

Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

Máster en Formación del Profesorado de
Educación Secundaria Obligatoria, Bachillerato y
Formación Profesional

La enseñanza de la lengua inglesa en
Bachillerato. Reflexiones teórico-prácticas.

Las series televisivas como fuente de aprendizaje lingüístico y
cultural

TRABAJO FIN DE MÁSTER

Autor: Estefanía Mayor García

Tutor: Agustín Coletes Blanco

Mayo de 2014

**La Enseñanza de la lengua inglesa en Bachillerato.
Reflexiones teórico prácticas para 1º de Bachillerato.**

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En este TFM se utilizará el género gramatical masculino genérico, que se entenderá referido indistintamente a hombres y mujeres.

1. Reflexión sobre las prácticas profesionales.

1.1. Análisis sobre las prácticas realizadas en el IES Santa Bárbara y reflexión sobre lo aprendido en las distintas materias cursadas en el máster.

Mi experiencia en el centro de educación secundaria Santa Bárbara ha sido sin lugar a dudas una de las más satisfactorias que haya podido experimentar cualquiera de mis compañeros de máster: los profesores y el resto de personal se implicaron muchísimo para que mi estancia fuera lo más productiva posible y me demostraron que podía contar con ellos para cualquier duda que me pudiera surgir.

En cuando al alumnado, también me considero agraciada: los grupos en los que he tenido el placer de ejercer la docencia eran encantadores por lo general, aunque también hubo ocasiones no muy agradables donde los enfrentamientos, conflictos o la desmotivación estaban presentes, dejándome ver la realidad total de lo que significa trabajar en un instituto a día de hoy.

He logrado conocer la realidad del alumnado: sus situaciones familiares, cómo éstas influyen en su rendimiento escolar... tal como habíamos visto en la asignatura de *Sociedad, Familia y Educación*, los núcleos familiares están cambiando de forma radical, dejando poca presencia a las familias existentes hasta no hace mucho tiempo. El alumnado tiene padres separados, divorciados, algunos viven con sus abuelos durante el curso porque los padres trabajan demasiadas horas y no tienen tiempo para cuidarlos...y otros sencillamente, tienen padres en el paro y situaciones difíciles que afrontar cuando llegan a casa y empieza su día a día.

Para saber tratar esta diversidad es importante también recordar lo estudiado en la asignatura de *Aprendizaje y Desarrollo de la Personalidad*, donde vimos los procesos psicológicos básicos que tienen lugar a medida que los estudiantes van madurando y que junto con su entorno familiar, es necesario tener en cuenta a la hora de enseñar cualquier asignatura.

Los documentos oficiales del centro, tales como su Proyecto Educativo, su Programación General Anual, la Programación de Aula para la asignatura de inglés, o el Reglamento de Régimen Interno, ya me eran familiares cuando llegué al instituto gracias a la asignatura de *Procesos y Contextos Educativos*. Pude comprobar que, en efecto, son documentos necesarios para que este funcione correctamente y se deben tener actualizados en todo momento.

El hecho de que cierto número de estudiantes conociera mejor las nuevas tecnologías que yo misma me hizo reconocer también que es necesario “ponerse las pilas” en la docencia: hacer uso de la pizarra digital cuando los contenidos lo permitan, utilizar también los medios de comunicación a los que los estudiantes están continuamente expuestos en sus casas: televisión, internet, prensa... Las asignaturas de *Tecnologías de la Información y la Comunicación* y *La Comunicación Social en el Aula*

nos han dado muchas pistas para conseguir una docencia moderna e innovadora, que hasta ahora no se había planteado de manera “obligatoria”, pero que casi debería serlo, ya que las nuevas generaciones crecen utilizando estas tecnologías y para ellos es algo muy básico y necesario.

La importancia de innovar en la docencia se ha puesto de manifiesto en la asignatura de *Innovación e Investigación Educativa* donde hemos visto a la vez que dábamos clases en el instituto, que para que las cosas funcionen hay que estar en constante cambio, adaptarse a los nuevos medios que pueden ser utilizados en la docencia y reinventarnos a la hora de dar clase... pensar en nuevos proyectos que pueden también incluir otras materias, y sobretodo motivar al alumnado, que hoy en día es un objetivo difícil pero no imposible.

Las unidades didácticas que se verán en esta programación, se habrán realizado gracias a las pautas pedagógicas obtenidas en la asignatura de *Diseño y Desarrollo del Currículum* que aunque corta en su periodo de tiempo, nos ha aportado información básica para poder desarrollar programaciones docentes de la manera adecuada.

Por otra parte, gracias a la asignatura de *Complementos de Formación* (tanto en la parte general en español, como en la específica de inglés) he sido capaz de elaborar la programación didáctica: los conceptos de función y noción (algo difíciles de comprender al principio pero básicos para poder realizar una buena programación y organizarla correctamente por unidades), y de competencia comunicativa me han hecho reflexionar sobre la importancia de utilizar un método comunicativo en la enseñanza de idiomas. Como se mencionará abajo, los métodos basados en la gramática se consideran ya desactualizados y debemos hacer lo posible por evolucionar hacia métodos más comunicativos que motiven más a los alumnos y los ayuden a avanzar en conocimientos de la manera más provechosa posible.

Por último aunque no menos importante, agradezco enormemente el excelente trato que se me ha brindado en el centro tanto por parte de los alumnos, como de los profesores, en especial mi tutora Aida Giraldo quien siempre con una sonrisa, estuvo dispuesta a ayudarme en todo momento y de la que he aprendido un montón de cosas. Mi tutor de universidad, Agustín Coletes también ha demostrado muchísimo interés durante mi periodo de prácticas, acudiendo incluso más de una vez (que era lo estipulado) a mis clases para así poder darme su opinión y ayudarme a mejorar en todo lo posible. Durante la realización de este Trabajo de Fin de Máster el trato ha sido también muy satisfactorio, puesto que mi anterior experiencia con otros tutores en proyectos fue decepcionante más que positiva... esta nueva oportunidad, me ha demostrado que sí existen profesores que se implican con el alumno y con su trabajo, y que disfrutan cada día enseñando y aportando su granito de arena al progreso de los estudiantes a su cargo.

1.2. Análisis y valoración del currículo oficial de **inglés** para el curso de 1º de Bachillerato. Justificación de la programación didáctica realizada.

Tal y como se presenta en el currículo oficial de inglés para el Bachillerato, debemos tener en cuenta que el alumnado ya dispone de conocimientos previos de la segunda lengua, y que por lo tanto se le considera capacitado para mantener una situación habitual de comunicación en la lengua extranjera. Esto se refleja en todos los aspectos de la programación, pero en especial afectará a los contenidos, que no empezarán de cero como podría ocurrir con otras materias del bachillerato.

De este modo, el principal objetivo será profundizar en el conocimiento del inglés, especialmente en función de los intereses académicos y profesionales del alumnado, que se encuentra en una etapa escolar de decisiones académicas de las que también dependerá su futuro profesional.

En esta fase académica, el alumnado también debe incrementar sus horizontes favoreciendo una consciencia intercultural, que le ayude a comunicarse expresando respeto e interés por la cultura de la lengua meta así como por el idioma.

La manera más adecuada de que esto se consiga es a través de un enfoque comunicativo que permita desarrollar la naturalidad y la espontaneidad de los alumnos a la hora de transmitir e intercambiar cualquier mensaje en la lengua extranjera.¹

En mi opinión, sólo podremos conseguir esto haciendo que la comunicación sea real, los contenidos adecuados a situaciones auténticas que reflejen la otra cultura de forma verídica. Este hecho se relaciona directamente con la propuesta de innovación que se verá más abajo y que consiste precisamente en utilizar documentos audiovisuales que corroboren lo aprendido sobre la cultura y costumbres de la lengua extranjera, ahondando en el idioma, sus estructuras y su léxico.

Los contenidos que pueden verse en televisión a día de hoy, son material totalmente real del que puede beneficiarse cualquier aprendiz de una segunda lengua: los programas suelen estar basados en las diferentes costumbres que conforman la cultura de los habitantes, y por lo tanto, ayudan a los estudiantes a comprender de manera auténtica lo que realmente ocurre y cómo ocurre en el país donde se habla la lengua meta.

Por otra parte y en relación a los contenidos, considero necesario un repaso a los conocimientos previos de los que el alumnado ya dispone, aunque quizás creo excesiva la repetición de lo mismo año tras año. Creo que la clave está en reforzar lo que los alumnos ya saben, pero sin “estancarnos” en ello más de lo necesario.

¹ Currículo LOE del Principado de Asturias: Bachillerato.

1.3. Propuestas de innovación y mejora

“La mejora sustancial de los medios de comunicación y la rápida evolución, desarrollo y extensión de las tecnologías de la información y de la comunicación, han propiciado un incremento de las relaciones internacionales sin precedente. Nuestro país, además, se encuentra inmerso y comprometido en el proceso de construcción europea, donde el conocimiento de otras lenguas comunitarias constituye un elemento clave para favorecer la libre circulación de personas y facilitar así la cooperación cultural, económica, técnica y científica entre sus miembros. Hay que preparar, por tanto, a alumnos y alumnas para vivir en un mundo progresivamente más internacional, multicultural y multilingüe.”²

Como bien podemos apreciar en la cita anterior, el mundo en el que vivimos está evolucionando de una manera rápida y constante debido a la propagación de las nuevas tecnologías aplicadas a la comunicación, se hace inevitable la necesidad de controlar todas estas tecnologías que son tan necesarias para establecer relaciones con países externos. En la enseñanza de idiomas esto se hace incluso más visible: los profesores de lengua extranjera debemos esforzarnos en que nuestro alumnado consiga las herramientas necesarias para comunicarse una vez fuera de nuestro país, o desde el mismo pero con hablantes de otra lengua. Hoy en día desde internet es posible comunicarse con cualquier persona en cualquier momento y lugar del planeta, así como ser consciente de la existencia de otras culturas más o menos parecidas a la nuestra: los medios de comunicación están presentes en todos los países del mundo en mayor o menor medida, y son los que nos informan de lo que pasa a nuestro alrededor de manera incesante. Por esta razón considero que es muy importante tenerlos en cuenta a la hora de enseñar una segunda lengua a los estudiantes: que sean conscientes de que cuando en sus casa están viendo un programa a las 9 de la noche, en otro país un niño o niña de su misma edad está también mirando la televisión pero viendo otro completamente diferente.

Es necesario que sean conscientes de la enorme diversidad de culturas que conviven en el mundo hoy en día, y que comprendan que esta diversidad es la causante de las diferentes culturas y opiniones que cada país y su grupo de habitantes experimentan de forma tan distinta.

Es por esta razón que creo que las series televisivas, que hoy en día están tan de moda en todos los canales, nos ayudan a comprender los distintos puntos de vista de nuestras culturas, que coexisten en un mismo planeta (y con la crisis y la inmigración, cada vez más en los mismos países). En ellas se refleja la realidad de la sociedad a la que representa: estereotipos, costumbres, actitudes... todo eso que es necesario conocer también, ya que no basta con la teoría o lo meramente gramatical, sino que se hace esencial comprender cómo esa cultura se plantea la vida de manera diaria: la resolución

² Decreto 75/2008, de 6 de agosto, por el que se establece la ordenación del currículo del Bachillerato. Anexo I: Currículos de las materias comunes y de modalidad, lengua extranjera I y II (página 121).

de problemas o conflictos, la toma de decisiones ante situaciones diversas, la convivencia cotidiana, etc.

Únicamente conociendo todos estos factores seremos capaces de entender la complejidad de un idioma extranjero, su cultura y su diversidad.

2. Teaching plan for 1º Bachillerato

2.1. The school and the group

This teaching plan is designed for a type of school placed in a little town in the North of Spain, where most people belong to the working classes of the region. Students there are able to develop their ESO studies as well as the two different courses of Bachillerato. There are two options given to Bachillerato students in the school: Humanities and Social Science or Natural Science, both counting on common subjects and specific subjects. English is the second language given in the school as one of the common subjects in both courses and also the target of this teaching plan.

The opening hours of the school start at 8:30 in the morning and finish at 14:20 in the afternoon. The students have a daily break from 11:15 to 11:35 and the lessons last 55 minutes. For this reason, our teaching units will need a concrete timing adapted to 55 minutes per lesson.

There are a total number of 142 students in Bachillerato: 27 of them are coursing the Humanities and Social Science type. This group is the focus of our planning, treating its diversity, interests and ways of life.

The school has as one of its best tools, a computer for every classroom which counts on a projector. This is extremely important (or basic) for this teaching plan as some of its activities consist of TV series to be watched and analysed by the students.

The students are between the ages of 16 and 17, they belong to middle class families and each of them has their own interests and abilities. Therefore, they should already know all the basic rules of English grammar and be fluent in the use of vocabulary so as to consolidate and develop them throughout the year. We are going to find at least one student with some sort of learning disability or fast learner student. In both cases, non-significant curricular adaptations are compulsory.

2.2. Key competences in Bachillerato: the contribution of English as a second language.

There are no key competencies specified in the curriculum for Bachillerato, because students are supposed to have developed them during the four years of ESO. In any case, these are the main ones to take into account when designing the teaching units for a second language at this stage:

- Communicative competence
- Learning to learn competence
- Cultural awareness and expression competence
- Digital competence
- Social and civic competence

- Sense of initiative and entrepreneur competence³

All of them will be developed across the teaching units, using English as a vehicle to accomplish the best results possible (depending on the students' characteristics, attitudes and talent).

This teaching plan aims at achieving **communicative competence** mainly: it clearly involves the ability to make ourselves understood in socially appropriate ways. This competence is not only attained by teaching pupils how to complete grammar exercises or reading comprehension activities in isolation. It needs to instruct pupils in carrying out a series of communication tasks to help them understand real language situations that they will probably face in the future.

It includes four basic sub-competencies:

- Linguistic competence
- Discourse competence
- Socio-linguistic competence
- Strategic competence

All of them will need to be taken into account when designing activities for this teaching plan. The main target here is that students develop their communicative competence focusing on developing the four sub-competencies one by one. Only by doing this way, will they be competent in communicating themselves.⁴

2.3.Learning Objectives.

2.3.1. General Stage Objectives.

In accordance to the Royal Decree 1467/2007, 2nd November, article 3 the following Stage Objectives are considered:

- Exercise democratic citizenship from a global perspective, and acquire responsible civic awareness, inspired by the values of the Spanish Constitution and human rights, which promotes joint responsibility as to the creation of a fairer society and favours sustainability.
- Consolidate personal and social maturity so that they may act in a responsible and autonomous manner and develop their critical spirit. Foresee and solve family, personal and social conflicts peacefully.
- Promote effective and equal rights and opportunities for men and women, analyse and critically appraise existing inequalities, and foster real equality and prevent discrimination of disabled people.
- Reinforce reading, study and discipline habits, as necessary conditions to succeed in learning and as a means of personal development.

³http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_en.htm

⁴ Laspra Rodríguez, Alicia (2008). *Making it work: communicative competence, from theory to practice*. Universidad de Valladolid

- Master the Spanish language, both orally and written, and, if applicable, the co-official language of their Autonomous Community.
- Express themselves fluently and correctly in one or more foreign languages.
- Use information and communication technologies reliably and responsibly.
- Know and critically appraise critically the realities of the contemporary world, its historical background and the main factors influencing its evolution. Participate in the development and improvement of the social environment in a caring way.
- Have access to basic scientific and technological knowledge and master the basic abilities of the chosen type of Bachillerato.
- Understand the basic elements and procedures of research and scientific methods. Know and appreciate, on a critical basis, how science and technology have contributed to change life conditions, and consolidate sensitiveness and respect towards the environment.
- Consolidate the entrepreneurial spirit with attitudes based on creativity, flexibility, initiative, teamwork, self-confidence and critical sense.
- Develop artistic and literary sensitivity as well as aesthetic criteria as sources for training and cultural enrichment.
- Use physical education and sport in order to increase personal and social development.
- Consolidate attitudes based on respect and prevention in the field of road safety.⁵

In our country, each autonomous community is also allowed to establish their own objectives for a particular stage. In Asturias, these are the General Stage Objectives for Bachillerato:

- Know, value and respect the Asturian natural, cultural, historic, artistic and linguistic heritage to participate in its development and improvement in a cooperative and supportive way.
- Encourage habits oriented to the achievement of a healthy life.⁶

⁵ Spain: Secondary and Post-Secondary Non-Tertiary Education

http://webcache.googleusercontent.com/search?q=cache:a-OstoNwliwJ:https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php%3Ftitle%3DSpecial:Pdfprint%26page%3DSpain:Secondary_and_Post-Secondary_Non-Tertiary_Education+&cd=1&hl=en&ct=clnk&gl=es

⁶ Decree 75/2008, 6th August

<https://sede.asturias.es/portal/site/Asturias/menuitem.1003733838db7342ebc4e191100000f7/?vgnnextoid=d7d79d16b61ee010VgnVCM1000000100007fRCRD&fecha=22/08/2008&refArticulo=2008-15253>

2.3.2. Foreign Language Area Objectives.

These are the Foreign Language Area Objectives for Second Language according to the curriculum in Bachillerato:

- Understand both general and specific contents from oral texts and follow the argument of current topics shown in daily communicative contexts and in the media.
- Express and interact orally in a spontaneous way: easy of understand and respectful, precisely and fluently, using strategies according to the communicative situation. Speak in public with a concrete communicative purpose.
- Understand different kinds of general and specific written texts. Interpret them critically using suitable comprehension strategies, identifying the main elements in the text and catching its function and discursive organization.
- Autonomously read texts with different targets but which reflect their interests and needs, appreciating reading as a source of information, leisure and enjoyment.
- Write clear and well-structured texts from different types adapting their writing to the target person and the communicative situation.
- Use the knowledge about the language and its linguistic norms to speak and write correctly and coherently, to understand oral and written texts. Consider how language works in communicative circumstances.
- Acquire and develop different language strategies, using as many means as they can, including information and communicating technologies. The target is to use the foreign language autonomously and continue learning.
- Hold onto self assessment strategies in the acquisition of communicative competence in a foreign language with initiative, confidence and responsibility.
- Know the main socio-cultural features of the foreign language to better understand and interpret the different cultures and the target language.
- Appreciate the foreign language as a mean to accede other knowledge and cultures and recognize its importance as a way of internationally communicate and understand people in a multicultural world. Be aware of the similarities and differences between different cultures valuing any kind of discriminative situations or messages in a critical way.⁷

As it is shown in all these objectives, the students will be able to acquire a lot of knowledge about the foreign language, and they will also be able to produce both oral and written information in English. They will also understand general and specific contents from oral and written texts and they will be able to do it autonomously.

⁷ Decree 75/2008, 6th August

<https://sede.asturias.es/portal/site/Asturias/menuitem.1003733838db7342ebc4e191100000f7/?vgnnextoid=d7d79d16b61ee010VgnVCM1000000100007fRCRD&fecha=22/08/2008&refArticulo=2008-15253>

From my point of view, to get all these objectives would be great for the students and will definitely allow them to obtain more specific knowledge about the language and its culture... but is this really possible? From my experience in the high school, I must admit that these objectives are well suggested but they are not very feasible. Students do not have the appropriate level of English and they ignore many of the important facts of its culture as well as its structures so, I think that the objectives considered here are a bit presumptuous.

2.4. Selection criteria: Contents and sequencing (teaching units)

The contents in these teaching units will all deal with specific TV series, all of them chosen because of a reason and used for concrete purposes in each unit. These are the chosen TV series:

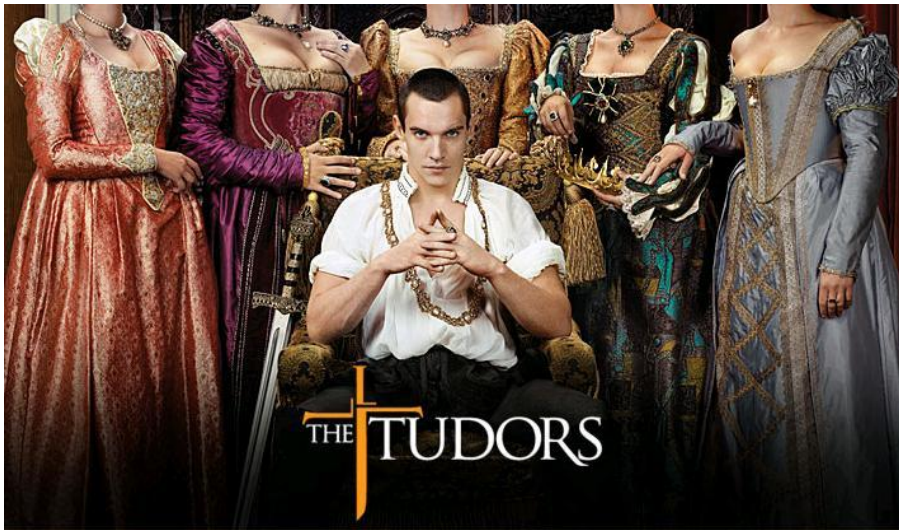
- *Friends*: An American sitcom which talks about the life of some friends (boys and girls) all living together in Manhattan. The stories they live everyday are supposed to be real: they do not have a job or a partner, they are trying to find their happiness wherever it can be hidden. They support themselves as much as they can, they fall in love with each other at some point, and they have interesting lives. Pupils will be able to notice the American accent and will also find out many important things about American culture. Moreover, the series is said to be (by some people) *homophobic, xenophobic and misogynist* in the sense that the jokes they make about these issues “tend to avoid provoking either aversion or anger, and instead prompt the viewer to be swept away by the hilarity of the situations.”⁸ This is also one of the reasons why I have chosen this as we will also deal with some socio-cultural aspects in every unit.



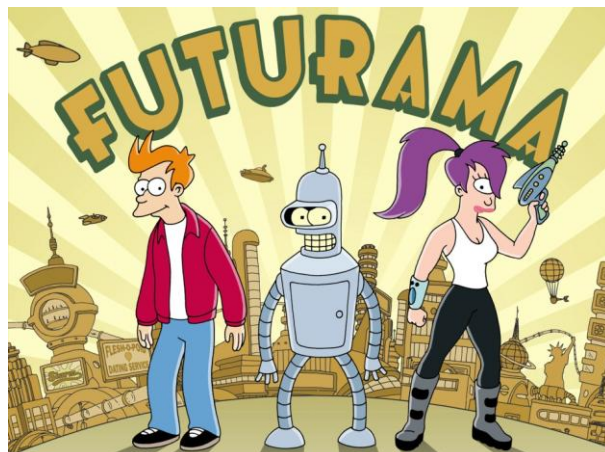
F.R.I.E.N.D.S

⁸ www.queerty.com/did-you-know-that-friends-was-a-homophobic-transphobic-xenophobic-and-misogynist-sitcom-20110715

- *The Tudors*: This is a historical fiction series, produced for the American channel Showtime. Although it has been made there, it talks about British historical events, as it narrates the story of King Henry VIII. There are American actors (so American accent will be seen here), and the main character, played by Jonathan Rhys Meyers shocks us with an Irish accent, as he was born in Dublin. The reason why this TV series has been chosen is mainly because it deals with British historical episodes which have been quite important for the nation and its development. I think it is a good way for students to know historical events that have happened in the country where the target language is spoken.



- *Futurama*: This is a cartoon TV series made for adults, and based on the future life of an American group of a diverse kind of friends (a lobster-like alien, a one-eyed girl, a boy, a robot...). It is a science fiction show created by Matt Groening (the creator of *The Simpsons*) and the main reason to choose this TV series is that as it is about the future, it will allow pupils use most grammatical points dealing with future time. They also know the series, so it is motivational for them, as I am quite sure they all have seen it and know its plot. It is fun and will let us reflect about how our future lives can be if we have all the resources and technology possible: how will we communicate among humans? Will we have robot-friends? They are interesting issues for debate.



- *Neighbours*: One of the most famous Australian TV series. It has been broadcast in many different countries so we can consider it international. There is an important point about this: it is easier to get an American or British TV Series than an Australian one. It is considered a soap opera focused on real stories and characters and also focused on teenagers who solve their problems together, that is the main reason why it has been elected as appropriate.



- *Pretty Little Liars*: It is an American series that almost all of them will know. It narrates the disappearance of a teenager and how her friends are trying to find her when everyone else thinks she is dead. All of them also receive anonymous messages and this fact can also be considered as exciting by the students.



- *The Fall*: A British drama show about crimes, murders and investigation. It has been chosen because it is British and we have a variety of accents in this way (up to now we only had American, Australian and Irish). What the series is about, is also interesting for our pupils, as most of them seem to like this kind of drama shows.



- *Little Britain*: This British show has been also chosen for what it represents (a joke about British society and its customs). Every episode is a sketch about a typical British situation where the characters have to act in a “British” way. Pupils will really enjoy it and have a good time while they learn both stereotypes and real features about the British society.



It is time to introduce the headings of these units, as there is not enough space for them in the charter below. Here it is a list with their titles along with the number of the unit they belong to.

UNIT HEADINGS

- UNIT 1:** “WE ARE FRIENDS!”
- UNIT 2:** “HE KILLED HIM IN COLD BLOOD”
- UNIT 3:** “THE SERIES HAS LANDED”
- UNIT 4:** “WILL YOU MARRY ME?”
- UNIT 5:** “IF AT FIRST YOU DON’T SUCCEED, LIE, LIE AGAIN”
- UNIT 6:** “IF THESE DOLLS COULD TALK...”
- UNIT 7:** “NEVER LETTING GO”
- UNIT 8:** “DARK DESCENT”
- UNIT 9:** “I HAD MY HAIR CUT”
- UNIT 10:** “31TH CENTURY FOX”
- UNIT 11:** “TURNS OFF THE SWITCH TO A CHILD’S LIFE SUPPORT MACHINE”
- UNIT 12:** “WHY MUST I BE A CRUSTACEAN IN LOVE?”
- UNIT 13:** “CAN YOU HEAR ME NOW?”
- UNIT 14:** “THE ONE THAT COULD HAVE BEEN”
- UNIT 15:** *YOU HAVE MY PERMISSION- THE KING SAID*”

UNIT	CONTEXT	FUNCTION	NOTION	GRAMMAR	PRONUNCIATION
1.	Habits and activities	Informing	Habits Activities Past events	Present simple Present continuous Adverbs of frequency and time	Final –s in 3 rd person singular verbs /s/, /z/, /iz/

				expressions related	
2.	Past actions	Remembering	Past events Past activities	Past simple Past continuous Time expressions	-ed endings: /t/, /d/ or /ɪd/
3.	Risky sports and adventures	Reflecting about past and present together	Life experiences	Present perfect Past simple and present perfect	Saying consonant sounds more accurately: /z/, /s/, /ʒ/
4.	Marriage and personal relationships	Predicting and planning	Future arrangements	Future simple <i>will</i> Future continuous <i>going to</i> Present continuous with future meaning	Getting the /ə/ sound right
5.	Truth and lies	Working with hypothesis	Hypothetical situations	Conditionals I: zero and first type.	Intonation: questions, emphasizing, expressive intonation.
6.	Health, diet and medicine vocabulary	Working with hypothesis	Hypothetical situations	Conditionals II: Second and third type	Consonant sounds: /t/, /d/, /θ/, /ð/
7.	Animals and the environment	Expressing	Actions and activities	Verbs followed by <i>gerund</i> Verbs following by	Stress: Strong and weak syllables

				<i>to+ infinitive</i> Verbs not used in the continuous form (<i>state verbs</i>)	
8.	Arts and television	Clarifying	Expressing concepts more accurately and in depth	Relative pronouns Defining relative clauses Non-defining relative clauses	English vowel sounds : /a:/, /æ/, /ʌ/
9.	Houses and decoration: fashion	Emphasizing actions or subjects	Changing from active to passive structures and vice versa	Active structures Passive structures	Distinguishing between /b/ and /v/ sounds
10.	Jobs and professions	Expressing	Future finished actions Future actions in progress	Future perfect Future perfect continuous	Long and short vowels: /u:/ /ʊ/
11.	Br. E. VS. Am. E.	Adapting to different contexts	Informal language (colloquial contexts)	Phrasal Verbs	Differences in pronunciation: Br. E. and Am. E.
12.	Etiquette Modals and manners	Expressing	Obligation, necessity and advice	Modals I	Silent letters in English words
13.	Food and cooking	Expressing	Ability, permission, certainty	Modals II	Vowel sounds: /i:/ /I/

14.	Classroom language Ex. <i>Have you noticed/realised...?</i>	Expressing	Deductions and assumptions in the past	Modals III	Homophones in English
15.	History and politics	Transmission of information Rephrasing	Re-telling others' speeches	Reported speech	Intonation: Question tags

TEACHING UNIT 1: “WE ARE FRIENDS!”

INTRODUCTION:

The main aim of this unit is for students to inform about habits and activities they usually do or they are doing at the moment of speech. They will also revise time expressions used with Present Simple and Present Continuous and the main adverbs of frequency.

In order to achieve this, we will be working with the TV series *Friends*.

UNIT OBJECTIVES:

- To write and talk about daily activities and understand other people’s daily routines.
- To use appropriate verb forms to talk about the present and distinguish between simple and continuous forms.
- To understand and value other ways of life.
- To use vocabulary related to daily routines and habits.
- To distinguish between actions they usually do VS. actions they are doing at the moment of speech.
- To notice the difference between /s/, /z/ and /iz/ in third person plurals (present simple tense).

CONTENTS:

Communicative skills

- *Reading*: Scan and revise a text with mistakes, written by a foreign student. The text will deal with his daily life at a Norwegian high school.
- *Listening*: Listen to an extract taken from the first episode of the TV series “Friends” where one of the characters speaks about the things he normally does.
- *Speaking*: Tell their partner what they usually do in the afternoon on a normal Monday: if they play football or any other sport, if they go to second language lessons... afterwards, they will have to mingle with other pairs and report what their partner usually does on Mondays.
- *Writing*: Choose a member in their family and they will write about the things they usually do at the weekends.

Grammar

- Adverbs of frequency.
- Tense review: Present Simple, Present Continuous.
- Time expressions to be used with present tenses.

Vocabulary

- Daily routines and habits.

- Describing people and places.

Phonetics

- Pronunciation of –s endings in third person singular verbs (present tense) /s/, /z/ and /ɪz/.

ASSESSMENT CRITERIA

At the end of this unit the student is expected to:

- Know how to express everyday actions.
- Differentiate the use and structures of Present Simple and Present Continuous.
- Use the specific vocabulary given in the unit
- Get general and specific information from written and oral texts.
- Write a brief paragraph about the daily routine of somebody else.
- Pronounce and distinguish –s endings in 3rd person singular verbs (present simple).
- Understand and evaluate different ways of life.

TEACHING UNIT 2: “HE KILLED HIM IN COLD BLOOD”

INTRODUCTION

This teaching unit deals with remembering past events and activities. As a consequence, we will be working with the TV series *The Tudors*, and one of its episodes taken from the first season.

According to the topic named in the unit, the vocabulary used in this case will be that about murders, crime and punishment.

UNIT OBJECTIVES

- To express simple past actions and past continuous actions.
- To distinguish when to use the continuous or the simple past tense.
- To appropriately use the vocabulary given about murder and crime.
- To distinguish the pronunciation of –ed endings in the past form of regular verbs.
- To pronounce correctly these –ed endings.
- To extract general and specific information from both written and oral texts.

CONTENTS

Communicative skills

- *Reading*: Read a written text about the life of Anne Boleyn, second wife of Henry VIII. The students will have to answer the questions about it in an appropriate way.

- *Speaking*: Role-playing based on a performance from Shakespeare’s play *Henry VIII*.
- *Listening*: The students will watch the first episode of the TV series *The Tudors*.
- *Writing*: After watching the episode, they will write a summary distinguishing the important information from the non relevant one, dealing with the main ideas shown in the series.

Grammar

- Simple past structures.
- Past continuous structures.

Vocabulary

• Crime, murder and punishment: all related to the topic of the episode we will be dealing with.

Phonetics

- Pronunciation of –ed endings of regular verbs in their past form.

ASSESSMENT CRITERIA

At the end of this unit the student is expected to:

- Know how to use past structures (both simple and continuous).
- Use the related vocabulary.
- Recognise historical events which took place in another country.
- Take a role in a scene from a theatre play.
- Distinguish the difference between /t/, /d/ and /id/ endings in regular verbs.
- Know when to use /t/, /d/ or /id/ endings when speaking using a past regular verb.
- Analyse the information from the episode seen in class.
- Get the main points of the episode and writes a correct summary with all the important events, leaving aside the non relevant ones.

TEACHING UNIT 3: “THE SERIES HAS LANDED”

INTRODUCTION

This teaching unit is based on an episode taken from the series “Futurama”. The name of the unit is also taken from that same episode: the second one from the first season.

As such, its main aim is for students to reflect about the past and the present together, and learn how to distinguish between them.

UNIT OBJECTIVES:

- To recognize Present Perfect structures
- To distinguish Present Perfect from Past Simple and use them correctly.
- To use the vocabulary related to risky sports and life adventures or experiences.
- To distinguish between the different kind of consonant sounds in English: /s/, /z/ and /ʒ/.

CONTENTS:

Communicative skills

- *Reading:* An extract of the plot of the TV series will be given to the students. They will work on, preparing questions for the text.
- *Speaking:* They will play the game “*Have you...?*” which will deal with their experiences⁹.
- *Listening:* The full episode of the TV series will be played in class and the students will answer some interesting questions about it.
- *Writing:* Students hand in a brief essay relating one of the most exciting things they have ever done. The writing will be done in class and will be checked by themselves.

Grammar

- Present Perfect structures
- Distinction between Present Perfect and Past Simple: When do we use them?

Vocabulary

- Exciting and risky sports
- Adventures in series and films: the stuntmen.

Phonetics

- Consonant sounds : /s/, /z/ and /ʒ/.

ASSESSMENT CRITERIA

At the end of this unit the student expected to:

- Talk about their past experiences and distinguishes them from the present ones.
- Know when to use the vocabulary given in the unit.
- Understand and select information from written texts.
- Express in a written text one of their experiences in life.

⁹ A sample of the game will be attached to the “Anexos”.

- Distinguish between the use of the Past Simple and the use of the Present Perfect.
- Pronounce correctly the sounds /s/, /z/ and /ʒ/.

TEACHING UNIT 4: WILL YOU MARRY ME?

INTRODUCTION

This teaching unit will deal with the Australian TV series *Neighbours* and the broadcast of its first episode as a way of understanding different English accents (up to now, we have only dealt with American TV series and the students should learn that there are many more different accents to distinguish).

On the other hand, we will also work on the notions of predicting and planning to speak about future arrangements.

UNIT OBJECTIVES

- To express actions, predictions, promises and make plans for the future.
- To use new vocabulary about personal relationships and marriage.
- To distinguish the Australian accent from the American and British accents.
- To value the Australian accent as they value the British one.
- To understand the importance of pronouncing sounds which do not exist in Spanish, like /ə/.
- To know other English speaking countries and their customs.

CONTENTS

Communicative skills

- *Reading*: Australian articles taken from national newspapers. We will work with those texts across the unit.
- *Speaking*: They will make a presentation using “Power Point” or a similar application to show their ideas about the reading.
- *Listening*: We will watch the first episode of the TV series *Neighbours* and they will work on activities related.
- *Writing*: They will have to re-write one of the articles that their classmates have chosen for the reading task. The instructions will be to use the future tenses to narrate the story.

Grammar

- Future simple --- *will*
- *Going to* future
- Present Continuous with future meaning

Vocabulary

- Personal relationships: marriage, birth, friendship...

Phonetics

- How to pronounce the sound /ə/.

ASSESSMENT CRITERIA

At the end of this unit the student is expected to:

- Know when to use *will* or *going to* indistinctively.
- Use in an appropriate way the new vocabulary learn in the unit.
- Look for an article on the internet and find a relevant one.
- Re-write a story taken from a newspaper.
- Analyse the story and understands its main ideas.
- Recognize the /ə/ sound.
- Distinguish different English accents.

TEACHING UNIT 5: IF AT FIRST YOU DON'T SUCCEED, LIE, LIE AGAIN

INTRODUCTION

This unit primarily deals with an episode taken from the TV series *Pretty Little Liars*. Due to this fact, we will talk about the topic of lying or telling the truth, so in the grammar part the students will work with universal truths (zero conditional) and also with hypothesis (first type conditionals).

UNIT OBJECTIVES

- To understand the importance of always telling the truth (at school, at home...)
- To distinguish universal truths from personal opinions.
- To distinguish between the use of the zero conditional and the first type.
- To learn vocabulary about cheating, lying, and the truth.
- To understand and highlight the main points from a written text.
- To use intonation correctly, distinguishing questions from affirmative or negative sentences, or for emphasizing.

CONTENTS

Communicative skills

- *Reading:* As the TV series is based on a collection of books written by Sara Shepard, the students will be given Chapter one from the first book, and they will have to read it within the time the unit lasts.

- *Speaking*: They will think about a situation in which they lied in the past, for any reason, and prepare it a little bit. They will tell it to the rest of the class and will need to be ready for questions.
- *Listening*: They will watch the full first episode taken from season one, in order to make the writing task correctly.¹⁰
- *Writing*: They will be told to write a comparison between the chapter they have read and the tv episode they have watched: differences, similarities, relevant and irrelevant facts...

Grammar

- Zero type conditionals: expressing universal truths
- First type conditionals: expressing hypothesis

Vocabulary

- Vocabulary related to truths, lies and cheating others.

Phonetics

- Intonation: questions, negative and affirmative statements.
- How to use intonation for emphasizing when speaking.

ASSESSMENT CRITERIA

At the end of this unit the student is supposed to:

- Understand the differences between universal truths or facts and opinions.
- Know when to use the zero conditional and the first type conditional.
- Use intonation correctly and when speaking, they make clear questions or statements.
- Know how to write a comparison between two different situations.
- Speak with fluency about a task they have previously prepared.

TEACHING UNIT 6: IF THESE DOLLS COULD TALK

INTRODUCTION

Teaching unit 6 will be a continuation of teaching unit 5, in the sense that the TV series used for the tasks will also be *Pretty Little Liars* and it will be using second and third conditionals to make hypothesis.

As far as vocabulary is concerned, we will talk about a very important topic for teenagers, which is health. We will take into account their healthy habits and diet.

On the other hand, the students will deal with some consonant sounds and know a new one which does not exist in Spanish /ð/.

¹⁰ An example can be found in Anexos

UNIT OBJECTIVES

- To be able to extract general and specific information from oral and written texts.
- To be able to express one's own opinion about how a correct diet must be.
- To use the second and third type of conditionals correctly.
- To distinguish consonant sounds in English /d/, /t/, /θ/ and /ð/.
- To learn some new words about health, diets and medicine.

CONTENTS

Communicative skills

- *Reading and speaking:* To work with the script of the second episode of the TV series. They now know who the main characters are so they will read the script aloud as if they were representing the episode. In this way they could practice pronunciation.
- *Speaking:* To discuss about healthy habits divided into two groups. This division will depend only on their own points of view and opinions.
- *Listening:* Watching the episode without subtitles for the first time. In this way they can only focus on listening to what the characters are saying instead of being staring at the sentences behind.
- *Writing:* To write a script, making up a story of any kind. They will base their work on the script they have been working with along the unit.

Grammar

- Second and third conditionals

Vocabulary

- Healthy lifestyles and diets.

Phonetics

- English consonants /t/, /d/, /θ/ and /ð/

ASSESSMENT CRITERIA

At the end of this unit the student is supposed to:

- Know how to speak about their lifestyle
- Apply correct criteria when judging a healthy or an unhealthy diet.
- Build correct second and third type of conditional sentences.
- Use the new vocabulary learnt in the unit.
- Understand general and specific information from oral and written texts.
- Become aware of the importance of a healthy lifestyle.

TEACHING UNIT 7: “NEVER LETTING GO”

INTRODUCTION

This teaching unit deals with our surrounding environment, nature and animals. With this purpose, we will be working with the series *Pretty Little Liars* (episode 3 from season 1). We will also revise vocabulary related to the topic and the notion of expressing actions and activities.

UNIT OBJECTIVES

- To extract general and specific information from oral and written texts.
- To express one’s own opinion about our environment and animals.
- To understand the importance of taking care of nature and animals.
- To write a description of an animal in an appropriate way: its environment and characteristics.
- To learn the verbs accompanied by gerund or by *to+infinitive*.
- To express both orally and written, actions and activities followed by a gerund or by a *to+infinitive*.
- To learn certain verbs that cannot be used in the continuous form in English.

CONTENTS

Communicative skills

- *Reading*: Two different extracts for reading which will be taken from a biology book, with real and specific vocabulary.
- *Speaking*: To discuss about the advantages and disadvantages of having pets.
- *Listening*: To watch a brief extract from the TV series *Pretty Little Liars*, E03 S01 (episode 3 from season 1), and develop some activities about it.
- *Writing*: To write a description of a wild animal that should be in danger of extinction. They will take their environments into account and everything that can be relevant when talking about its extinction.

Grammar

- Verbs followed by *gerund*.
- Verbs followed by *to + infinitive*.
- *Like/hate/enjoy + -ing* or *to + infinitive*.
- *Want + noun/pronoun/ want to + infinitive*.
- Verbs that are not used in the continuous form: believe, know, seem, etc.

Vocabulary

- Adjectives to describe animals and places that surround them.
- The environment.

- Animals and conservation: *whales, species...*
- Abstract nouns: *freedom, leadership...*

Phonetics

- Stress: strong and weak forms and syllables
- The sound /ə/ in weak forms

ASSESSMENT CRITERIA

At the end of this unit the student will be expected to:

- Know the importance of taking care of the environment
- Use the correct vocabulary when expressing himself in descriptions (both oral and written)
- Know the verbs used with *gerunds*.
- Know the verbs used with *to + infinitive*.
- Distinguish verbs which can be used both with *gerund* and *to + infinitive*.
- Understand general and specific information from oral and written texts.
- Distinguish weak and strong syllables.
- Know that a /ə/ sound is always used in weak syllables.

TEACHING UNIT 8: DARK DESCENT

INTRODUCTION

In teaching unit 8, the students will know a new TV series, this time, a British one. This fact will also help them realize the variety of English accents. *The Fall* is the chosen TV series for this purpose and we will be working with vocabulary related to the arts and the media. The notion of clarifying concepts in depth will be dealt with through the use of relative structures.

UNIT OBJECTIVES

- To extract general and specific information from oral and written texts.
- To express one's own opinion about the media and the arts.
- To write a review of a TV series expressing their own opinions.
- To use relative clauses correctly.
- To learn new vocabulary related to the media.
- To develop a critical thinking towards the media and its reality: truths and lies that we are told by them.
- To understand the differences between these vowel sounds: /a:/, /æ/ and /ʌ/.

CONTENTS

Communicative skills

- *Reading*: To read a real article taken from a British newspaper and they will analyse it in depth. They will also look for other articles and bring them to class: all dealing with the media.
- *Speaking*: To analyse the articles they have brought to class: if they are manipulated or not, if they are contrasted, if they found other media telling the same piece of news but in a different way...
- *Listening*: To watch the first episode of the TV series *The Fall*.
- *Writing*: To work in a summary about the episode seen in class and they will also write a review of it. Firstly, they will be given some tips to write reviews and they will finally write it.

Grammar

- Relative pronouns.
- Using relative clauses to clarify concepts.
- Defining Relative Clauses.
- Non-defining Relative Clauses.

Vocabulary

- Vocabulary related to the media and the arts.

Phonetics

- Similar vowel sounds: /a:/, /æ/ and /ʌ/.
- Difference between them and the sound /ə/.

ASSESSMENT CRITERIA

At the end of this unit the student is expected to:

- Know how to write a review of an article or an episode.
- Apply correct criteria when judging a manipulated or non corroborated argument.
- Build Defining and Non-defining clauses.
- Use the different Relative Pronouns properly.
- Use the new vocabulary learnt in the unit.
- Understand general and specific information from oral and written texts.
- Develop an interest toward learning different English accents.
- Understand the different types of vowels in English.

TEACHING UNIT 9: YOU LOOK DIFFERENT... DID YOU HAVE YOUR HAIR CUT?

INTRODUCTION

This teaching unit deals with fashion when talking about clothing, houses and decoration. To help us in our purpose, we will be using episode number 2 from the Australian TV series *Neighbours*. In the grammar section, we will be dealing with then notion of emphasizing actions or subjects, and about pronunciation, the main point of this unit is to make students understand the importance of distinguishing the sounds /b/ and /v/.

UNIT OBJECTIVES

- To extract general and specific information from oral and written texts.
- To express their point of view when talking about fashion and decoration.
- To write a short story based on the TV series seen, describing people's clothing and houses.
- To know the structures of the Active and the Passive voice
- To learn new vocabulary related to fashion and decoration.
- To understand the differences between English speaking countries and their cultures.
- To be aware of the importance of pronouncing /b/ and /v/ correctly when speaking.

CONTENTS

Communicative skills

- *Reading*: To read an article taken from an Australian fashion magazine and another one from a Spanish magazine of the same kind. Analyse the possible differences found.
- *Speaking*: To imagine how they would like to decorate their own houses in the future and they will talk about it in small groups. They will also write down the most repeated ideas and the whole group will discuss them.
- *Listening*: To watch the second episode of the TV series *Neighbours*.
- *Writing*: To write a short story made up by themselves, but using the characters of the TV series *Neighbours*. They will write descriptions of the characters and of their houses using the new vocabulary while they develop a story.

Grammar

- Expressing actions in the active and the passive voice.
- Uses and form of the Passive Voice (Present Simple, Past Simple, *will* Future).

- Active voice.

Vocabulary

- Fashion: clothing, houses and decoration.

Phonetics

- Typical mistakes made by Spaniards: not distinguishing /b/ and /v/ sounds.

ASSESSMENT CRITERIA

At the end of this unit the student is expected to:

- Extract general and specific information from oral and written texts.
- Express their point of view when talking about fashion and decoration.
- Write a short story based on specific characters from a TV series.
- Know the structures of the Active and the Passive voice.
- Distinguish the appropriate moment to use Active or Passive voice.
- Use the new vocabulary given in the unit.
- Understand the differences among English speaking countries and their cultures.
- Be aware of the importance of pronouncing /b/ and /v/ correctly when speaking.

TEACHING UNIT 10: 31TH CENTURY FOX

INTRODUCTION

The students will be able to learn in this unit how to express future finished actions or future actions in progress. We will be using the TV cartoon series *Futurama*, because it definitely matches the purpose of this unit. We will have the grammatical help of Future Perfect and Future Perfect Continuous, and we will be dealing with vocabulary related to jobs and professions (as it is something also related to their future). About pronunciation, the students will understand the differences between the long and short vowel sounds /u:/ and /ʊ/.

UNIT OBJECTIVES

- To extract general and specific information from oral and written texts.
- To orally express their ideas about their future lives.
- To write a composition about their “perfect” lives in 20 years time.
- To know the structures of the Future Perfect.
- To know the structures of the Future Perfect Continuous.
- To learn new vocabulary related to jobs and professions.
- To compare the well-known positions in Spain (i.e. doctors, lawyers...) with the important ones in any English Speaking country.

- To understand the different pronunciation of the long and short vowel sounds /u:/ and /ʊ/.

CONTENTS

Communicative skills

- *Reading*: To work with a text taken from the internet which is about the most prestigious jobs in America¹¹.
- *Speaking*: The to perform a “real” interview for a job: one of them will be the employer and the other one, will be the future employee. The whole class will finally decide if the employer hires or not the future employee.
- *Listening*: To watch episode 2 from season 1 of the TV series *Futurama* and will do some activities related.
- *Writing*: Students will be given a sample of a Job Application letter and they will have to write one on their own. They will also be given tips for finding interesting offers in English speaking countries, they will choose the one they prefer and will write the letter.

Grammar

- Use and form of Future Perfect.
- Use and form of Future Perfect Continuous.
- Distinction between both uses.

Vocabulary

- Jobs and professions

Phonetics

- Pronunciation of the long vowel sound /u:/ and the short vowel sound /ʊ/.

ASSESSMENT CRITERIA

At the end of this unit the student will be expected to:

- Extract general and specific information from oral and written texts.
- Express their ideas about their future lives.
- Write a correct composition about their life in 20 years time.
- Know the structures of the Future Perfect.
- Know the structures of the Future Perfect Continuous.
- Use the new vocabulary related to jobs and professions.
- Discuss about the different jobs and professions of other countries.
- Understand the different pronunciation of the long and short vowel sounds /u:/ and /ʊ/.

¹¹ A sample of this exercise will be attached to Anexos.

TEACHING UNIT 11: DES KAYE TURNS OFF THE SWITCH TO A CHILD'S LIFE SUPPORT MACHINE

INTRODUCTION

The main objective of this teaching unit is for students to adapt to a specific register and its usual expressions. We will be dealing this time, with informal contexts, so in the grammatical section we will see some important phrasal verbs and expressions and we will also see different words said in British English and in American English (in the vocabulary section) and also differences between Br. E pronunciation and Am. E. pronunciation in the phonetics section.

To do all this, we will be working with a well-known British sitcom called *Little Britain*, it is obvious that among all the TV series we will be working with, this one is the most appropriate to work colloquial British contexts and let the students think about its differences compared to American situation comedies.

UNIT OBJECTIVES

- To extract general and specific information from oral and written texts.
- To orally express themselves using phrasal verbs.
- To write an informal e-mail.
- To know some of the most use and useful phrasal verbs in English.
- To learn the different ways of referring to the same thing in Br. E and Am. E.
- To gain consciousness of the different pronunciation of the same words in Br. E. and in Am. E.
- To distinguish formal register from informal registers.
- To develop a positive attitude towards British English and American English in an egalitarian way.

CONTENTS

Communicative skills

- *Reading*: To read an article written by a British person and a similar one written by an American person. They will have to work on them analyzing the different words they use and also, the writing used.
- *Speaking*: To choose a real and possible situation (i.e. they go to London for a visit and they need to ask for a sandwich) from a list they will be given. After choosing it, they will act without writing or preparing anything, as if they were in that situation at the moment of speech.
- *Listening*: The listening task for this unit will be based on the British TV series *Little Britain*. The students will watch the first episode of the sitcom and we will have a small discussion after it.

- *Writing*: To write an informal e-mail to a British or American friend, depending on this, they will use the British vocabulary learnt through the unit or the American one.

Grammar

- Phrasal verbs with: *get, look, be and give*.

Vocabulary

- American and British words used for referring to the same thing

Phonetics

- Differences in pronunciation: Am. E. and Br. E.

ASSESSMENT CRITERIA

At the end of this unit the student is expected to:

- Extract general and specific information from oral and written texts.
- Use correctly the given phrasal verbs for speaking.
- Write an informal e-mail.
- Use the appropriate register to write the e-mail.
- Know the main differences in pronunciation in Br. E. and in Am. E.
- Know the new vocabulary either used by British or and American people.

TEACHING UNIT 12: WHY MUST I BE A CRUSTACEAN IN LOVE?

INTRODUCTION

During the development of this unit the students will find a new episode of the Cartoon series *Futurama* (S01 E03) and we will be dealing with the notion of expressing obligation, necessity and advice.

On the other hand, we will also have a look at silent letters in English in the phonetics section.

UNIT OBJECTIVES

- To extract general and specific information from oral and written texts.
- To give advice.
- To express necessity and obligation.
- To write a list of rules about “how to be a good citizen”. (MUSTS/MUSTN'Ts)
- To develop critical thinking about the “good” and the “evil”: correct and incorrect things to do.
- Be aware of the importance of modals and manners for the British people.
- Distinguish silent letters in English words.

CONTENTS

Communicative skills

- *Reading*: To work with the script of the episode they are going to watch. They will read it first and then we will be able to watch the episode without subtitles.
- *Speaking*: To role-play a trial of a thief. One of them will play the part of the thief and some other will be the judge, the jury, lawyers, etc. They will make up a story about the thief and they will have to decide what to do with them (according to some rules of good citizenship).
- *Listening*: To watch the *Futurama* episode (S01 E03) and carry out some activities related.
- *Writing*: To write a list of good things and bad things that a good person *should* or *shouldn't* do, to practice modal verbs and learn to give advice.

Grammar

- Modal verbs- obligation and the lack of it: *have to/ don't have to/ must/need/needn't*.
- Modal verbs- advice: *should/shouldn't*.
- Modal verbs- prohibition: *Mustn't/can't*.
- Modal verbs- necessity: *need*

Vocabulary

- Coexistence of human beings: problems and relationships
- Etiquette in formal situations

Phonetics

- Silent letters in English words

ASSESSMENT CRITERIA

At the end of this unit, the student is expected to:

- Extract general and specific information from oral and written texts.
- give advice to their classmates.
- Express necessity and obligation in an appropriate way.
- Write a list about being a good citizen and reflect on the rules they have written.
- Develop a critical thinking about the correct things to do and the incorrect ones.
- Be aware of the importance of modals and manners in British society.
- Distinguish silent letters in English words.

TEACHING UNIT 13: CAN YOU COOK IT NOW?

INTRODUCTION

This teaching unit will be using the Australian TV series *Neighbours* (S01 E03). Its main topic deals with food and cooking, as it is shown on its title, so that will be our vocabulary section

From the same title, we can also predict that we will deal with the notion of expressing ability, permission and certainty.

As far as phonetics are concerned, we will practice the long vowel sound /i:/ and the short vowel sound /I/.

UNIT OBJECTIVES

- to extract general and specific information from oral and written texts.
- To express ability, permission and certainty.
- To learn new vocabulary about food and cooking.
- To be able to write a receipt.
- To express their likes and dislikes about food.
- To practice the different vowel sounds /i:/ (long) and /I/ (short).

CONTENTS

Communicative skills

- *Reading*: To read different cooking blogs from English speaking countries. They will read the receipts suggested on them and choose one to prepare questions about it (as a reading task). They will finally interchange their works in pairs so that one will answer the other's questions for the task.
- *Speaking*: To role-play a cooking TV programme and will have to act as if they were the cook. In this way they could tell their classmates what they have done in their receipts of the writing task.
- *Listening*: To watch an extract of the third episode of the TV series (season one).
- *Writing*: To find a receipt of their favourite dish and they will rewrite it using the correct vocabulary learnt along the unit.

Grammar

- Modal verbs- ability: *can, can't, could, couldn't*.
- Modal verbs- permission: *can, could, may, might*.
- Modal verbs- certainty: *must, can't, should, ought to, may, might*.

Vocabulary

- Food and cooking.

Phonetics

- Vowel sounds : long /i:/ and short /I/

ASSESSMENT CRITERIA

At the end of this unit the student is expected to:

- Extract general and specific information from oral and written texts.
- Express ability, permission and certainty in a correct way.
- Use the new vocabulary about food and cooking.
- Know how to write a receipt with the given tips.
- Understand the different vowel sounds /i:/ (long) and /I/ (short).

TEACHING UNIT 14: THE ONE THAT COULD HAVE BEEN

INTRODUCTION

As a continuation to the previous unit, we will deal with expressing deductions and assumptions in the past. Students will also learn to distinguish some verbs that are often confused by foreign learners of English.

The episode used in this unit has been taken from the TV series *Friends* and the phonetics section will deal with homophones in English.

UNIT OBJECTIVES

- To extract general and specific information from oral and written texts.
- To learn new verbs and distinguish similar ones.
- To express deductions and assumptions in the past.
- To distinguish homophones and write them correctly.

CONTENTS

Communicative skills

- *Reading*: To read three different texts dealing with strategies to learn new languages and they will predict and deduct information from them.
- *Speaking*: To represent a scene taken from *Friends*' episode used along the unit (S01 E02).
- *Listening*: To watch the episode belonging to the unit.
- *Writing*: To write a short story about the topic they prefer, using the new verbs they have learnt and modals.

Grammar

- Modal verbs to make deductions in the past: *must, may, could, should have + participle*.

Vocabulary

- Verbs with similar meanings: *do/make, meet/know, tell/say, notice/realize...*

Phonetics

- Homophones in English.

ASSESSMENT CRITERIA

At the end of this unit the student is expected to:

- Extract general and specific information from oral and written texts.
- Have learnt new verbs and distinguishes similar ones.
- Express deductions and assumptions in the past.
- Distinguish homophones and is able to write them correctly.

TEACHING UNIT 15: “YOU HAVE MY PERMISSION”- The king said

INTRODUCTION

Throughout the last unit of this teaching program, we will be dealing with main historical and political events and the students will find out vocabulary related.

To reach our target, we will be using the TV series *The Tudors*, which perfectly shows these aspects of British history. The notions we will be working with are rephrasing and transmitting information said by others.

UNIT OBJECTIVES

- To extract general and specific information from oral and written texts.
- To learn new vocabulary related to historical and political events.
- To learn some new aspects of the British culture and history.
- To distinguish between Direct and Reported Discourse.
- To build correct sentences using Reported Discourse.

CONTENTS

Communicative skills

- *Reading:* To analyse an extract from the book *Henry VIII. King and Court*, written by Alison Weir.
- *Speaking:* To discuss about the scenes of the episode seen in class: they will analyse the characters’ behaviours, judge them and show their opinions.
- *Listening:* To watch the second episode of the first season of the TV series *The Tudors*.
- *Writing:* To write a *for and against* composition about being a member of a Royal Family.

Grammar

- Reported Speech: reporting verbs and statements.

- “Here and now” words and its changes in reported speech.
- Pronouns in Reported Speech.

Vocabulary

- Vocabulary related to historical and political events.

Phonetics

- Question tags and their intonation.

ASSESSMENT CRITERIA

At the end of this unit the student will be expected to:

- Use the new vocabulary seen along the unit
- Have learnt new aspects of the British culture and history.
- Distinguish between Direct and Reported Discourse.
- Build correct sentences using Reported Discourse.

2.5. Timing

This teaching plan is divided into 15 different units, each one of them designed to last between 6 and 7 sessions. In both courses of Bachillerato, the number of English lessons per week is 3. This means that each unit has been designed for 2 weeks approximately.

2.6. Methodology

a) Methodological Development

The foreign language must be considered not only the object of study but a vehicle for communication in class: this means that communication is the base of the approach we will be using, emphasizing the need of the students in acquiring communicative competence.

Both teacher and students will have to make an effort and do not use their mother tongue in class, except for certain occasions.

As it is said by Alicia Laspra Rodríguez in one of her pieces of work, in our country, the general objectives in the official curricula for foreign languages:

(...) normally focus on the importance of understanding and producing correct messages in English, connected to real life situations and personal experiences. They also stress the value of analysing the English language and the sociocultural peculiarities normally associated with native speakers environments.¹²

¹² Laspra Rodríguez, Alicia (2008). *Making it work: communicative competence, from theory to practice*. Universidad de Valladolid.

This takes us to an important point in our methodology: we will always be working with **real material**. The use of this authentic material responds to the needs of the students to apply what is learnt in class outside the school environment: i.e. concrete situations in a TV series (asking for a coffee, meeting friends, going out...).

The students will always be interacting with each other: this could be done in the class group, in pairs or in little groups. Pair work and group work are essential when developing a communicative approach, as it gives pupils more talking time and autonomy. In big groups, the students tend to be afraid of speaking in public, and being shy... on the other hand, if we use pairs or small groups, their participation will probably rise and they will feel more confident when they finally have to speak in a big group.

b) Teaching strategies, activities and classroom work techniques.

The teacher's role is that of a mere observer (but not an outsider): they have to organize the lessons, get and elaborate the materials, to advise the students if they need it... when the students are in class, the teacher just gives them instructions about what they have to do, and they participate and cooperate all together.

2.7. Resources, and materials.

The resources and materials needed to carry out this teaching plan are basically a computer with a projector. It does not mind if it is in the class or if the students need to move to another class. The most appropriate thing would be to have it in their own classroom but this is difficult, so another class would also be valid.

The materials used are basically the TV series' videos and their subtitles.

2.8. Assessment and marking criteria and procedures.

a) Learning assessment procedures.

We will be using oral tests and written tests, depending on the topic of the unit and also depending on the kind of task the students will develop.

b) Assessment criteria

Every teaching unit has its own assessment criteria and at the end of each term, all of them will be taken into account to see if the student is ready to pass. Moreover, in the objectives mentioned above, the student will have to fulfill all of them to get a good and positive final mark.

c) Marking criteria.

It is a continuous assessment, we can only see the progress of the student at the end of the course.

The final mark of the students will be taken out of an average mark among the three different terms, based on these facts:

- Class observation of the student: 10% out of the final mark.
- Formal tests both oral and written will count the 80% of the final mark.
- The attitude of the student will count 10% of the final mark (effort, interest and a positive attitude towards the learning process).

d) Key competences in English

In Bachillerato, there are no key competences specified...the students are supposed to get to this level with all these competences developed, although obviously, 90% of the activities are thought for students to go on developing the 8 key competences as much as possible.

2.9.Extra activities (in case of failing)

The assessment system which is going to be used will allow us to take into account the students' progress all along the course and any previous terms will be considered as "passed" if the last one turns out to be marked with a 5(at least). In case of not passing the last assessment with the minimum mark, an exam will be taken. It will consist of 3 parts: a reading and writing part (about related topics), a use of English test with the basic grammar seen in class and last but not least, a listening activity with a debate after it. Every single activity will be related as much as possible with the things we have done in class.

2.10. Attention to diversity.

Attention to diversity will be treated in a individual way, depending of course, on the needs of the students: fast-finishers will be given extra work to deepen whatever activity we had been doing. Students with learning problems of any kind, will also be given extra work as a revision of the activities they had done along the course.

3. Propuesta de innovación.

3.1. Diagnóstico inicial: identificación de los ámbitos de mejora y descripción del contexto.

La propuesta de innovación incluida en este Trabajo Fin de Máster consiste principalmente en mejorar la pronunciación y el oído de nuestros alumnos proporcionándoles material real con el que puedan darse cuenta de lo importante que es no sólo saber gramática, sino conocer la fonética y los aspectos culturales de un idioma. Para ello, nos serviremos de series de televisión americanas, británicas y australianas, que tendrán cabida en cada una de las unidades didácticas de la programación y que actuarán como hilo conductor a lo largo de la misma.

Durante mi estancia en el instituto, he observado que muchos de los alumnos carecen de la fluidez suficiente para “atreverse” a hablar en público, temen que los demás no les entiendan o peor aún: no entender ellos lo que se les dice.

Toda esta inseguridad se debe a que su nivel de conocimiento gramatical es superior a su puesta en práctica de forma oral o mediante grabaciones (los famosos ejercicios de *listening*).

En mi opinión, la enseñanza de un idioma extranjero no consiste simplemente en dar reglas de gramática y vocabulario a los alumnos... está claro que ambas son herramientas básicas para el avance en el conocimiento de la lengua, pero en mi opinión “la realidad” va por delante. Esta realidad es para mí el hacer un viaje al extranjero y que sean capaces de mantener una conversación con una persona en inglés...que sepan pedir un café con leche “corto”, que siempre den las gracias y pidan perdón si en algún momento se tropiezan con alguien en la calle. Todas estas cosas no sólo se solucionan con saber mucha gramática, sino que es necesario conocer **la cultura** de la lengua meta y sus costumbres, y sobre todo, atrevernos a afrontar situaciones desconocidas en las que podemos salir peor o mejor parados...pero siempre saldremos.

Todo esto es lo que el alumnado debe entender: los exámenes de gramática ya casi no existen (o no deberían), los docentes utilizamos material **real**, donde nuestros estudiantes sean capaces de comprender todas estas diferencias tan grandes que nuestro país tiene, por ejemplo, en comparación con los Estados Unidos o con Reino Unido(a la vez también tan distintos entre sí).

¿Qué es lo que mejor representa las características específicas de una determinada cultura? En mi opinión, sus programas de televisión son clave para entender el mundo de la manera que los habitantes de ese país la comprenden.

Hoy en día, le ha surgido también un nuevo reto a la docencia, que hace 20 años era impensable: las nuevas tecnologías hacen que nuestro alumnado tenga un teléfono móvil y lo maneje mejor que un bolígrafo; una *tablet* que les permite acceder a internet

o a las redes sociales en menos de un segundo o un ordenador que tenga una pantalla más grande que la *tablet* y que nos permita hacer más cosas.

Un aparato más grande como podría ser un portátil, es en realidad una televisión con internet... y no hace falta decir más: Internet nos permite acceder a cualquier sitio que disponga de enlaces online para visualizar programas de otros países, incluso enlaces de descarga que están disponibles para nosotros en cualquier momento y hora del día.

Mi propuesta de innovación tiene como uno de sus objetivos principales proponer al estudiantado que investigue en Internet (uno de sus mayores entretenimientos ahora mismo, como el mío era en su día saltar a la comba), de acuerdo con sus intereses, programas de televisión o series de países de habla inglesa con las que puedan identificarse. Que intenten “aparcar” por un momento las series españolas que suelen ver, como *La que se avecina*, y que si tanto les gusta... intenten encontrar algo parecido en inglés (si es lo que les motiva...) ya que además de reírse, estarán aprendiendo cómo actuarían personas de otras culturas en situaciones dadas, vocabulario nuevo y también nuevas estructuras que podrán utilizar cuando necesiten de ellas.

Aún así, como soy consciente de que esto es un poco utópico... por eso he diseñado mi programación didáctica escogiendo yo misma las series de televisión que he considerado más oportunas para un alumnado de entre 16 y 17 años, perteneciente al curso de primero de bachillerato.

3.2. Justificación y objetivos.

La decisión de integrar esta propuesta de innovación en mi programación didáctica es, como ya he dicho arriba, debida a la enorme necesidad existente en las aulas de que los alumnos comprendan el contexto de un idioma, en este caso el inglés.

Considero de vital importancia conocer una cultura mientras se aprende un idioma ya que éste forma parte de la misma. Además de esto, existen en el mundo varios países de habla inglesa, cada uno con una cultura diferente e incluso con acentos diferentes (como se podrá comprobar también a lo largo de la programación). Es también esencial ser conscientes de esta variedad, a la hora de ver una película o una serie de televisión por ejemplo... distinguir los diferentes acentos, conocer las costumbres de unos y otros países, entender lo que los actores nos intentan transmitir y por qué lo hacen de la manera que lo hacen.

Creo que es una forma moderna de dar clase, necesaria para seguir avanzando en el desarrollo de la docencia y que a los alumnos les puede resultar muy motivadora (de hecho, llevo varios años llevándola a cabo, funciona muy bien tanto con niños como con adultos, y a todos los niveles).

Los objetivos de la innovación son los siguientes:

- Que los alumnos sean capaces de distinguir los principales acentos en inglés: Británico, Americano y Australiano.
- Que comprendan lo importante que es conocer las diversas costumbres y culturas de las personas de habla inglesa (con independencia de su país de procedencia).
- Que desarrollen interés hacia otras culturas diferentes a las suyas.
- Que desarrollen tolerancia hacia lo diferente.
- Que puedan reconocer diferencias y similitudes entre la cultura española y la británica, americana o australiana.
- Que aprendan vocabulario nuevo, sobre todo en contextos informales o coloquiales.
- Que se sirvan de materiales **reales** para incrementar su nivel de inglés.
- Que “acostumbren el oído” al idioma inglés, no sólo por escuchar al profesor, sino también mediante la escucha de hablantes nativos (actores).
- Que conozcan nuevas estructuras gramaticales y reconozcan las que ya les eran familiares.
- Que expandan el tamaño de su “banco de esquemas”, entendiendo por esto las estructuras gramaticales que suelen utilizar de manera usual: conseguir que si escuchan algo nuevo, no solo lo apunten sino que **lo utilicen**.
- Que se sirvan de los *scripts* de los capítulos que visualizaremos para practicar la lectura y la pronunciación.
- Que pierdan el miedo escénico cuando representen escenas que ya han visto.
- Que su fluidez se vea incrementada a medida que la práctica se hace más frecuente.

3.3. Marco teórico de referencia.

En su libro *La Investigación Educativa*, Pedro Cañal de León recoge una definición bastante exacta sobre lo que es **la innovación educativa**. Para ello, se sirve del artículo de Jaume Carbonell Sebarroja *El Profesorado y la Innovación Educativa*:

La innovación educativa, utilizada como sinónimo de renovación pedagógica, es un concepto complejo y polisémico- como lo son los de calidad educativa o libertad de enseñanza- que se presta a múltiples lecturas e interpretaciones. Aquí lo entendemos como un conjunto de ideas, procesos y estrategias, más o menos sistematizados, mediante los cuales se trata de introducir y provocar cambios en las prácticas educativas vigentes.

La innovación no es una actividad puntual sino un proceso, un largo viaje o trayecto que se detiene a contemplar la vida en las aulas, la organización de los centros, la dinámica de la

comunidad educativa y la cultura profesional del profesorado. Su propósito, como decíamos, es alterar la realidad vigente, modificando concepciones y actitudes, alterando métodos e intervenciones y mejorando o transformando, según los casos, los procesos de enseñanza y aprendizaje. La innovación, por tanto, va asociada al cambio y tiene un componente –explícito u oculto- ideológico, cognitivo, ético y afectivo. Porque la innovación apela a la subjetividad del sujeto y al desarrollo de su individualidad, así como a las relaciones teoría-práctica inherentes al acto educativo.¹³

Según esta definición, la innovación docente consiste en incorporar técnicas nuevas a la docencia o modificar las ya existentes de alguna manera. Nuestra propuesta podría considerarse innovadora en cuanto a que incorpora una serie diferente en cada unidad didáctica (utilizando la misma serie como máximo, en tres unidades); y como existen ya muchos docentes que incluyen películas para ilustrar a los alumnos con los conocimientos que quieren que adquieran, también podría considerarse una mejora de la técnica ya existente.

Otro de los artículos escrito por Pedro Cañal de León y perteneciente a ese mismo libro, habla también de la motivación del profesorado:

[...] se considera que el nivel de motivación de los profesores respecto a su propia actividad docente, a su formación científica y didáctica y a la mejora de la enseñanza que realizan, es un factor significativo a la hora de explicar la situación antes expuesta y la escasa incidencia general de las iniciativas de renovación y actualización pedagógica.¹⁴

Como docente en formación, he de admitir que la propuesta de innovación que he escogido coincide mucho con mis gustos personales y mis intereses: me considero una persona autodidacta, me gusta buscar cosas que puedan resultarme útiles y una de las mejores formas de aprender inglés que encontré durante mi búsqueda fue el visionado de películas y series de televisión versión original.

De esta forma, coincidiendo con mis gustos personales, la motivación estaría garantizada al 100% en mi caso, y en otros muchos que conozco.

¹³ Cañal de León, Pedro (coord.); *La Investigación Educativa*, Madrid (2005). Ediciones Akal.

¹⁴ Cañal de León, Pedro (coord.); *La Investigación Educativa*, Madrid (2005). Ediciones Akal.

3.4. Desarrollo de la innovación:

a) Plan de actividades.

Las actividades contempladas para llevar a cabo la innovación propuesta están especificadas en cada una de las unidades didácticas correspondientes de la siguiente forma:

Están presentes en la sección **communicative skills**, dentro de los contenidos, y de forma concreta, están pensadas para trabajar las cuatro habilidades necesarias en la enseñanza de una segunda lengua:

- *Reading*: En algunas de las unidades didácticas, existe la posibilidad de que los alumnos obtengan el guión del capítulo que van a visualizar (en algunas a priori y en otras a posteriori). Este ejercicio les viene bien a la hora de analizar textos escritos, ya no sólo narrativos, sino dialogados y que tratan con material comunicativo real.

Por otra parte, en los casos en los que el guión se les reparta tras haber visualizado el capítulo podremos considerar el visionado del capítulo con el uso de subtítulos (siempre en inglés) como algo significativo a la hora de practicar esta habilidad.

- *Speaking*: El alumnado tendrá que representar en muchas ocasiones, alguna de las escenas que se han visto en el capítulo: podrán fijarse en los gestos de los actores, y sobre todo en la pronunciación. De esta manera, podrán trabajar más las dificultades que tengan a la hora de hablar en público y también la confianza en sí mismos.

Además, también habrá discusiones sobre lo que ocurre en el capítulo, podrán posicionarse del lado que deseen argumentando sus ideas y opiniones. En este caso, no tendrán nada preparado y trabajarán más que nada la fluidez.

- *Listening*: Esta puede considerarse la habilidad trabajada por excelencia en esta propuesta de innovación. Que los alumnos sean capaces de entender todo o casi todo en un diálogo que tiene lugar entre nativos, que se sirvan de vocabulario nuevo y de estructuras que nunca hayan oído...no bastará con saberlas, sino que utilizarlas en la conversación diaria será también una de nuestras metas (debemos tener en cuenta que el lenguaje utilizado en la mayoría de las series escogidas, excepto en *The Tudors*, es lenguaje informal).

- *Writing*: En cuanto a la escritura, el alumnado deberá realizar actividades variadas que tengan que ver con las series de televisión: escribir historietas sobre los personajes de la serie, realizar resúmenes de algunos de los episodios les servirán para poder abstraer la información más importante del capítulo y desechar la menos importante.

Estas cuatro habilidades básicas están consideradas de una manera igualitaria: ninguna es más importante que la otra sino que todas se complementan para maximizar el conocimiento de la lengua meta.

a) **Agentes implicados**

Los agentes implicados en esta innovación serán el profesor y el alumnado principalmente. No afectará a agentes externos ya que no es una innovación a nivel curricular ni organizacional, sino que se trata de un nuevo “tratamiento” de los contenidos, que siempre seguirá lo establecido en el currículum de 1º de Bachillerato.

b) **Materiales de apoyo y recursos necesarios**

Es esencial contar con un ordenador en la clase que disponga de retroproyector. En caso de que esto no sea posible, se necesitaría una sala habilitada con los mismos. El resto de actividades no requieren de materiales de apoyo ni recursos extra, simplemente el profesor deberá hacerse con las series que quiera utilizar para las clases, y contar con el equipamiento necesario.

c) **Fases**

La innovación no constará de fases sino que será una innovación llevada a cabo de forma continuada. Durará un año académico, al igual que la programación didáctica y se organizará según el cronograma de las unidades.

3.5. Evaluación y seguimiento.

A final de cada unidad se evaluarán los conocimientos adquiridos por los alumnos y a final de cada trimestre se hará lo mismo.

A final de curso se comprobará si en años anteriores y sin haber aplicado esta innovación, los resultados era iguales, peores o mejores...teniendo esa y más variables en cuenta se valorará si es una innovación útil o por el contrario, no prometía tanto como parecía prometer.

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- Did you know that *Friends* was a homophobic, transphobic and misogynist sitcom?
<http://www.queerty.com/did-you-know-that-friends-was-a-homophobic-transphobic-xenophobic-and-misogynist-sitcom-20110715>
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ANEXOS

Have you...?

Example:

- *Question: Have you ... ever fallen in love?*
- *Answer: Yes, I have fallen in love.*
No, I have never fallen in love.



Activity	Yes, I have (Name)	No, never (Name)
1. Ever been to the zoo?		
2. Ever tried Chinese food?		
3. Ever cheated in an exam?		
4. Ever been to Paris?		
5. Ever ridden a camel?		
6. Ever eaten an insect?		
7. Ever broken something expensive?		
8. Ever gone snorkelling?		
9. Ever broken a bone?		
10. Ever left home in pyjamas?		
11. Ever fed a rabbit?		
12. Ever written poetry?		
13. Ever been abroad?		

LISTENING TASK

Pretty Little Liars → S01E01 "Pilot"

1. What singer does the blond girl mention at the beginning? (0.5 p)
 - a) Rihanna
 - b) Beyoncé
 - c) Miley Cyrus
2. According to one of the girls, "sharing secrets keeps us... (0.5 p)
 - a) chose"
 - b) rose"
 - c) close"
3. Why does Aria feel weird? (0.5 p)
 - a) It's the anniversary of Alyson's disappearance
 - b) She wants to go to a party and she is not invited
 - c) Her father has taken a sabbatical year
4. What sport does Aria's brother play? (0.5 p)
 - a) Baseball
 - b) Lacrosse
 - c) Table tennis
5. What time is Aria picking her brother up? What time is it when she leaves him at the highschool? (1.5 p)
6. What does Aria order at the grill? What's the name of the restaurant? (1.5 p)
7. How old was Alison when she disappeared? (1.5 p)
8. Why do you think happened to Alison? Write a little paragraph about it. Try to be creative and use your imagination! (3.5 p)

Name:

THE MOST PRESTIGIOUS JOB IN AMERICA

Though most people probably don't grow up wanting to be a farmer or a minister - farmers and ministers are considered by many to have some of the most prestigious occupations in America. On the other hand, while occupations such as being an actor or an entertainer may seem glamorous, these are not occupations that are held in as high regard by the American public.

Firefighters are viewed by 61% of the public as having "very great prestige," and rightly so – with an occupation that puts them decisively in harm's way in order to save lives and properties, it's of little wonder why firefighters stand firmly at the top of the occupation prestige list.

If you're interested in this career path, you should note that fire fighting involves hazardous conditions and long, irregular hours. Applicants for city fire fighting jobs generally must pass written, physical, and medical examinations. One should expect heavy competition for this job since it attracts many qualified candidates, but there are opportunities for fast career growth.

Most fire fighters have a high school diploma; however, the completion of community college courses, and in some cases, an associate degree in fire science may improve an applicant's chances for a job. There are specific colleges and universities that offer programs for 2-4 year degrees in fire engineering or fire science.

Based on 2006 numbers, the median annual earnings of fire fighters was \$41,190. Average salaries in 2006 for sworn full-time positions as an engineer were, at a minimum of \$43,232, and a maximum of \$56,045. For a fire captain, the minimum average annual base salary was \$51,808 with a maximum of \$62,785. Finally, for a fire chief, the minimum average annual base salary was \$73,435 and at a maximum of \$95,271.

QUESTIONS

- 1. Say if these sentences are true or false. Write a brief explanation for the false ones.**

- People usually wonder why being a firefighter is considered the most prestigious job.
- Firefighters work long hours
- Having a high school diploma is enough to become a firefighter.

2. Find synonyms for these words in the text:

- WAGES:
- STATUS:
- ROUTE:
- DANGEROUS:

3. What kind of examinations will you need to pass if you want to become a firefighter? Have they got the opportunity of growing up in a short period of time?

4. According to the text, what's the main reason why firefighters have such a great prestige?

5. Composition (120-150 words): What is the most prestigious job according to your opinion? Why?

