Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

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

The media in the English-speaking countries

Reflexiones teórico-prácticas, programación docente para 1º de Bachillerato y propuesta de innovación

TRABAJO FIN DE MÁSTER

Autora: Irene Pérez Conde

Tutora: Alicia Teresa Laspra Rodríguez

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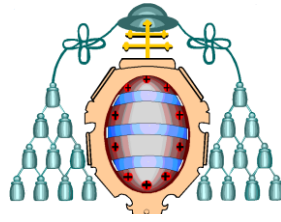
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INTRODUCCIÓN

El presente Trabajo Fin de Máster culmina un período formativo de indudable valor y provecho para mi futuro tanto personal como profesional. La primera parte del trabajo contiene reflexiones teórico-prácticas sobre mi experiencia en el máster, una valoración del currículo y una propuesta de innovación planteada desde las áreas de mejora detectadas durante mi estancia de prácticas en un centro educativo.

La segunda parte incluye una programación e innovación para el aula de inglés de 1º de Bachillerato donde el enfoque comunicativo se ha empleado como guía para su diseño. La necesidad de capacitar a los alumnos[1] para comunicarse de forma eficiente en situaciones reales se ha complementado con el uso de los medios de comunicación en todas las unidades. Así, se asegura la utilización de materiales auténticos y la exposición al inglés real. Al mismo tiempo, los medios de comunicación permiten suplir otra de las carencias observadas: el tratamiento de la cultura como un contenido anecdótico e independiente de la lengua. La selección de diversos medios de comunicación de diferentes países de habla inglesa abre las puertas al aprendizaje y al debate de aspectos culturales.

La elaboración del trabajo se ha realizado conforme a la LOE[2] y al Decreto 75/2008[3] puesto que es la legislación que se encuentra actualmente en vigor a pesar de que ya se ha aprobado la Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa. No obstante, la implantación de la nueva ley educativa en secundaria previsiblemente no tendrá lugar hasta el curso 2015-2016.

A lo largo del trabajo se ha empleado el sistema de citas y referencias de la *Modern Languages Association* (MLA).

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[1] Las referencias a personas, colectivos o cargos académicos figuran en el presente documento en género masculino como género gramatical no marcado. Cuando proceda, serán también válidas en género femenino.

[2] Ley Orgánica 2/2006, de 3 de mayo, de Educación.

[3] Decreto 75/2008, de 6 de agosto, por el que se establece la ordenación y el currículo de Bachillerato.

PRIMERA PARTE

1. Reflexión sobre las prácticas y los conocimientos adquiridos en el máster

El Máster en Formación del Profesorado integra dos partes bien diferenciadas: la teórica y la práctica. Ambas son imprescindibles para iniciarse en una profesión tan compleja como la docencia. La parte teórica proporciona la base para entender y mejorar la práctica mientras que esta última es una experiencia de socialización profesional completa.

La primera toma de contacto con las materias del máster fue un tanto abrumadora debido probablemente a la compleja organización de las asignaturas y al desconocimiento del mundo de la educación que caracterizaba a la mayoría del alumnado. Nos enfrentamos a una nueva terminología pero también a una nueva visión de nuestra especialidad; lo importante ya no eran los conocimientos propios de la materia sino cómo enseñarlos a los alumnos. Nuestra primera clase del máster fue de Procesos y Contextos Educativos (PCE), hecho que indudablemente ha contribuido a nuestra sensación de desconcierto ya que se trata de la asignatura más densa. El primer bloque denominado "Características organizativas de las etapas y centros de secundaria" nos ofreció un repaso histórico por el sistema educativo español que nos permitió entender y apreciar mejor la situación actual teniendo en cuenta los avances que se han hecho en poco tiempo. Además, el acercamiento a la estructura y la organización de un centro de secundaria nos ha facilitado la adaptación en el centro de prácticas y la comprensión de sus dinámicas de funcionamiento.

El segundo bloque de PCE "Interacción, comunicación y convivencia en el aula" nos ha dotado de técnicas de observación y actuación en la resolución de conflictos y la creación de un clima de aula. A pesar de la ausencia de conflictos graves, la experiencia en el IES Alfonso II ha sido clave para ver la importancia de establecer un sistema de comunicación eficiente en el aula que favorezca la interacción y un clima de convivencia y aprendizaje adecuado.

El tercer bloque dedicado a la "Tutoría y orientación educativa" da a conocer una función docente a menudo relegada a una segunda posición que, sin embargo, es esencial en tanto que proporciona a los alumnos una educación integrada de conocimientos, valores y destrezas. Es especialmente esta función la que pone de manifiesto que la docencia en el instituto es mucho más que impartir clases de una materia específica. Así, aunque no he tenido la oportunidad de ser tutora de ningún grupo, he presenciado el asesoramiento y la orientación personal, profesional y moral de los alumnos.

Finalmente, el cuarto bloque de PCE correspondiente a la "Atención a la Diversidad" me ha descubierto un mundo totalmente desconocido e interesante a la vez. Desde un punto de vista teórico, he aprendido a entender la diversidad como un concepto amplio que engloba diferentes capacidades, intereses y estilos de aprendizaje; me he familiarizado con las necesidades educativas especiales más comunes y he conocido las principales medidas de atención a la diversidad. En la práctica, no solo he

analizado el funcionamiento de dichas medidas a través de los documentos institucionales y de la información facilitada por la orientadora, sino que también he trabajado con alumnado diverso donde la atención a sus motivaciones y ritmos de aprendizaje es necesaria para conseguir resultados satisfactorios.

La asignatura de "Aprendizaje y Desarrollo de la Personalidad" me ha ayudado a entender los procesos cognitivos, socio-afectivos y de desarrollo de la personalidad que afectan a los alumnos así como las técnicas y estrategias más adecuadas para mejorar el aprendizaje y manejar el aula. Todo esto debe ser tenido en cuenta a la hora de diseñar programaciones docentes, para lo cual nos ha formado "Diseño y Desarrollo del Currículo". Esta asignatura nos ha introducido a las ocho competencias básicas y nos ha concienciado de su relevancia en la elaboración de programaciones y unidades docentes. También hemos tenido un primer acercamiento a la normativa que regula el currículo y a las partes de una unidad docente. No obstante, el verdadero aprendizaje se da cuando tenemos que diseñar una unidad para un grupo real y concreto que, además, vamos a llevar a la práctica. Solamente en una situación real es tan llamativa la necesidad de la previsión de recursos, la coherencia entre objetivos, contenidos y criterios de evaluación, etc.

En la primera parte de "Sociedad, Familia y Educación" (SFE), se resalta la importancia de educar en valores no solo a través de la tutoría, sino también por medio de cada materia. Se hace especial hincapié en la educación para la igualdad en un sentido amplio y también desde el punto de vista del género. Esto cobra aún más importancia cuando se es testigo de la segregación voluntaria de los alumnos y las alumnas en la disposición para sentarse o en los agrupamientos de clase. La segunda parte de SFE se centra en la necesidad de conseguir una buena comunicación y colaboración entre el centro y las familias debido a la influencia que tiene la familia en el comportamiento y rendimiento del alumno. La política del IES Alfonso II destaca por considerar la cooperación entre el centro y la familia como uno de sus principales objetivos y así se constata en las reuniones de equipos docentes y en el funcionamiento diario del centro.

La asignatura de "Tecnologías de la Información y la Comunicación" (TIC) nos ha animado a incorporar las TIC en el aula como un recurso habitual y de mejora del proceso de enseñanza-aprendizaje. Ha resultado igualmente una fuente importante de información acerca de todas las posibilidades educativas que ofrecen los recursos tecnológicos y las herramientas más comunes. Destacamos el éxito que se deriva normalmente del uso eficiente de las TIC en el aula puesto que contribuye a aumentar la motivación y permite trabajar con materiales reales. Sin embargo, la disponibilidad de recursos en los centros no siempre es la deseable.

Otro ámbito nuevo para muchos de nosotros ha sido el de la innovación y la investigación educativa. Gracias a la asignatura de "Innovación", hemos detectado problemas o mejoras posibles en el centro para los que hemos diseñado propuestas

innovadoras a partir de una pequeña investigación de diagnóstico. Es así como hemos interiorizado la investigación y especialmente la innovación como parte de nuestra futura práctica docente.

Dejo para el último lugar las asignaturas de "Complementos de Formación Disciplinar", y "Enseñanza y Aprendizaje del Inglés" por ser las más cercanas a mi especialidad y, por tanto, las que me han ayudado de forma más directa en la docencia en el instituto. En la parte general de Complementos, hemos conocido en profundidad la política lingüística europea que guía actualmente la enseñanza de idiomas, desde los organismos competentes hasta las directrices más concretas como el Marco Común Europeo de Referencia para las Lenguas (MCERL). Se ha hecho un énfasis especial en las tendencias actuales del enfoque comunicativo que deben reflejarse en nuestra metodología y nos hemos entrenado en la elección crítica de libros de texto, aspectos que han tenido una aplicación práctica en el instituto. Por su parte, la sección específica de esta materia ha supuesto una gran ayuda en la adquisición de vocabulario propio de la educación así como en la identificación de los tipos de fallos que cometen los alumnos.

La primer parte de Enseñanza y Aprendizaje del Inglés nos introdujo en la Didáctica de la Lengua y la Literatura, haciendo un recorrido por los métodos y enfoques de enseñanza de lenguas más representativos hasta llegar a las nociones de competencia comunicativa, plurilingüismo e interculturalidad promovidos actualmente por el MCERL. Después de esta base teórica, la segunda parte resultó ser mucho más práctica, enfocada al diseño de actividades y al debate sobre nuestra propia experiencia. Lamentablemente ha sido ya en esta recta final del máster cuando se nos han proporcionado numerosos recursos y materiales que podríamos haber puesto en práctica en nuestras clases en el instituto.

En relación al período de prácticas, mi experiencia en el IES Alfonso II de Oviedo ha sido excelente. Merece mención especial el Jefe de Estudios y, a la vez, coordinador de prácticas del centro por su calurosa acogida y por su buena disposición para ayudarnos en todo momento. De la misma forma, mi tutora en el instituto ha conseguido que mi estancia haya sido agradable al hacerme partícipe de sus quehaceres y darme la oportunidad de dar clase en todos los grupos. También he de agradecerle su asesoramiento constante, sus elogios acerca de mi inexperta práctica docente así como su crítica constructiva que me ha permitido aprender y mejorar. Por último, reconozco la labor de mi tutora de la universidad que ha mostrado su interés por el trascurso de las prácticas, me ha ayudado con las numerosas dudas que he tenido y me ha visitado en varias ocasiones. Además, he tenido la suerte de contar con su asistencia a una de las clases que impartí y de recibir sugerencias y comentarios enriquecedores que me han hecho consciente de mis errores y de la mejor forma de progresar hacia la profesionalidad.

Las actividades en las que he participado en el centro me han hecho olvidar con frecuencia mi condición de alumna, mostrándome todos los entresijos de la profesión docente. El acceso a los documentos institucionales, la participación en actividades del centro y la asistencia a reuniones de profesores son tan solo algunos ejemplos. Sin embargo, la experiencia más gratificante ha sido la interacción con los alumnos, la posibilidad de enseñar y de aprender de ellos y de poner en práctica la teoría.

2. Análisis y valoración del currículo oficial

El currículo oficial de Lengua extranjera del Principado de Asturias toma como referencia las directrices del Marco Común Europeo de Referencia para las Lenguas (MCERL) elaborado por el Consejo de Europa. Se promueve el enfoque comunicativo como método de enseñanza de lenguas extranjeras que da lugar a aprendizajes significativos y que fomenta la reflexión sobre el propio proceso de aprendizaje. La sociedad mediática, globalizada, multicultural y multilingüe en la que vivimos exige de algún modo este tipo de enfoque. Se dejan atrás los tiempos en los que la enseñanza de una lengua extranjera se basaba principalmente en la gramática para dar lugar a una era en la que el aprendizaje de idiomas tiene el fin último de la comunicación. Si queremos que nuestros alumnos sean capaces de comunicarse en diferentes contextos haciendo uso de una lengua extranjera, debemos darles la oportunidad de hablar en el aula favoreciendo la interacción. Simularemos contextos reales de comunicación, procuraremos que los aprendizajes estén contextualizados para que resulten comprensibles y motivadores y desarrollaremos la conciencia intercultural de nuestros alumnos.

Las bases sobre las que se asienta el currículo son las mismas para la Educación Secundaria Obligatoria (ESO) y para el Bachillerato. No obstante, a continuación haré especial referencia al currículo de Bachillerato por ser el que se aborda en la programación. El objetivo de la asignatura de Lengua Extranjera en esta etapa de educación postobligatoria es que los alumnos lleguen a "profundizar en la competencia comunicativa adquirida anteriormente, enriquecer su repertorio, así como ampliar los ámbitos en los que tiene lugar"[4] dicha competencia. A pesar de que la competencia comunicativa se considera adquirida al menos en sus aspectos más básicos, la experiencia en el centro de prácticas me hace poner en duda el grado de logro de esta competencia. Es por ello que mi programación tratará de poner remedio a las carencias observadas, siendo el desarrollo real de la competencia comunicativa la meta sobre la que se diseñan todas las unidades.

Los objetivos de Lengua Extranjera son comunes para los dos cursos del Bachillerato. Encontramos un objetivo para cada destreza oral y escrita (comprender, expresarse, escribir…) así como objetivos relativos al uso adecuado de conocimientos

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[4] Decreto 75/2008, de 6 de agosto.

lingüísticos, el desarrollo de estrategias de aprendizaje y autoevaluación y la valoración de la lengua extranjera como medio de comunicación y conocimiento de otras culturas. En consonancia con el MCERL, vemos como están orientados al desarrollo de capacidades y no a la mera adquisición de conceptos y conocimientos. Lo importante no es que los alumnos conozcan un tiempo verbal determinado sino que sepan utilizarlo en los contextos adecuados con un fin comunicativo y que sean capaces de comprenderlo cuando aparece en textos reales orales o escritos.

Los contenidos se organizan en cuatro bloques. El primer bloque agrupa las habilidades lingüísticas de escuchar, hablar y conversar. Se trabajará la expresión adecuada en función de la situación comunicativa y la comprensión de información general y específica de diferentes tipos de discurso, incluidos mensajes emitidos por los medios de comunicación y por hablantes de acentos diversos. Mi propuesta de innovación da respuesta a este contenido en tanto que propone el tratamiento de los medios de comunicación de diferentes países de habla inglesa en cada unidad.

El segundo bloque se refiere a las habilidades de leer y escribir. Se trabajará la comprensión de información general y específica de textos escritos diversos, captando ideas implícitas y aplicando un razonamiento crítico. En cuanto a la composición de textos escritos, se incluye la redacción de textos correctos y adecuados sobre temas variados. Aunque en el currículo se mencionan los textos prescriptivos, descriptivos, explicativos, narrativos y argumentativos, no es frecuente encontrar esta variedad textual en los libros de texto. No parece haber explicación para esto ya que es igual de importante comprender o componer un texto narrativo como unas instrucciones de funcionamiento de cualquier aparato.

El tercer bloque de conocimiento de la lengua se divide en contenidos lingüísticos y reflexión sobre el aprendizaje. El primer apartado presenta cuestiones muy generales puesto que no se especifican las estructuras gramaticales ni los campos semánticos y léxicos que se deben ampliar, dando así total libertad a los docentes. El apartado de reflexión sobre el aprendizaje parece encontrar inspiración paralelamente en el MCERL y en una de las competencias básicas de la ESO: la competencia para aprender a aprender. El MCERL promueve la implicación de los aprendices de una lengua en su propio aprendizaje, reflexionando sobre él, estableciendo objetivos y autoevaluándose. Precisamente con este fin ha sido diseñado el Portfolio Europeo de las Lenguas, al que también hace referencia el currículo. Por su parte, la competencia para aprender a aprender supone "ser consciente de las propias capacidades, del proceso y las estrategias necesarias para desarrollarlas" y "desarrollar la motivación, la confianza en uno mismo y el gusto por aprender"[5].

El cuarto bloque se dedica a aspectos socio-culturales y consciencia intercultural. Se incorpora a este apartado el conocimiento, la reflexión y la valoración de elementos

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[5] Decreto 74/2007, de 14 de junio.

culturales y la consideración de la lengua extranjera como una herramienta de comunicación internacional y de acceso a diferentes tipos de conocimiento. Los contenidos de este bloque continúan postergados a día de hoy ya que son los que menos atención reciben en los libros de texto y en las clases a las que he asistido. Se enseña el inglés como una lengua franca independiente de la cultura, tan solo mostrando pequeñas pinceladas culturales que casi parecen anécdotas. Por ello, es necesario insistir en la importancia de enseñar lengua y cultura de forma simultánea y no como contenidos aislados. La lengua es un reflejo de la cultura y, al mismo tiempo, una puerta de acceso a conocimientos de interés general.

El currículo establece los criterios de evaluación en coherencia con los objetivos y contenidos. Los criterios que se proponen son exhaustivos pero también un tanto ambiciosos de acuerdo con mi experiencia. A modo de ejemplo, a pesar de lo que se recoge en los criterios, muchos alumnos terminan el Bachillerato sin ser capaces de redactar textos prescriptivos, descriptivos, explicativos, narrativos y argumentativos con cohesión, aplicando las normas gramaticales correctamente y utilizando el léxico apropiado.

En definitiva, el currículo de Lengua Extranjera se rige por las directrices del MCERL que continúa siendo el canon en la enseñanza de idiomas y ofrece a los docentes orientaciones metodológicas concretas y efectivas. Asimismo, fija objetivos, contenidos y criterios de evaluación de forma flexible porque deja libertad en la elección de temas, textos literarios o conocimientos culturales.

3. Propuesta de innovación

La enseñanza de idiomas es una tarea complicada para la que aún no se ha encontrado el método perfecto. No obstante, hoy día parece haber consenso en que la finalidad de aprender una lengua extranjera debe ser la comunicación al igual que hablamos nuestra lengua materna para comunicarnos. El enfoque comunicativo defendido por el MCERL es el que más cerca se encuentra de conseguir el objetivo de la comunicación y, por ello, el enfoque más extendido.

La formación recibida en las asignaturas específicas del máster también me ha hecho consciente de la importancia de adoptar el enfoque comunicativo en la enseñanza del inglés para evitar el fracaso en competencia lingüística que caracteriza a un gran porcentaje de alumnos en España. Prueba de ello es el Estudio Europeo de Competencia Lingüística (EECL) realizado en 2011 en el que han participado 14 países europeos. En este estudio España obtiene los peores resultados, situándose tan solo por encima de Polonia y Francia, con un porcentaje de alumnos en el nivel Pre-A1 y A1 superior al 50%. Además, en el análisis de rendimiento por destrezas, España registra los resultados más deficientes en comprensión oral, teniendo en cuenta que la expresión oral no ha sido evaluada. El estudio llama la atención sobre la dificultad de comparación entre países por el diferente estatus de las lenguas maternas de cada estado que hace más o

menos necesario el aprendizaje de una lengua extranjera para la comunicación internacional. No obstante, los resultados españoles son indiscutiblemente malos. La investigación señala posibles motivos de entre los que destaco dos que me interesan especialmente: la metodología de enseñanza a la que ya he aludido y la escasa exposición al uso del inglés en el contexto social español.

En primer lugar, es evidente que la metodología de enseñanza empleada en España no está dando sus frutos. A pesar de que las directrices del MCERL están incorporadas al currículo oficial de Lengua Extranjera desde hace más de 10 años, la realidad de las aulas muestra la continuidad de una metodología más bien tradicional, tan solo con tímidos progresos hacia el enfoque comunicativo. Se sigue observando un seguimiento bastante estricto del libro de texto que frecuentemente presenta actividades descontextualizadas o demasiado adaptadas. También se concede una importancia excesiva a los contenidos gramaticales para los que se reservan clases específicas de explicación y realización de ejercicios y para los que se asignan porcentajes de calificación independientes de las destrezas. Además, se mantiene el desequilibrio tradicional entre el tiempo dedicado a las destrezas escritas y a las orales en beneficio de las primeras. Si bien mi tutora en el IES Alfonso II introducía actividades complementarias que fomentaban la interacción oral y que rompían con la monotonía de las clases, creo que se puede ir más allá y aplicar un enfoque comunicativo real que afecte a todas las actividades del aula. Mi propuesta se basa precisamente en esta idea: es posible aplicar una metodología comunicativa a lo largo de toda la programación que fomente un aprendizaje significativo de la lengua. El objetivo será que los alumnos aprendan a desenvolverse en diferentes contextos comunicativos y que mejoren así su competencia lingüística.

En segundo lugar, la escasa exposición al uso del inglés en el contexto social español hace referencia, entre otros, a la tradición de doblaje de películas y demás programas televisivos existente en España. La población española no recibe "input" en inglés de forma habitual y esto se refleja en un nivel bajo de comprensión oral. Un estudio realizado por investigadores de la Universidad de Santiago de Compostela[6] a raíz del EECL concluye que el contacto con el inglés a través de los medios de comunicación está directamente relacionado con un buen desarrollo de la comprensión oral. Mi propuesta de programación trata de remediar en la medida de lo posible la ausencia de exposición ambiental al inglés utilizando la gran variedad de recursos que ofrecen los medios de comunicación en todas las unidades. Por tanto, los medios de comunicación son el hilo conductor de la programación y ofrecen la oportunidad a los alumnos de trabajar con materiales reales que favorezcan la creación de contextos comunicativos de aprendizaje y de exposición al inglés.

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[6] José Manuel Vez, E. Martínez y A. Lorenzo, "La exposición y uso ambiental de la lengua extranjera en contextos no formales mejora su comprensión oral", *Estudio Europeo de Competencia Lingüística* (Ministerio de Educación, Cultura y Deporte, 2012) 30-52.

Los medios de comunicación también sirven como recurso para trabajar aspectos culturales puesto que se seleccionan actividades procedentes de medios de diferentes países de habla inglesa. De esta forma, se atiende simultáneamente a otra de las carencias observadas en el centro de prácticas que he mencionado en el apartado anterior: la escasa atención que recibe la cultura en las clases de inglés a pesar de su importancia. No solo contamos con un bloque de contenidos en el currículo para los aspectos culturales, sino que el MCERL también apuesta por el desarrollo de una competencia pluricultural. Esta competencia se adquiere cuando una persona tiene acceso a diferentes culturas de manera que las puede contrastar, creando una conciencia intercultural que le permite comprender y valorar mejor su propia lengua y cultura y aceptar otras culturas.

Mi propuesta de innovación se centra así en un cambio metodológico que aspira a mejorar la competencia lingüística del alumnado y en la introducción de contenidos culturales en todas las unidades que den cuenta de la relación entre lengua y cultura y que contribuyan al desarrollo de la competencia pluricultural.

SEGUNDA PARTE

1. Long Term Plan

1.1. Context

This course planning has been designed to be developed in an urban secondary school where most students belong to the middle-class families that live in the catchment area with a small percentage of immigrants. There are also some students with special educational needs who are supported by specialist teaching staff. The school atmosphere is usually pleasant. The groups are quite small, with an average of 20 students per class, facilitating group work and interaction. Most classrooms are provided with technological resources like computers, electronic whiteboards and projectors. The school also has sport facilities, a library, a cafeteria, an assembly room and some computer rooms.

This long term plan is addressed to year 1 of Post-Compulsory Education, particularly to a group of about 20 students of average abilities. As there are only three hours per week for English, I have designed 15 short units that cover a variety of topics. I have chosen this level because it poses a challenge to find topics that interest and motivate students and to improve their linguistic competence now that they are close to entering the labour market where they are going to be required a good level of English.

1.2. Teaching targets

This long term plan has the following teaching targets in accordance with the Decree75/2008, August 6th:

1. To understand general and specific information of oral texts about current topics delivered by the media and in common communicative contexts.

2. To express oneself and interact orally in a spontaneous, clear and respectful way, with fluency and accuracy, using strategies appropriate for the communicative settings, and to speak in public with a communicative purpose.

3. To understand a variety of written texts, of general and specific topics, and to interpret them critically using adequate strategies and identifying the essential elements of the text, its function and discursive organisation.

4. To read texts autonomously with different purposes, adapted to the student's abilities and interests, and to foster reading for pleasure and knowledge acquisition.

5. To write a variety of texts in a clear and well-organised way, adapting them to the communicative intention and context.

6. To use linguistic knowledge to speak and write adequately and coherently, to understand oral and written texts and to reflect on the foreign language functioning in communicative contexts.

7. To develop several learning strategies, using all resources available such as ICT, with the aim of using the foreign language in an autonomous way and progressing on the learning process.

8. To strengthen self-assessment strategies in the acquisition of the communicative competence in the foreign language, with an attitude of initiative, confidence and responsibility.

9. To know the basic social and cultural features of the foreign language to understand and interpret different cultures and languages better.

10. To appreciate the foreign language as a means of access to knowledge and different cultures and to recognise that it is an international means of communication in a multicultural world, being conscious of the similarities and differences among cultures and adopting a critical attitude towards situations and messages that lead to discrimination.

1.3. Contents: justification and sequencing of activities

Unit	Notions	Functions	Linguistic exponents	Pronunciation
1 English as a global language	Feelings Intellectual attitudes	Expressing opinions Persuading someone Expressing emotions	Expressions to convey opinion Expressions to persuade	Phonetic alphabet
2 Talking about people	Personal qualities Comparison Manner	Describing people's appearance and personality	Present simple and continuous Past simple and continuous Adjectives	Word stress
3 Overseas holidays	Instructions Place, direction and distance Past time	Booking a hotel room Buying a train ticket Asking for directions Ordering food Narrating a past event	Present tenses Vocabulary related to travelling Compound nouns Past tenses	/s/ /z/
4 Music to your ears!	Personal identification Past time	Talking about music tastes and experiences Writing a biography	Present tenses Past tenses Vocabulary related to music	-ed endings
5 Are you going to university?	Future time	Talking about plans Making predictions	Future simple, *going to*, present simple with future meaning	Silent letters

| | | | Asking for information | Wh- questions | |
				Modals	
6 Go green!	Spatial reference Quantity and quality Future time Emotions Agreement / disagreement		Describing pictures Talking about actions in the future Expressing opinions	There is / are, present simple and continuous Future continuous and future perfect simple Expressions to convey opinion	Consonant sounds /ʃ/, /tʃ/ and /dʒ/
7 Caution! Learning in progress	Probability Permission Suggestions Advice Possibility Obligation		Expressing obligation, necessity, prohibition and possibility Asking for permission Making suggestions and giving advice	Modal verbs I Other expressions ("If I were you, I'd...", "There's a chance that...")	Contracted forms
8 A clean bill of health	Regret Description Cause and consequence Past time		Describing symptoms Making guesses, coming to conclusions and regretting past actions	Present simple Vocabulary related to health Modal verbs II	/iː/ /ɪ/ /uː/ /ʊ/
9 Advertising	Condition Hypothesis		Talking about something that may happen in the future or about	First and second conditionals	/ə/

	(real and possible)	hypothetical situations in the present		
10 The big screen	Condition Hypothesis (impossible) Regret	Talking about impossible and unfulfilled situations in the past Expressing regrets about the past	Third conditional	Diphthongs
11 No news is good news	Information transfer	Reporting the news	The passive	Sentence stress
12 Melting pot	Indirect discourse	Reporting what other people has said	Reporting verbs	Weak and strong forms
13 Do you play any sport?	Space and location Time	Interviewing Describing an event	Gerunds and infinitives	Rhythm
14 The virtual era	Spatial reference, quantity, quality	Describing pictures	Defining and non-defining relative clauses	Final consonants
15 Festivities	Spatial reference Time Quality	Describing a festivity	Review	Intonation

Unit 1. English as a global language

OBJECTIVES

- To understand general information from a video of English as a world's second language

- To discuss the contents of written and oral texts

- To convey someone's views and to persuade someone using the appropriate expressions

- To read and understand a text extracting general and specific information

- To write an argumentative text in the form of a blog entry

- To review tenses and vocabulary related to the expression of opinion and persuasion and to recognise the symbols of the phonetic alphabet

- To plan and organise oral and written discourse considering different views on the topic

- To value English as a means of international communication after acquiring some knowledge about its expansion and importance

CONTENTS

Block 1: Listening, speaking and conversation

Listening

- Understanding of the general information of a video in which Jay Walker talks about English as the world's second language

Speaking and conversation

- Discussing the English status and reporting opinions

- Production of adequate oral messages to express one's opinion and to persuade someone

Block 2: Reading and writing

Reading

- Reading of a blog entry about why English is the dominant world language to discuss its content

Writing

- Writing a blog entry arguing for or against the fact that English is an international language, adopting a critical and reasoned attitude

Block 3: Knowledge of the language

Linguistic knowledge

- Review of tenses

- Use of expressions to convey opinion and to persuade someone

- Identification of the phonetic alphabet symbols

Reflection on the learning process

- Use of strategies to organise speech and pieces of writing, taking into account previously stated opinions

Block 4: Socio cultural values and intercultural awareness

- Identification of the English-speaking countries

- Value of English as a means of international communication

- General knowledge of historical facts that contributed to the expansion of English

RESOURCES

- World map of the English-speaking countries

- Video: https://www.ted.com/talks/jay_walker_on_the_world_s_english_mania

- Blog entry: https://blogs.jobs.ac.uk/tefl-journey/2012/01/11/why-is-english-the-dominant-world-language/

- Handouts

- ICT resources[7]

- Computer room

METHODOLOGY

As this is the first unit, it is necessary to motivate students by raising awareness of the importance of learning English in our globalised society. The unit starts with a warm-up activity where students are encouraged to mention all the English-speaking countries they can think of. Students check their answers and broaden their knowledge with the aid of a map. The listening and reading exercises are thought to prompt discussion among students about questions like "do you think that other languages such as Chinese could end up replacing English as a lingua franca?" or "can English endanger native

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[7] From now on ICT resources include a laptop, internet access and a portable projector in case the classroom does not have one. If internet access is not available at some point, there will always be alternative activities prepared.

languages?" Both the content of the texts and the ideas resulting from their discussion should help students write the argumentative text.

In addition to the discussion, there is another speaking practice simulating a real communication context. Students are presented with the following situation: they are Erasmus students who have just arrived in Canterbury and do not know anyone there. The Erasmus Student Network (a student organisation) has arranged them to meet other three students in a café to look for accommodation together. They have to reach an agreement about where they are going to stay and English is their only means of communication. Students work in groups of 4. Each person is given a different card with information about their nationality and the type of accommodation they want (a house with garden, a detached house, a hall of residence, etc.). They have to persuade the others about their preferences. The teacher supervises the activity and helps students if it is requested.

There is no focus on a specific grammatical point in this unit because it is just intended to activate students' previous knowledge and to achieve their motivation. It is also important to create a pleasant working atmosphere in class avoiding the curriculum pressure and getting students used to the methodology.

EVALUATION

There will be a short listening and reading exercise dealing with the topic of the unit. There will also be a composition task where students have to write an argumentative text (100 words approximately). The oral test will be a short representation of a role play in groups where students have to reach an agreement about what they are going to do on the weekend.

Unit 2. Talking about people

OBJECTIVES

- To understand general and specific information from a lecture on physiognomy

- To describe physical appearance, clothes and personality orally and in written form

- To understand the main ideas of a magazine article on a topic related to appearance

- To write an informal email acknowledging its structure

- To enhance the vocabulary used to describe people and use the adequate tense depending on the context of the description

- To identify word stress and produce it correctly

- To reflect on the use of the informal register

- To be acquainted with fashion magazines from English-speaking countries and appreciate their cultural differences

CONTENTS

Block 1: Listening, speaking and conversation

Listening

- Understanding of the general and specific information of a lecture on physiognomy

Speaking and conversation

- Involvement in conversations delivering information and expressing opinions

- Describing people's physical appearance and clothes to report a theft at the police station

Block 2: Reading and writing

Reading

- Reading and understanding of a magazine article on what to wear to a job interview in order to reflect on the importance of the first impressions

- Reading of some emails containing descriptions of people

Writing

- Writing an informal email describing someone's physical appearance, clothes and personality

Block 3: Knowledge of the language

Linguistic knowledge

- Use of present simple, present continuous, past simple and past continuous

- Use and extension of vocabulary to describe physical appearance, clothes and personality

- Identification and autonomous production of word stress

Reflection on the learning process

- Identification of the varieties of use of the language: informal register

Block 4: Socio cultural values and intercultural awareness

- Comparison of fashion magazines' covers from several English-speaking countries so as to appreciate cultural differences

RESOURCES

- Fashion magazines' covers from Glamour (UK), Instyle (USA), Men's Fitness (USA), Fashion (Canada), Lucire (New Zealand), Marie Claire (Australia), Vogue (India), The Man (India), Elle (South Africa), Tatler (Ireland), Men's Fashion Magazine (online magazine)

- A recording of a lecture on physiognomy

- Photos of people

- Crime report forms taken from https://online.met.police.uk/report/report.php

- Magazine article from the *Ladies' Home Journal*: http://www.lhj.com/style/fashion/advice/what-to-wear-to-an-interview/

- Handouts with examples of emails

METHODOLOGY

This unit aims at improving students' ability to describe people in different contexts, providing them with vocabulary to give account of every detail. The warm-up activity presents students with a variety of fashion magazines' covers from different English-speaking countries. In groups of 4, students look for all the words that are related to appearance and fashion, the recurrent topics and differences that can be linked to culture. Then, each group shares their ideas with the rest of the class. The teacher also takes an issue of the UK magazine Glamour to the class so that students can have a look at its sections and contents. Depending on the time spent on this, it is also possible to lengthen the activity by using the photos of the covers to make descriptions.

The speaking activity consists in a role play to be done in pairs in which one person is a policeman and the other is someone who wants to report a theft. The policeman asks the accuser questions about the theft in order to fill in a crime reporting form which includes the description of the suspect. The accuser is given a picture of the thief for the description, but he can make up the rest of the story to allow for creativity.

The writing practice of this unit has a double target: describing and becoming familiar with the structure of informal emails. First, students read some examples of emails containing descriptions of people to analyse the parts of this text form. Then, students write an email to a friend describing someone who is at their home as part of an exchange programme.

EVALUATION

There will be a short text related to the topic of fashion with some questions to assess the reading skill. In the listening exercise, students listen to some conversations describing people and answer to some questions and in the writing activity, they write an email to an e-pal they have just started to exchange emails with where they describe

themselves. The speaking test in this unit is individual since it consists in describing the picture of a person.

Unit 3. Overseas holidays

OBJECTIVES

- To understand the main information of a video guide of Brisbane

- To be able to communicate in common situations when travelling to an English-speaking country

- To read and select information in websites autonomously with a purpose

- To write a narrative about some travelling experience

- To use past tenses correctly to narrate past events, compound nouns and vocabulary related to travelling

- To distinguish and produce /s/ and /z/ properly

- To use learning resources like ICT autonomously to look for and present information

- To learn about Brisbane, respecting and valuing its culture and to appreciate English as a means of access to information

CONTENTS

Block 1: Listening, speaking and conversation

Listening

- Understanding of the main information of a video guide of the city of Brisbane

Speaking and conversation

- Effective involvement in real-like conversations about everyday situations: booking a hotel room by telephone, buying a train ticket, asking for directions and ordering food

Block 2: Reading and writing

Reading

- Autonomous reading of information found in websites about Brisbane to organise a trip

Writing

- Writing a narrative about some travelling experience

Block 3: Knowledge of the language

Linguistic knowledge

- Reinforcement and use of past tenses to narrate a past event

- Recognition and use of compound nouns

- Extension of vocabulary related to travelling (accommodation, journeys...)

- Distinction of /s/ and /z/

Reflection on the learning process

- Autonomous use of learning resources like websites and dictionaries to find and understand information

Block 4: Socio cultural values and intercultural awareness

- In-depth knowledge of Brisbane's city including its cultural heritage

- Appreciation of other cultures

- Value of English as a means of access to information of personal interest

RESOURCES

- Brisbane's video guide: http://www.youtube.com/watch?v=ecWjFufDNCQ

- Handouts for the speaking practice

- Websites with information about Brisbane and online travel agency: http://www.brisbane.qld.gov.au/, http://www.visitbrisbane.com.au/, http://www.expedia.com.au/

- ICT resources

- Computer room

METHODOLOGY

Although travelling is a recurrent topic in text books and in English as a Second Language (ESL) classes, it still arouses the students' interest. Moreover, this unit adopts a practical approach that is even more motivating and useful for them. The main aim of the unit is to organise a five-day trip to Brisbane in groups of 4. I have chosen Brisbane to make the activity a learning opportunity for all students and not just for those who have not been in popular cities like London or New York. All groups must include information about the journey, accommodation, restaurants and things to do in the city. Each member of the group plans one day of the trip (as the first and fifth days are devoted to travelling, they can be assigned to the same student), but they must reach an agreement with the other members of the group because everything must fit in and all choices have to be justified. Thus, the activity promotes cooperative learning as the members of the group participate and cooperate according to their capabilities and the

work of each person contributes to the whole work. At the end of the unit, the groups give an oral presentation to explain their trip using a slideshow, which is the oral test of the unit.

There are some tasks throughout the unit that prepare the final activity. In the first class, the teacher asks students about their travelling experiences (places they have visited, how much they plan their trips, frequency of travelling...) and explains the final task. They watch the video about Brisbane to have a general knowledge of the city and they complete some information that may be useful for them later. Then, students practise some real-like conversations in which they have to simulate a telephone conversation to book a hotel room, buy a train ticket, ask for directions and order food in a restaurant. These meaningful communication settings develop students' communicative competence and provide them with vocabulary for their oral presentations. In the following classes, students work in the computer room to prepare the final task. Their attention will be called to the compound nouns that they can find in the websites (e.g. air travel, travel agent, travel arrangements, day trip). There is also a writing practice in which students narrate some travelling experience they have had.

EVALUATION

The oral presentation is the only assessment tool used in this unit as it includes writing in the slideshow and a lot of previous work on reading and listening. The oral presentations will take at least two classes.

Unit 4. Music to your ears!

OBJECTIVES

- To understand the general information of a podcast from a New Zealand's music radio programme

- To be able to talk about music tastes and experiences, using appropriate conversational conventions

- To read and understand a text about a New Zealander band

- To write the biography of a famous singer with cohesion

- To use present and past tenses appropriately

- To acquire and use vocabulary related to music, including idioms

- To produce –ed endings correctly

- To use learning strategies in an autonomous way to obtain and choose information

- To learn and value some cultural aspects of New Zealand

CONTENTS

Block 1: Listening, speaking and conversation

Listening

- Understanding of the general information of a podcast chosen from a New Zealand's music radio programme where newer musicians describe themselves and one of their songs in two minutes

Speaking and conversation

- Talking about music tastes and experiences and use of appropriate conversational conventions (asking questions to show interest and producing spontaneous responses)

Block 2: Reading and writing

Reading

- Reading and understanding of a text of The Bats, a band from New Zealand

Writing

- Writing the biography of a famous singer following a structure and using adequate connectors of sequence

Block 3: Knowledge of the language

Linguistic knowledge

- Use of present and past tenses (past simple, present perfect simple and past perfect simple)

- Acquisition and use of vocabulary related to music, including idioms

- Adequate production of –ed endings

Reflection on the learning process

- Using learning strategies to obtain and select information to write the biography

Block 4: Socio cultural values and intercultural awareness

- Knowledge of some cultural aspects of New Zealand

RESOURCES

- Podcast: http://www.radionz.co.nz/national/programmes/introducing

- Handouts with idioms and for the speaking practice

- Text of The Bats

- ICT resources

METHODOLOGY

Everyone likes some type of music so the topic of this unit must be interesting for students. The teacher introduces the topic by giving students a handout with a series of sentences containing idioms. Since the idioms are given in context, students guess their meaning with the help of the teacher. Then, learners are asked to think of what the idioms have in common in order to find out the topic of the unit. All the idioms have words related to the semantic field of music, e.g. ring a bell, as fit as a fiddle, face the music, call the tune and music to one's ears. At this point, students should realise that the title of the unit is used as a pun.

Before doing the reading exercise, the teacher takes a CD cover from The Bats to class and asks students "have you ever heard of this band?" and "do you know where it comes from?" Once they have commented on this, they read the text about the band and answer some questions. The listening exercise also introduces some New Zealander musicians, using a lot of vocabulary to describe music.

The speaking practice is done in pairs. Students have a conversation about music tastes and experiences following a guideline provided by the teacher with the information they have to gather about the other person. Possible questions are listed below.

How much money do you spend on CDs?

Have you ever been to a live concert?

What kinds of music do you like today?

Has your taste in music changed?

Have you ever downloaded music from the Internet?

Do you play a musical instrument?

The writing exercise aims at teaching students how to write a biography, that is to say, the type of information that should be included, the organisation of the information and the correct use of connectors of sequence. At the same time, learners must use tenses appropriately.

EVALUATION

There will be short reading and listening exercises similar to the ones done in class. In the writing test, students write a biography of a famous singer making use of some information provided. For the oral test, students prepare an interview in pairs where one student is the interviewer and the other is the interviewee (a famous person related to the world of music: a singer, a songwriter, an instrument player, a record producer).

Unit 5. Are you going to university?

OBJECTIVES

- To understand the general and specific information of a BBC news report

- To talk about plans in the future and make predictions using the adequate tenses

- To read and understand a text about educational systems

- To write a formal letter to ask for information following a given structure

- To identify silent letters in words so as not to pronounce them

- To reflect on the use of the future tenses in contrast with Spanish

- To know about educational systems of English-speaking countries and compare them

CONTENTS

Block 1: Listening, speaking and conversation

Listening

- Understanding of the general and specific information of a BBC news report about the Finland's education success

Speaking and conversation

- Talking about plans in the future and making predictions

Block 2: Reading and writing

Reading

- Reading and understanding of a text about educational systems in different English-speaking countries

Writing

- Writing a formal letter to a foreign university to ask for information about subjects and classes

Block 3: Knowledge of the language

Linguistic knowledge

- Use of future simple, *going to* and present continuous with future meaning to talk about plans and make predictions

- Identification of silent letters

Reflection on the learning process

- Reflection on the use of the future tenses in comparison with Spanish

- Comparison of different educational systems of English-speaking countries

RESOURCES

- BBC news report:
  http://news.bbc.co.uk/2/hi/programmes/world_news_america/8605791.stm

- Text about educational systems in English-speaking countries

- More information about educational systems:
  http://www.kaplaninternational.com/resources/education-system/information-guide.aspx

- Application form from National University of Ireland, Galway:

  http://www.nuigalway.ie/international/documents/visitingapp.pdf

- ICT resources

METHODOLOGY

This unit revolves around education. On the one hand, it is a relevant topic at this stage because it makes students reflect on their plans for the future at a moment in which they are considering different options. On the other hand, it informs students about different educational systems that they may enter in the future (e.g. through an Erasmus programme). At the beginning of the unit, students finish a series of incomplete sentences in the future tense, for example "this weekend I'm going to...", "next year I will..." or "in August, I..." It is probable that students make reference to some aspect related to education but, if not, the teacher can ask about it.

The BBC news report shows Finland's educational system as a model to follow so it is a good opportunity to hold a discussion about it: which are the keys to success? Is it possible to apply the Finland's system in Spain? The reading can also lead to a lot of follow-up questions: which educational system do you think is better? Which one is the most similar to the Spanish system?

The speaking practice is done in pairs. One student asks questions to the other and vice versa. The aim is to talk about plans for the future concerning education. Students make predictions for those details they have not decided yet.

The writing exercise has been designed to have a practical application. It works with the structure of a formal letter which is still very useful to communicate with institutions and companies, e.g. to apply for a job, to ask for information or to lodge a complaint. Simultaneously, the context of the exercise may become real for students if they participate in an Erasmus programme. First, students are asked to fill in an application form taken from the website of the National University of Ireland, Galway. In this way, they learn how to fill in a form in English and they are provided with

vocabulary for the letter. In the letter, they ask for information about timetables, subjects or assessment.

EVALUATION

There is a listening and reading test, a writing task in which students write a formal letter and an oral exam in which students make predictions and talk about plans according to some pictures.

Unit 6. Go green!

OBJECTIVES

- To understand a piece of news and a weather forecast broadcast on Global TV in Canada

- To describe pictures of environmental problems, mastering the vocabulary of the unit

- To use the topic suggested by the pictures to talk about actions in progress and completed by a specific time in the future

- To understand a text on green solutions to environmental problems, identifying the prefixes used

- To write an opinion essay on environmental issues, clearly stating the opinion and supporting it with facts and examples
- To use the future continuous and the future perfect simple adequately
- To reinforce and extend vocabulary related to the environment
- To use the knowledge of prefixes to guess the meaning of words
- To value English as a means of access to a wide range of contents broadcast on the media

CONTENTS

Block 1: Listening, speaking and conversation

Listening

- Understanding of a piece of news and a weather forecast broadcast on Global TV in Canada

Speaking and conversation

- Description of pictures of environmental problems (floods, landfills, city's pollution...)
- Making statements about actions in progress and completed by a specific time in the future

Block 2: Reading and writing

Reading

- Understanding of a text on green solutions to environmental problems

Writing

- Writing of an opinion essay on environmental issues: who do you think is more responsible for pollution, each individual or the government?

Block 3: Knowledge of the language

Linguistic knowledge

- Use of the future continuous and the future perfect simple to talk about actions in progress and completed by a specific time in the future

- Reinforcement and extension of vocabulary related to the environment

- Word formation with prefixes

- Distinction and production of /ʃ/, /tʃ/ and /dʒ/

Reflection on the learning process

- Use of the knowledge of prefixes to guess the meaning of words

Block 4: Socio cultural values and intercultural awareness

- Valuing English as a means of access to a wide range of contents broadcast on the media

RESOURCES

- Piece of news and weather forecast from Global TV: https://www.youtube.com/watch?v=MruegqETiJo

- Canada's weather map: http://weather.gc.ca/

- Pictures of environmental problems

- Text on green solutions

- ICT resources

METHODOLOGY

The environment is a cross-curricular theme that can be easily dealt with in the English class. Not only is it important to concern students about environmental issues but also necessary to make them able to talk about a topic of international interest. Since students must have studied this topic before, the warm-up activity is just a review where students are encouraged to name and explain all the environmental problems they know. The reading proposes some avant-garde solutions to these problems so it can act as a follow-up activity to discuss green alternatives. Besides, students are asked to look for

words with prefixes in the text (e.g. overpopulation, renewable, underdeveloped, multinational). Then, learners think of other words with the same prefixes and the teacher can suggest more words or different prefixes.

The listening deals with extreme weather in Canada, which can prompt discussion on climate change. Students also listen to the weather forecast that follows the news several times so as to get used to the way the meteorologist explains the weather. I have decided to work on weather forecasts because they are not so commonly used in ESL classes although people in most cultures watch it daily. In addition to understanding the forecast, students interpret orally a weather map of Canada. They prepare it in groups of 5 and then, each group gives their weather report.

In the speaking practice, students describe pictures of different environmental problems. Once students have described what can be seen in the picture, they are expected to comment briefly on the topic suggested building at least one sentence with the future continuous and another with the future perfect simple. For example, if they are describing a picture of a landfill, these could be possible sentences: "This time next year, the government will be looking for a new location for the landfill" and "by the year 2050, this landfill will have been converted to a park".

Students learn how to write an opinion essay in the writing section of this unit. They have to state their opinion about a topic related to the environment and support it with facts and examples.

EVALUATION

Students will be assessed through a cooperative webquest about renewable energies. In groups of 3, students choose one type of renewable energy (wind power, solar energy, biomass...) and look for information in different reading and listening exercises. Then, they write a paragraph giving their opinion on that particular type of renewable energy (they can consider aspects like advantages and disadvantages, cost, uses, etc.) and they present what they have learned to the class.

Unit 7. Caution! Learning in progress

OBJECTIVES

- To understand the general and specific information of a telephone conversation between friends

- To effectively participate in conversations with different communicative purposes

- To read a variety of texts to analyse its content, structure and language

- To write a school policy following a model and using modal verbs

- To review and use modal verbs and other expressions with the same meaning

- To produce contracted forms properly

- To use learning resources autonomously to write the school policy

- To be aware of the existence of an international code of communication and to compare it with the native culture

CONTENTS

Block 1: Listening, speaking and conversation

Listening

- Understanding of the general and specific information of a telephone conversation between friends where they make suggestions and give advice to each other

Speaking and conversation

- Participation in conversations with different communicative purposes

Block 2: Reading and writing

Reading

- Reading of a variety of texts to find out the most common structures used to make suggestions, give advice and express obligation, necessity, prohibition, permission and possibility

Writing

- Writing of a school policy, including aspects like attendance, behaviour, school uniform and special educational needs

Block 3: Knowledge of the language

Linguistic knowledge

- Review of modal verbs

- Use of other expressions to make suggestions, give advice and talk about obligation, necessity, prohibition and possibility

- Correct pronunciation of contracted forms

Reflection on the learning process

- Autonomous use of learning resources to write the school policy

Block 4: Socio cultural values and intercultural awareness

- Awareness of the existence of an international code of communication and comparison with the native culture

RESOURCES

- Pictures of signs: http://www.safetysignsandnotices.co.uk/, https://sites.google.com/site/lolaceituno2/signs

- Recording of a telephone conversation between friends

- Texts chosen from several websites and other resources

- Cards for the speaking practice

- A model of a school policy available on any school website

- ICT resources

METHODOLOGY

Modal verbs have already been studied in previous years but this unit reviews them adopting a practical approach. As in all the units of this long term plan, the aim is to present students with authentic materials that show the usefulness of what is being learnt. I have chosen text forms that are rarely used in ESL classes such as signs and policies because I think that all text forms are equally valid. Moreover, understanding all of them is what makes a learner competent in a language.

The teacher shows students a selection of the most common signs that can be found in public places, schools, airports, restaurants, etc. in different countries. Students comment on the meaning of each sign and the place where it might be. If there is enough time, the teacher can show them some signs without text so that students write it and check their answers.

While the listening exercise focuses on making suggestions and giving advice, the reading covers all the uses of the modal verbs seen in the unit. It includes extracts from different texts with various communicative purposes: e.g. the policy of a company and travel information of an airline to find expressions of obligation, necessity and prohibition; a blog entry giving advice to teenagers or a forum where people make suggestions about holiday destinations.

The speaking exercise is done in pairs. Each student is given a card with information about the roles they have to play for a series of situations. Some examples are a child who asks for permission to his or her parent to go out and two friends who are making plans for the weekend.

Students are given a school policy as a model to write their own. They can also make use of dictionaries and digital resources. They have to use modal verbs and include at least regulations concerning attendance, behaviour, school uniform and special educational needs.

EVALUATION

There is a reading and listening test and an oral exam where students have 5 minutes to prepare a conversation in pairs similar to the ones done in class. In this unit, the writing task is replaced by a use of English test. Students are asked to complete some sentences in a logical way. They also have to write a sentence containing a modal verb in response to a situation that is explained.

Unit 8. A clean bill of health

OBJECTIVES

- To understand the main information of a recording about health scares

- To get involved in conversations about health issues and past actions

- To participate effectively in the simulation of a visit to the doctor's

- To read a piece of news from the Irish Mirror dealing with a celebrity's relapse with alcohol

- To write an informative essay on a health problem

- To use correctly the modal perfects, acquire and use vocabulary related to health and identify noun suffixes to create new words
- To distinguish and produce /i:/, /ɪ/, /u:/ and /ʊ/
- To use learning resources autonomously to look for information
- To acquire some knowledge of tabloid journalism in English-speaking countries

CONTENTS

Block 1: Listening, speaking and conversation

Listening

- Understanding of the main information of a recording in which two people discuss health scares

Speaking and conversation

- Active involvement in conversations about health issues and past actions
- Effective participation in the simulation of a visit to the doctor's

Block 2: Reading and writing

Reading

- Reading and understanding of a piece of news from the tabloid newspaper Irish Mirror dealing with a celebrity's relapse with alcohol

Writing

- Writing of an informative essay on a health problem (obesity, bulimia, drug addiction, allergies, asthma...)

Block 3: Knowledge of the language

Linguistic knowledge

- Use of modal perfects

- Acquisition of vocabulary related to health (parts of the body, illnesses, symptoms, treatments)

- Word formation with noun suffixes

- Distinction and production of /i:/, /ɪ/, /u:/ and /ʊ/

Reflection on the learning process

- Autonomous use of learning resources to look for information to write the essay

Block 4: Socio cultural values and intercultural awareness

- General knowledge of tabloid journalism in English-speaking countries

RESOURCES

- Recording about health scares

- Piece of news from the Irish Mirror: http://www.irishmirror.ie/showbiz/celebrity-news/lindsay-lohan-alan-carr-star-3459252

METHODOLOGY

Nowadays, international mobility is affordable, appealing and even necessary so it is probable that students will travel to some English-speaking country at some point of their lives. Therefore, being able to talk about health problems becomes essential. Apart from the expected practical approach, the activities have also been designed to make students reflect on healthy lifestyles.

First of all, there is a brainstorming of vocabulary related to health and medicine (parts of the body, illnesses, symptoms and treatments) to lay the groundwork for the activities of the unit. The simulation of a visit to the doctor's can follow the brainstorming. The teacher and the students comment on the questions that the doctor might ask the patient and then, students practice the role play in pairs making sure that all students perform the role of the doctor and the patient once.

The listening exercise deals with health scares which occur when people are warned about a possible health hazard that, in fact, it is not a real danger. After answering some comprehension questions, it is important to let students give their opinion and tell their personal experiences. Special emphasis will be placed on noun

suffixes asking students to find examples in the oral text, e.g. –ment in treatment, -ism in rheumatism, -ness in sickness. Other noun suffixes and examples will be provided.

The reading requires a warm-up activity where students are given information about tabloid journalism (topics, format, tabloid newspapers in English-Speaking countries). The teacher shows students some front pages from different tabloid newspapers to comment on the topics of the news. Then, students read the text, do some comprehension exercises and discuss the content of the text. Students are also asked to build some sentences using modal perfects in relation to the text, e.g. "Lindsay Lohan shouldn't have drunk alcohol after finishing rehab", "she must have struggled a lot to overcome her addiction".

For the writing task, students look for information at home about some health problem and write an informative essay on it. They must define the illness or health problem, describe the symptoms and the possible treatments and comment on people (celebrities, relatives or friends) who have had that problem. They can only give their opinion in the conclusion.

EVALUATION

There is a listening and reading test. The composition task consists in writing an informative essay on a health problem based on some information provided. The oral and conversation skill is assessed in a debate about binge drinking where all students must participate.

Unit 9. Advertising

OBJECTIVES

- To understand some TV adverts identifying the companies' strategies to sell their products

- To express critical opinions about advertising

- To produce spontaneous responses to questions about things that may happen in the future or about hypothetical situations in the present

- To analyse and understand some adverts published in magazines and newspapers

- To design an advert with a slogan and some text describing the qualities of the product

- To use first and second conditionals and vocabulary related to advertising and to identify adjective prefixes and suffixes

- To recognise and produce /ə/ correctly

- To develop autonomy and personal initiative in the design of an advert

- To identify similarities and differences between advertising strategies in different cultures

CONTENTS

Block 1: Listening, speaking and conversation

Listening

- Understanding of some adverts broadcast on TV identifying the companies' strategies to sell their products

Speaking and conversation

- Expression of critical opinions about advertising
- Production of spontaneous responses to questions about things that may happen in the future or about hypothetical situations in the present

Block 2: Reading and writing

Reading

- Analysis and understanding of some adverts published in magazines and newspapers

Writing

- Design of an advert to be published in a magazine

Block 3: Knowledge of the language

Linguistic knowledge

- Review and use of first and second conditionals
- Use of vocabulary related to advertising
- Adjectives prefixes and suffixes
- Recognition and production of /ə/

Reflection on the learning process

- Development of autonomy and personal initiative in the design of an advert

Block 4: Socio cultural values and intercultural awareness

- Identification of similarities and differences between advertising strategies in different cultures

RESOURCES

- TV adverts: https://www.youtube.com/watch?v=DCSISGiogHw (Maple Leaf, Canada),

  https://www.youtube.com/watch?v=SQDip9V49U0 (Air New Zealand and Sports Illustrated Swimsuit), https://www.youtube.com/watch?v=mstl7W1aVdc (IGA Supermarkets, Australia), https://www.youtube.com/watch?v=aPkyPdubqDs (Nike, US)

- Adverts published in magazines and newspapers

- ICT resources

METHODOLOGY

The world of advertising offers a wide range of possibilities to work in the ESL class. Since it is impossible to go deeply into all types of adverts, I have focused the unit on some of the most common advertising mediums (TV, magazines and newspapers) because they are the most interesting ones from the linguistic point of view. It is important that students learn to identify the underlying message of adverts in order to be totally free to decide what product they want to buy.

The teacher introduces the unit asking students about all possible advertising mediums (not only the most common ones but also billboards, bus shelters, vehicles and building wraps, flyers, etc.). Students answer questions like "what's your favourite advertisement and why?", "what makes a good advert?" or "should there be restrictions on what is advertised?" The teacher takes note on the blackboard of all words related to advertising (slogan, spot, hype...).

In the listening exercise, students watch some commercials from companies of English-speaking countries where they have to understand the message and identify the strategy used to sell the product (promises to satisfy emotional needs, weasel words...). Students' reaction to the adverts, the target audience and the use of stereotypes could also be considered. The same can be applied to the reading exercise but, in this case, more attention is paid to the linguistic content of the adverts. The use of adjectives is very common so students look for adjectives that have prefixes or suffixes. Students look for conditional sentences as well because they are another linguistic resource that can be used in adverts.

At this point where several adverts have been analysed, it is interesting to ask students to design their own one. They have to decide on the product, the target audience, the needs or desires they want to address and a slogan. Furthermore, they should describe their product using as much adjectives as they can and at least one conditional sentence (e.g. If your hair is falling out, don't worry because our product has the solution!).

The speaking activity is thought to further the practise of conditionals. In groups of 3, each student has a card with two questions to ask their partners. One sentence begins with "what will you do if" and the other "what would you do if" to use both the first and the second conditionals. The second part of the question can be changed by students if they can think of more interesting questions and each answer should have feedback from the other members of the group.

EVALUATION

Students prepare an oral presentation about an advert they have chosen. They comment on why they like it or not, the message and the slogan, the target audience and the strategies used.

Unit 10. The big screen

OBJECTIVES

- To watch the Nigerian film *Half of a Yellow Sun* with English subtitles and understand the plot

- To talk about impossible and unfulfilled situations in the past

- To express regrets about the past using the third conditional

- To understand a film review analysing its structure and type of information included

- To write a film review following the structure of the model

- To use third conditionals and vocabulary related to films and identify common false friends

- To recognise and produce diphthongs adequately

- To reflect on the advantages of using films as a learning resource

- To acquire a general knowledge of Nigerian history and culture and of the role of English in facilitating the linguistic unity of the country

CONTENTS

Block 1: Listening, speaking and conversation

Listening

- Watching the Nigerian film *Half of a Yellow Sun* with English subtitles and understanding the plot

Speaking and conversation

- Discussion of the film
- Talking about impossible and unfulfilled situations in the past

- Expression of regrets about the past using the third conditional

Block 2: Reading and writing

Reading

- Reading and understanding of a film review, paying attention to its structure and type of information included

Writing

- Writing of a film review following the structure suggested as a model

Block 3: Knowledge of the language

Linguistic knowledge

- Use of third conditionals and vocabulary related to films

- Identification of common false friends

- Recognition and adequate production of diphthongs

Reflection on the learning process

- Awareness of the use of films as a learning resource

Block 4: Socio cultural values and intercultural awareness

- General knowledge of Nigerian history and culture, showing respect towards them
- Awareness of the role of English in facilitating the linguistic unity of Nigeria

RESOURCES

- *Half of a Yellow Sun (*trailer available on https://www.youtube.com/watch?v=xZsj_t1IFe4)

- Cards for the speaking practice

- Film review

- ICT resources

METHODOLOGY

Films are a valuable resource in the ESL class both from the linguistic and cultural point of view. Films in the original version show real language used in a variety of contexts and help students improve their listening skill. In addition to that, they are representative of the culture of the setting and the characters, raising lots of topics for discussion. The film chosen for this unit is precisely a good portrayal of Nigerian history and culture. It reminds students about the presence of English in African countries like Nigeria and it gets them used to different accents. It takes two classes to

watch the film and one class to share the impressions of the movie and discuss its main topics.

One of the speaking exercises is related to the film. Students build sentences about impossible or unfulfilled actions in the movie, e.g. If Olanna hadn't found out about Odenigbo's betrayal, she wouldn't have slept with Richard. For the other speaking activity, students are given cards with a situation and they have to build a third conditional sentence regretting that situation. In groups of 4, each student says his regret and the other students try to guess the initial situation. A possible situation would be "you decide to go for a walk. You're wearing a T-shirt and a pair of shorts because it's hot. 45 minutes later, it starts raining and when you arrive home, you are soaked to the skin". The regret for that situation would be "if I had taken an umbrella, I wouldn't have got wet".

The reading is a film review that serves as a model for students to write their own review at home about any film they have seen. Students look for false friends in the text and the teacher provides other examples (ultimately, realise, actually...).

EVALUATION

Students write the review of *Half of a Yellow Sun* and there is also a listening and reading test. For the oral exam, students read a text aloud where the teacher pays special attention to the pronunciation of vowel sounds.

Unit 11. No news is good news

OBJECTIVES

- To understand the general information of a news report broadcast on an Indian TV channel

- To report a piece of news and answer questions about it

- To understand a piece of news from The Free Press Journal about the increase in women participation in the elections of the country

- To write a news report about a current event in a formal and impersonal style and presenting the facts with coherence and objectivity

- To use the passive voice in the appropriate contexts

- To use the most common combinations of verbs and prepositions

- To identify and produce sentence stress correctly

- To recognise and use the formal variety of language in the appropriate contexts

- To use learning resources autonomously to write the news report

- To acquire some knowledge about newspapers in English-speaking countries and of some Indian cultural aspects through the reading and discussion of some Indian current news

CONTENTS

Block 1: Listening, speaking and conversation

Listening

- Understanding of the general information of a news report broadcast on CNN-Indian Broadcasting Network (CNN-IBN)

Speaking and conversation

- Reporting a piece of news and producing spontaneous responses to questions about it

Block 2: Reading and writing

Reading

- Understanding of a piece of news from the Indian newspaper The Free Press Journal about the increase in women participation in the elections of the country

Writing

- Writing of a news report about a current event

Block 3: Knowledge of the language

Linguistic knowledge

- Use of the passive
- Adequate use of the most common combinations of verbs and prepositions
- Identification and correct production of sentence stress

Reflection on the learning process

- Recognition and use of the formal variety of language
- Autonomous use of learning resources to write a news report

Block 4: Socio cultural values and intercultural awareness

- General knowledge of newspapers in English-speaking countries
- Knowledge and value of some Indian cultural aspects through the reading and discussion of some Indian current news

RESOURCES

- News report video from CNN- IBN in http://ibnlive.in.com/
- Cards with headlines for the speaking practice

- ICT resources
- Piece of news from The Free Press Journal: http://freepressjournal.in/low-representation-doesnt-deter-indian-women-from-voting/

METHODOLOGY

The news is present in our daily life as we are constantly talking about what happened somewhere or to someone. People find out about news differently; some watch news programmes on TV, some read newspapers and other might read posts on social networks. Therefore, it is important that students can understand pieces of news and report them to others in English. This unit also tries to arouse the interest in reading newspapers of those students who do not already have this habit.

As a warm-up activity, the teacher brings The Guardian to class. Students identify each section of the newspaper (home news, sports section, obituaries, TV guide...). Then, students are asked to name other British newspapers and newspapers from other English-speaking countries. Once they have said all the newspapers they know, the teacher can expand the information showing students examples of other newspapers' front pages on the Internet.

The piece of news used for the reading activity has been taken from The Free Press Journal, an Indian English-language newspaper. Apart from working with a newspaper that students do not probably know, the content of the piece of news deals with a cultural reality in India, which is women's disadvantaged condition with respect to men. This would be a topic to discuss and compare to our country after working on the text. The listening exercise is based on a video from an Indian news television channel to continue working with the same country.

In the speaking exercise, students work in groups of 4. Each student is given a headline and they have to make up the story to report it to their partners. They can give as many details as they want but they also have to answer their partners' questions. The teacher would remember them to use the passive voice to make some actions impersonal but to avoid an excessive use of it. For the writing task, students write a news report about a current event.

EVALUATION

Students prepare a news broadcast in groups of 5. The members of the group agree on the news that each one presents.

Unit 12. Melting pot

OBJECTIVES

- To understand and extract the main information from a video of cross-cultural differences in body language

- To report what other people has said using a variety of reporting verbs and making the necessary changes

- To understand the humour of some cartoons

- To understand general and specific information of a text on globalisation

- To write a magazine article on globalisation with the ideas organised in a coherent way

- To use reported speech and a wide range of reporting verbs

- To produce and identify the uses of weak and strong forms

- To use and organise ideas from the activities to write a magazine article
- To reflect on cultural differences and on globalisation both as a tool of cultural homogeneity and as a means of access to other cultures

CONTENTS

Block 1: Listening, speaking and conversation

Listening

- Understanding of a video of cross-cultural differences in body language

Speaking and conversation

- Reporting what other people has said

Block 2: Reading and writing

Reading

- Understanding of the humour of some cartoons
- Understanding of the general and specific information of a text on globalisation

Writing

- Writing of a magazine article on globalisation: is globalisation good or bad?

Block 3: Knowledge of the language

Linguistic knowledge

- Use of reported speech and a variety of reporting verbs

- Production and identification of uses of weak and strong forms

Reflection on the learning process

- Use and organisation of ideas suggested in the activities to write the magazine article

Block 4: Socio cultural values and intercultural awareness

- Awareness of the double view on globalisation both as a tool of cultural homogeneity and as a means of access to other cultures
- Reflection on cultural differences (body language, humour...)

RESOURCES

- Cartoons on the effects of globalisation:
  http://www.cartoonstock.com/directory/h/homogenisation.asp
- Comic strips about American culture and politics:
  http://www.sidewalkbubblegum.com/category/comics-about-american-culture-americana-politics/
- Video of cross cultural differences in body language:
  http://www.youtube.com/watch?v=blu34t4wu_o
- Cards for the speaking practice
- Text on globalisation
- ICT resources

METHODOLOGY

This unit deals with globalisation as it is an irreversible phenomenon that is increasingly affecting our lives. The target is to make students reflect on both the benefits and drawbacks of globalisation. To introduce the topic, the teacher shows students three cartoons that deal with homogenisation as a result of globalisation. Students will probably understand their humour easily because they can find a similar situation in Spain, e.g. the presence of multinational companies like McDonald's or Starbucks. In contrast, the teacher also presents cartoons in which cultural knowledge is necessary to understand their humour. It is interesting to analyse how Spanish jokes or cartoons could be translated into other languages as well.

Students read a text on globalisation and how it affects culture. The ideas of the text will be used to prompt debate. Once students are concerned about the topic, the listening exercise provides a different insight. Globalisation facilitates the access to knowledge and the contact with other cultures so everybody must be aware of cultural differences to improve understanding and respect among people. The listening comments specifically on cultural differences in body language, which is usually ignored in spite of its significance. Students listen to an excerpt from the video and discuss their impressions. Considering all the arguments discussed in the reading and listening, students write a magazine article giving their opinion on globalisation: is it good or bad? Is local culture under threat?

The speaking activity is designed to practise the reported speech in groups of 3. Students are given different cards with several sentences they have to read aloud, e.g. be careful (shouting), you should go to the doctor's... Student A says one sentence to

student B who reports it to student C. Then, student C, who has not heard the initial sentence, tries to rebuild it. Students must change roles so that all report and rebuild initial sentences.

EVALUATION

The reading, listening, speaking and writing tests of this unit are similar to the ones practised in class.

Unit 13. Do you play any sport?

OBJECTIVES

- To understand the general information of a sports programme's podcast broadcast on a South African radio station

- To design and conduct an interview with a sportsperson

- To understand a text of a popular South African sport

- To write the description of a sports event

- To use gerunds and infinitives correctly

- To remember and use some of the most common phrasal verbs, especially those related to sport

- To identify and apply rhythm to the own oral production

- To acknowledge South Africa as an English-speaking country and to approach its culture through sport

CONTENTS

Block 1: Listening, speaking and conversation

Listening

- Understanding of the general information of a sports programme's podcast broadcast on SABC (South African Broadcasting Corporation) Sport radio station

Speaking and conversation

- Interview with a sportsperson

Block 2: Reading and writing

Reading

- Understanding of a text of ringball, a popular South African sport

Writing

- Writing of a description of a sports event (match, championship, the Olympic Games...)

Block 3: Knowledge of the language

Linguistic knowledge

- Correct use of gerunds and infinitives

- Phrasal verbs

- Identification of rhythm and application to the oral production

Reflection on the learning process

- Use of strategies to organise, remember and use phrasal verbs

Block 4: Socio cultural values and intercultural awareness

- Acknowledgement of South Africa as an English-speaking country and approach to its culture through sport

RESOURCES

- Sports programme's podcast from SABC Sport: http://iono.fm/c/1584

- Text on ringball

- ICT resources

METHODOLOGY

It is fairly probable to have students that practise some sport in class so they will already be motivated for this unit. However, it is also a good opportunity to promote sports as a way to have a healthier lifestyle for those students who do not play any sport. With this purpose, students fill in a questionnaire about sport and physical activity to find out about their physical and health condition. Although the results of the questionnaire are private, students can share them with the class if they want in the discussion that follows. Students are also encouraged to talk about sports in a more general sense (e.g. which extreme sports do you know?) in order to review vocabulary.

Both the listening and reading exercises are focused on South African sport. In the reading, students pay attention to the use of gerunds and infinitives. The speaking practise consists in designing and conducting an interview with a sportsperson. Each student writes their own questions and asks them to a partner. In case there are students who do not know much about any sportsperson, the teacher gives them the information but they can also invent the answers of the more subjective questions.

Students are given a guideline to write the description of a sports event. They should include information about the type of event, when and where it took or takes place, what happened, the atmosphere and their opinion.

EVALUATION

There is a dictation and a reading test. The composition is the description of a sports event based on the information provided. In this case, students cannot write about the event they want to avoid repetitions of the compositions done in class. To assess the oral skill, students choose a topic related to sport (women and sport, doping, unusual sports...) and think of one idea about it to tell the rest of the class in one minute. Once all students have spoken, they vote for the most interesting topic and debate about it.

Unit 14. The virtual era

OBJECTIVES

- To understand the content of a survey about the use teenagers make of computers and the Internet

- To describe pictures using relative clauses

- To understand "The Gold Bug" by Edgar Allan Poe and a DVD instruction manual

- To write an argumentative essay on the use of social networks with cohesion and coherence

- To review and use defining and non-defining relative clauses

- To pronounce final consonants clearly

- To reflect and use what has been learned in previous units to describe pictures and write an argumentative essay

- To acquire some knowledge about Edgar Allan Poe and his works

CONTENTS

Block 1: Listening, speaking and conversation

Listening

- Understanding of a survey about the use teenagers make of computers and the Internet

Speaking and conversation

- Description of pictures using relative clauses

Block 2: Reading and writing

Reading

- Understanding of the short story entitled "The Gold Bug" by Edgar Allan Poe
- Understanding of a DVD instruction manual

Writing

- Writing of an argumentative essay on the use of social networks: should there be more control or restrictions on the use of social networks to avoid cybercrimes?

Block 3: Knowledge of the language

Linguistic knowledge

- Review and use of defining and non-defining relative clauses
- Clear pronunciation of final consonants

Reflection on the learning process

- Reflection and use of what has been learned in previous units to describe pictures and write the argumentative essay

Block 4: Socio cultural values and intercultural awareness

- Approach to Edgar Allan Poe and his works

RESOURCES

- Recording of a survey on computer and Internet habits
- "The Gold Bug" by Edgar Allan Poe, available in www.poestories.com
- DVD instructions manual: http://www.pioneerelectronics.com/pio/pe/images/portal/cit_11221/140981220DV-05%20OPERATING%20INSTRUCTIONS.pdf

METHODOLOGY

Nowadays, most human actions depend on technology so this is an essential topic in the long term plan. Moreover, my students will be digital natives that need to find connections between real life and the subject to be motivated and learn in context. They should also be able to express themselves when talking about technology since there is a broad semantic field of words to name technological devices, virtual spaces and actions.

The teacher introduces the topic asking students general questions to work on vocabulary, e.g. what technological devices (laptop, MP4 player, iPod...) do you use? Then, students read and analyse an extract of a DVD instruction manual in order to learn more vocabulary and to make sure that they understand the instructions. It is useful to work with this type of texts because students might have to use them in their real lives. After that, they do a guided exercise to write their own instructions.

The listening exercise is intended to make students reflect on the good and bad uses that can be made of computers and the Internet. Aspects like the time spent on the computer and using the Internet will be discussed. In the writing exercise, the focus is on the use of social networks. There is a previous debate so that students consider different ideas to construct their argument.

For the reading exercise, students had been asked to read Allan Poe's "The Gold Bug" at home to have a general comprehension of the story. The teacher makes a presentation of the writer to foster an interest in his work since his short stories, particularly the horror stories, are widely read and liked. In class, students only work with an excerpt of the text where the character William Legrand explains how he decoded an encrypted message. The teacher asks students to find a connection between this excerpt and the world of technology: how could Legrand, and therefore Poe, use his knowledge of decoding encrypted messages nowadays?[8]

Finally, students describe pictures related to technology for the speaking activity. They practise the use of defining and non-defining relative clauses as it is usual in descriptions, e.g. the boy who is wearing a red T-shirt is listening to his MP4 player.

EVALUATION

The reading, listening, writing and oral exams are similar to the ones done in class.

Unit 15. Festivities

OBJECTIVES

- To understand some scenes of Thanksgiving Day from *Friends*

- To give an oral presentation on any festivity of an English-speaking country using ICT resources

- To understand a text on the most important festivities of English-speaking countries

- To write an essay on the festivity chosen for the oral presentation

- To review contents of previous units

- To recognise and produce intonation patterns

- To reflect on the learning outcomes of the year

- To acquire a general knowledge of festivities of English-speaking countries

CONTENTS

Block 1: Listening, speaking and conversation

Listening

- Understanding of some scenes of the celebration of Thanksgiving Day from the American sitcom *Friends*

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[8] Poe could be a hacker. Idea found in http://poestories.com/summaries.php

Speaking and conversation

- Oral presentation on any festivity of an English-speaking country making use of ICT resources

Block 2: Reading and writing

Reading

- Reading of a text of the most important festivities of English-speaking countries

Writing

- Writing of an essay on the festivity chosen for the oral presentation

Block 3: Knowledge of the language

Linguistic knowledge

- General review of contents of previous units

- Recognition and production of intonation patterns

Reflection on the learning process

- Reflection on the learning outcomes of the year

Block 4: Socio cultural values and intercultural awareness

- General knowledge of festivities of English-speaking countries

RESOURCES

- *Friends*' scenes: https://www.youtube.com/watch?v=FaLaPEnjeqY
- Text of festivities in English-speaking countries
- ICT resources

METHODOLOGY

Festivities and public holidays in English-speaking countries are an important part of culture that students should know. Although some festivities are even celebrated by some people in Spain like Halloween or St Patrick's Day, there are still lots of public holidays in many countries that remain unknown. Furthermore, the customs associated to the festivities are not always exported with fidelity. For example, in Spain, Halloween costumes include all type of supernatural figures such as ghosts, witches or vampires as in the original tradition. However, nowadays, people in the USA and the UK also dress up as fictional characters, celebrities, etc.

Students read a text of some of the most important festivities in English-speaking countries and watch some scenes of the celebration of Thanksgiving Day from *Friends* to know more about this public holiday. After these two activities, students prepare a 5-minute oral presentation with a slideshow about a festivity in any English-speaking country they want. The teacher will make sure that different countries and

festivities are chosen. Students also write an essay on the celebration (500 words approximately) and hand it in to the teacher.

EVALUATION

The assessment is based on the oral presentation and the essay.

1.4.   Timing and justification

Taking into account an ordinary school calendar and that year 1 of Post-Compulsory Education has three classes of English per week, the distribution of the units would be the following:

TEACHING UNITS	HOURS
1ST TERM (14 WEEKS)	40
Introduction to the subject: objectives, contents, assessment, organisation and initial test	1
Unit 1. English as a global language	6
Unit 2. Talking about people	6
Unit 3. Overseas holidays	7
Unit 4. Music to your ears!	7
Unit 5. Are you going to university?	6
Unit 6. Go green!	7
2ND TERM (14 WEEKS)	40
Unit 7. Caution! Learning in progress	6
Unit 8. A clean bill of health	6
Unit 9. Advertising	7
Unit 10. The big screen	7
Unit 11. No news is good news	7
Unit 12. Melting pot	7
3RD TERM (9 WEEKS)	26
Unit 13. Do you play any sport?	7
Unit 14. The virtual era	7
Unit 15. Festivities	8
Revision	2
Retaking tests	2

Most units are taught in the first and second terms because they are longer and students can be more stimulated to work. Moreover, some time should be left to revise and sit retaking tests at the end of the year.

1.5. Methodology

The methodology used is based on the rationale behind the communicative approach. Not only is it a guideline included in the official curricula for foreign languages both for compulsory and post-compulsory secondary education[9], but it is also a personal conviction. Therefore, developing students' communicative competence is the main teaching target of my long term plan. It is already known from experience that grammar-focused teaching does not achieve the expected results, that is to say, communicatively competent learners. The case study used in "Making it work: communicative competence, from theory to practice" (Laspra, 2008)[10] is a good example of the need for change. Students must learn the use of language to be able to communicate effectively in a variety of real contexts. For that purpose, I have designed tasks which simulate real communication contexts and which do not just aim at language practice. I have opted for the use of authentic materials in most cases because they contribute to create these real-like communication settings. Moreover, the artificial language resulting from the adaptations of text books harms students rather than help them because there is a gap between the language learners are used to and the real language which they are not able to understand. English is the language of instruction and communication in class, except for comparison with students' native language.

Grammar plays an important role as it is one of the components of communicative competence but it is not the ultimate aim of the learning process. Having a look at the syllabus may suggest that the so-called "grammar path" (Laspra, 2008) has been followed. However, the activities of each unit make it clear that priority is given to communicative purposes, e.g. expressing opinions, asking for directions, describing people...

I will promote a learner-centred approach where students speak most of the class because the only way to learn a language is to practise it. In this sense, errors are considered part of the learning process so I will only correct them in speech if they hinder communication, if they are systematic or if they are the focus of the activity but always in an encouraging way. The role of the teacher is just to present activities, facilitate materials and help students when needed. I will also promote students' autonomy so that "they learn gradually how to take control of their own learning, to identify their needs, set objectives, select tasks, negotiate, co-operate, reflect and

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[9] Decree 74/2007 and 75/2008.

[10] For more details, see Alicia Laspra Rodríguez, "Making it work: communicative competence, from theory to practice", eds. C. Estébanez Estébanez and L. Pérez Ruiz *Language Awareness in English and Spanish* (Valladolid: Secretariado de Publicaciones e Intercambio Editorial, 2008) 153-183.

evaluate"[11]. For instance, students should also ask for explanations to their partners and they make self-assessments.

All units start with a warm-up activity to check students' previous knowledge and prepare them for the topic. The reading and listening activities always work with comprehension questions or exercises but they also aim at discussion of the topic. The units also have varied activities as there is individual, pair and group work. Individual work furthers students' autonomy and personal initiative whereas pair and group work favours the respect for others' opinions and ideas. Some group activities foster cooperative learning since each member of the group participates and contributes to the final work according to their capabilities. Thus it is a good way to take care of diversity in the classroom. Diversity is also considered in the activities and in the assessment.

A final consideration is that the innovation proposal carried out in this long term plan introduces cultural contents from different English-speaking countries in all units and requires the use of ICT resources. New technologies offer a wide range of possibilities for language learning and are highly stimulating. Students work with ICT resources several times since it is also important that they learn how to use them for academic purposes (searching for and selecting reliable information, presenting data, looking for dictionaries...).

1.6.   Assessment criteria and procedures

The assessment criteria used complies with the Decree 75/2008:

1. To understand general and specific information delivered orally in face-to-face situations or audiovisual media about common, current or general topics.

This criterion will be used to assess if students are able to identify the form and main aim of the text, understand and interpret the information of conversations and various text forms included those delivered in audiovisual media and follow the general plot of a film.

2. To express oneself with fluency and adequate pronunciation and intonation, using the necessary communication strategies and a discourse appropriate for the context.

This criterion will be used to assess if students are capable of organising and expressing their ideas with cohesion, coherence and adequacy to register and participating in different types of interactions using strategies to start, keep and end a conversation, showing respect for others' contributions.

3. To understand general and specific information autonomously from a variety of written texts, both authentic and adapted.

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[11] Veronica Anne Colwell O'Callaghan, "Towards a More Learner-Centred Communicative Approach", comp. S. González y Fernández Corugedo et al. *Essays in English Language Teaching. A Review of the Communicative Approach* (Oviedo: Servicio de Publicaciones de la Universidad de Oviedo, 1999) 101.

This criterion will be used to assess if students are able to understand and extract the main and the secondary ideas of texts presented in different mediums; identify the text form, the communicative intention and the main linguistic features; analyse the text in a critical way and use various strategies and resources to understand and work on the text.

4. To write a variety of texts with coherence, cohesion, adequate register and correctness, paying attention to the planning and revision of the writing process.

This criterion will be used to assess if students are able to plan and revise diverse texts forms in different mediums and write clear and organised texts according to a communicative intention.

5. To use consciously the linguistic, sociolinguistic, discursive and strategic knowledge in different communicative contexts.

This criterion will be used to assess if students are capable of using varied vocabulary and grammatical structures and rules appropriately in different communicative contexts, pronouncing clearly and correctly and identifying the main sociolinguistic differences between the native and the foreign language.

6. To identify and use autonomously learning strategies and all available resources including information and communication technologies.

This criterion will be used to assess if students are able to recognise their own learning style, participate and cooperate actively in the learning process, use information and communication technologies as a communication and autonomous learning tool and use dictionaries and other resources to obtain information.

7. To develop autonomous learning through self-assessment and self-correction mechanisms.

This criterion will be used to assess if students are able to reflect on their learning process and make reasoned self-assessments based on the acknowledgement of their strengths and weaknesses.

8. To analyse geographical, historical and socio cultural aspects of English-speaking countries through authentic materials.

This criterion will be used to assess if students are able to select and analyse cultural information of English-speaking countries; identify and describe the most relevant costumes, habits, attitudes and values of these countries in comparison with the native culture and adopt a positive attitude towards social and cultural diversity.

9. To show an open, responsible, respectful and cooperative attitude towards the knowledge of other cultures and languages and in communicative exchanges.

This criterion will be used to assess if students are capable of valuing the importance of the exchange of knowledge and communication between people of different cultures and languages; analysing situations and messages critically to discourage any form of

discrimination and showing interest in knowing more about other cultures and communicating with their people.

Assessment is continuous as progress made by students is taken into account. It is also formative because the procedures and activities that measure the learner progress provide me with evidence to improve the teaching and learning processes in the classroom[12]. Besides, I will use that information to explain mistakes and ways of betterment to students. Students are also involved in the assessment process. Every three units they fill in a self-assessment grid which raises learner's awareness of their strengths and weaknesses, contributing to motivation and effective orientation of the learning process as defended in the Common European Framework of Reference for Languages.

In addition to the self-assessment grids, assessment procedures include teacher's observation registries of students' work in the classroom and at home and their participation in class. There are also different procedures to evaluate the skills of reading, listening, writing, speaking and interacting as it has been specified in each unit. The use of diverse tools of evaluation contributes to students' learning because they should know what a webquest is, how to give an oral presentation, write an essay in English, etc. It also accounts for attention to diversity since, for example, some students might be better at giving oral presentations and others at interacting. I have appended one sample of an exam to the end of the essay. The percentages given to the different components of the continuous assessment are the following:

Students' reasoned self-assessment	5%
Students' work in class and at home and participation	15%
Listening	20%
Reading	20%
Speaking and interacting	20%
Writing	20%

The use of English is assessed in the different listening, reading, speaking and writing activities since they require the implementation of specific functions of language and the vocabulary of the unit.

1.7.   Retake planning

In accordance with a continuous assessment, students who obtain the minimum required mark in the final term pass the subject. On the contrary, those students who fail the final

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[12] To know more about assessment, I have consulted Lourdes Cerezo, "Introducing language assessment and testing", coord. Susan House, *Inglés. Investigación, innovación y buenas prácticas. Teacher development* Vol. II (Barcelona: Graó, 2011) 119-139.

term have to sit retaking tests, including reading, listening, speaking, writing and use of English (language functions and vocabulary). The retaking tests will be assessed according to the minimum contents established for year 1 of Post-Compulsory Education.

If a student's performance is not good, I will take measures to detect his needs and design a reinforcement plan which helps him to catch up with the course.

1.8. Attention to diversity

Attention to diversity is a principle established in the LOE[13] and not just a measure to be taken with some students. Taking care of diversity implies considering different capacities, interests and learning styles. Therefore, I will implement some ordinary measures in the classroom:

- Previous knowledge of students as a starting point: at the beginning of the year, there is an initial test to know the level of students, which will determine the selection of materials and the time that is devoted to the different contents. Moreover, each unit starts with warm-up activities that have the same aim.

- Selection of materials: the materials and resources proposed to use in the units are just samples and thus flexible to adapt them to the needs of the group.

- Variety of choices: in some activities, students can choose between different options according to their interests and abilities. For instance, most writing tasks allow for personal choice and creativity (the biography, the informative essay on a health problem, the advert, the description of an event, a news report about any current event, etc.). If necessary, the teacher can also give more options for the cases in which the choice is limited (for example, the argumentative essay of the first unit).

- Timing: depending on the students' needs, timing can be reorganised.

- Homework: the amount and frequency of homework as well as the type of activities and their contents depend on the students' needs.

- Individual, pair and group work: some students prefer working individually, others in pairs and others in groups. Thus trying to keep a balance between individual, pair and group work is another way to cater for diversity in the classroom. I will make sure that groups are not always the same so that sometimes strong students help slower ones and sometimes strong students work together.

In the case of students who are repeating or who make slower progress, I will provide them with extra material with simpler explanations and exercises as a

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[13] Organic Law of Education 2/2006, 3 May.

complement to the ordinary material and I will set different tasks for homework if necessary. I will also consider other measures such as playing a recording once more than usual. The objectives and the assessment criteria will also be adapted.

In the case of students who are faster, I will give them extension activities and resources to look for more information and I will also suggest readings to them.

If there are students with special educational needs in class, the Department of Orientation will assess their needs and design individual provision plans in coordination with the tutor and the teachers. I will also work with this Department to put them into practice.

2. Propuesta de innovación

THE MEDIA IN THE ENGLISH-SPEAKING COUNTRIES

2.1. Diagnóstico inicial y justificación

De aquí en adelante se retoma la problemática explicada en la primera parte del trabajo. En las aulas de inglés de secundaria de España no se están alcanzando los objetivos establecidos en el currículo y, a la vez, amparados por el MCERL. Los alumnos se marchan del instituto tras largos años de estudio del inglés sin haber desarrollado la competencia comunicativa de forma eficiente. Uno de los factores que contribuye al fracaso en el desarrollo de esta competencia es la falta de exposición al inglés a través de los medios de comunicación que caracteriza a los alumnos españoles a diferencia de otros países. A esto le unimos la ausencia o, en los mejores casos, escasez de contenidos culturales que se enseñan impidiendo el desarrollo de la competencia pluricultural que también promulga el MCERL. Además, en los casos en los que se hace referencia a aspectos culturales, se habla casi de forma exclusiva del Reino Unido y Estados Unidos olvidando otros países de habla inglesa. Por tanto, mi propuesta de innovación trata de atender estas tres áreas de mejora: el desarrollo real de la competencia comunicativa, la exposición al inglés a través de los medios de comunicación y la inclusión de contenidos culturales desde una perspectiva más amplia.

Esta innovación está diseñada para el IES Alfonso II, un centro urbano situado en Oviedo. El IES Alfonso II fue creado en 1845 siendo uno de los primeros centros de educación secundaria de España. Sus amplias instalaciones con un total de cuatro edificios dan cuenta de las numerosas enseñanzas impartidas en él: los cuatro cursos de Educación Secundaria Obligatoria; Bachillerato en régimen ordinario y régimen nocturno en cuatro modalidades y dos Ciclos de Formación Profesional de Grado Superior. Actualmente hay 1090 alumnos matriculados, de los cuales tan solo el 12% es alumnado inmigrante aunque la presencia de éste aumenta cada año e incluso durante el propio curso escolar. Durante mucho tiempo el centro fue reflejo de la clase media acomodada que vivía en el entorno del instituto pero actualmente el alumnado es heterogéneo. El IES Alfonso II oferta la posibilidad de cursar el programa bilingüe de inglés tan solo en los cursos de la ESO.

Aunque la innovación se podría adaptar para cualquier curso (y también para cualquier centro), está pensada para un grupo de unos 20 alumnos de 1º de Bachillerato de nivel medio. Solamente se verá afectado el Departamento de Inglés ya que se realizarán cambios en los contenidos (siempre respetando el currículo oficial), en la metodología y en los criterios de calificación.

2.2. Objetivos

La innovación persigue un objetivo general que se puede desglosar en objetivos específicos.

Objetivo general:

- Desarrollar la competencia comunicativa de los estudiantes al mismo tiempo que se produce un acercamiento a la cultura de diferentes países de habla inglesa y sus medios de comunicación

Objetivos específicos:

- Promover una metodología y actividades que favorezcan la creación de contextos reales de comunicación y, por tanto, el aprendizaje significativo de los contenidos
- Emplear los medios de comunicación como hilo conductor que de sentido a toda la programación, fomentando así la exposición a lenguaje real que mejore el aprendizaje
- Conocer aspectos culturales de diferentes países de habla inglesa a través de diversos medios de comunicación, rompiendo con la clásica dicotomía entre Estados Unidos y el Reino Unido

2.3.   Marco teórico

La innovación se enmarca dentro del enfoque comunicativo que tiene sus inicios en 1971 cuando Dell Hymes acuñó el término de competencia comunicativa[14]. Varios autores han hecho sus contribuciones a la teoría de Hymes hasta configurar el renombrado enfoque comunicativo para la enseñanza de lenguas que actualmente promueve el MCERL y por el cual nos regimos. Las principales características de este enfoque (simulación de contextos reales de comunicación, uso de materiales auténticos, centrado en el alumno, etc.) ya se han señalado a lo largo del trabajo por lo que se estima inoportuna su repetición.

La hipótesis del *input* comprensible[15] formulada por Stephen Krashen en 1983 establece que los aprendientes de una lengua progresan en su aprendizaje cuando reciben un *input* comprensible de esa lengua que es ligeramente superior a su nivel de competencia actual. Esta hipótesis sustenta la utilización de, al menos, los medios de comunicación audiovisuales y radiofónicos en el aula de inglés. Asimismo, el estudio al que se ha hecho referencia en el apartado de la propuesta de innovación[16] confirma que el contacto con el inglés a través de los medios de comunicación contribuye a un buen desarrollo de la comprensión oral.

En relación a la inclusión de contenidos culturales, la División de Política Lingüística del Consejo de Europa defiende el desarrollo de una dimensión intercultural por parte de los aprendientes de una lengua. Considera que "desarrollar la dimensión

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[14] Dell Hymes, *On Communicative Competence* (Philadelphia: University of Pennsylvania Press, 1971).

[15] Sonsoles Sánchez-Reyes, "The History of English Language Teaching Methodology", (coord.) Susan House *Inglés. Complementos de formación disciplinar. Theory and Practice in Language Teaching* Vol.I (Barcelona: Graó, 2011) 29-42.

[16] José Manuel Vez, E. Martínez y A. Lorenzo, "La exposición y uso ambiental de la lengua extranjera en contextos no formales mejora su comprensión oral", *Estudio Europeo de Competencia Lingüística* (Ministerio de Educación, Cultura y Deporte, 2012) 30-52.

intercultural en la enseñanza de lenguas tiene como objetivos que los aprendices desarrollen la competencia intercultural y lingüística; prepararlos para la interacción con gente de otras culturas; capacitarlos para entender y aceptar a gente de otras culturas como individuos con perspectivas, valores y comportamientos distintos; y ayudarlos a ver que esa interacción es una experiencia enriquecedora"[17]. También recomienda usar materiales auténticos asegurándose de que los estudiantes entienden el contexto y la intención.

2.4. Desarrollo de la innovación

La innovación está integrada en todas las unidades de la programación. En primer lugar, el enfoque comunicativo afecta al diseño de las unidades. La organización del sílabo en nociones y funciones es prueba de ello puesto que lo importante son las funciones del lenguaje que se van a aprender en cada unidad (por ejemplo, expresar opiniones o pedir información). Los objetivos y contenidos que se plantean son de uso de la lengua y no solo de conocimiento, se utilizan materiales reales, la metodología favorece la interacción de los alumnos y la evaluación promueve la reflexión sobre el propio proceso de aprendizaje además de evaluar a través de destrezas y no de contenidos gramaticales y de vocabulario.

En segundo lugar, los medios de comunicación también se han utilizado en todas las unidades. Se ha intentado incluir muestras de todos los tipos de medios de comunicación, resultando así en una gran variedad textual. Al mismo tiempo, se trabaja con los medios de comunicación de los países de habla inglesa más significativos ante la imposibilidad de tratar todos los países en los que el inglés es un idioma oficial que en la actualidad superan los 50. En cualquier caso, se proporciona una visión cultural más amplia de lo habitual en los libros de texto. No solo se dan a conocer los medios de comunicación de diferentes países, sino que también se promueven reflexiones acerca de los aspectos culturales que se dejan entrever en los medios. A modo de ejemplo, en la segunda unidad se comparan portadas de revistas de moda de diferentes países con el fin de analizar, entre otras cosas, las diferencias culturales. Así nos encontramos con referencias al sari en Vogue India[18] o con portadas polémicas como la de Elle South Africa[19] que cuestionan el éxito de la aparición de modelos negras en las portadas.

La distribución de los medios de comunicación por unidad es la siguiente:

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[17] Michael Byram, Bella Gribkova y Hugh Starkey, *Developing the Intercultural Dimension in Language Teaching. A Practical Introduction for Teachers.* (Estrasburgo, Francia: División de Política Lingüística del Consejo de Europa, 2002). Disponible en http://www.lrc.cornell.edu/director/intercultural.pdf

[18] Vogue India, noviembre 2010. Disponible en http://sapnamagazine.com/2010/vogue-india-cover-rocks-sari-inspired-vuitton/

[19] Elle South Africa, Abril 2010. Disponible en http://jaunttojoburg.wordpress.com/2010/07/

UNIDAD	MEDIO DE COMUNICACIÓN	PAÍS
1. English as a global language	Blog	Reino Unido (Blog), EEUU (Autor)
2. Talking about people	Emails y revistas de moda	Reino Unido, EEUU, Canadá, Nueva Zelanda, Australia, India, Sudáfrica, Irlanda
3. Overseas holidays	Páginas web	Australia
4. Music to your ears!	Programa de música de la radio	Nueva Zelanda
5. Are you going to university?	Reportaje de la BBC	Reino Unido
6. Go green!	Telediario y pronóstico del tiempo	Canadá
7. Caution! Learning in progress	Letreros y avisos	Varios
8. A clean bill of health	Noticia de periódico tabloide	Irlanda
9. Advertising	Anuncios en televisión y en prensa	Canadá, Nueva Zelanda, Australia, EEUU
10. The big screen	Película	Nigeria
11. No news is good news	Noticia de periódico y en telediario	India
12. The melting pot	Viñetas y tiras cómicas	Varios
13. Do you play any sport?	Programa de deportes de la radio	Sudáfrica
14. The virtual era	Cuento	EEUU
15. Festivities	Serie de televisión	EEUU

Los materiales y recursos necesarios para llevar a cabo la innovación son reales en todos los casos y han sido detallados en el apartado de recursos de cada unidad. También será necesario el uso de una pantalla para proyectar, proyector y ordenador. Aunque no todas las aulas del centro disponen de estos dos últimos recursos, existen proyectores y ordenadores portátiles disponibles previa reserva en Jefatura de Estudios. En los casos en los que se necesite acudir a la sala de ordenadores, también se realizará la reserva con una antelación de 15 días.

El cronograma de la innovación se corresponde con el desarrollo de la programación. Cabe destacar también la viabilidad de la innovación ya que su puesta en marcha es muy sencilla. Solamente se necesita de la participación de los alumnos y el profesor que la dirige. No obstante, sería interesante llevar a cabo la innovación dentro de todo el Departamento de Inglés debido a la facilidad de adaptación a distintos grupos y cursos y a los beneficios que de ella se derivan.

2.5.   Evaluación y seguimiento de la innovación

El seguimiento de la innovación será constante puesto que se tendrá en cuenta la acogida de las actividades por parte de los alumnos. Si se aprecian grandes dificultades al trabajar con medios de comunicación reales, se adaptarán las actividades al nivel de los alumnos: búsqueda de recursos más sencillos, distribución de material de trabajo previo y complementario que facilite la comprensión y en último caso, adaptación de los materiales mediante supresión y sustitución de palabras complicadas, uso de subtítulos o eliminación de fragmentos. Además de las actividades, los mecanismos de evaluación de cada unidad determinarán el éxito de la metodología empleada y de las actividades en función del grado de consecución de los objetivos. La innovación no se considerará un fracaso siempre que los suspensos por trimestre no superen el 50% del número total de alumnos. Por tanto, las calificaciones se emplearan como indicadores del éxito o fracaso de la innovación. En cualquier caso, se buscarán los motivos del fracaso individual o colectivo según proceda y se tomarán las medidas necesarias para solventarlo.

Para la evaluación final del proyecto, también se tendrán en cuenta las calificaciones finales obtenidas por los alumnos. Asimismo, junto con la autoevaluación final, los alumnos responderán a un cuestionario de satisfacción donde deberán valorar de forma anónima las actividades realizadas y los recursos empleados desde el punto de vista de la utilidad, el interés y la adecuación al nivel, así como la metodología. También se aceptarán propuestas de mejora. Todo ello junto con la propia valoración del profesor se recogerá en un informe final que sirva de referente para próximos cursos.

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UNIT 2. Talking about people

Reading comprehension

1. Read these extracts from the UK fashion magazine Glamour and answer the questions

LONDON'S GOT TALENT: Meet the people who make this city the capital of cool

NICKI GRAINGER 25, vintage boutique owner

Combine a love of fancy dress with a degree in fashion journalism and you get The Cherry Closet - the online vintage boutique owned by Nicki Grainger. Nicki handpicks her vintage offerings throughout the UK and Los Angeles. "I like to think of fashion as a playground," she says. In addition to her online business, Nicki sells her pieces at vintage fairs across the UK. "I love meeting the people who will wear the clothes, so I hope to open my own shop one day."

OH MANOLO, DON'T WE LOVE YOU!

Not content with winning our hearts (and our wallets) with his sublime shoes, Manolo Blahnik is launching a limited-edition collection with Liberty. Alongside a plethora of specially designed shoes in Liberty archive fabrics, Blahnik has designed three exclusive Liberty prints (from a sweet rosebud affair to a retro geometric print of shoes, pictured), plus scented candles, bow ties, stationery, cushions and chocolates. 'Liberty's World of Manolo' launches on September 8 and will be in store until December – that's Christmas shopping stored, then.

(Glamour, September 2010)

1. Does Nicki Grainger sell clothes made in UK? Explain your answer

2. Find evidence in the text to explain why Nicki Grainger might have set up her fashion shop.

3. Why is Christmas shopping mentioned?

4. Is there any information in the text about the number of shoes that have been designed in Liberty fabrics?

Listening comprehension

1. Listen to some conversations describing people and complete the chart
   (Audio in https://www.youtube.com/watch?v=o23npkPCD-I)

	Who is being described?	Height	Hair	Eyes	Other data
Conversation 1					
Conversation 2					
Conversation 3					
Conversation 4					

2. In which context or situation may each conversation take place?

3. Decide if the following information is true or false and correct the false statements
   a. In conversation 2, the woman who describes Joshua works with him.
   b. In conversation 3, one woman does not know who Nelson Mandela is.
   c. In conversation 4, the man says that Sean Culver is in his favourite team, the Patriots.

Writing

Write an email (about 100 words) to an e-pal you have just started to exchange emails with. Your new friend wants you to describe your physical appearance and personality.

Speaking

Describe one of the following pictures and what it suggests to you.

(Google images)