</li> <li>- To pronounce the sounds /s/, /ʃ/, /tʃ/.</li> <li>- To use the passive to describe events.</li> <li>- To take a look at technology in our lives.</li> </ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Agreement and disagreement.</li> <li>• Distinction between facts and opinions.</li> <li>• Road vehicles and road safety.</li> <li>• Advantages and disadvantages.</li> <li>• Text types: scientific articles, dialogues, descriptions and interviews.</li> </ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary related to science.</li> <li>• Use of the passive voice to describe events.</li> </ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"> <li>• Use of a scientific dictionary.</li> <li>• Direct and indirect objects.</li> <li>• Use of gerund and infinitive.</li> <li>• Use of modals.</li> <li>• Use of the passive with modals.</li> </ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"> <li>• The American influence in technological development.</li> </ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Reading graphs.</li> <li>• Guessing the meaning from the content.</li> <li>• Predicting information.</li> <li>• Listening to a dialogue about technological advances.</li> <li>• Producing /s/, /ʃ/, /tʃ/.</li> </ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>• Matching similar concepts.</li> <li>• Memorizing words related to science and technology.</li> <li>• Expressing the same idea with different words and structures.</li> <li>• Classifying sentences according to their structure.</li> </ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"> <li>• Understanding a sequence.</li> <li>• Using a variety of reading strategies.</li> <li>• Using the rules to make a composition.</li> </ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"> <li>• Reading a scientific text.</li> <li>• Commenting a scientific text in class.</li> <li>• Writing a paragraph about cars.</li> </ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Respecting other students' point of view.</li> <li>• Showing a critical attitude towards a scientific text ideological content.</li> </ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>• Being aware of different text types.</li> <li>• Showing initiative in using reference materials.</li> </ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"> <li>• Recognising the importance of co-operation.</li> <li>• Appreciating reference and correction instruments.</li> </ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"> <li>• Appreciating the importance of the English language as a vehicle for technological development and scientific exchange.</li> <li>• Being aware of traffic rules importance in personal security.</li> </ul>	

CORE ACTIVITIES	TEACHING/LEARNING ACTIVITIES
<b>Core Activities 1:</b> <i>An experiment.</i>	<p><b>-Activity 1:</b> Warming up activity. Brainstorming; reflecting on science, its effects and functions. <i>Timing: 35'</i></p> <p><b>-Activity 2:</b> Reading the text about a scientific experience and identifying the function of the text; answering comprehension questions about the text. <i>Timing: 50'</i></p> <p><b>-Activity 3:</b> Finding synonyms and correct paraphrases of new words and expressions from the text, using different passive structures in context. Identifying pairs of synonyms. <i>Timing: 35'</i></p>
<b>Core Activities 2:</b> <i>Modal perfect tenses.</i>	<p><b>-Activity 1:</b> Revision of modals; completing a chart. <i>Timing: 35'</i></p> <p><b>-Activity 2:</b> Completing a text with modal perfect tenses. <i>Timing: 35'</i></p> <p><b>-Activity 3:</b> Receptive and productive exercises about the infinitive and gerund. <i>Timing: 45'</i></p>
<b>Core Activities 3:</b> <i>American technology.</i>	<p><b>-Activity 1:</b> Using the sounds /s/, /l/, /t/ to pronounce some words. <i>Timing: 20'</i></p> <p><b>-Activity 2:</b> Listening to a radio program about the effects of the American influence in technological developments; identifying the main idea and listening for details. <i>Timing: 35'</i></p> <p><b>-Activity 3:</b> Getting information about the structure and content of a formal letter, and different connectors to express purpose. <i>Timing 40'</i></p> <p><b>-Activity 4:</b> Planning and writing a formal letter complaining about heavy traffic; error correction. <i>Timing: 1h30'</i></p>
<b>Core Activities 4:</b> <i>Women in Science.</i>	<p><b>-Activity 1:</b> Getting information about the role of women in Science and Technology. Webquest: <a href="http://asterix.ednet.lsu.edu/~edtech/webquest/women.html">http://asterix.ednet.lsu.edu/~edtech/webquest/women.html</a> <i>Timing: 1h.</i></p> <p><b>-Activity 2:</b> Open class discussion. Have women contributed to the progress that science has made the same as men? <i>Timing: 1h</i></p>
	<b>Exam.</b> <i>Timing: 1h.</i>

## ASSESSMENT AND EVALUATION

### A. Assessment

Students are given a sheet to evaluate themselves at the end of the Unit. The teacher also assesses him/herself about the unit plan.

### B.1 Evaluation criteria

- Expressing orally the advantages and disadvantages of technologies.
- Giving one's opinion.
- Writing a formal letter of complaint.
- Reading a scientific text.
- Getting specific information from a scientific magazine or a recorded speech.

### B.2 Evaluation instruments

- **Initial evaluation.** Through **the warming up** activity and the **first reading of the unit**, previous knowledge will be activated and it will help me to establish learners' needs.
- **Formative evaluation.** **Most of the activities are thought to let the student check his/her continuous progress** and help me to make the adequate revision of the activities and procedures.
- **Summative evaluation.** Although this kind of evaluation is the result of the assessment of activities and procedures used, and the **learner's attitude** - direct observation, daily assessment, class work, homework and the self-assessment sheet (**10% of the mark**), I specially value the result of **the exam** at the end of the unit (**60% of the mark**) because the student has to show an improvement in grammar and vocabulary. It will also be considered the open class discussion based on the webquest project (**30 % of the mark**).

## METHODOLOGY

In the development of this unit, the following methodological principles have been taken into account:

- Linguistic competence is seen from the communicative point of view and not just from the grammatical structures and rules.
  - Previous learner's experiences, ideas and knowledge are taken as a turning point to associate it with the new material, so learner can change his/her schemes and thus can progress.
  - Methodology is learner-centred. Student participates actively in setting the objectives, so the process will be adapted to his/her needs and preferences.
  - Information and Communication Technologies are used for communicative purposes.
  - The teacher tries to do the learner more and more autonomous in the learning providing him/her with the adequate techniques and procedures. He/she is aware of the practical application of learning in everyday life.
  - The importance of cooperation and pair and group work is appreciated.
  - The contents are interrelated in global tasks and activities. It is fostered the interdisciplinary with other areas such as Science, Technology and Maths, Chemistry and Physics.
  - The topic **Science, Technology and Future Developments** can be connected with cross-curricular contents such as consumer education, environmental education, sexual equality.
- **Resources and materials:** Internet, blackboard, DVD, a dossier with listenings, readings and grammar exercises.
- **Spaces:** classroom, computers' room.

Unit 6 HIGH ON SPORT		
SPECIFIC OBJECTIVES		
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 24		
LEARNING OBJECTIVES	Unit 6 HIGH ON SPORT	
	CONTENTS	ATTITUDES
	CONCEPTS	PROCEDURES
<ul style="list-style-type: none"> <li>- To read about the origin of different sports.</li> <li>- To discuss about violence in sports.</li> <li>- To use learning strategies: paraphrasing, inferring and summarising.</li> <li>- To use reading strategies: mnemonics on sports words.</li> <li>- To practise with the simple past and present perfect tenses.</li> <li>- To listen to an interview about sports and identify specific information.</li> </ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Use of communicative strategies.</li> <li>• Text types: byographical press articles, advertising leaflets, dialogues, headlines.</li> <li>• Use of specific information in a reading text to give an opinion.</li> <li>• Oral interview about sports.</li> </ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary related to sports and sports facilities.</li> <li>• Present perfect and present perfect continuous.</li> <li>• Uses of since/for/still/already/yet.</li> <li>• Play, do, go + sports.</li> <li>• Going to + infinitive.</li> <li>• Intonation: sentences with present perfect.</li> </ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"> <li>• Being willing to compare past tenses structure and use.</li> </ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"> <li>• Sport and health.</li> <li>• The most common sports in English speaking countries.</li> <li>• Specific sports origins and descriptions.</li> </ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Showing respect for turn-taking when speaking.</li> <li>• Being willing to interpret the meaning of headlines.</li> <li>• Paying attention to accuracy when speaking.</li> <li>• Showing initiative in asking questions.</li> </ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>• Being willing to compare past tenses structure and use.</li> </ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"> <li>• Recognising the importance of grammar reference sections as a means of developing autonomy in language learning.</li> </ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"> <li>• Respecting other habits and customs.</li> <li>• Being aware of the importance of practising sports.</li> </ul>



## ASSESSMENT AND EVALUATION

### A. Assessment

Students are given a sheet to evaluate themselves at the end of the Unit. The teacher also assesses him/herself about the unit plan.

#### B.1 Evaluation criteria

- Self-evaluating.
- Contrasting the uses of past tenses.
- Participating in a mock-interview to a sportsman in the radio.

#### B.2 Evaluation instruments

- **Initial evaluation.** Through the **speaking** and **reading**, learners' previous knowledge will be activated and it will help me to establish learners' needs.
- **Formative evaluation.** **Most of the activities are thought to let the student check his/her continuous progress** and help me to make the adequate revision of the activities and procedures.
- **Summative evaluation.** Although this kind of evaluation is the result of the assessment of activities and procedures used, and the **learner's attitude** - direct observation, daily assessment, class work and homework and self-assessment sheet (**10% of the mark**), I specially value the result of **the exam** at the end of the unit (**60% of the mark**) because he/she has to show his/her progress in English. It will also be considered the **webquest project about Adventure Sports (30% of the mark)**.

## METHODOLOGY

In the development of this Unit, the following methodological principles have been taken into account:

- Linguistic competence is seen from the communicative point of view and not just from the grammatical structures and rules.
- Previous learner's experiences, ideas and knowledge are taken as a turning point to associate it with the new material, so learner can change his/her schemes and thus can progress.
- Methodology is learner-centred. Student participates actively in setting the objectives, so the process will be adapted to his/her needs and preferences.
- Information and Communication Technologies are used for communicative purposes.
- The teacher tries to do the learner more and more autonomous in the learning providing him/her with the adequate techniques and procedures. He/she is aware of the practical application of learning in everyday life.
- The importance of cooperation and pair and group work is appreciated.
- The contents are interrelated in global tasks and activities. It is fostered the interdisciplinary with other areas such as Physical Education and Biology.
- The topic **High on Sport** can be connected with cross-curricular topics such as Health education, Moral and civic education, Education for sexual equality and drug addiction prevention.

- **Resources and materials:** Internet, blackboard, DVD, a dossier with listenings, readings and grammar exercises.

- **Spaces:** classroom, computers' room.

SPECIFIC OBJECTIVES			
Unit 7 HAVE A NICE TRIP!			
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 19, 25			
LEARNING OBJECTIVES	CONTENTS		Unit 7 HAVE A NICE TRIP!
	CONCEPTS	PROCEDURES	
<ul style="list-style-type: none"><li>- To use visual help for improving comprehension.</li><li>- To get specific information from an oral text.</li><li>- To use learning strategies as matching symbols and words, and classifying vocabulary.</li><li>- To pronounce /ai/, /ei/.</li><li>- To describe photographs.</li><li>- To tell travel stories.</li><li>- To recognise and correct mistakes.</li><li>- To interact using personal opinions about holidays.</li><li>- To apologize and complain about something.</li><li>- To develop a critical attitude towards advantages and disadvantages of resorts.</li></ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"><li>• Description of exotic places.</li><li>• Interaction about trips.</li><li>• Countries: weather differences.</li><li>• Text types: Tourist brochures with descriptions and suggestions, dialogues.</li></ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"><li>• Points of the compass.</li><li>• Past continuous and past perfect.</li><li>• Time expressions.</li><li>• Silent letters.</li><li>• Vocabulary related to descriptions of places, holidays and means of transport.</li></ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"><li>• Informal letters and postcards.</li><li>• Learning strategies: memorising, deducing and practising.</li></ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"><li>• Lifestyles and customs in different places.</li><li>• Interpersonal relationships: postcards and letters.</li><li>• Hobbies and spare time.</li></ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"><li>• Transferring information from input to output.</li><li>• Writing about routes.</li><li>• Expressing a personal opinion about holidays.</li><li>• Discussing photographs.</li></ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"><li>• Applying grammar rules to real communicative situations.</li><li>• Completing sentences and answering questions.</li><li>• Comparing exotic places.</li></ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"><li>• Deducing the meaning of a word from the context.</li><li>• Applying different techniques to memorise travel expressions.</li></ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"><li>• Identifying countries from souvenirs.</li><li>• Identifying famous places finding them on a map.</li><li>• Exchanging socio-cultural information with classmates.</li><li>• Role-playing journeys.</li></ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"><li>• Being confident using the new vocabulary.</li><li>• Showing respect to cultural diversity.</li><li>• Being willing to organise a tourist route.</li></ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"><li>• Considering errors as a part of learning process.</li><li>• Showing initiative in using reference material to check doubts.</li><li>• Appreciating corrections.</li></ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"><li>• Reflecting on the importance of coherence and cohesion in students' written texts.</li><li>• Fostering self-confidence.</li></ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"><li>• Appreciating the cultural traditions from other places.</li><li>• Recognising and respecting different customs from the own ones.</li></ul>

CORE ACTIVITIES	TEACHING/LEARNING ACTIVITIES
Core Activities 1: <i>Around the world.</i>	<ul style="list-style-type: none"> <li>- <b>Activity 1:</b> Introductory questions. Reflecting on traveling experiences. <i>Timing: 35'</i></li> <li>- <b>Activity 2:</b> Reading a text about a travel story, inferring extra information. <i>Timing: 35'</i></li> <li>- <b>Activity 3:</b> Answering questions about the text. <i>Timing: 25'</i></li> </ul>
Core Activities 2: <i>Time clauses.</i>	<ul style="list-style-type: none"> <li>- <b>Activity 1:</b> Working on the different meanings and rules of past perfect and past continuous. <i>Timing: 45'</i></li> <li>- <b>Activity 2:</b> Completing sentences with tenses that can be used in clauses of time; using them in context. <i>Timing: 40'</i></li> </ul>
Core Activities 3: <i>I've got a postcard!</i>	<ul style="list-style-type: none"> <li>- <b>Activity 1:</b> Describing a landscape using different connectors of sequence. <i>Timing: 1h30'</i></li> <li>- <b>Activity 2:</b> Filling in a given text the correct connectors. <i>Timing: 35'</i></li> <li>- <b>Activity 3:</b> Planning and writing a postcard of a trip that students have gone on; sending it to a partner via mail address; getting pictures from the page <a href="http://www.steveheller.com/tripix/eutrip.htm">http://www.steveheller.com/tripix/eutrip.htm</a>; error correction. <i>Timing: 1h40'</i></li> </ul>
Core Activities 4: <i>Helping people.</i>	<ul style="list-style-type: none"> <li>- <b>Activity 1:</b> Listening to an interview of a woman who wants to go to third world countries as a volunteer. <i>Timing: 30'</i></li> <li>- <b>Activity 2:</b> Answering some multiple choice questions about the interview. <i>Timing: 20'</i></li> <li>- <b>Activity 3:</b> Listening to and pronouncing words to distinguish the sounds /ai/, /ei/. <i>Timing: 10'</i></li> <li>- <b>Activity 4:</b> Open class discussion. Talking about what to do in some hypothetical situations; using some given structures. <i>Timing: 40'</i></li> <li>- <b>Activity 5:</b> Acting out a dialogue expressing opinions about an English speaking country. <i>Timing: 1h30'</i></li> </ul>
	<b>Exam.</b> <i>Timing: 1 h</i>

## ASSESSMENT AND EVALUATION

### A. Assessment

Students are given a sheet to evaluate themselves at the end of the Unit. The teacher also assesses him/herself about the unit plan.

#### B.1 Evaluation criteria

- Describing a photograph.
- Getting general and specific information from a written text related to travel.
- Acting out a dialogue about an English country using new vocabulary.
- Describing a visited place using the acquired strategies.
- Writing a postcard describing a holiday place.

#### B.2 Evaluation instruments

- **Initial evaluation.** Through **the oral reflection** and **the reading**, learners' previous knowledge will be activated and it will help me to establish learners' needs.
- **Formative evaluation.** **Most of the activities are thought to let the student check his/her continuous progress** and help me to make the adequate revision of the activities and procedures.
- **Summative evaluation.** Although this kind of evaluation is the result of the assessment of activities and procedures used, and the **learner's attitude** - direct observation, daily assessment, questionnaires, class work and homework and the self-assessment sheet (**10% of the mark**), I specially value the result of **the exam** at the end of the unit (**60% of the mark**) because he/she has to know the grammar and vocabulary of the unit. It will also be considered important the **previously organised dialogue** about a topic related to an English speaking country (**30% of the mark**).

## METHODOLOGY

In the development of this Unit, the following methodological principles have been taken into account:

- Linguistic competence is seen from the communicative point of view and not just from the grammatical structures and rules.
- Previous learner's experiences, ideas and knowledge are taken as a turning point to associate it with the new material, so learner can change his/her schemes and thus can progress.
- Methodology is learner-centred. Student participates actively in setting the objectives, so the process will be adapted to his/her needs and preferences.
- The teacher tries to do the learner more and more autonomous in the learning providing him/her with the adequate techniques and strategies. He/she is aware of the practical application of learning in everyday life.
- The importance of cooperation and pair and group work is appreciated.
- The contents are interrelated in global tasks and activities. It is fostered the interdisciplinary with other areas such as Geography and Science.
- The topic **Have a nice trip!** can be connected with cross-curricular topics such as Education for peace, Environmental education, Moral and civic education.

- **Resources and materials:** Internet, blackboard, DVD, a dossier with listenings, readings and grammar exercises.

- **Spaces:** classroom, computers' room.

TERMINAL OBJECTIVES	Unit 9	THROUGH THE WEB
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 13, 15, 16, 17, 19, 21, 24, 26		

LEARNING OBJECTIVES	CONTENTS		Unit 9		THROUGH THE WEB
	CONCEPTS		PROCEDURES	ATTITUDES	
<ul style="list-style-type: none"> <li>- To match titles and texts.</li> <li>- To infer words meaning.</li> <li>- To use the dictionary.</li> <li>- To scan a text.</li> <li>- To get specific information from a text.</li> <li>- To know about English loanwords in Catalan/Spanish.</li> <li>- To use the reported speech.</li> <li>- To narrate facts and events.</li> <li>- To use different searchers in Internet.</li> <li>- To write a summary.</li> <li>- To activate the previous knowledge to improve reading comprehension.</li> </ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Communicative software use.</li> <li>• Letter writing.</li> <li>• E-mail use.</li> <li>• Text types: computer magazine, report, dialogues, internet pages.</li> </ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>• Indirect speech: statements and commands.</li> <li>• False friends.</li> <li>• Compound words.</li> <li>• Cognates: do/make, say/tell.</li> <li>• The sound /3:/.</li> </ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"> <li>• Previous knowledge use.</li> <li>• Reference materials use.</li> <li>• Meaning and grammar rules inference.</li> </ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"> <li>• Internet as a learning English resource.</li> <li>• Interpersonal relationships: a new way to be in touch.</li> </ul>		<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Listening to a speech.</li> <li>• Putting sentences into reported speech.</li> <li>• Being able to contact to other people via Internet.</li> </ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>• Expressing the same idea with different words and structures.</li> <li>• Matching words to form compound words.</li> <li>• Participating in an English 'chat'.</li> <li>• Contrasting the meaning of similar words from English and Catalan languages.</li> <li>• Transferring concepts from input to output.</li> <li>• Pronouncing words with the sound /3:/.</li> </ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"> <li>• Activating previous knowledge to improve listening and reading comprehension.</li> <li>• Using the different stages of writing a composition.</li> </ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"> <li>• Ignoring irrelevant or non-appropriate information.</li> <li>• Contrasting English and Spanish: the compound adjectives.</li> </ul>	<p><b>ORAL AND WRITTEN COMMUNICATION:</b></p> <ul style="list-style-type: none"> <li>• Showing interest in knowing Internet world.</li> <li>• Reflecting about the English language and comparing it to the Catalan one.</li> </ul> <p><b>REFLECTION ON LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>• Reflecting about English language and comparing it to the Catalan one.</li> <li>• Being accurate in using reference and self-correction instruments.</li> </ul> <p><b>LEARNING TO LEARN:</b></p> <ul style="list-style-type: none"> <li>• Being willing to use the new technologies.</li> <li>• Appreciating cooperation.</li> <li>• Appreciating the amount of information that can be found through the net.</li> </ul> <p><b>SOCIO-CULTURAL ASPECTS:</b></p> <ul style="list-style-type: none"> <li>• Appreciating the importance of Internet nowadays.</li> <li>• Showing interest in knowing useful net addresses to practice English.</li> </ul>	

CORE ACTIVITIES	TEACHING/LEARNING ACTIVITIES
<b>Core Activities 1:</b> <i>I've got an e-mail.</i>	<p>-<b>Activity 1:</b> Introducing the unit talking about the e-mail use (open discussion). <i>Timing: 25'</i></p> <p>-<b>Activity 2:</b> Reading an informative text; distinguishing opinions from facts; identifying the topic sentence; finding synonyms for new words and expressions; completing sentences using words from the text; answering multiple choice questions about the text. <i>Timing: 55'</i></p> <p>-<b>Activity 3:</b> Identifying idioms in a written text. <i>Timing: 20'</i></p> <p>-<b>Activity 4:</b> Contrasting the meaning of similar words from English and Catalan languages (false friends). <i>Timing: 25'</i></p> <p>-<b>Activity 5:</b> Completing sentences with the following cognates: do/make, say/tell. <i>Timing: 20'</i></p>
<b>Core Activities 2: A Chat.</b>	<p>-<b>Activity 1:</b> Practicing question intonation. <i>Timing: 10'</i></p> <p>-<b>Activity 2:</b> Pronouncing words with the sound /3:/l. <i>Timing: 10'</i></p> <p>-<b>Activity 3:</b> Listening to a commercial speech. Answering comprehension questions; explaining the main idea. <i>Timing: 35'</i></p> <p>-<b>Activity 4:</b> Participating in a chat with 16-years-old students from Taunton School, in Somerset, England. <i>Timing: 2h</i></p>
<b>Core Activities 3:</b> <i>Computers language.</i>	<p>-<b>Activity 1:</b> Completing sentences with vocabulary related to computers. <i>Timing: 20'</i></p> <p>-<b>Activity 2:</b> Planning and writing an opinion essay on Internet using different connectors to express purpose and result. Error correction. <i>Timing: 1h40'</i></p>
<b>Core Activities 4:</b> <i>Reported Speech.</i>	<p>-<b>Activity 1:</b> Completing a chart about reported speech statements and commands. <i>Timing: 15'</i></p> <p>-<b>Activity 2:</b> Rewriting sentences into reported speech. Completing rules. <i>Timing: 50'</i></p> <p>-<b>Activity 3:</b> Completing a passage with the correct verbal tense. <i>Timing: 35'</i></p>
	<b>Exam Timing: 1h</b>



## ASSESSMENT AND EVALUATION

### A. Assessment

Students are given a sheet to evaluate themselves at the end of the Unit. The teacher also assesses him/herself about the unit plan.

#### B.1 Evaluation criteria

- Sailing through Internet looking for specific information.
- Using the linguistic and syntactic knowledge acquired.
- Completing sentences with the acquired vocabulary.
- Writing a text using the acquired vocabulary.
- Taking part in class activities.
- Consulting the dictionary.
- Self-evaluating the acquired contents.

#### B.2 Evaluation instruments

- **Initial evaluation.** Through the open discussion, learners' previous knowledge will be activated and it will help me to establish learners' needs.
- **Formative evaluation.** Most of the activities are thought to let the student check his/her continuous progress and help me to make the adequate revision of the activities and procedures.
- **Summative evaluation.** Although this kind of evaluation is the result of the assessment of activities and procedures used, and the **learner's attitude** -direct observation, daily assessment, class diary, class work and homework and self-assessment sheet ( **10% of the mark**), I specially value the result of the exam at the end of the unit (**70% of the mark**) because the student has to show his/her progress in English. It will also be considered "special" the previously organised **essay on Internet (20% of the mark)**.

## METHODOLOGY

In the development of this Unit, the following methodological principles have been taken into account:

- Linguistic competence is seen from the communicative point of view and not just from the grammatical structures and rules.
- Previous learner's experiences, ideas and knowledge are taken as a turning point to associate it with the news material, so learner can change his/her schemes and thus can progress.
- Methodology is learner-centred. Student participates actively in setting the objectives, so the process will be adapted to his/her needs and preferences.
- Information and Communication Technologies are used for communicative purposes.
- The teacher tries to do the learner more and more autonomous in the learning providing him/her with the adequate techniques and strategies. He/she is aware of the practical application of learning in everyday life.
- The importance of cooperation and pair and group work is appreciated.
- The contents are interrelated in global tasks and activities. It is fostered the interdisciplinary with other areas such as Computer studies, Philosophy.
- The topic **Through the web** can be connected with cross-curricular topics such as Moral and Civic Education, Consumer Education.

- **Resources and materials:** Internet, blackboard, DVD, a dossier with listenings, readings and grammar exercises.

- **Spaces:** classroom, computers' room.



## GLOSSARY

- **Accuracy:** Producing language with no errors.
- **Achievement test:** A test to measure what students have learned or achieved from a study programme; it should be part of every language programme and be specific to the goals and objectives of a specific language course. These tests must be flexible to respond to the particular goals and needs of the students in a language programme.
- **Activate:** The phase in a lesson where students have the opportunity to practice language forms. See “controlled practice”, “guided practice”, and “free practice”.
- **Active listening:** A technique whereby the listener repeats (often in other words) what the speaker has said to demonstrate his or her understanding. Active listening is a particularly useful alternative to directly correcting a student error.
- **Active vocabulary:** Vocabulary that students actually use in speaking and writing.
- **Active:** Related to student engagement and participation. For example, listening is perceived to be a passive skill, but is actually active as it involves students in decoding meaning.
- **Alphabet:** A complete standardised set of letters –basic written symbols– each of which roughly represents a phoneme of a spoken language, either as it exists now or as it may have been in the past. English uses the Roman or Latin alphabet, which consists of vowels and consonants.
- **Vowel:** A sound in spoken language characterized by an open configuration of the voice tract so that there is no build-up of air pressure above the vocal chords. The Roman vowels include the letters “a”, “e”, “i”, “o”, “u” and sometimes “y”. In all languages, vowels form the nucleus of a syllable. A vowel also completes a syllable.

- **Semivowel:** A sound that is much like the vowel, but is not the key (core) sound in a syllable. Examples: the opening sounds in the words “yet” and “wet”.
- **Consonant:** An alphabetic character which represents a sound created by a constriction or closure at one or more points along the vocal tract. Consonants form the onset or end of a syllable, or both.
- **Aptitude:** The rate at which a student can learn a language, based on raw talent. Aptitude does not seem to be related to attitude; a gifted student can have a poor attitude.
- **Attitude:** A complex mental state involving beliefs, feelings, values and dispositions to act in certain ways. Attitude affects a student’s ability to learn, but is unrelated to aptitude.
- **Audiolingualism:** A form of language learning based on behaviourist psychology. It stresses the following: listening and speaking before reading and writing; activities such as dialogues and drills, formation of good habits and automatic language use through constant repetition; use of target language only in the classroom.
- **Audio-visual aids:** Teaching aids such as audio, video, overhead projection, posters, and various other displays of pictures and graphics.
- **Aural:** Related to listening.
- **Authentic text:** Natural or real teaching material; taken from newspapers, magazines, radio, TV or podcasts.
- **Automaticity:** A learner’s ability to recover a word automatically, without straining to draw it from memory.
- **Behaviourism:** the belief that learning should be based on psychological study of observable and measurable psychology only; psychological theory based on stimulus-response influenced audiolingualism.
- **Brainstorming:** A group activity where students freely contribute their ideas to a topic to generate ideas.
- **Chomsky, Noam:** His theories of knowledge of language and language acquisition relate as much to the study of human nature as to language teaching. Chomsky’s claim that...all humans speak a single language is based on the discovery that the same symbol-manipulating machinery, without exception, underlies the world’s languages. Linguists have long known that the basic design features of language are found everywhere... A common grammatical code, neutral between production and comprehension, allows speakers to produce any linguistic message they can understand, and vice versa.

Words have stable meanings, linked to them by arbitrary convention... Languages can convey meanings that are abstract and remote in time or space from the speaker, (and) linguistic forms are infinite in number.

- **Chorus:** Speaking together as a group; used in choral speaking and jazz chants.
- **Classroom climate:** Environment created in the classroom by factors such as the physical environment and also the interrelationship between the teacher and the students, and among the students.
- **Classroom management:** The management of classroom processes such as how the teacher sets up the classroom and organizes teaching and learning to facilitate instruction. Includes classroom procedures, groupings, how instructions for activities are given, and management of student behaviour.
- **Cloze:** A technique usually used to assess students' reading comprehension. It can also be used as a practice activity. Teacher blanks out certain words from a written text and students fill in the missing words based on their understanding from context.
- **Collocation:** The way words are often used together. For example, "do the dishes" and "do homework", but "make the bed" and "make noise".
- **Colloquialism:** A word or phrase used in conversation –usually in small regions of the English-speaking world– but not in formal speech or writing: "Like, this dude came onto her real bad."
- **Communicative Competence:** The role of language learning is to achieve communicative competence. Communicative competence has four parts, which we call language competencies.
  1. **Grammatical competence** is how well a person has learned those features and rules of the language. This includes vocabulary, pronunciation and sentence formation. The main question is: How well does a person understand English grammar?
  2. **Sociolinguistic competence** how well a person speaks and is understood in various social contexts. This depends on factors such as status of those speaking to each other, the purpose of the interaction, and the expectations of the interaction. The main question is: how socially acceptable is the person's use of English in different settings?
  3. **Discourse competence** how well a person can combine grammatical forms and meanings to achieve different types (genres) of speaking or writing. The main question is: How well does one properly combine all the language elements to speak or write in English?
  4. **Strategic competence** how well the person uses both verbal forms and non-verbal

communication to compensate for lack of knowledge in the other three competencies. The main question is: Can a person find ways to communicate when he or she is lacking some knowledge of English?

• **Communicative Language Teaching:**

Communicative language teaching (CLT) is an approach to foreign or second language learning which emphasizes that the goal of language learning is communicative competence. The communicative approach has been developed particularly by British applied linguists as a reaction away from grammar-based approaches such as the aural-oral (audio-lingual) approach. Teaching materials used with a communicative approach teach the language needed to express and understand different kinds of functions, such as requesting, describing, expressing likes and dislikes, etc. Also, they emphasize the processes of communication, such as using language appropriately in different types of situations; using language to perform different kinds of tasks, e.g. to solve puzzles, to get information, etc.; using language for social interaction with other people.

• **Competence learning model:** Once we begin our course of studies, we become consciously incompetent: we know how much we do not know. From there we proceed to conscious competence: we have functional knowledge and can perform competently, but we have to think about what we are doing. Finally, after we have had

enough experience, we become unconsciously competent: we know it and we can do it, and we do not have to think about it much. This model applies to a great deal of language learning, to TEFL training and to many other areas of study.

• **Comprehensible input:** Language that is understandable to learners.

• **Content words:** Words that carry meaning; usually nouns, verbs and sometimes adjectives and adverbs.

• **Context clues:** Clues used when guessing word meanings; clues that provide students with meaning or comprehension based on the environment in which a word is found.

• **Contrastive analysis:** Comparing two languages to predict where learning will be facilitated and hindered.

• **Controlled practice:** Practice of language forms in a way that is controlled by the teacher.

• **Creative construction hypothesis:** Hypothesis in language acquisition which states that learners gradually develop their own rule systems for language.

• **Culture:** The sum of the beliefs, attitudes, behaviours, habits and customs of a group of people.

- **Deductive teaching:** Also known as deduction, from the verb “to deduce”; a teaching technique in which the teacher presents language rules and the students then practice those rules in activities. Deductive teaching is usually based on grammar-based methodology and proceeds from generalizations about the language to specifics.
- **Descriptive grammar:** Grammar that is described in terms of what people actually say or write, rather than what grammar books say the grammar of the language should be. See “prescriptive grammar”.
- **Diagnostic test:** A test to diagnose or discover what language students know and what they need to develop to improve their language abilities; may be used before a course of study and combined with placement test.
- **Dictation:** A technique in which the teacher reads a short passage out loud and students write down what the teacher reads; the teacher reads phrases slowly, giving students time to write what they hear; the technique is used for practice as well as testing.
- **Facilitator:** A concept related to a teacher’s approach to interaction with students. Particularly in communicative classrooms, teachers tend to work in partnership with students to develop their language skills. A teacher who is a facilitator tends to be more student-centered and less dominant in the classroom than in other approaches. The facilitator may also take the role of mentor or coach rather than director.
- **Feedback:** Reporting back or giving information back, usually to the teacher; feedback can be verbal, written or nonverbal in the form of facial expressions, gestures, behaviours; teachers can use feedback to discover whether a student understands, is learning, and likes an activity.
- **Fluency:** Natural, normal, native-like speech characterized by appropriate pauses, intonation, stress, register, word choice, interjections and interruptions.
- **Form-focused instruction:** The teaching of specific language content (lexis, structure, phonology). See “language content”.
- **Free practice:** Practice activities that involve progressively less control by the teacher.
- **Functional syllabus:** Syllabus based on communicative acts such as making introductions, making requests, expressing opinions, requesting information, refusing, apologizing, giving advice, persuading; this type of syllabus is often used in communicative language teaching.
- **Gesture:** A facial or body movement that communicates meaning; examples include



a smile, a frown, a shrug, a shake or no of the head. Gestures often accompany verbal communication.

- **Graded reader:** Reading material that has been simplified for language students. The readers are usually graded according to difficulty of grammar, vocabulary, or amount of information presented.

- **Grammar translation:** A method of language teaching characterized by translation and the study of grammar rules. Involves presentation of grammatical rules, vocabulary lists, and translation. Emphasizes reading rather than communicative competence.

- **Grammatical syllabus:** A syllabus based on the grammar or structure of a language; often part of the grammar translation method.

- **Guided practice:** Intermediate step in teaching between controlled and free practice activities; there is still some teacher guidance at this stage.

- **Idiom:** A group of words whose meaning is different from the meanings of the individual words: "She let the cat out of the bag" or "He was caught red-handed."

- **Inductive teaching:** Also known as induction, from the verb "to induce"; a facilitative, student-

centered teaching technique where the students discover language rules through extensive use of the language and exposure to many examples. This is the preferred technique in communicative language teaching. (See "Deductive teaching".)

- **Input hypothesis:** Hypothesis that states that learners learn language through exposure to language that is just beyond their level of comprehension. See "Krashen, Stephen".

- **Interference:** A phenomenon in language learning where the first language interferes with learning the target or foreign language.

- **Interlanguage:** The language a learner uses before mastering the foreign language; it may contain features of the first language and the target language as well as non-standard features.

- **Interlocutor:** In a conversation, this refers to the person you are speaking to.

- **Intonation:** How we change the pitch and sound of our voice when speaking. See "language content".

- **Krashen, Stephen:** His Theory of Second Language Acquisition is a highly practical theory for communicative language learning. This notion of second language acquisition consists of five main hypotheses: the Acquisition-Learning

hypothesis; the Monitor hypothesis; the Natural Order hypothesis; the Input hypothesis; and the Affective Filter hypothesis. These hypotheses represent practical interpretations of what happens in language acquisition, and they form the basis of a system of language teaching called “The Natural Method.”

- **Language content:** Language has three components, which are commonly taught as language items.

1. *Structural items* are grammatical points about the language. CL teachers frequently introduce these as examples or model sentences, and they are often called “patterns”.

2. *Phonological items* are features of the sound system of the language, including intonation, word stress, rhythm and register. A common way to teach phonology is simply to have students repeat vocabulary using proper stress and pronunciation.

3. A *lexical item* is a new bit of vocabulary. It is sometimes difficult to decide whether an item is structural or lexical. For example, the teacher could teach phrasal verbs like “chop down” and “stand up” as lexis or structure.

- **Language experience approach:** An approach based on teaching first language reading to young children, but adapted for use with adults. Students use vocabulary and concepts already learned to tell a story or describe an event. The teacher writes down the information they provide,

and then uses the account to teach language, especially to develop reading skills.

- **Language learning requirements:** To learn language, students have four needs: They must be exposed to the language. They must understand its meaning and structure. And they must practice it. Teachers should hold their students as able. They should not over-explain or make things too easy. Learning comes through discovery.

- **Language skills:** In language teaching, this refers to the mode or manner in which language is used. Listening, speaking, reading and writing are generally called the four language skills. Speaking and writing are the productive skills, while reading and listening are the receptive skills. Often the skills are divided into sub-skills, such as discriminating sounds in connected speech, or understanding relationships within a sentence.

- **Learning burden:** These are the features of the word that the teacher actually needs to be taught, and can differ dramatically from word to word. Especially in lexis, the teacher needs to reduce learning burden by, for example, reducing the number of definitions and uses presented.

- **Learning factors:** For EFL teachers, four factors outside aptitude and attitude affect the rate at which a student learns a second language. These are (1) the student’s motivation, including whether it is instrumental or integrative; (2) the

amount of time the student spends in class and practicing the language outside class; (3) the teacher's approach to teaching; and (4) the teacher's effectiveness and teaching style. The most important of these motivators are the first two, which are also the two the teacher has least control over. See also "aptitude", "attitude" and "TEFL vs. TEFL".

- **Lesson plan:** An outline or plan that guides teaching of a lesson; includes the following: pre-assessment of class; aims and objectives; warm-up and review; engagement, study, activation of language (controlled, guided and free practice); and assessment of lesson. A good lesson plan describes procedures for student motivation and practice activities, and includes alternative ideas in case the lesson is not long enough or is too difficult. It also notes materials needed.

- **Look and say:** Also called the whole-word method, a method to teach reading to children, usually in their first language; has been adapted for second-language reading; words are taught in association with visuals or objects; students must always say the word so the teacher can monitor and correct pronunciation.

- **Metalanguage:** Language used to describe, analyse or explain another language. Metalanguage includes, for example, grammatical terms and the rules of syntax. The term is

sometimes used to mean the language used in class to give instructions, explain things, etc. – in essence, to refer to all teacher talk that does not specifically include the "target language".

- **Model:** To teach by examples; a teacher who wants students to do an activity may first demonstrate the activity, often with a student volunteer.

- **Motivation:** In language instruction, the desire to learn.

- **Native speakers:** Those who speak English as their mother tongue.

- **Needs assessment:** Measurement of what students need in order to learn language and achieve their language learning goals; also may include consideration of the school syllabus.

- **Non-native speakers:** Those who speak English as an additional language. English is not their mother tongue.

- **Objectives:** Also called aims; statements of student learning outcomes based on student needs; objectives state specifically what the students will be able to do in a specified time period; objectives are measurable and therefore involve specific and discrete language skills.

- **Oral:** Related to speaking.

- **Passive vocabulary:** Vocabulary that students have heard and can understand, but do not necessarily use when they speak or write.
- **Peer correction:** Also known as peer review, peer editing, or peer feedback; in writing, an activity whereby students help each other with the editing of a composition by giving each other feedback, making comments or suggestions; can be done in pairs or small groups.
- **Phonemic awareness:** Awareness of the sounds of English and their correspondence to written forms.
- **Placement tests:** Tests used to place students in a specific language programme; such tests should reflect programme levels and expectations for students at each proficiency level offered by the language programme.
- **Prescriptive grammar:** Grammar that is described in terms of grammar rules of what is considered the best usage, often by grammarians; prescriptive grammar may not agree with what people actually say or write.
- **Proficiency level:** Describes how well a student can use the language (often categorized as beginner, intermediate or advanced).
- **Proficiency tests:** General tests that provide overall information on a student's language proficiency level or ability; can be used to determine entry and exit levels of a language programme or to adjust the curriculum according to the abilities of the students.
- **Rapport:** Relationship, usually a harmonious one, established within a classroom between teacher and students and among students.
- **Realia:** Real or actual objects used as teaching aids to make learning more natural; can include forms, pictures, tickets, schedules, souvenirs, advertisements and articles from English magazines or newspapers, and so on.
- **Recycling or spiralling:** Sometimes called the cyclical approach; the purpose is to repeat language items throughout the syllabus; each time a language item is encountered more detail about it is added; this allows students to build on prior knowledge.
- **Register:** Level of formality in speech with others; register depends on the situation, location, topic discussed, and other factors.
- **Scan:** To read quickly for specific information; a reading stratagem.
- **Skim:** To read quickly for main idea or general information; a reading stratagem.
- **Social context:** The environment in which

meanings are exchanged; can be analysed in terms of the field of discourse, which refers to what is happening, including what is being talked about; the tenor of discourse, which refers to the participants taking part in the exchange of meaning, including who they are and their relationships with each other (for example, teacher and students); and the mode of discourse, which refers to what part the language is playing in the particular situation and what “channel” (writing, speaking or a combination of the two) is being used.

- **Sociolinguistics:** Aspects of culture that affect communication with others; examples: social class, education level, age, gender, ethnicity. Also, see “communicative competence”.

- **Student and teacher:** Teachers have different roles in the classroom. They are authorities and sources of knowledge; entertainers; caregivers; role models; counsellors and sometimes friends; classroom disciplinarians; directors and managers; facilitators, coaches and guides.

The most important person in the classroom is the student. The teacher’s primary focus must be on effective ways to have the student practice using his or her language. Classes should be planned so they enable the student to use just a little more language than they are comfortable with. This is known as “i+1” – an idea popularised by Stephen Krashen. This formula is short for “comprehensible input plus one.” Comprehensible input is language the students can understand.

- **Student feedback:** Information solicited from students by the teacher to assess the effectiveness of the teaching-learning process.

- **Student-centred:** Also called learner-centred, a way of teaching that centres on the goals, needs, interests and existing knowledge of the students. Students actively participate in such classrooms and may even be involved in setting learning outcomes. Teachers in student-centred classrooms ask students for input on their goals, needs and interests and on what they know before providing them with study topics or answers to questions (for example, grammar rules). They may also ask students to generate (help produce) materials. The teacher is seen more as a facilitator or helper than the dominant figure in the classroom.

- **Syllabus or curriculum:** The longer-term teaching plan; includes topics that will be covered and the order in which they will be covered in a course or programme of studies.

- **Syntax:** the way in which words are combined to form sentences and the rules governing sentence formation.

- **Tape script:** A written text which accompanies listening material; it may be used to make cloze passages or for student review.

- **Task-based syllabus:** A syllabus organized around a set of real, purposeful tasks that students are expected to carry out; tasks may include telephone use, making charts or maps, following instructions, and so on; task-based learning is purposeful and a natural way to learn language.

- **TEFL vs. TESL:** TEFL is an acronym for Teaching English as a Foreign Language; TESL, for Teaching English as a Second Language.

- **Technique:** A way of presenting language.

- **Thematic syllabus:** Syllabus based on topics of interest to the students.

- **Top-down information processing:** Students learn partially through top-down information processing, or processing based on how students make sense of language input – for example, through using students' previous knowledge or schema.

- **Uninterrupted sustained silent writing:** A technique in writing whereby a specified, relatively short period of time is set aside in class for students to practice their writing without being interrupted. This helps build writing fluency.

- **Vocabulary, importance of:** Core vocabulary (the most common 2000-3000 English words) needs to be heavily stressed in language teaching.

There is no point in presenting exotic vocabulary until students have mastered basic, high-frequency words. Learners should be tested on high-frequency word lists for passive knowledge, active production and listening comprehension. Learners cannot comprehend or speak at a high level without these words as a foundation. Learners need to spend time practising these words until they are automatic; this is known as building automaticity. Since there is often not enough class time for much word practice, teachers need to present their students with strategies for developing automaticity outside the classroom.

- **Vocabulary-based syllabus:** Syllabus built around vocabulary; often associated with the grammatical syllabus and the grammar translation method.

- **Worksheet:** paper-based activities to help students comprehend, use, and learn language; it can be used in association with all skill levels and in individual and group work.



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