

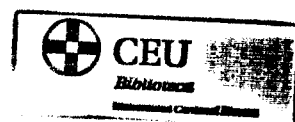


# **Teaching Program & Didactic Unit for 3º ESO**

Máster Universitario en Formación del Profesorado  
de Educación Secundaria Obligatoria y Bachillerato

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**Máster Universitario en Formación del Profesorado  
de Educación Secundaria Obligatoria y Bachillerato**

***Programación Didáctica y Memoria de Prácticas***

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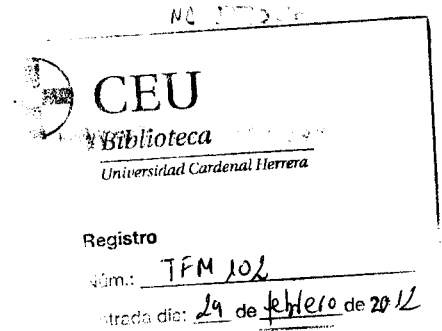
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## Abstract

This project consists of a Teaching Program of English for third year of CSE, as well as a didactic unit of the same course. Finally, there has been attached a report that reflects my experiences during the Practicum, which has taken place in the Secondary School, San Jaime Apóstol de Moncada, Valencia.

The Teaching Program serves to aid the instructor in planning and directing the education of the students in specific course subject matter. In this program, we will deal with methodology, contents, objectives, key competences, evaluation criteria and attention to diversity. For its development, we will consider students characteristics, the context, their capacity, etc.

All the contents established in this Syllabus have been divided into 15 didactic units; the one developed in this work is unit number 9: Fashion Victims; and contains all the basic elements which answer the questions of what, how to and when to teach, as well as what, when and how to evaluate.

We have taken into account the legislative framework: the Spanish Organic Education Law (LOE) 2/2006, May 3rd (BOE of May 4th 2006), the Decree 1631/2006, December 29th (BOE of January, 5th 2007), which establishes the minimum education of ESO, and the Decree 112/2007, July 20th for the Compulsory Secondary Education in the Region of Valencia.

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El presente trabajo consta de una Programación Didáctica de Inglés para 3º de la ESO, así como el desarrollo pormenorizado de una Unidad Didáctica para el mismo curso. Igualmente, incluye el informe de la Memoria de Prácticas que recoge mi experiencia durante el Prácticum, el cual tuvo lugar en el Centro San Jaime Apóstol de Moncada, Valencia.

La Programación Didáctica ayuda al educador a organizar y desarrollar la asignatura durante el curso académico. En este programa, estudiamos la metodología, los contenidos, objetivos, las competencias, los criterios de evaluación y la atención a la diversidad. Para su desarrollo, hemos tenido en cuenta las características de los estudiantes, el contexto, las diferentes capacidades, etc.

Todos los contenidos presentes en la Programación han sido divididos en 15 unidades didácticas; siendo la única desarrollada, la unidad 9: *Fashion Victims*. Ésta contiene todos los elementos básicos que contestan a las preguntas qué, cómo y cuándo enseñar y qué, cómo y cuándo evaluar.

Hemos tenido en cuenta el actual marco legislativo: La Ley Orgánica de Educación de 3 de mayo de 2006, (BOE, 4 de mayo de 2006), el Real Decreto 1631/2006, del 29 de diciembre, (BOE, 5 de enero de 2007), por el que se establecen las enseñanzas mínimas para la Educación Secundaria Obligatoria, y el Decreto 112/2007 del 20 de julio, que se establece el currículo de la Educación Secundaria Obligatoria en la Comunidad Valenciana.

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# **A. TEACHING PROGRAMME**

## **1. INTRODUCTION**

### **1.1. JUSTIFICATION**

A Teaching Programme answers an attempt to rationalise the teaching-learning practice so that it can be carried out not in an arbitrary way but rather as a plan.

### **1.2. LEGAL FRAMEWORK**

The following Teaching Programme is centred on the **3rd year of Compulsory Secondary Education (ESO)**, and has been created under the provisions of the **Spanish Organic Education Law (LOE) 2/2006, May 3rd** (BOE of May 4th 2006), **the Decree 1631/2006, December 29th** (BOE of January, 5th 2007), which establishes the minimum education of ESO, and the **Decree 112/2007, July 20th** for the Compulsory Secondary Education in the Region of Valencia.

All the points included have been developed according to the educative regulations currently in force and is determined by the higher levels of curriculum realization. It is framed in the third level of the curriculum realization; it specifies the process stated in the PEC (Educative Project of the School).

The main aim of the English Department is to meet the guidelines set up by these laws and projects as accurately as possible.

### 1.3. FOUNDATIONS

**Learning a foreign language has become a necessity in today's multicultural world.** The knowledge of one or several foreign languages, and especially the knowledge of English, is a condition to facilitate intercultural understanding in a wide world. There is no doubt of the supremacy of English as an international common language and therefore, being competent is essential.

The present teaching programme is aimed not at teaching English as a language itself but teaching how to communicate by using it, as it is established in the **Common European Framework of Reference for Languages (CEFR)**. According to it, learning a foreign language will improve the student's **communicative competence** thanks to the incorporation of other linguistic codes and the acquisition of new concepts, strategies, abilities and attitudes. Consequently, learning English is a way to deepen the knowledge of the mother tongue since the contrast provided increases respect for one's own. Moreover, it also favours tolerance and respect towards a different cultural identity.

Teaching a foreign language in Secondary Education will mean the development of the linguistic capacity and the acquisition of the communicative competence in this language. **The overall aim of this approach is that students attain communicative competence in the foreign language.**



## 2. CONTEXT

### 2.1. CHARACTERISTICS OF THE SCHOOL

The high school (IES) to which this Teaching Programme is addressed is a private secondary school located in Moncada placed in a populated working class neighbourhood.

It is a catholic school dated nearly 1960 where their students are mainly from Moncada and other neighbouring cities. The building is relatively old but really big. It consists in one main building where we find four floors containing typical classes, three laboratories: Physics, Chemistry, and Sciences, a specific class for Music, three computer labs, exam auditoriums, offices, library and a covered gym. On the other side of the street, it has an outdoor playground where students receive Physical Education classes and enjoy their thirty minutes break between morning classes.

The objectives of this Secondary school, reflected in the School Educational Project and in the Annual School Curriculum Design, for the Academic year are the general improvement of language and mathematical competences and carrying out various activities aimed at catering for diversity. The district where the school is placed has a medium socioeconomic level, and mainly consists of Spanish working-class families. It has been observed that immigrant families are increasing in number. There are South-American families -Colombian, Argentinian and Ecuadorian-, and some Eastern Europeans who did not go to Spanish Primary schools, so the language can be a handicap sometimes.

The centre covers a great deal of educative stages. There are five groups for the first year of Compulsory Secondary Education (ESO), four for the second one, six for the 3<sup>rd</sup> year and four for the last year of ESO. It also has one group of Diversification in 4<sup>th</sup> year. Secondary Education (Bachillerato) is run in three groups both in the 1<sup>st</sup> and in the 2<sup>nd</sup> year. One of them is in Valenciano, including both modalities, and two are in

Spanish, one of them is related to Social Sciences and Humanities and the other one includes the modalities of Sciences and Technology. The high school is made up of 43 teachers and 500 students between the age of 12 and 20 years old. It has 4 Teaching Departments, a Guidance Department with a psychologist and one person responsible of the extracurricular activities, as well as 8 people working in the Administrative and Service part.

The **English Department** is made up of five teachers, one of them being the Head of Department. English is a compulsory subject for all the groups during ESO and in Bachillerato and it is taught 3 hours per week. It is also offered as an optional subject called Practical English for 4<sup>th</sup> of ESO and for the 1st year of Bachillerato, being taught 1 hour a week for the first one and 4 hours a week for the second one. Lessons are mainly in the morning, from 8.30 to 14.25 depending on the year, but also in the afternoon from 15.00 to 16.45 only for ESO groups, with from six to eight periods of 50 minutes each.

There are great deals of extra-curricular activities for students in the afternoons: cultural collectives, student's newspaper, theatre group, photography, music, dancing, sports... The Mothers and Fathers Association (AMPA) usually takes care of some of these activities.

## 2.2. CHARACTERISTICS OF THE GROUP

The project's target group is a group of 3<sup>rd</sup> year of Compulsory Secondary Education (ESO) students of English as a Foreign Language. These students are in the first years of adolescence, which is a period of physical, emotional and behavioural changes. Furthermore, these groups are characterised in most cases by lack of study habits as well as obligation to attend school.

Generally, therefore, they are in the final stages of developing their deductive reasoning skills. They have fully developed the ability to work in

groups and cooperate with others, and they need further encouragement to develop autonomous learning and give them a sense of achievement. They can apply concepts to specific examples, use deductive reasoning and make educated guesses. They have learned to reason through problems even in the absence of concrete events or examples.

In general, they are aware of the importance of learning English, but have to be pushed to do some work. Due to the diversity of students' language competences, the need to prepare them for further studies - linking this year to Bachillerato -, and to prepare them for life-long learning, and also due to the student-mix in every class and the actual number (around 20 students per class), communication in the written language, and the understanding of texts (both written and oral) will be paramount, with oral work done in pairs, groups and oral presentations. Use of ICT will be encouraged, the teacher herself getting some of the material used in class from various Internet resources, and various activities have been designed to make students use ICT both inside and outside the class when possible.

This years, groups have been made up of around 22 students in each class, aged 14-15 years old: the vast majority of them come from studying 2<sup>nd</sup> year of ESO in this high-school, nine are repeating the year and two new foreign students are joining the school this year. There are 57 girls and 31 boys who come from different countries: 75 Spanish, 6 Ecuadorians, 2 Colombians and 5 Eastern Europeans.

It is a heterogeneous and a multicultural group, so it needs some specific measures to be taken. On the one hand, the new students require an individualized education programme, since they show a small handicap with the subject. That is why a Non-significant Curriculum Adaptation (ACI) is proposed. The Guidance Department and support teachers will work in coordination with the English teacher. On the other hand, there are two advanced students who will need extra material.

### 3. KEY COMPETENCES

A competence may be defined as **the ability to combine the knowledge, skills and attitudes acquired in a way which is appropriate to use it in different contexts and situations of real life.**

In contrast to what an educative model centred only in the acquisition of theoretical knowledge offers, a learning-teaching process based on the acquisition of these competences stresses the importance of absorbing **practical and integrated knowledge.**

Our educative system establishes that there are **eight key competences** that our students must acquire to face their personal and working challenges:

<b>1. Competence in Linguistic Communication.</b>
<b>2. Mathematical Competence.</b>
<b>3. Knowledge and Interaction with the Physical World.</b>
<b>4. Digital Competence and Information Treatment Competence.</b>
<b>5. Social and Civic Competence.</b>
<b>6. Cultural and Artistic Expression Competence.</b>
<b>7. Competence on learning to Learn.</b>
<b>8. Competence on Autonomy and Entrepreneurship.</b>

It is clear that learning a foreign language contributes to the acquisition of linguistic, cultural and social elements, which promote many of these competences. Furthermore, the digital competence may be very relevant since it introduces ICT into classroom use, as well as because of the importance of English as the language for international communication in business, research and for social purposes. However, it is more difficult to introduce the mathematical and scientific competences. Yet, this

Teaching Programme tries to approach them to the subject as far as possible.

### **3.1. CONTRIBUTION OF THE ENGLISH LANGUAGE TO THE ACQUISITION OF KEY COMPETENCES**

On the basis of the **Royal Decree 112/2007 of July 20<sup>th</sup>**, which shows a list of the contribution of every subject to the acquisition of key competences, we have defined those corresponding to the English Language subject in 3<sup>rd</sup> year ESO.

#### **KEY COMPETENCES STRICTLY RELATED TO THE ENGLISH LEARNING**

##### **Competence in Linguistic Communication**

The acquisition of this competence is the main aim of the subject. It means having a good command of the language to use it as an oral and written instrument in different contexts. All the activities designed promote real communication in the classroom with a development of the oral and written skills. They provide the students with oral dialogues with functional language which they have to imitate in pairs, and writing activities develop tasks in which students have to compose written texts as e-mails, letters, descriptions, etc.

##### **Digital Competence and Information Treatment Competence**

The subject aims at developing the student's ability to search, process and transmit information obtained from the Internet and other information technologies on different purposes. It is used to get information with a view to making tasks and projects for the class by means of IC tools. The English Department has created a web page where

interactive activities give the chance to process information and to consolidate knowledge. On the other hand, it is a tool to communicate and interact with people from other places. It creates real, functional communicative situations as e-mail communication or chats. The students will be encouraged to have an English-speaking cyber pal with whom they will be able to practice the English language.

### **Social and Civic Competence**

It implies being aware of the social reality of the world we live in. It also promotes knowledge and respect for different cultures and lifestyles. The study of a foreign language conveys the knowledge of rules, laws, customs, traditions, festivities, etc. of the societies in which the language is spoken, and that facilitates the overcoming of prejudice and social and cultural stereotypes. Students are faced with historical, cultural, social and artistic characteristic of other countries, so that they may appreciate other ways of life, both critically and reflexively, avoiding racist attitudes.

Along the scholar year they will develop this competence as they will read texts on topics of general cultural interest and they will listen to British teenagers talking about their lives. They will be told about the different aspects of the Anglo-Saxon culture and they will compare them with their own culture.

### **Cultural and Artistic Expression competence**

The subject helps the student to discover and have critical appreciation of the foreign language cultures and countries. These expressions enrich the cultural background of students, awakening the sensibility to understand and appreciate a work of art. The teaching units deal with written and oral texts about music, cinema, literature, etc. and include literary passages and songs and biographies of the artists, which contributes to the student's cultural and artistic enrichment.

## **Competence on Learning to Learn**

The subject contributes to this competence since its main objective is to encourage students to be aware of their own abilities, and to provide them with the necessary strategies to develop them. On the one hand, these strategies help them to improve concentration, motivation or memory. On the other hand, to arrange, acquire, remember and use vocabulary by means of learning tools such as dictionaries, reference books, and ICT resources.

Study techniques, observation and note-taking strategies, as well as peer- and self-correction, cooperative working, and organization and planning strategies will be fostered. Learning a foreign language teaches students about the importance of effort and responsibility. Each teaching unit is focused on a different learning strategy. Moreover, at the end of each one, the students fill in a self-evaluation form, where they can think about their own learning strategies.

## **KEY COMPETENCES WHICH ARE NOT STRICTLY RELATED TO THE ENGLISH LEARNING**

### **Mathematical Competence**

Although learning a foreign language is not directly implied in the development of this competence, by contributing to linguistic competence we enable students to reason, argue, formulate hypotheses, and carry out processes of deduction and induction, which will be useful to achieve the mathematical competence. The acquisition of this competence also means

comprehension of global and specific information, in written and in oral texts. In some teaching units students analyse some information to draw their own conclusions and then use it to complete a specific task.

### **Knowledge and Interaction with the Physical World**

It is the ability to interact with the physical world regarding their natural aspects and those created by human beings. The subject may invite students to be aware of the importance of knowing the environment and the body as well as the interaction between those and humans. In that way, they can argue the positive points of adopting a healthy lifestyle in a healthy environment or of the importance of the responsible use of natural resources to preserve our environment. Different topics as nutrition, health, ecology, recycling, atmospheric phenomena and other relevant issues are dealt with by means of oral and written comprehension and expression activities.

### **Competence on Autonomy and Entrepreneurship**

The subject encourages responsibility, perseverance, self-esteem, creativity, positive attitude and the acceptance of errors as a source for learning. Interaction is essential to communicate in a foreign language, so it is very important for students to have social skills, as well as being able to cooperate and work as a team in order to respect someone else's point of view and ideas. That is why students are asked to do activities in pairs or in group such as interviews, using audiovisual media, and performing small plays, which reinforce self-confidence and creativity, and allow students to gather all the information they have received as well as become aware of their ability to communicate in English.



## 4. OBJECTIVES

Objectives are understood as **the intentions that orient the design and fulfilment of necessary activities for reaching the major educational aims**. They are based on the **Decree 112/2007 of July 20<sup>th</sup>** of the Region of Valencia.

### 4.1. GENERAL OBJECTIVES OF THE SECONDARY EDUCATION

The Stage Objectives are those in which we find the capacities we want our students to have developed at the end of that educative part:

1. To know, assume their duties and exercise their rights while respecting others, practicing tolerance, cooperation and solidarity among people and groups, to exercise consolidated dialogue of human rights as common values of a plural and democratic society.
2. To obtain, develop and consolidate habits of discipline, study and individual and team work as a necessary condition of the learning tasks and as a means of personal development.
3. To foster attitudes for the coexistence, which avoid violence, not only at school but also at home and social scopes.
4. To assess and respect, as an essential principle of our Constitution, the equality of everybody's rights and opportunities, independent of sex, rejection stereotypes and any discrimination.

5. To strengthen their affective capacities in all domains of their personality and in their relationships with others, as well as to reject violence, prejudice of any kind, and sexist behaviour, and to solve out conflicts peacefully.
6. To develop basic skills in the use of information sources in order to critically acquire new knowledge, to acquire basic formation on the field of technologies, especially information and communication technologies.
7. To conceive scientific knowledge as an integrated knowledge, structures in different disciplines, as well as to apply the methods for identification of problems in the different fields of knowledge and experience.
8. To develop the entrepreneurship spirit and self-confidence, critical sense, personal initiative and the ability to learn, to plan, make decisions and assume responsibilities, assessing the effort to overcome difficulties.
9. To understand and to express in one or more foreign languages in an appropriate way.
10. To know basic aspects of the Valencian, Spanish and world culture, geography and history, to respect artistic, cultural and linguistic patrimony, to know the diversity of cultures, societies to assess them critically and to develop attitudes of respect for their own and others' cultures.

11. To know and accept the working process of the human body, and to respect the differences. To know and appreciate the health benefits of hygiene, as well as physical exercises and a suitable diet for personal development.
12. To analyze mechanisms and values that determine the smooth running societies especially those related to citizen rights, duties and liberties, and to adopt personal judgements and attitudes related to them.
13. To assess critically social habits related to health, responsible consumption and the environment, contributing to its preservation and improvement.
14. To assess and take part in artistic creation and to understand the language of different artistic manifestations, using different means of expression.
15. To critically analyze and assess written and audiovisual media.

#### **4.2. OBJECTIVES OF THE ENGLISH LANGUAGE SUBJECT**

Each area contributes to the development of our students by working on different capacities. The objectives for the area of Foreign Languages in Secondary Education are:

1. To understand global and specific information from oral messages in different communicative situations.
2. To produce oral messages related to usual communicative competences, inside and outside the classroom, both in a coherent and autonomous way.
3. To read written messages in English in an autonomous way in order to identify general and specific information and to use the activity of reading as a pleasure and personal enrichment.
4. To plan and organise written texts about different topics and with different purposes by means of adequate cohesion and coherence devices.
5. To use lexical and structural devices as well as phonological patterns, stress and intonation in different communicative situations.
6. To develop strategies for autonomous learning and to integrate knowledge from other areas to the use and practice of the foreign language.
7. To use learning strategies, including ICT and dictionaries and grammar books to select and present information in oral and written contexts.
8. To be aware of how a foreign language works and appreciate it as an instrument to access information and as a learning tool in different contexts.

9. To appreciate the foreign language as a means of communication with people from other countries, avoiding discrimination and stereotypes.
10. To show a positive attitude towards the use of the foreign language, and towards learning.

### **4.3. COURSE OBJECTIVES**

The aim of this subject in this stage is to learn the necessary discursive skills that may take place in general and simple situations. By the end of the primary education, the students have to be able to use the English language to express themselves interact in simple situations, both orally and in a written way. In the secondary stage, they have to acquire the necessary skills to interact and be understood in some particular contexts. Learning a foreign language goes further as it contributes to develop other non-communicative skills explained in the previous section devoted to the different competences. Taking the stage objectives and the English subject objectives into account, as well as the context and the characteristics of the students, specific objectives have been designed and will be developed in each teaching unit.

## 5. CONTENTS

Contents are the knowledge and the skills which we want our students to acquire or develop through the 3<sup>rd</sup> year of ESO.

In the English Language subject the contents proposed are focused at the acquisition of the communicative competence by means of adopting a communicative approach which emphasizes language skills -listening, speaking, reading and writing-as the basis of language mastery. These contents, grouped into four major areas, have been designed according to the Decree 112/2007 of July 20<sup>th</sup> of the Region of Valencia.

I. LANGUAGE SKILLS	III. KNOWLEDGE OF THE LANGUAGE	IV. SOCIO-CULTURAL ASPECTS & INTERCULTURAL AWARENESS
<p><b><u>Part I: Listen, talk and chat</u></b></p> <ul style="list-style-type: none"> <li>- Understanding of instructions given in real and simulated contexts.</li> <li>- Listening and understanding of general and specific information of face-to-face messages about known and particular subjects, with an increasing degree of difficulty.</li> <li>- Listening and understanding of simple messages from audiovisual resources.</li> <li>- Use of strategies for a better understanding of oral messages: use of verbal and non-verbal context and of previous knowledge about the situation, identification of key words, identification of the speaker 's intention.</li> <li>- Oral output of descriptions, narrations and brief explanations about several events, experiences and knowledges.</li> <li>- Taking part in conversations and</li> </ul>	<p><b><u>Linguistic knowledge</u></b></p> <p><b><u>A) Language and grammar functions</u></b></p> <ul style="list-style-type: none"> <li>- Identification of features that mark the difference between oral and written code.</li> <li>- Utilization of structures and functions associated to different communication situations:               <ol style="list-style-type: none"> <li>1. To greet, introduce oneself and others. To express habits, skills, physical and personality descriptions, what one does or does not like. To contrast developing actions with the daily ones.                   <ul style="list-style-type: none"> <li>- Formulas.</li> <li>- Present Simple. Present continuous.</li> <li>- Can.</li> <li>- Love/like/dislike/hate.</li> <li>- Adjectives: attributive and predicative positions. Degrees of comparison.</li> </ul> </li> <li>2. To express quantity                   <ul style="list-style-type: none"> <li>- Much/many/a lot of/ too/not...enough.</li> </ul> </li> <li>3. To narrate past facts and biographies                   <ul style="list-style-type: none"> <li>- Past simple and past continuous.</li> </ul> </li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of the foreign language as a means of communication with people from other places and countries.</li> <li>- Identification, knowledge and critical assessment of the most meaningful common and different features regarding customs, usages, attitudes and values of our own society and the foreign one and show an attitude of respect towards them..</li> <li>- Proper use of linguistic patterns associated to specific communicative situations (politeness, agreement and disagreement).</li> <li>- Knowledge and critical assessment of the most meaningful cultural elements of the countries where the foreign language is spoken: Literature, art, music, cinema, gastronomy, etc.</li> <li>- Interest and initiative in making</li> </ul>

<p>simulations about daily and self interesting subjects with several communicative goals, keeping the balance between formal sentence and a certain degree of fluency.</p> <ul style="list-style-type: none"> <li>- Use of spontaneous answers to communicative situations in the classroom.</li> <li>- Progressive autonomy in the use of the most usual conventions in communicative activities, either real or simulated.</li> <li>- Progressive autonomy in the use of communicative strategies to solve the difficulties met during the interaction.</li> </ul> <p><b><u>Part 2. Reading and writing</u></b></p> <ul style="list-style-type: none"> <li>- Identification of the contents of a text written with the support of verbal and non verbal elements.</li> <li>- Understanding of general and specific information of real texts, taken both from paper and digital sources, about daily subjects of general interest and those connected with other subjects of the curriculum, by developing specific tasks for the purpose.</li> <li>- Autonomous reading of texts related to the student's interests.</li> <li>- Use of different resources, paper, digital or multimedia, to obtain information in order to make both individual and group activities.</li> <li>- Use of several reading strategies, supported either by textual and non-textual elements; context, dictionaries and word formation rules to guess meanings, etc.</li> <li>- Guided output of simple, structured texts with some cohesive elements to clearly state the relationship among ideas and using basic strategies in the process of writing (planning, making a context and</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Could.</i></li> <li>- Temporary expressions: <i>ago/since/for/later/when/after/before/then, etc.</i></li> <li>- Speech markers: connectors and other cohesion means.</li> <li>- Orthography and punctuation.</li> </ul> <p>4. To ask and answer about finished or non-finished events, about recent facts and experiences.</p> <ul style="list-style-type: none"> <li>- Present perfect + <i>ever/never/just</i></li> <li>- Past simple</li> <li>- <i>When.</i></li> </ul> <p>5. To make suggestions and respond to them.</p> <ul style="list-style-type: none"> <li>- <i>Let's... How/What about + -ing? Why don't we...? Shall we...?</i></li> </ul> <p>Answers of acceptance, refusal or alternative suggestions.</p> <p>6. To advise.</p> <ul style="list-style-type: none"> <li>- <i>Should/shouldn't.</i></li> </ul> <p>7. To express plans, the idea of future intent, predictions, probabilities, possibilities and promises.</p> <ul style="list-style-type: none"> <li>- Present continuous.</li> <li>- <i>Will/will not.</i></li> <li>- <i>Be going to.</i></li> <li>- Type I conditional phrases.</li> </ul> <p>8. To express the obligation of their use and their absence.</p> <ul style="list-style-type: none"> <li>- <i>Have to/don't have to.</i></li> <li>- <i>Must/mustn't.</i></li> <li>- <i>Should.</i></li> <li>- Adverbs.</li> </ul> <p>9. To describe places, give and ask for information about products that demand a process of elaboration: music, cars, books, etc.</p> <ul style="list-style-type: none"> <li>- Passive voice</li> <li>- Adverbial phrases.</li> </ul> <p><b><u>B) Lexicon</u></b></p> <ul style="list-style-type: none"> <li>- Identification of synonyms, antonyms, "false friends" and words with more common prefixes and suffixes.</li> <li>- Progressive autonomous use of common expressions, set phrases and lexicon about themes of personal and general interest, everyday themes and themes related to content of other curricular subjects.</li> </ul> <p><b><u>C) Phonetics</u></b></p> <ul style="list-style-type: none"> <li>- Identification of the phonetic symbols and pronunciation of especially difficult phonemes. Pronunciation of contractions. Pronunciation of verb endings. Weak forms.</li> </ul>	<p>communicative exchanges with speakers or learners of the foreign language, using paper or digital resources.</p> <ul style="list-style-type: none"> <li>- Assessment of the personal enrichment derived from the relationship with people from other cultures.</li> <li>- Development of attitudes that helps to assess one's own culture drawn from the contrast with others.</li> <li>- Respect towards the speakers of the foreign language, independent from their origin, race or maternal language, favouring the rapprochement and elimination of communication barriers, and avoiding prejudices, stereotypes, etc.</li> </ul>
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<p>revision).</p> <ul style="list-style-type: none"> <li>- Reflection about the writing process with special attention to the revision of drafts.</li> <li>- Progressive autonomy in the use of a proper registry, according to the kind of reader the text goes addressed to (both formal and informal).</li> <li>- Direct communication with foreign language speakers both by posts and by electronic mail.</li> <li>- Right use of spelling and punctuation rules.</li> <li>- Interest for showing a careful appearance of the written texts, both by paper and digital means.</li> </ul>	<ul style="list-style-type: none"> <li>- Identification and production of different patterns of rhythm, intonation and accentuation of words and phrases.</li> </ul> <p><i>Reflection about learning</i></p> <ul style="list-style-type: none"> <li>- Applications of strategies to organize, acquire, remember and use lexicon.</li> <li>- Organization and utilization, with increasing autonomy, of learning resources, such as dictionaries, reference books, library or information communication technology books.</li> <li>- Analysis and reflection about the use and the meaning of different grammatical forms through comparison and contrast with known languages.</li> <li>- Participation in the evaluation of the learning process and utilization of strategies of self-correction.</li> <li>- Organization of the personal work as a strategy to progress in the autonomous learning.</li> <li>- Interest to take advantage of the learning opportunities created in the classroom context and outside of it.</li> <li>- Active participation in activities and group work.</li> <li>- Confidence and initiative to express oneself in public and in writing.</li> </ul>	
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## 5.1. EDUCATION IN VALUES AND INTERDISCIPLINARY CONTENTS

In addition to the aforementioned set of contents, we must transmit those values which contribute to personal freedom, responsibility, solidarity, tolerance, respect and gender equality in order to improve society. Besides, we try to integrate contents which are closely connected to other subjects in the curriculum -PE, Science, Geography, Literature, etc. -so that our students can connect their knowledge in the different areas. The English department also promotes reading, both by creating activities with readers and maintaining and on-line newspaper.



## 5.2. SEQUENCE OF CONTENTS IN DIDACTIC UNITS AND TEMPORAL DISTRIBUTION

The contents mentioned will be developed in 15 teaching units distributed according to the necessities of the school calendar.

	TEACHING UNITS	SESSIONS	CALENDAR
<b>1<sup>st</sup> TERM</b> 15 <sup>th</sup> September - 21 <sup>st</sup> December	1. Ready, Steady and Go!	3	15-21 Sep.
	2. Day in, Day out	6	22 Sep. – 13 Oct.
	3. I'm a survivor	6	14-27 Oct.
	4. Breaking news	6	2-16 Nov.
	5. Eat up!	6	21 Nov. – 5 Dec.
	6. Dorian Gray	6	12-21 Dec.
<b>2<sup>nd</sup> TERM</b> 9 <sup>th</sup> January-3 <sup>rd</sup> April	7. Bank Holidays	6	9-19 Jan.
	8. Together	6	23 Jan. – 1 Feb.
	9. Fashion victims	6	6-20 Feb.
	10. Look-a-likes	6	22 Feb. – 8 Mar.
	11. The Invisible Man	6	21 Mar. – 3 Apr.
<b>3<sup>rd</sup> TERM</b> 19 <sup>th</sup> pril-23 <sup>rd</sup> June	12. Gadgets	6	19 Apr. – 3 May
	13. Money talks	6	8-22 May
	14. Landmarks	6	24 May – 7 Jun.
	15. To sum up	4	8-18 Jun.

## 6. METHODOLOGY

Methodology consists of **different approaches, methods, procedures and techniques carried out in order to achieve the objectives settled**. The methodology implanted in the classroom is eclectic in nature, incorporating mixed activities aimed to fulfill the different ways of learning of each student. Essential factors are the active collaboration of students, a constant involvement in class and a systematic work at home.

Due to the linguistic character of this subject, the methodology designed is based in a mixture of the different language-teaching methods existing. The method followed is the **Communicative Approach**, with the aim of acquiring and developing language during and for communication.

### 6.1. GENERAL PEDAGOGICAL PRINCIPLES IN THE ENGLISH CLASS

The principles followed in this Teaching Programme are strictly related with a **constructivist approach** which determines that learning is both a sum of knowledge and a process of personal building where not only students but also cultural aspects, family, teachers and class-mates take part.

A good atmosphere is created by the teacher, transmitting the passion for languages, as **motivation and interest** are essential. Getting to know their likes and dislikes helps to create adapted material dealing with topics in which they are interested and which they will find more appealing.

It is necessary to emphasize the **active role of the learner**. Students are the centre of the teaching-learning process. Students will learn how to learn, revise or check their progress, that is, strategies that favour their **autonomy**.

**Creativity and intuition** are strictly related. Students must be creative and imaginative. They will be asked to make up their texts and activities, search information at home and bring it to class, that is, produce their own activities.

A **student-centred approach** is carried out. We must take into account the heterogeneity of the students and to adapt to the characteristics of every single student.

This method contributes to the process of **socialization**, integrating every student in the class. Therefore, **pair and group work** or oral presentations in front of the group will be encouraged in order to develop positive relationships, as well as a positive and pleasant atmosphere.

Furthermore, the activities are **interdisciplinary** as they are connected to the contents in other subjects so that the students can establish some connections between the foreign language and other areas: educative systems, international languages, sport, science, geography, cooking, music, etc.

And last but not least, our goal is to meet **meaningful and long-term learning**. New knowledge is connected to previous knowledge and the learnt items can be used in other communicative situations.

## 6.2. SPECIFIC METHODOLOGY IN EACH TEACHING UNIT

Learning is based on the relationship between new information and previous knowledge. This is why all the units of this Teaching Programme start from the student's previous knowledge, which is checked by an initial assessment at the beginning of every unit: brainstorming, warm-ups, etc. Consequently, the process of language acquisition becomes something

cyclical rather than lineal, that is, contents are incorporated and enriched progressively.

If the main aim is to develop the student's **communicative competence**, activities must encourage the use of language in meaningful, authentic situations such as going shopping or inviting someone to a party.

The acquisition of communicative competence will be achieved as far as **the four linguistic skills** are treated in an integrated perspective. After a warm up stage, language items are introduced and then students work on listening, reading, writing and speaking skills in a global way.

The role of the **teacher** is crucial in the communicative classroom as a presenter, informant, monitor and animator of the learning-teaching process as he designs and performs the communicative activities. Nevertheless, the students have also an active role in the process. Self-assessment sheets, questionnaires about learning preferences, the use of a variety of activities to satisfy **different learning styles** are included in order to foster student's **autonomy** and less teacher dependence in the learning process

### 6.3. ACTIVITIES IN THE TEACHING UNITS

The students are provided with a wide range of activities in each teaching unit whose main aim is to encourage the students to master the English language. These can be grouped based on their purpose:

**Warm-up** activities are used before beginning a unit. These help us to identify the knowledge of our students on the different points that are going to be studied. It allows changing the methodology in a dynamic way depending on the level of the students and designing specific activities for the diverse groups. Possible activities are questionnaires, brainstorming, conceptual maps, etc.

**Developmental** activities allow the students to obtain basic knowledge of interest for each teaching unit. The selection of these activities is related to the initial evaluation of the students. Among these activities we can mention problem solving, realization of simple tasks, fill in the gaps, drills, correction of simple mistakes, writing simple sentences, etc.

**Motivational** activities are designed to help the students become more interested. For instance, videos related with the topic of the teaching unit, reading newspapers and magazine articles about things they like, debates, etc.

#### 6.4. CLASS MANAGEMENT

There are several factors to take into account when facing a group of students in class if we want to avoid behavioural problems. We must work to coexist in an environment of respect, tolerance and participation. The teacher has to create a suitable atmosphere to facilitate the process by establishing rules from the very beginning of the course. The most remarkable elements to have a good work habit and attitudes towards the subject would be the following:

**Negotiation of rules: teacher-student / student-teacher.** It implies democratic participation of the students through the design of rules assumed by all the members of the class. First, the teacher and the students will bring together what kind of behaviour they consider appropriate in class. Then, the students and the teacher should consider carefully how they want their class to operate. An appropriate reaction to misbehaviour can be carried on by teacher's eye contact, a brief verbal gesture, redirection but not overreacting, so as not to interfere with ongoing activities, nor distract the students. The teacher will also be consistent with negative consequences for breaking the rules and use positive reinforcement for compliance with rules.

**Parent cooperation.** Parents play one of the most important roles in the educational process of their children. Their participation is also relevant and they should take part in the decisions of behavioural problems to be solved.

**Spatial distribution.** The classroom is the workspace for both teacher and students. We will get better results if we arrange the room following some criteria. For instance, seated in pairs, students will be easily seen by the teacher and they will be able to see instructional presentation and displays. Materials and student supplies will be readily accessible. On the other hand, they will be able to help each other.

Wall space will be decorated with materials such as schedules, daily assignments and decorative display. The classroom will be more dynamic and the students will be in direct contact with the teacher. Furthermore, students will be less likely to distract each other.

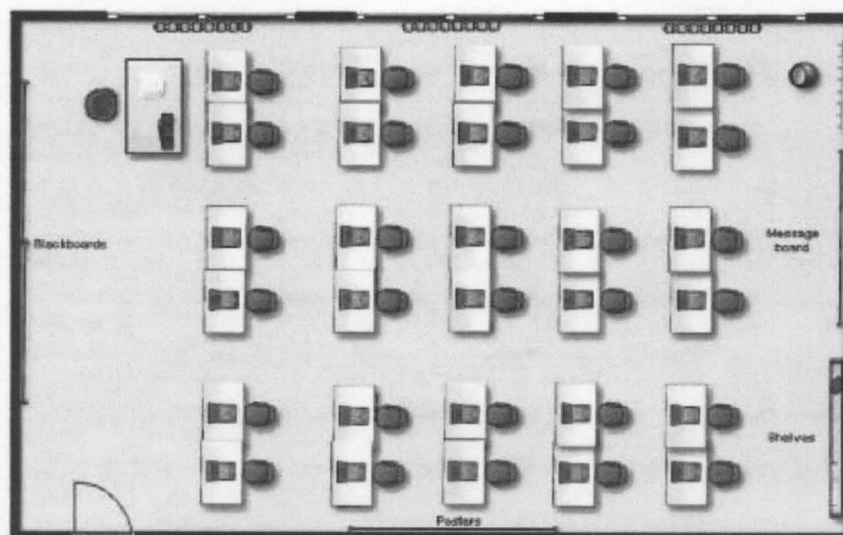


Figure 1. Sample of ROOM LAYOUT of the 3<sup>rd</sup> ESO group in the classroom during the English lesson.

## 7. MATERIALS AND RESOURCES

When designing the teaching-learning process, we have taken into account what kinds of materials are suitable to achieve our goal. Teacher and students will use these materials both in class and at home. In class, students will be guided by the teacher and at home, they will have to work in an autonomous way, improving their self-learning activities.

### 7.1. MATERIALS NEEDED BY THE STUDENTS

Materials needed by the students:

- **A text book and a work book.** Both of them, consisting of 15 teaching units, have been designed by the teacher, bearing in mind the characteristics of the specific group. We have decided to elaborate our own material with the aim of being updated every year, so it deals with the most recent topics and it is very appealing for students –film stars pictures, pop and rock songs, texts on teenage problems–, and it is adapted to the latest technologies. Obviously, it also fits the English department objectives.
- **A notebook and a folder.** The notebook will be used for written exercises and the folder will turn into a portfolio, where each student can store and classify the extra materials provided by the teacher, as well as reading assignments, compositions and projects handed in during the year.
- **A pocket monolingual or bilingual dictionary** will be used at home to look for vocabulary on their own, and to correct compositions. Depending on their level, they will use a bilingual or a monolingual one. In class, dictionary training will be developed so that the students can use them correctly and become aware of the important of using them.
- **Reading material.** Appropriate **graded readers** have been chosen taking into account the characteristics and the level of the class. The

books will be read at home but some activities related to them will be practiced in class.

- First term: *The Picture of Dorian Gray*, by O. Wilde. Burlington Books
- Second term-*The Invisible Man*, by H. G. Wells. Burlington Books.
- If they have a computer at home, they can use electronic dictionaries and **multimedia CD-ROMs**, which offer numerous educative programmes to improve our students' English skills.

## 7.2. PHYSICAL SPACES AND MATERIALS

- The classroom has a blackboard which will be the main focal point during the class. It will be used as a teacher's note pad, as an explanation aid, as a public notebook, as a game board or as a simple notice board. Coloured chalk will help our students to associate colours with tenses, structures or functions. A phonetic chart and maps of English-speaking countries will be hung on the wall so that the students can get familiar with them.
- The English language classroom has 30 individual desks, and its distribution varies on the activity proposed. The walls are covered with thematic posters, and there is a whiteboard with its corresponding projector to present data to the whole class as an alternative to the blackboard. Regarding audiovisual means, there is a TV set and DVD and CD players which will be used as a source to improve their listening skills. The timetable for the use of this room is agreed by the members of the Department.
- The exams auditorium has a TV set and a DVD player, a projector, a large screen and connection to the Internet. Use must be appointed by booking onto a chart placed at the teacher's lounge.
- The school library possesses interesting resources for the English subject as graded readers, dictionaries, reference books, DVDs and



magazines in English. Some of them are specifically designed for ESO students as they contain texts, songs and exercises related to the topics studied in class.

- ICT -Information and Communication Technologies are basic in the practice of language teaching. Some lessons will take place in the computers classroom, depending on the progress of the group and the time available.
- The Internet is a great source since it is helpful for searching information to make projects and it is an access to real English material. The students will be provided with interesting addresses to practice their skills:
  - Pages addressed to ESO learners to revise, read, play, etc.
  - Websites with videos, songs, films, on-line magazines for students.
  - Pages which help to establish contact with English cyber-pals.

An interesting website has been specifically created for all the students in the different levels and groups. This specific 3<sup>rd</sup> ESO\_class will have an own section designed for them.

## 8. EVALUATION AND PROMOTION

Educational assessment is a valuable tool for monitoring and evaluating the results obtained, as well as for checking the efficiency of the Teaching Programme and consequently the improvement of it when necessary. Its field of application is very complex, and it shows different dimensions. The results we get from assessment are really useful for both students and teachers.

On the one hand, we evaluate the **learning process**. We analyze it in order to detect if the objectives and key competences have been achieved. A recording of the student's progress also provide children, parents and other teachers with some feedback on how well they are doing. When doing this, our students' motivation increases as they have an evidence of their progress.

On the other hand, we evaluate the **teaching process**. The teacher evaluates his / her own teaching practice, the materials and methods used in relation to the achievement of the educational objectives established in order to review and update the teaching scheme of work. Moreover, children who need special support can be identified to plan immediate remedial action.

### 8.1. EVALUATION CRITERIA

The assessment criteria are the **standards of reference upon which the degree of achievement of educational objectives is measured**. Students are required to fulfill the minimum objectives for the

level of 3<sup>rd</sup> ESO and the key competences designed to be able to promote to the next year. Other aspects as maturities, possibilities of progress in the following years will also be taken into account when deciding upon promotion of some students. Those students with special needs will have an adaptation of these objectives according to their problems, but in general, the whole class will have to show these abilities based on the ones established by the **Decree 112/2007 of July 20<sup>th</sup>** of the Region of Valencia.

In this Teaching Programme, on the grounds of the criteria defined on the official document, and according to the context and the characteristics of our students, we can precise these objectives into these specific criteria:

1. To understand global and specific information, the main idea and some relevant details of oral texts on known topics and from oral simple broadcasted messages.
2. To participate in conversations and brief simulations related to everyday situations or of personal interest with several communicative purposes, using strategies to solve difficulties arisen during the interaction.
3. To understand the general information and all the relevant details of authentic and adapted written texts, and identify the intention of the author.
4. To write different kinds of texts taking care of the lexis and structures and some elements of cohesion and coherence to link ideas.
5. To use the knowledge acquired about the linguistic system as a tool of self correction and self-evaluation and to understand other's productions.

6. To identify and use different strategies to progress in the learning process.
7. To use ICT as tools for communication and learning and to establish personal relationships, both written and oral.
8. To identify some significant and characteristic traits of the culture of the foreign language speaking countries in oral and written texts and to show respect towards the values and norms of other people, in order to overcome bias and stereotypes.

## 8.2. EVALUATION OF THE TEACHING-LEARNING PROCESS

### ASSESSMENT TECHNIQUES

In order to carry out the evaluation process a wide range of tools, materials and techniques will be used. They will be adapted to the specific needs of the group and of the students as individuals. Four kinds of assessment are considered:

**Initial evaluation** allows us to check the student's previous knowledge. This will be done at the beginning of the year and of each teaching unit.

**Informal formative assessment** is based on systematic observation, on day-to-day monitoring and recording of students' performances. We can check their progress and those students who have a low level can see their progress and be motivated to keep on working in order to achieve their goal.

**Formal summative assessment** checks the learning level achieved by the student in a particular moment, which is carried out through unit tests or through specific activities. In order to record the marks they get in each unit and their attitude and see their evolution, we will use a formative evaluation sheet.

Finally, **self-assessment** is particularly important since it enables the learners to be involved and take responsibility in their learning process.

## **ASSESSMENT TOOLS**

The use of different devices in order to carry out all kind of evaluation tools is fundamental. In this course we will use the following:

### **Systematic Observation**

**Daily observation.** The teacher will be aware of the daily progress in each class and will write down any marks or necessary comments. The teacher will use a notebook to write down the development of each class and to check the student's progress individually. It will be a way of recording the positive and negative things concerning the teaching-learning process or any note-worthy aspect. It will be fundamental to apply any special measure and improve the development of future classes.

### **Analysis of the Student's Productions**

The **notebook and workbook** will show their daily work and their dedication to the subject. The teacher will establish different deadlines during the term for students to hand them in.

At the end of each, the students will have the opportunity to make an optional project: a collage, a piece of work, an oral exposition or other kind of work related to the topic studied. It will be positively marked.

**Portfolio.** Portfolio is a place for students to think about their language learning experiences, asses their language skills and collect examples of their work. It is based on the European Language Portfolio developed by the Council of Europe.

Portfolio is a collection of documents, consisting of a *Language Passport*: where students can complete information about themselves and

their school. They can also think about their language learning experiences; a *Language Biography*: where they can think about specific areas of English: reading, listening, speaking, writing, vocabulary and grammar. They can use the results from their unit tests to assess their abilities in each area; and a *Dossier*, linked directly to all work they do related to the English language learning: examples of their tests, written works, web pages interesting for them, song's lyrics...

### **Specific Tests**

The Initial Diagnostic Test will be the first point of the evaluation to indicate the level of the students starting 3<sup>rd</sup> ESO. At this point, we will be able to adequate the objectives, contents and methodology established in this project to adapt them to the specific needs of the group. Students will sit two written tests each term, which will be used to check that they have achieved the established objectives. They will consist of different kinds of activities as multiple choice, rewrites, matching, drills, word-building, etc. They will check the four skills: reading comprehension, writing, listening and speaking, as well as vocabulary and grammar.

### **Oral Practice**

Any **oral participation**, including exercises done in class, the active answers between students while doing pair work, group work or role-play activities will be valued and marked.

**Video or tape recording.** Either individually, in pairs or in groups, they will have to record themselves to be aware of their own abilities and lack of resources when speaking in English.

### **Self-assessment**

**Student's self-assessment.** At the end of each unit, the students will be able to check their own progress with a special questionnaire.

**Teacher's self-assessment.** The teacher will also evaluate his or her own performance, way of teaching and results by means of questionnaires. This will be a guide to help to modify the necessary aspects in the future teaching practice. (See *Teacher-Teacher Assessment Checklist* in the appendixes)

**Self-assessment of the English Department.** The members of the department will organise a meeting once a month in order to make the necessary changes in the Teaching Programme. (See *Teaching Programme Control* in the appendixes). The necessary adjustments are realized to improve the processess so that the rhythm of theaching can be similar. Moreover, the teachers from the compatible departments are also consulted about their teaching programmes in order to coordinate the basic and related contents.

### 8.3. ASSESSMENT CRITERIA

During the scholar year the assessment is continuous. The final mark in each term will be defined according to the marks in three aspects.

- **70%** -The average mark of the tests.
- **20%** -Qualification of projects and notebook.
- **10%** -Attitude towards the English language and culture as well as behaviour in class.

The students have to obtain at least a 5 in the three aspects to pass the subject.

At the end of the year the progress of the students will be taken into account. Thus, the final qualification of the year is the **weighted average** from the marks in the three terms.

## Minimum contents

The minimum contents, including general knowledge and abilities, expected from a student at the end of the scholar year, which will allow them to be promoted to the next course, and which will be the guidelines of the September retake exam, are those selected, from the whole contents of the subject, by agreement of the members of the Department.

### 8.4. PROMOTION CRITERIA

During the year, the assessment will be continuous and at the end of the year those students who haven't passed the subject will sit an exam to retake the minimum contents of the year. The students who fail in June will take the test in September of all the subject matter. The exam will consist of a relation of exercises and questions on the minimum required contents that the Department has agreed on. The mark in September, except in the case a justifiable outstanding situation, will be a five at the most.

Those students who didn't pass English during the previous scholar year will be able to retake the subject if they pass the first and the second term of their current year. If they don't they will have a **retaking exam in May**. The promotion of these students will be decided by the members of the department.



## 9. ATTENTION TO STUDENTS WITH SPECIFIC EDUCATIONAL SUPPORT NEEDS.

The Spanish educative system is committed to cope with the **diversity** of our schools. The law tries to offer the same opportunities to all students, acting as a compensatory mechanism for social inequality. In the Region of Valencia, the **Decree 112/2007 of July 20<sup>th</sup>** demands an educative answer adequate to a heterogeneous collective of students with different abilities, interests and motivations, and, therefore, with different educational needs.

This specific Teaching Programme follows an eclectic methodology since different learning styles of the students are expected and, therefore, different teaching styles on the part of the teacher. The following types of diversity have been taken into account for our design.

### 9.1. TYPES OF DIVERSITY IN THE CLASSROOM

The curriculum is targeted at developing some abilities. Depending on them, different specific educative needs are going to arise in the classroom. These may be isolated cases or affect their teaching-learning process in a more permanent way. Some special needs can be highlighted:

- **Physical, mental or sensory disabilities and severe behavioural disorder.** They are usually stable situations which may require adapted material or a special teacher training depending on the degree.
- **Affective and social deprivation** accumulated throughout the student's personal history -socioeconomic difficulties, family problems, absenteeism.

- **Late enrolment.** Students that have just arrived at the school system.
- **High intellectual abilities.** Extremely gifted students also present specific needs that may be permanent or temporary.

Basic abilities are key elements to bear in mind, but they are not a reason whatsoever to separate the students from the curriculum or from the classroom, because abilities are not static and finished but they can be modified throughout the educative experience. Other fields of diversity may be the following:

- **Ability to learn.** Each student has his or her own ability to learn and retain things. That is why the activities designed offer a wide range of opportunities of reinforcement for those students with less ability and extension for those who have a higher level.
- **Motivation and interest.** The motivation of a student is complex, especially when it comes to learning a language, because it depends on different factors: on the one hand, on the previous success or failure and, on the other hand, on the specific learning process.
- **Learning styles.** Students may be impulsive or reflexive when doing school activities. Some may need few attempts to assimilate an idea whereas others may work conscientiously and learn at a slower pace. The teacher will take this factor into account, designing different types of activities and giving extra materials depending on the styles.

## 9.2. MEASURES TO DEAL WITH DIVERSITY

The heterogeneity which characterizes this level due to a common curriculum for everyone has to be complemented with a series of measures which allow a personalised teaching adapted to each student.

A wide range of measures of educational reinforcement are carried out in order to help these students in the different subjects: flexible groups, support in ordinary groups to certain students, Curriculum Diversification Programmes.

- **Measures in the secondary school.** In our IES and with our PEC (School Project), attention to the diversity of the students is covered along with the Plan of tutorial action, which establishes that attention to diversity should be carried out by means of educational reinforcement of organizational and methodological character, and with curriculum means.
- **Measures in the classroom.** The elaboration of our Teaching Programme is the concrete realization of these measures. The teachers will be able to establish the objectives, organise the contents, determine the methodology and establish the evaluation criteria.
- **Measures with each student:** As well as these measures of a general nature given by teachers, there are also some specific measures, arranged from highest to lowest:
  - **Educative reinforcement** is a strategy that can be applied to a student in his or her learning process, but in isolated and sporadic cases.
  - **Curriculum adaptations**, that is, deciding the elements of the curriculum that fit the educational necessities of certain students.

- **Curriculum diversification**, consisting of an extreme adaptation of the curriculum for those students with severe learning difficulties affecting most areas of the basic curriculum. (ACI)
- **Programmes of Initial Vocational Training (PCPI)**, targeted at these students that have given up the compulsory secondary education without having achieved the appropriate objectives.

### 9.3. CURRICULUM ADAPTATIONS (ACI)

**Non-significant Curriculum Adaptations (ACI)** is a teaching strategy focused on facilitating the students to face the difficulties of the area learning. They will be decided and carried out by the subject teacher during the class development. These adaptations don't affect the basic curriculum of the area; it is a question of slightly adjusting the contents, ways of teaching and evaluation methods or resources. For example:

- Evaluation methods –written and oral tests, observations, notebook, etc.–
- Times. Spending more time when explaining a concept or giving extra time during an exam.
- Grouping. Individual work, in small groups, or in pairs.
- Teaching methodology. Use of diagrams, slides, videos.
- Use of specific material. Extra resources such as photocopies.

#### **Curricular diversification programs (PDC)**

The objectives of the stage of Compulsory secondary education and its corresponding title can be achieved by a specific methodology and a content organization, practical activities, in this case, of subject matters, different to that established with general character. In the PDC, the subject matter is integrated into two scopes: the Scientific-Technological and the

Socio-Linguistic. Specific elective materials are offered to determine a practical scope. These are destined for those students who have serious problems learning and have repeated classes. The extreme and exceptional character of this measure demands a prior psychopedagogic evaluation, listening to student and parents, and with the report of the educational inspection.

#### **9.4. MIXED ABILITY. REINFORCEMENT AND EXTENSION ACTIVITIES**

The 15 teaching units offer a range of options designed to cater for mixed ability. The idea is to have enough resources so that we can select whatever we find most suitable for the class we are working with at a particular time.

The cyclical structure of the materials designed ensures that contents are constantly being recycled and extended, thus making it easier for students to learn. A rich variety of supplementary activities can be used with the class as a whole or distributed among the students according to their level.

These resources are designed both to cater for those students who experience learning difficulties, and to provide further challenges for those who find learning easy. Attention to mixed ability is provided in the following ways:

**Reinforcement activities** are aimed at those students with certain learning deficiencies. They are designed to help the students overcome these obstacles and understand the main concepts of the unit in order to reach the objectives successfully. These activities will be summaries, incomplete conceptual maps to be completed by the student, or exercises that, while simple in nature, connect various concepts explained in class. Consolidation and review exercises will also help them revise all the contents presented in the unit.

**Extension activities** are used to expand on the acquired knowledge. In each unit there will be some activities for those students who want or can extend the learnt items. In some cases, the task could consist of searching for information and writing reports. The students will be instructed to find information on a topic and prepare a report. They are free to look for the information in the sources they consider necessary as the Internet, the school's library, or books of other subjects. They can also have access to an entertaining magazine, and to the webpage created by the English department where they can find material that extends the contents of the unit and introduces new linguistic points.

## 10. COMPLEMENTARY AND EXTRA-CURRICULAR ACTIVITIES

Depending on the available time, the English Department will organise activities related to different aspects dealing with the Anglo-Saxon world. Their main objective is to motivate students and to enrich their cultural knowledge and their English skills. The following be carried out throughout the scholar year:

- **Christmas party.** A Christmas card contest will be held the last day of class before Christmas break. Prizes will be given to the winners.
- **Theatre.** In March a visit to the theater will be organized. The group FORUM THEATRE & EDUCATION offers a performance in the theater of Moncada. The play will be *Underground*, which is adequate to the level of a 3<sup>rd</sup> ESO class. Three teachers will accompany the students and will get to the place by walking.
- The students will have the possibility to **contact with foreign students** by means of videoconference, e-mail or chat on the Internet. The topics of these exchanges will be closely related to the curriculum: my family, my school, my city, my free time, music, films, cultures, etc.

## **11. SUMMARY CARDS OF DIDACTIC UNITS**





### 3RD ESO UNIT 1. READY, STEADY, GO!

15-21 September

OBJECTIVES	EVALUATION CRITERIA	KEY COMPETENCES
<ul style="list-style-type: none"> <li>- Give and ask for personal information.</li> <li>- Talk about likes and dislikes.</li> <li>- Use vocabulary related to approximate quantities.</li> <li>- Create and represent oral texts based on situations at airports.</li> <li>- Understand a form and fill it in with the required information.</li> <li>- Identify and pronounce vowel phonemes in <i>teacher</i> and <i>heart</i>.</li> </ul>	<ul style="list-style-type: none"> <li>- Acquisition of grammar and vocabulary presented in the unit.</li> <li>- Practice of conversation in pairs.</li> <li>- Comprehension of oral texts.</li> <li>- Writing of a text (an official form).</li> <li>- Activities to apply and check learning.</li> <li>- Pronunciation of vowels.</li> <li>- Interest in using English as a means of communication with other people.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Linguistic communication.</b></li> <li>- <b>Social and civic</b> greetings and introductions, pair work.</li> <li>- <b>ICT</b> English in digital world.</li> <li>- <b>Mathematical</b> estimations of quantities.</li> <li>- <b>Cultural and artistic</b> daily life of students in South Africa and India.</li> <li>- <b>Knowledge and interaction with the physical world:</b> English - speaking countries.</li> <li>- <b>Learn to learn</b> tip. Keep conversation going.</li> <li>- <b>Autonomy and Entrepreneurship</b> fill in forms.</li> </ul>
CONTENTS		
LANGUAGE KNOWLEDGE	LANGUAGE SKILLS	SOCIO CULTURAL
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- <i>Like / love / dislike / hate / don't mind</i> to express likes and preferences.</li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>- Signs and objects in an airport.</li> <li>- English-speaking countries.</li> <li>- Numbers and expressions of quantities.</li> </ul> <p><b>Phonetics</b></p> <ul style="list-style-type: none"> <li>- Vowels in <i>teacher</i> and <i>heart</i></li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Understand messages at an airport.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Create and represent a dialogue to introduce themselves and to ask for personal information.</li> <li>- Ask and answer questions about personal preferences.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Read a text about the importance of English in the world.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Fill in an official form</li> </ul>	<ul style="list-style-type: none"> <li>- Know where English is spoken in the world.</li> <li>- Think about the advantage of using English and its use around the world.</li> </ul> <p><b>INTERDISCIPLINARY</b></p> <hr/> <ul style="list-style-type: none"> <li>- Geography</li> </ul>



3RD ESO - UNIT 2. DAY IN, DAY OUT.		22 September- 13 October
<b>OBJECTIVES</b>	<b>EVALUATION CRITERIA</b>	<b>KEY COMPETENCES</b>
<ul style="list-style-type: none"> <li>- Talk about situations that happen regularly.</li> <li>- Talk about situations that are happening at a specific moment in the present.</li> <li>- Use time expressions and adverbs of frequency.</li> <li>- Use vocabulary related to habits and to city and town.</li> <li>- Give personal opinion about life in the city and in town.</li> <li>- Know how to buy a ticket for the underground.</li> <li>- Write and e-mail for an e-pal.</li> <li>- Identify and pronounce /i/ and /i: /</li> <li>- Learn about Yeoman Warders.</li> </ul>	<ul style="list-style-type: none"> <li>- Acquisition of grammar and vocabulary presented in the unit.</li> <li>- Practice of conversation in pairs.</li> <li>- Comprehension of oral texts.</li> <li>- Writing of a text (an e-mail).</li> <li>- Activities to apply and check learning.</li> <li>- Pronunciation of /i/ and /i: /</li> <li>- Interest in using English as a means of communication with other people.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Linguistic communication.</b></li> <li>- <b>Social and civic</b> Group work.</li> <li>- <b>ICT</b> Write an e-mail</li> <li>- <b>Cultural and artistic:</b> Reading about Yeoman Warders.</li> <li>- <b>Learn to learn</b> Tip. Express opinions</li> <li>- <b>Autonomy and Entrepreneurship</b> buying a ticket in a foreign country. Giving personal information to an e-pal. Giving opinions about city and country life.</li> </ul>
<b>CONTENTS</b>	<b>LANGUAGE KNOWLEDGE</b>	<b>SOCIO CULTURAL</b>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Present simple and continuous.</li> <li>- Adverbs of frequency.</li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>- Town and city.</li> <li>- Habits</li> </ul> <p><b>Phonetics</b></p> <ul style="list-style-type: none"> <li>- /i/ and /i: / sounds.</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- A diary</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Giving your opinion. Living in the country or in the city.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- A day in the life of OJ Mayo.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- An e-mail describing yourself</li> </ul>	<ul style="list-style-type: none"> <li>- Exchange of information with a person from a foreign country.</li> <li>- Respect for other people's opinion about life in the country or in the city.</li> <li>- Knowledge of aspect of the British culture: the Yeoman Warders.</li> </ul>



<b>3RD ESO - UNIT 3. I'M A SURVIVOR</b>		<b>14 - 27 October</b>
<b>OBJECTIVES</b>	<b>EVALUATION CRITERIA</b>	<b>KEY COMPETENCES</b>
<ul style="list-style-type: none"> <li>- Use the past simple and the expression <i>ago</i>.</li> <li>- Use adjectives to describe feelings.</li> <li>- Use vocabulary related to natural disasters.</li> <li>- Describe a scene about a natural disaster expressing feelings.</li> <li>- Write a text about a bad day.</li> <li>- Identify and pronounce the past tense endings of irregular verbs.</li> </ul>	<ul style="list-style-type: none"> <li>- Acquisition of grammar and vocabulary presented in the unit.</li> <li>- Practice of conversation in pairs.</li> <li>- Comprehension of oral texts.</li> <li>- Writing of a text about a bad day.</li> <li>- Activities to apply and check learning.</li> <li>- Pronunciation of regular past endings.</li> <li>- Interest in using English as a means of communication with other people.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Linguistic communication.</b></li> <li>- <b>Social and civic.</b> Pair work, learning about organisations which care about people.</li> <li>- <b>Learn to learn</b> Tip, strengthening the memorising of concepts.</li> <li>- <b>Autonomy and Entrepreneurship.</b></li> </ul>
<b>CONTENTS</b>		
<b>LANGUAGE KNOWLEDGE</b>	<b>LANGUAGE SKILLS</b>	<b>SOCIO CULTURAL</b>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- The <i>past simple</i>.</li> <li>- The expression <i>ago</i>.</li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>- Adjectives to describe feelings.</li> <li>- Natural disasters.</li> </ul> <p><b>Phonetics</b></p> <ul style="list-style-type: none"> <li>- Past tense ending /ed/</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Understanding a story about a horrible experience.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Description of a scene.</li> <li>- Ask and answer questions about things that you did at the weekend.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Reading of a text about an extreme challenge.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Written production of a text about a bad day.</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge and opinion about the situation of the environment and natural disasters around the world.</li> <li>- Knowledge and opinion about the organisations in favour of caring about people.</li> </ul> <p><b>INTERDISCIPLINARY</b></p> <ul style="list-style-type: none"> <li>- Geography, ICT</li> </ul>

<b>UNIT 4. BREAKING NEWS</b>		2-16 November
<b>3RD ESO -</b>	<b>KEY COMPETENCES</b>	
<b>OBJECTIVES</b>	<b>EVALUATION CRITERIA</b>	<b>KEY COMPETENCES</b>
<ul style="list-style-type: none"> <li>- Talk about situations that happened in the past using the past continuous.</li> <li>- Use <i>past simple</i> and <i>past continuous</i>.</li> <li>- Use <i>while</i> and <i>when</i> with the past simple and the past continuous.</li> <li>- Use vocabulary related to types of media and television programmes.</li> <li>- Identify and pronounce correctly <i>was</i> and <i>were</i>.</li> <li>- Learn about British teenage magazines.</li> </ul>	<ul style="list-style-type: none"> <li>- Acquisition of grammar and vocabulary presented in the unit.</li> <li>- Practice of conversation in pairs to reach an agreement.</li> <li>- Comprehension of oral texts.</li> <li>- Writing of news items for the school magazine.</li> <li>- Activities to apply and check learning.</li> <li>- Pronunciation of <i>was</i> and <i>were</i>.</li> <li>- Interest in using English as a means of communication with other people.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Linguistic communication.</b></li> <li>- <b>Social and civic</b>, pair work.</li> <li>- <b>Cultural and artistic.</b> Reading the newspaper.</li> <li>- <b>Knowledge and interaction with the physical world.</b> Teenage magazines in Britain.</li> <li>- <b>Learn to learn tip.</b> Memorising vocabulary.</li> <li>- <b>Autonomy and Entrepreneurship.</b> Express one's opinion about TV programmes and reach an agreement with a classmate.</li> </ul>
<b>CONTENTS</b>	<b>SOCIO CULTURAL</b>	
<b>LANGUAGE KNOWLEDGE</b>	<b>LANGUAGE SKILLS</b>	<b>SOCIO CULTURAL</b>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Past simple and past continuous.</li> <li>- <i>While</i> and <i>when</i>.</li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>- Types of media.</li> <li>- Sections in the media.</li> </ul> <p><b>Phonetics</b></p> <ul style="list-style-type: none"> <li>- <i>Was</i> and <i>were</i>.</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Understanding an interview.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Ask and answer questions to choose a TV programme.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Reading of different news items of an online newspaper.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Written production of a news report for the school magazine.</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge and opinion about British teenage magazines.</li> <li>- Respect towards others' likes and dislikes.</li> </ul>

3RD ESO - UNIT 5. EAT UP!		21 November – 5 December
<b>OBJECTIVES</b>	<b>EVALUATION CRITERIA</b>	<b>KEY COMPETENCES</b>
<ul style="list-style-type: none"> <li>- Use quantifiers: <i>too much / too many / (not) enough / a few / a little / a lot of</i>.</li> <li>- Write sentences using the adverb <i>too</i> + adjective.</li> <li>- Use vocabulary related to teenage problems and crime.</li> <li>- Identify and use idioms related to food.</li> <li>- Create and represent a dialogue in a restaurant.</li> <li>- Write a recipe.</li> <li>- Identify and pronounce /s/ and /z/</li> </ul>	<ul style="list-style-type: none"> <li>- Acquisition of grammar and vocabulary presented in the unit.</li> <li>- Practice of conversation in groups to order a meal in a restaurant.</li> <li>- Comprehension of oral texts.</li> <li>- Writing of a text (a recipe).</li> <li>- Activities to apply and check learning.</li> <li>- Pronunciation of /s/ and /z/</li> <li>- Interest in using English as a means of communication with other people.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Linguistic communication.</b></li> <li>- <b>Social and civic</b>, pair work.</li> <li>- <b>Cultural and artistic</b> find information about typical food.</li> <li>- <b>Knowledge and interaction with the physical world.</b> Eat the right food to be healthier.</li> <li>- <b>Learn to learn</b> tip. Skimreading</li> <li>- <b>Autonomy and Entrepreneurship.</b> Express oneself in a restaurant. Order a meal.</li> </ul>
<b>CONTENTS</b>	<b>LANGUAGE KNOWLEDGE</b>	<b>LANGUAGE SKILLS</b>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Use the expressions of <i>quantity too much / too many / (not) enough / a few / a little / a lot of</i>.</li> <li>- Use the adverbs <i>too</i> + adjective.</li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>- Vocabulary related to teenage problems and crime.</li> </ul> <p><b>Phonetics</b></p> <ul style="list-style-type: none"> <li>- Pronunciation of /s/ and /z/</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Traditional English food.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Create and represent a dialogue to express one's own opinion.</li> <li>- Express and debate personal opinions, giving arguments.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Reading of a text about the benefits of healthy food.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Written production of a recipe.</li> </ul>	<p><b>SOCIO CULTURAL</b></p> <ul style="list-style-type: none"> <li>- Criteria to have healthy food as part of a balanced diet.</li> <li>- Knowledge of different types of food.</li> <li>- Respect towards differences in cultures.</li> </ul> <p><b>INTERDISCIPLINARY</b></p> <ul style="list-style-type: none"> <li>- Science.</li> </ul>

3RD ESO - UNIT 6. DORIAN GRAY		12 – 21 December
<b>OBJECTIVES</b>	<b>EVALUATION CRITERIA</b>	<b>KEY COMPETENCES</b>
<ul style="list-style-type: none"> <li>- Read a graded reader</li> <li>- Revise verbal tenses.</li> <li>- Use vocabulary related to personality and appearance.</li> <li>- Describe a person and a picture.</li> <li>- Learn about a history period in Britain.</li> <li>- Write a report and present it orally.</li> </ul>	<ul style="list-style-type: none"> <li>- Acquisition of grammar and vocabulary presented in the reader.</li> <li>- Description of a person using appropriate vocabulary.</li> <li>- Working in pairs to create a presentation.</li> <li>- Activities to apply and check learning.</li> <li>- Interest in finding information about cultural aspects.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Linguistic communication</b>.</li> <li>- <b>Social and civic</b> pair work.</li> <li>- <b>ICT</b> Webquest. Read about Victorian times and Oscar Wilde on the Internet. Create PPT</li> <li>- <b>Cultural and artistic</b>. Read about O. Wilde and a literary work by him.</li> <li>- <b>Knowledge and interaction with the physical world</b>: Literary works</li> <li>- <b>Learn to learn</b>. Increase your word power.</li> <li>- <b>Autonomy and Entrepreneurship</b>. Use the internet to search information.</li> </ul>
<b>CONTENTS</b>		
<b>LANGUAGE KNOWLEDGE</b>	<b>LANGUAGE SKILLS</b>	<b>SOCIO CULTURAL</b>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Present simple, present continuous.</li> <li>- Past simple, past continuous.</li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>- Vocabulary related to appearance and personality.</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Understanding a fragment of <i>The Picture of Dorian Gray</i>.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Description of a picture.</li> <li>- Performance of a presentation about Victorian times or Oscar Wilde.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- <i>The picture of Dorian Gray</i>.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Write a report on Victorian times and Oscar Wilde.</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of characteristics of life in Victorian Times.</li> <li>- Interest in looking for information about a writer.</li> <li>- Participation and cooperation to produce a research paper.</li> </ul> <p><b>INTERDISCIPLINARY</b></p> <hr/> <p>ICT. Literature. History.</p>



<b>UNIT 7. BANK HOLIDAYS</b>		9 - 19 January
<b>OBJECTIVES</b>	<b>EVALUATION CRITERIA</b>	<b>KEY COMPETENCES</b>
<ul style="list-style-type: none"> <li>- Talk about recent facts experiences using <i>present perfect</i>.</li> <li>Use <i>ever / never</i> and <i>just</i> in sentences with present perfect.</li> <li>- Use vocabulary about holiday time and means of transport.</li> <li>- Accept and refuse invitations.</li> <li>- Write a postcard about your holidays.</li> <li>- Pronounce contracted forms.</li> <li>- Learn facts about London.</li> </ul>	<ul style="list-style-type: none"> <li>- Acquisition of grammar and vocabulary presented in the reader.</li> <li>- Practice of conversation in pairs.</li> <li>- Comprehension of oral texts.</li> <li>- Writing of a text ( a postcard).</li> <li>- Activities to apply and check learning.</li> <li>- Pronunciation of contracted forms.</li> <li>- Interest using English as a means of communication with other people.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Linguistic communication</b>.</li> <li>- <b>Social and civic</b>, pair work.</li> <li>- <b>Mathematical</b> apply logic to solve problems.</li> <li>- <b>Cultural and artistic</b>. Learn facts about London.</li> <li>- <b>Knowledge and interaction with the physical world</b>: Accept and refuse invitations.</li> <li>- <b>Learn to learn</b> Tip. Use textual clues to help you read.</li> <li>- <b>Autonomy and Entrepreneurship</b>. Use the internet to search information.</li> </ul>
<b>CONTENTS</b>		
<b>LANGUAGE KNOWLEDGE</b>	<b>LANGUAGE SKILLS</b>	<b>SOCIO CULTURAL</b>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Present perfect.</li> <li>- Adverbs <i>ever / never / just</i>.</li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>- Holiday time.</li> <li>- Means of transport.</li> <li>- Compound nouns.</li> </ul> <p><b>Phonetics</b></p> <ul style="list-style-type: none"> <li>- Contracted forms.</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Understanding an oral text about types of travellers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Accept and refuse invitations to go to places.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Reading of a tourist brochure.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Written production of a descriptive essay.</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of facts about London.</li> <li>- Politeness to accept and refuse invitations.</li> </ul> <p style="text-align: center;"><b>INTERDISCIPLINARY</b></p> <ul style="list-style-type: none"> <li>- Geography</li> </ul>





<b>UNIT 8. TOGETHER</b>		23 January - 1 February
<b>OBJECTIVES</b>	<b>EVALUATION CRITERIA</b>	<b>KEY COMPETENCES</b>
<ul style="list-style-type: none"> <li>- Recognise and use the present perfect and the past simple.</li> <li>- Use <i>how long</i> and sentences with the prepositions <i>for</i> and <i>since</i>.</li> <li>- Use vocabulary related to social problems and humanitarian causes.</li> <li>- Know how to ask a favour and reply to it.</li> <li>- Write a leaflet with the objectives of an imaginary NGO.</li> <li>- Identify and pronounce the /h/ sound.</li> </ul>	<ul style="list-style-type: none"> <li>- Acquisition of grammar and vocabulary presented in the unit.</li> <li>- Practice of conversation in pairs.</li> <li>- Comprehension of oral texts.</li> <li>- Writing of a text (a leaflet).</li> <li>- Activities to apply and check learning.</li> <li>- Pronunciation of the /h/ sound.</li> <li>- Interest in using English as a means of communication with other people.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Linguistic communication.</b></li> <li>- <b>Social and civic</b> - a humanitarian school project.</li> <li>- <b>Knowledge and interaction with the physical world:</b> Charity and volunteer organizations in the world.</li> <li>- <b>Learn to learn</b> Test. Use similar words to understand a text.</li> <li>- <b>Autonomy and Entrepreneurship.</b> Creation of an NGO project.</li> </ul>
<b>CONTENTS</b>		
<b>LANGUAGE KNOWLEDGE</b>	<b>LANGUAGE SKILLS</b>	<b>SOCIO CULTURAL</b>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Past simple and present perfect.</li> <li>- Prepositions <i>for</i> and <i>since</i>.</li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>- Global social problems and humanitarian causes.</li> </ul> <p><b>Phonetics</b></p> <ul style="list-style-type: none"> <li>- Difficult sound /h/.</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Understanding an interview with a member of OXFAM.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Dialogues to ask for favours and reply to them.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Reading of a text about a charity called MSF.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- A leaflet to describe an NGO.</li> </ul>	<ul style="list-style-type: none"> <li>- Global social problems of the World today.</li> <li>- Knowledge of the importance of charities and volunteering.</li> </ul> <p style="text-align: center;"><b>INTERDISCIPLINARY</b></p> <ul style="list-style-type: none"> <li>- Citizenship</li> </ul>





<b>3RD ESO - UNIT 9. FASHION VICTIMS</b>		<b>6 - 20 February</b>
<b>OBJECTIVES</b>	<b>EVALUATION CRITERIA</b>	<b>KEY COMPETENCES</b>
<ul style="list-style-type: none"> <li>- Identify modal verbs in form and meaning and use them correctly: <i>can/can't, have to / don't have to, must / mustn't, and should / shouldn't.</i></li> <li>- Use vocabulary related to fashion, clothes, personal image and design.</li> <li>- Pronounce modal verbs correctly.</li> <li>- Write a letter giving advice.</li> <li>- Learn about the Fashion Bloggers.</li> </ul>	<ul style="list-style-type: none"> <li>- Acquisition of grammar and vocabulary presented in the unit.</li> <li>- Practice of conversation in pairs.</li> <li>- Comprehension of oral texts.</li> <li>- Writing of a text (a letter of advice).</li> <li>- Activities to apply and check learning.</li> <li>- Pronunciation of modal verbs.</li> <li>- Interest in using English as a means of communication with other people.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Linguistic communication.</b></li> <li>- <b>Social and civic</b> pair work.</li> <li>- <b>Knowledge and interaction with the physical world:</b> reading about being a fashion slave.</li> <li>- <b>Learn to learn.</b> Write informal letters.</li> <li>- <b>Autonomy and Entrepreneurship.</b> Know how to solve problems and give advice.</li> </ul>
<b>CONTENTS</b>		
<b>LANGUAGE KNOWLEDGE</b>	<b>LANGUAGE SKILLS</b>	<b>SOCIO CULTURAL</b>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Use modal verbs correctly: <i>can/can't, have to / don't have to and must / mustn't.</i></li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>- Vocabulary related to fashion, clothes, personal image, and design.</li> <li>- Adjectives</li> </ul> <p><b>Phonetics</b></p> <ul style="list-style-type: none"> <li>- Pronunciation of modal verbs.</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Listening of a programme about fashion.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Expressing obligation, prohibition and giving advice.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Reading of a text about being a fashion slave.</li> <li>- Reading of a text about fashion bloggers.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Written production of a letter of advice.</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of the fashion bloggers.</li> <li>- Criteria to solve problems having sympathy with others.</li> </ul> <p><b>INTERDISCIPLINARY</b></p> <ul style="list-style-type: none"> <li>- ICT.</li> </ul>



<p>3RD ESO -</p>	<p><b>UNIT 10. LOOK-A-LIKES</b></p>		<p>22 February - 8 March</p>
<p><b>OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>- Use the correct form of comparative and superlative adjectives.</li> <li>- Use the expressions <i>too</i> + adjective and <i>not</i> + adjective + <i>enough</i> correctly.</li> <li>- Use the vocabulary related to jobs and personality.</li> <li>- Write a letter applying for a job.</li> <li>- Learn about Saturday jobs in the USA.</li> </ul>	<p><b>EVALUATION CRITERIA</b></p> <ul style="list-style-type: none"> <li>- Acquisition of grammar and vocabulary presented in the unit.</li> <li>- Practice of conversation in pairs.</li> <li>- Comprehension of oral texts.</li> <li>- Writing of a text (a letter of application).</li> <li>- Activities to apply and check learning.</li> <li>- Pronunciation of vowels.</li> <li>- Interest in using English as a means of communication with other people.</li> </ul>	<p><b>KEY COMPETENCES</b></p> <ul style="list-style-type: none"> <li>- <b>Linguistic communication</b>.</li> <li>- <b>Social and civic</b> - Group work.</li> <li>- <b>Mathematical</b>. Calculating</li> <li>- <b>Cultural and artistic</b>. Saturday jobs in the USA.</li> <li>- <b>Learn to learn</b> Tip. Write a formal letter.</li> <li>- <b>Autonomy and Entrepreneurship</b>. Write a letter to apply for a job giving personal information.</li> </ul>	
<p><b>CONTENTS</b></p>			
<p><b>LANGUAGE KNOWLEDGE</b></p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Comparative and superlative adjectives.</li> <li>- Expressions <i>too</i> + adjective and <i>not</i> + adjective + <i>enough</i> correctly.</li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>- Vocabulary related to jobs and personality.</li> </ul> <p><b>Phonetics</b></p> <ul style="list-style-type: none"> <li>- Weak form /ə/ in than.</li> </ul>	<p><b>LANGUAGE SKILLS</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Listening of a presentation about a videogame.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Comparing your friends.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Reading of a text about look-a-likes.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Written production of an application letter.</li> </ul>	<p><b>SOCIO CULTURAL</b></p> <ul style="list-style-type: none"> <li>- Knowledge and opinion about part-time jobs in the USA.</li> <li>- Interest in using the English language to apply for a job in an English-speaking country.</li> </ul>	

<b>UNIT 11. THE INVISIBLE MAN</b>		21 March - 3 April.
<b>3RD ESO -</b>		
<b>OBJECTIVES</b>	<b>EVALUATION CRITERIA</b>	<b>KEY COMPETENCES</b>
<ul style="list-style-type: none"> <li>- Read a graded reader.</li> <li>- Revise verbal tenses.</li> <li>- Use vocabulary related to mysteries and science.</li> <li>- Describe a mysterious scene.</li> <li>- Act out a scene from the story.</li> <li>- Learn about HG Wells.</li> <li>- Write a book report.</li> </ul>	<ul style="list-style-type: none"> <li>- Acquisition of grammar and vocabulary presented in the reader.</li> <li>- Description of a mysterious scene.</li> <li>- Working in pairs to create a presentation.</li> <li>- Activities to apply and check learning.</li> <li>- Performance of a scene.</li> <li>- Writing a book report.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Linguistic communication.</b></li> <li>- <b>Social and civic pair work.</b></li> <li>- <b>Cultural and artistic.</b> Read about HG Wells. Perform a scene.</li> <li>- <b>Knowledge and interaction with the physical world:</b> Literary works.</li> <li>- <b>Learn to learn</b> Tip. Record meanings in sentences.</li> <li>- <b>Autonomy and Entrepreneurship.</b> Perform a scene in group.</li> </ul>
<b>CONTENTS</b>		
<b>LANGUAGE KNOWLEDGE</b>	<b>LANGUAGE SKILLS</b>	<b>SOCIO CULTURAL</b>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Revision of verbal tenses.</li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>- Vocabulary related to science and mystery.</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Understanding a fragment of <i>The Invisible Man</i>.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Description of a scene. Performance of a scene.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- <i>The Invisible Man</i>.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Write a book report.</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of important writers.</li> <li>- Participation and cooperation to prepare a performance in group.</li> </ul>
		<b>INTERDISCIPLINARY</b>
		ICT. Literature. History.

3RD ESO - UNIT 12. GADGETS		19 April - 3 May
OBJECTIVES	EVALUATION CRITERIA	KEY COMPETENCES
<ul style="list-style-type: none"> <li>- Recognise the difference of the future with <i>will</i> and <i>be going to</i>.</li> <li>- Use the modal verb <i>might</i>.</li> <li>- Form sentences using the first conditional.</li> <li>- Use adjectives and adverbs of probability.</li> <li>- Use vocabulary related to technology.</li> <li>- Make predictions.</li> <li>- Identify and pronounce the suffix <i>-tion</i>.</li> <li>- Read about the problems of piracy.</li> <li>- Write an email using abbreviations and symbols.</li> <li>- Learn about traditions in New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>- Acquisition of grammar and vocabulary presented in the unit.</li> <li>- Practice of conversation in pairs.</li> <li>- Comprehension of oral texts.</li> <li>- Writing of a text (an e-mail).</li> <li>- Activities to apply and check learning.</li> <li>- Pronunciation of <i>-tion</i>.</li> <li>- Interest in using English as a means of communication with other people.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Linguistic communication</b>.</li> <li>- <b>Social and civic</b> pair work.</li> <li>- <b>Mathematical</b>. Represent percentages.</li> <li>- <b>Cultural and artistic</b>. New technological devices in the world. Reading about Maori traditions in New Zealand.</li> <li>- <b>ICT</b>: Writing an e-mail. Text about downloading music from the Internet.</li> <li><b>Learn to Learn</b> Tip. Use visual context to help you listen.</li> <li><b>Autonomy and Entrepreneurship</b>: Talk about one's own future.</li> </ul>
CONTENTS		
LANGUAGE KNOWLEDGE	LANGUAGE SKILLS	SOCIO CULTURAL
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- <i>Will</i> and <i>be going to</i> + verb to express future.</li> <li>- The modal verb <i>might</i>.</li> <li>- The first conditional.</li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>- Adjectives and adverbs expressing probability.</li> <li>- Technology</li> </ul> <p><b>Phonetics</b></p> <ul style="list-style-type: none"> <li>- The suffix <i>-tion</i>.</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Listening to and watching a videoclip.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Talking about the future and make predictions.</li> <li>- Expressions plans and future intentions.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Reading of a text about new technologies.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Written production of an e-mail.</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of piracy and the risks of downloading music from the Internet.</li> <li>- Interest in communicating with other teenagers from different countries.</li> <li>- Knowledge of traditions of other countries.</li> </ul>

3RD ESO - UNIT 13. MONEY TALKS		8 - 22 May
OBJECTIVES	EVALUATION CRITERIA	KEY COMPETENCES
<ul style="list-style-type: none"> <li>- Recognise and use the passive voice in present.</li> <li>- Use vocabulary related to money.</li> <li>- Make an interview to a celebrity.</li> <li>- Identify and pronounce /ʒ/ and /dʒ/.</li> <li>- Describe a process using the appropriate forms.</li> <li>- Know how to use connectors of sequence.</li> <li>- Read about how teenagers spend their money.</li> </ul>	<ul style="list-style-type: none"> <li>- Acquisition of grammar and vocabulary presented in the unit.</li> <li>- Practice of conversation in pairs.</li> <li>- Comprehension of oral texts.</li> <li>- Writing of a text describing a process using connectors.</li> <li>- Activities to apply and check learning.</li> <li>- Pronunciation of /ʒ/ and /dʒ/.</li> <li>- Interest in using English as a means of communication with other people.</li> </ul>	<ul style="list-style-type: none"> <li>- Linguistic communication.</li> <li>- Social and civic Group work.</li> <li>- Knowledge and interaction with the physical world: where products are created or grown.</li> <li>- Learn to learn Tip. Make sentences shorter.</li> <li>- Autonomy and Entrepreneurship. Describing a process.</li> </ul>
CONTENTS		
LANGUAGE KNOWLEDGE	LANGUAGE SKILLS	SOCIO CULTURAL
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Passive voice in present.</li> <li>- Connectors of sequence. <i>First, next, after that.</i></li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>- Vocabulary related to money.</li> </ul> <p><b>Phonetics</b></p> <ul style="list-style-type: none"> <li>- /ʒ/ and /dʒ/.</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Listening to a song.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Making an interview.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Reading of a text about teen millionaires.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Describing a process.</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge and opinion of how teenagers spend their money.</li> <li>- Importance of responsible consumption.</li> </ul> <p><b>INTERDISCIPLINARY</b></p> <p>Social science.</p>

<b>UNIT 14. LANDMARKS</b>		24 May - 7 June
<b>3RD ESO -</b>	<b>KEY COMPETENCES</b>	
<b>OBJECTIVES</b>	<b>EVALUATION CRITERIA</b>	<b>KEY COMPETENCES</b>
<ul style="list-style-type: none"> <li>- Recognise and use the passive voice in past.</li> <li>- Use the passive voice in present and past.</li> <li>- Use vocabulary related to buildings and materials.</li> <li>- Use vocabulary related to celebrations.</li> <li>- Describe a celebration.</li> <li>- Identify and pronounce /æ/ and /ɑː/.</li> <li>- Read about typical celebrations in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>- Acquisition of grammar and vocabulary presented in the unit.</li> <li>- Practice of conversation in pairs.</li> <li>- Comprehension of oral texts.</li> <li>- Writing of a text (a description of a celebration).</li> <li>- Activities to apply and check learning.</li> <li>- Pronunciation of vowels /æ/ and /ɑː/.</li> <li>- Interest in using English as a means of communication with other people.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Linguistic communication</b>.</li> <li>- <b>Social and civic</b> Group work.</li> <li>- <b>Cultural and artistic</b>. Glastonbury festival.</li> <li>- <b>Learn to learn</b> Tip. Presenting nd contrasting opinions.</li> <li>- <b>Autonomy and Entrepreneurship</b>. Describe curious celebrations of one's own culture.</li> </ul>
<b>CONTENTS</b>		
<b>LANGUAGE KNOWLEDGE</b>	<b>LANGUAGE SKILLS</b>	<b>SOCIO CULTURAL</b>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Passive voice in past.</li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>- Vocabulary related to buildings and materials.</li> </ul> <p><b>Phonetics</b></p> <ul style="list-style-type: none"> <li>- Sounds /æ/ and /ɑː/.</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Listening to a text about landmarks in Latin America.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Talking about famous landmarks.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Reading of a text about skyscrapers.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Describing a curious celebration.</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of different celebrations around the world.</li> <li>- Interest in typical celebrations in Britain.</li> <li>- Knowledge of landmarks.</li> </ul> <p style="text-align: center;"><b>INTERDISCIPLINARY</b></p> <p>Geography.</p>

<b>UNIT 15. TO SUM UP</b>		<b>8 - 18 June</b>
<b>3RD ESO -</b>		
<b>OBJECTIVES</b>	<b>EVALUATION CRITERIA</b>	<b>KEY COMPETENCES</b>
<ul style="list-style-type: none"> <li>- Revise through games, the grammar contents of previous units.</li> <li>- Revise and practise irregular verbs using games.</li> <li>- Revise through games, the vocabulary contents of previous units.</li> <li>- Use vocabulary and expressions related to games and pastimes.</li> <li>- Revision of pronunciation of stressed syllables.</li> </ul>	<ul style="list-style-type: none"> <li>- Acquisition of grammar and vocabulary studied throughout the year.</li> <li>- Practice of conversation in pairs.</li> <li>- Comprehension of oral texts.</li> <li>- Activities to apply and check learning.</li> <li>- Interest in using English as a means of communication with other people.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Linguistic communication.</b></li> <li>- <b>Social and civic</b> pair work, group work. Behaving during a game in group.</li> <li>- <b>Mathematical.</b> Game about irregular verbs.</li> <li>- <b>Knowledge and interaction with the physical world:</b> Fill in a questionnaire.</li> <li>- <b>Learn to learn.</b></li> <li>- <b>Autonomy and Entrepreneurship.</b> Identify the weakness of one's work and solve them.</li> </ul>
<b>CONTENTS</b>		
<b>LANGUAGE KNOWLEDGE</b>	<b>LANGUAGE SKILLS</b>	<b>SOCIO CULTURAL</b>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Revision of the main grammatical points learnt in the previous units.</li> <li>- Irregular verbs.</li> </ul> <p><b>Lexis</b></p> <ul style="list-style-type: none"> <li>- Board games.</li> <li>- Revision of all the vocabulary learnt during the year.</li> </ul> <p><b>Phonetics</b></p> <ul style="list-style-type: none"> <li>- Stressed syllables.</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>- Identification of situations through listening texts.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Use of expressions to play a board game.</li> <li>- Reflection on the oral exercises carried out over the year to find how to improve on them.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Reading of different types of texts.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Identification of written text types and of mistakes to improve them.</li> </ul>	<ul style="list-style-type: none"> <li>- Politeness and good manners when playing board games.</li> <li>- Revision of the most striking cultural aspects learnt throughout the year.</li> </ul>

## **B. DIDACTIC UNIT**

### **DIDACTIC UNIT 9 DEVELOPED**

#### **1. JUSTIFICATION**

This is the ninth didactic unit of the English subject matter Scheme of Work for the 3<sup>rd</sup> year of CSE. The central issues and functions covered are knowing how to solve problems and giving opinions and instructions expressing obligation, prohibition or advice, and talking about abilities by using modals (can/can't, could/couldn't, have to/don't have to, must/mustn't, should/shouldn't). Other functions are to know another cultural aspect of one of the English spoken countries and learn vocabulary related to fashion, clothes, personal image and design.

These contents are present in all blocks of the curriculum, since teaching and learning a foreign language implies a continuous, integrated use of all these productive and receptive skills. Evidently, to achieve a mastery of comprehension and expression skills is one of the main objectives of the Compulsory Secondary Education stage, as well as of the English Language subject.

#### **Temporal distribution and relationships to other didactic units**

The didactic unit will be carried out in 6 sessions, during the month of February, and it reviews, as well as introduces, a number of basic communicative functions and grammar contents related to linguistic domains which are very close to the student's lives, which are essential to establish a firm background upon which later communicative functions and grammatical contents will be built. The unit is related to unit 1, in the sense



that they both deal with communicative functions for asking and giving information, and they both talk about opinions and personal information of students.

Didactic unit 9 is also closely related to other units carried out long other years of the Compulsory Secondary Education stage. The basic contents of this unit are already dealt with in the 1<sup>st</sup> and 2<sup>nd</sup> years of CSE, as well as further developed in the 4<sup>th</sup> grade. This recurrence is a token of its relevance within our subject's curriculum.

Unit 9 provides a basic cornerstone for communication in the foreign language.

## 2. KEY COMPETENCES

This unit includes specific work on the following competencies:

- **Competence in Linguistic Communication**, in the sense that achieving effective oral and written communicative competence in English is the main focus of this subject. The English language is used to ask and give advice and express the obligation or prohibition to do certain things, as well as to express the ability, in the present or the past, to do things. The aim of the unit is to achieve a global comprehension of oral speech, as well as the creation of coherent and cohesive oral speech, showing a clear structure of ideas. This procedural approach is based on both productive skills –speaking and writing– and receptive skills –listening and reading–, which will allow the student to express him/herself with progressive fluency and correctness in diverse communicative situations, by using the more usual registers. Creativity, both in oral and written expression, will be encouraged.
- **Social and Civic Competence**, as the unit is based on giving personal opinions or instructions in order to establish interpersonal relationships and to create links among people and the environment.

Students must show interest in learning about others, and they must show a constructive, collaborative attitude towards information presented and towards interaction in the classroom. In all cases, oral exchanges must be characterized by respect and appreciation for the others' views, as well as for the norms ruling communicative exchanges. The study of a foreign language conveys the knowledge of rules, laws, customs, traditions, festivities, etc. of the societies in which the language is spoken, therefore creating and requiring respect towards other countries' customs and languages, so that it facilitates the overcoming of prejudice and social and cultural stereotypes and the reflection on what other cultures offer to our way of life.

- **Competence on learning to learn and Competence on autonomy and entrepreneurship**, since the use of strategies, resources and techniques of intellectual work are encouraged and required so that students are aware of their own abilities and knowledge. Study techniques, observation and note-taking strategies, as well as peer- and self-correction, cooperative working, and organization and planning strategies will be encouraged and fostered in the subject, in order to promote responsibility, perseverance, self-esteem, creativity, and the acceptance of errors as a source for learning, together with the encouragement of a positive attitude to taking risks. Similarly, at the end of the unit a reflection on the objectives targeted will take place, so that students are aware of the outcome of their learning process.
- **Competence of Knowledge and Interaction with the Physical World**, as let the students interact with the physical world regarding their natural aspects and those created by human beings. The unit invites students to be aware of the dangers of being a fashion slave and the importance of dressing properly for their personal and professional life.
- **Digital Competence and Information Management**, since the unit integrates the use of ICT resources in its everyday schedule, allowing for a critical, pluralistic approach to the messages proceeding from the media.

Similarly, it uses and encourages the further use of different formats (digital press, multimedia resources) as well as of traditional ones.

### 3. OBJECTIVES

At the end of the unit, students will be able to:

- Identify modal verbs in form and meaning and use them correctly: *can / can't, could(couldn't, have to / don't have to, must / mustn't, and should / shouldn't*.
- Give advice or instructions expressing obligation, prohibition or ability.
- Learn new vocabulary and adjectives about clothes and to fashion and use it to orally express advice and likes and dislikes in a spontaneous and comprehensible way.
- Understand a written text about fashion blogs and the dangers of being a fashion slave.
- Read a text in an autonomous way and enjoy reading as a source of pleasure, information and leisure.
- Pronounce modal verbs correctly.
- Listen to a conversation about a fashion programme.
- Write informal letters giving advice by using appropriate expressions already learnt through the unit.
- Evaluate the progress done till this point so as to participate in the learning process.

### 4. CONTENTS

#### Grammar

- Modal verbs
  - Obligation: *have to / don't have to*

- Obligation and prohibition. *must / mustn't* and *have to / don't have to*
- Permission and Ability: *can / could*
- Giving advice: *should / shouldn't*

## Vocabulary

- Topic: Fashion, clothes, personal image, and design.

- Items of clothing: *belt, blazer, blouse, boots, bow tie, (baseball) cap, cardigan, dinner jacket, dress, dressing gown, hat, helmet, high-heeled shoes, (sports) jacket, jeans, pullover, sweater, overcoat, raincoat, scarf, shirt, shoes, shorts, skirt, slippers, socks, suit, sweatshirt, swimming costume, swimming trunks, top, T-shirt, tie, tights, tracksuit, trainers, trousers, waistcoat.*
- Jewellery: *bracelet, necklace, brooch, pendant, earrings, ring.*
- Adjectives-The pattern of clothes: *checked, plain, flowery, spotted, patterned, striped, pinstriped, tartan, striped, dotted.*
- Other adjectives for clothes: *casual, colourful, designer, formal, long-sleeved, second-hand, shabby, short-sleeved trendy, (un)fashionable.*
- Verbs for clothing: *dress up as sbdy/sthg, fit, get (un)dressed, go with, match, put on, wear.*

- Functional language for giving advice and instructions.
- Use of the dictionary.

## Structures and language functions

- Asking for and giving advice and express obligation or prohibition to do certain things, as well as the ability to do things.

## Phonetics

- Students learn the right pronunciation in English through the Listening activities and the use of the Class CD.
- Students practice their pronunciation in English through the Speaking activities.

- They practice the pronunciation of modal verbs correctly:  
Contracted and weak forms of can't, couldn't, mustn't, shouldn't, have to...

## 5. COMMUNICATIVE SKILLS

### LISTENING

1. Listen to a programme about fashion.
2. Answer questions about the text.
3. Listen to the classmates when talking about descriptions and clothes.

### SPEAKING

1. Talk about the different ways of dressing.
2. Talk about the importance of dressing properly and according to a context.
3. Talk about personal and classmates clothes.
4. Give advices.
5. React to different pictures by giving personal opinions.

### READING

1. Read an article about the dangers of being a fashion slave and answer a quiz.
2. Read a text about advice columns in magazine and answer several questions.
3. Read and follow some instructions in order to write an informal letter.

### WRITING

1. Write an informal letter by following some instructions.
2. Write a paragraph about students favourite item of clothing.

## **6. CROSS-CURRICULAR ITEMS**

In the development of this unit we will work on aspects related to the whole area of Languages, in the sense that we will work on comprehension and production skills, both written and oral, as well as related to audiovisual communication, information and communication technologies (ICT), and, fundamentally, on the education of student's values, from a democratic point of view in all the activities executed, according to the School's Educational Project. Also relevant is the work on teenagers' environment, their problems and habits, comparing people's appearance and the way they dress.

## **7. ATTITUDES AND VALUES**

- Politeness in the other language.
- Effort with new vocabulary and structures.
- Interest and respect in the classmates' opinions, mother tongue, accent, origin, etc. Good companionship in class
- Attentive-assertive listening
- Use of target language in class

## 8. SCHEDULE OF CONTENTS PER SESSION

These contents are developed and distributed according to the following table:

<b>Unit 9: Fashion Victims</b>	
<b>Level: 3º ESO</b>	<b>Timing: 6 sessions</b>
<b>1st Session</b>	<ul style="list-style-type: none"> <li>- Last test analysis</li> <li>- Initial evaluation</li> <li>- Types of clothes</li> <li>- Use of dictionary</li> <li>- Identification, use and appreciation of learning and communication strategies.</li> </ul>
<b>2nd Sessions</b>	<ul style="list-style-type: none"> <li>- Structures and language functions.</li> <li>- Modal verbs: can/can't, have to/don't have to, must/mustn't, should/shouldn't.</li> <li>- Functional language for giving advice and instructions, and present rules.</li> </ul>
<b>3rd Sessions</b>	<ul style="list-style-type: none"> <li>- Listening &amp; speaking activities</li> <li>- Adjectives</li> <li>- Phonetics: Pronounce modal verbs correctly</li> </ul>
<b>4th Session</b>	<ul style="list-style-type: none"> <li>- Reading and writing skills practice.</li> </ul>
<b>5th Session</b>	<ul style="list-style-type: none"> <li>- Grammar and Vocabulary review</li> <li>- Doubts</li> </ul>
<b>6th Session</b>	<ul style="list-style-type: none"> <li>- Unit test</li> </ul>

## 9. ACTIVITIES

The students are provided with a wide range of activities in each teaching unit whose main aim is to encourage the students to master the English language. These can be grouped based on their purpose:

- **Warm-up** activities are used before beginning a unit. These help us to identify the knowledge of our students on the different points that are going to be studied. It allows changing the methodology in a dynamic way depending on the level of the students and designing specific activities for the diverse groups. Possible activities are questionnaires, brainstorming, conceptual maps, etc.
- **Developmental** activities allow the students to obtain basic knowledge of interest for each teaching unit. The selection of these activities is related to the initial evaluation of the students. Among these activities we can mention problem solving, realization of simple tasks, fill in the gaps, drills, correction of simple mistakes, writing simple sentences, etc.
- **Motivational** activities are designed to help the students become more interested. For instance, videos related with the topic of the teaching unit, reading newspapers and magazine articles about things they like, debates, etc.
- **Reinforcement activities** are aimed at those students with certain learning deficiencies. They are designed to help the students overcome these obstacles and understand the main concepts of the unit in order to reach the objectives successfully. These activities will be summaries, incomplete conceptual maps to be completed by the student, or exercises that, while simple in nature, connect various concepts explained in class. Consolidation and review



exercises will also help them revise all the contents presented in the unit.

- **Extension activities** are used to expand on the acquired knowledge. In each unit there will be some activities for those students who want or can extend the learnt items. In some cases, the task could consist of searching for information and writing reports. The students will be instructed to find information on a topic and prepare a report. They are free to look for the information in the sources they consider necessary as the Internet, the school's library, or books of other subjects. They can also have access to an entertaining magazine, and to the webpage created by the English department where they can find material that extends the contents of the unit and introduces new linguistic points.

## 10. SCHEDULE OF ACTIVITIES PER SESSION

<b>1<sup>st</sup> Session</b>		
<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>RESOURCES AND METHODOLOGY</b>
<p>Last exam analysis</p> <ul style="list-style-type: none"> <li>- Initial evaluation</li> <li>- Types of clothes</li> <li>- Use of dictionary</li> <li>- Identification, use and appreciation of learning and communication strategies.</li> <li>- Homework</li> </ul>	<ul style="list-style-type: none"> <li>- First of all, we analyse the main errors made by students in the last exam. <b>(15 minutes)</b></li> <li>- Previous warm-up activities about the different types of clothes and accessories: debate about a question I make. We talk about some pictures and we do a brainstorming about different types of clothes. Finally, students do an exercise related. <b>(10 minutes)</b></li> <li>- Students read and listen to a text about being a fashion slave. They answer a quiz and do an exercise. <b>(15 minutes)</b></li> <li>- Finally, they write a paragraph about their favourite item of clothing. <b>(10 minutes)</b></li> </ul>	<ul style="list-style-type: none"> <li>- This session is conceived as a systematic approach to vocabulary. Activities are to be done individually, although cooperation in pairs is accepted.</li> <li>- Students participate in oral interaction saying the vocabulary they already know about fashion and clothes.</li> <li>- The teacher asks the students in order to make them talk in English about their opinion on if it's important to dress properly and according to a context or not.</li> <li>- Individually, students read while listening to the class audio CD.</li> <li>- Resource needed: dictionary and textbook.</li> </ul>

<b>2<sup>nd</sup> Session</b>		
<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>RESOURCES AND METHODOLOGY</b>
<ul style="list-style-type: none"> <li>- Structures and language functions.</li> <li>- Modal verbs: can/can't, have to/don't have to, must/mustn't, should/shouldn't.</li> <li>- Functional language for giving advice and instructions, and present rules.</li> <li>- Homework</li> </ul>	<ul style="list-style-type: none"> <li>- Pre-grammar explanation activity: Students have to read a text about advising to deduce the structure and functions of modals. After reading, they resolve an exercise. <b>(15 minutes)</b></li> <li>- Grammatical explanation takes place to establish the rules. <b>(10 minutes)</b></li> <li>- Students do exercises completing or creating sentences with the correct modal verb. <b>(15 minutes)</b></li> <li>- We conclude with an oral activity. I set out a problem to students and they have to advice me possible solutions using modal verbs. <b>(10 minutes)</b></li> <li>- I give homework to students.</li> </ul>	<ul style="list-style-type: none"> <li>- Students work individually a text and answer the exercises in their notebooks.</li> <li>- The teacher monitorises, observes and helps with possible linguistic or technical problems.</li> <li>- Resources: Notebooks</li> </ul>

<b>3<sup>rd</sup> Session</b>		
<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>RESOURCES AND METHODOLOGY</b>
<ul style="list-style-type: none"> <li>- Listening &amp; speaking activities.</li> <li>- Adjectives.</li> <li>- Phonetics: Pronounce modal verbs correctly</li> <li>- Homework</li> </ul>	<ul style="list-style-type: none"> <li>- Homework correction. <b>(10 minutes)</b></li> <li>- Students hear three times, a programme about fashion. <b>(10 minutes)</b></li> <li>- After listening it, they have to answer several questions. <b>(5 minutes)</b></li> <li>- The teacher pronounces different modal verbs correctly and students repeat them. <b>(5 minutes)</b></li> <li>- Students work on the vocabulary with several exercises. <b>(10 minutes)</b></li> <li>- Finally, we play a game orally. They have to describe a classmate and the rest of the class has to guess who they are referring to. <b>(10 minutes)</b></li> <li>- I give homework.</li> </ul>	<ul style="list-style-type: none"> <li>- Students listen all together the CD player.</li> <li>- Students listen to the phonetic explanation and repeat the pronunciation.</li> <li>- After working individually, they play to guess who their classmate are describing.</li> </ul> <p>Resources needed: cassette, textbook and notebook.</p>

<b>4<sup>th</sup> Session</b>		
<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>RESOURCES AND METHODOLOGY</b>
<p>- Reading and writing skills practice.</p>	<p>- The teacher asks the student if they know what a blogger is and if they follow any blog.  <b>(5 minutes)</b></p> <p>- Students read a text about fashion blogs and then, answer the questions. <b>(25 minutes)</b></p> <p>- Students have to write a letter to a friend advising him/her what to wear in a first date. <b>(20 minutes)</b></p> <p>- I give homework.</p>	<p>- Students participate orally giving their opinions and showing their knowledge of the topic.</p> <p>- In pairs, they read the text and answer the questions.</p> <p>- Individually, students consolidate grammatical knowledge and then advance on to written production of text.</p> <p>- Written techniques are presented in a workshop manner: in groups, students carry out a brainstorming process for finding ideas; then select the most significant ones and structure them in order to write a cohesive, coherent text.</p> <p>Resources needed: textbook and notebook.</p>

<b>5<sup>th</sup> Session</b>		
<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>RESOURCES AND METHODOLOGY</b>
<ul style="list-style-type: none"> <li>- Grammar and Vocabulary review.</li> <li>- Doubts</li> </ul>	<ul style="list-style-type: none"> <li>- Students do exercises on computers to practice grammar and vocabulary. <b>(40 minutes)</b></li> <li>- Students pose doubts before the test. <b>(10 minutes)</b></li> </ul>	<ul style="list-style-type: none"> <li>- Students work in pairs on the computer.</li> <li>- Resources: Computers</li> </ul>

<b>6<sup>th</sup> Session</b>		
<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>RESOURCES AND METHODOLOGY</b>
<p>- Unit test</p>	<p>- Students carry out a written test on the contents of the unit. <b>(50 minutes)</b></p>	<p>- The test includes a reading, a listening, grammar &amp; vocabulary activities and writing exercises. The oral skill will be evaluated through the class activities.</p> <p>- The test will be selected by the teacher, from a corpus of excerpts from the media.</p>

## 11. EVALUATION

At the end of this unit, students are able to:

- Understand general and specific information, the main idea and some details from oral and texts and conversations. To understand the oral instructions given by the teacher.
- Engage in brief dialogues on giving advice to others or instructions establishing rules or personal opinions using the modal verbs.
- Understand the general information and all relevant data from a written text on fashion, identifying specific information and showing global comprehension.
- Write in a controlled way, an informal letter about suggestions, using capital letters and word order correctly, drawing attention to the vocabulary learned, grammatical structures and element of coherence and cohesion.

- Use the knowledge acquired on the form and the use of the Modal Verbs and its pronunciation, showing awareness, using it as a tool for self-correction and self-assessment of their own output and to understand other people's written and oral messages.
- Identify, use and explain orally different strategies for advancing learning, such as reflection on self-learning, acceptance of error, and use of techniques to learn and memorize vocabulary, as well as the use of grammar aids.
- Use ICT resources, in a guided way, in order to search information and to establish personal relationships by means of writing, showing interest in use.
- To identify the most relevant cultural aspects of the English language speaking countries, specially with reference to fashion and social behaviour, showing a positive appreciation of cultural patterns different to their owns.

#### ▪ **ASSESSMENT TOOLS**

In order to carry out the assessment of the didactic unit, the teacher will take into account:

- Direct observation of the student's class work and participation in the process of teaching-learning;
- Classroom notebook, which will be reviewed frequently;
- Oral and written tests;
- Group work and active participation in the classroom;
- Attitude

#### ▪ **MARKING CRITERIA**

The ordinary qualification criteria for each unit will be:



- **Attitude and daily observation (15%):** Attending class punctual, having a proper behaviour inside the class, showing interest to learn and improve their knowledge of the subject. Participation will be important, as well as the accomplishment of homework tasks, notebook, etc. and other things as to bring material to class and show respect for teacher and classmates.
- **Grammar test (40%):** There will be a grammar written exam every unit and every end of term. It will consist of complete several exercises with the grammar learned in the unit.
- **Listening test (15%):** Students will do a listening test every unit and every end of term. It will consist of complete several exercises with information that student will be able to obtain after listening an oral text.
- **Speaking test (10%):** An oral test will be done by students at the end of every unit and every end of term. It will consist of establish a brief conversation with a classmate or with the teacher about one of the topics of the unit.
- **Reading & writing (20%):** At the end of each unit and each term, there will be a reading and writing text. The text will be selected by the teacher, from a corpus of excerpts from the media and the topic of the writing will be related to the text or the main vocabulary seen in the textbook.

## 12. ATTENTION TO DIVERSITY

In general, all contents will be adapted to educative needs, so reinforcement and extension materials need to be used in order to be adapted to different learning styles. Reading exercises will be increased according to students' interests and likes. Investigation activities will favor autonomous work, being able to adapting themselves to individual features.

For students showing a handicap, or related to particular aspects of the didactic, or those who are repeating the subject, the teacher will propose non-significant curricular adaptations, without changing significantly, as long as possible, the fundamental aspects of the course curriculum.

## TEACHING PROGRAMME SYNOPSIS

### 13. MATERIALS AND RESOURCES

Materials needed by the students:

- **A text book and a work book.** Both of them, consisting of 15 teaching units, have been designed by the teacher, bearing in mind the characteristics of the specific group. We have decided to elaborate our own material with the aim of being updated every year, so it deals with the most recent topics and it is very appealing for students –film stars pictures, pop and rock songs, texts on teenage problems–, and it is adapted to the latest technologies. Obviously, it also fits the English department objectives.
- **A notebook and a folder.** The notebook will be used for written exercises and the folder will turn into a portfolio, where each student can store and classify the extra materials provided by the teacher, as well as reading assignments, compositions and projects handed in during the year.
- **A pocket monolingual or bilingual dictionary** will be used at home to look for vocabulary on their own, and to correct compositions. Depending on their level, they will use a bilingual or a monolingual one. In class, dictionary training will be developed so that the students can use them correctly and become aware of the important of using them.
- If they have a computer at home, they can use electronic dictionaries and **multimedia CD-ROMs**, which offer numerous educative programmes to improve our students' English skills.

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### ON-LINE MATERIAL

- BBC Learning English [<http://www.bbc.ca.uk1worldservicelearningenglish>]
- English Hilfen [<http://www.english-hilfen.de>]
- English Club [<http://www.englishclub.cam>]
- ESL Library [<http://www.esl-library.com>]
- La mansión del inglés. [<http://www.mansianingles.com>]
- Onestapenglish. [<http://www.anestapenglish.com>]
- Schalargaagle. [<http://www.schaalargaagle.com>]
- Teaching English. [<http://www.teachingenglish.arg.uk>]
- Teacher Tube. [<http://www.teachertube.com>]
- Web Paster Wizard [<http://paster.4teachers.arg>]
- Wikispaces [<http://www.wikispaces.com>]

## **APPENDIXES**

### **APPENDIX A – EVALUATION TOOLS**

- 1.1. TEACHING PROGRAMME CONTROL
- 1.2. FORMATIVE RECORD SHEET
- 1.3. SUMMATIVE EVALUATION SHEET
- 1.4. NOTEBOOK ASSESSMENT
- 1.5. TEACHER-TEACHER ASSESSMENT CHECKLIST
- 1.6. TEACHER SELF-ASSESSMENT CHECKLIST

### **APPENDIX B – INFORMATIVE SHEETS**

- 2.1. STUDENT PROFILE
- 2.2. END-OF-YEAR INDIVIDUAL REPORT

### **APPENDIX C – ATTENTION TO STUDENT WITH SPECIFIC EDUCATIONAL SUPPORT NEEDS**

- 3.1. INDIVIDUAL SIGNIFICANT CURRICULAR ADAPTATIONS

**TEACHING PROGRAMME CONTROL**

**SYLLABUS REVISION REPORT**

**STAGE  
SUBJECT  
TEACHER  
ACADEMIC YEAR**

**CLASS**

**GROUP**

**TERM**

Changes

Causes

Measures suggested

Comments

**Date and signature**

Teacher

Head of department



**FORMATIVE RECORD SHEET**

Surnames \_\_\_\_\_ Name \_\_\_\_\_

Photo of student  
to go here

Class \_\_\_\_\_ School Year \_\_\_\_\_ Comments \_\_\_\_\_

Score: 1-10
1 = Insufficient
5 = Sufficient
10 = Outstanding

Unit 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15  
Date

**Communication skills**

Reading & Writing

Listening

Speaking

**Language skills**

Grammar

Vocabulary

**Attitude**

Use of English in class

Homework & Notebook

Behaviour

**SUMMATIVE EVALUATION SHEET**

Surnames \_\_\_\_\_

Name \_\_\_\_\_

Class \_\_\_\_\_ School Year \_\_\_\_\_

Photo of  
student to  
go here

	Diagnosis Final Test remark	1 <sup>st</sup> Term test	2 <sup>nd</sup> Term test	3 <sup>rd</sup> Term test	Final test
Reading & Writing					
Listening					
Speaking					
Grammar & Vocabulary					
Homework, Notebook, Behaviour & Use of English in class					

TOTAL MARK

Comments

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**NOTEBOOK ASSESSMENT**

Give 0-1 mark to each item.

	M	T	M	T
<b>PRESENTATION</b> 1. Titles: underlined, different colour 2. Easy to read: neat, spaced 3. Handwriting: accurate, no erasures 4. Margins, pictures, creativity 5. Dates				
<b>NOTES</b> 6. Complete 7. Correct				
<b>ACTIVITIES AND HOMEWORK</b> 8. Done 9. Corrected				
<b>DOCUMENTATION</b> 10. Tidy, easy to find				
<b>Total /10</b>				
Date			Date	Date
M – My own opinion T – My teacher's opinion				
COMMENTS:				

**TEACHER-TEACHER ASSESSMENT CHECKLIST**

		*	**	***
<b>TOPIC PRESENTATION</b>	Do you justify the election of the topic? Do you establish the objectives? Do you present the structure of the topic? Do you check the level of knowledge your students have about the topic?			
<b>STRUCTURE OF THE EXPOSITION</b>	Is the structure clear and ordered? Does the structure refer to the initial outline? Does the structure define the concepts? Does the structure relate new contents with previously covered ones? Does the structure adapt the contents to the general level of the students?			
<b>METHODOLOGY AND TEACHING RESOURCES</b>	Do you employ the appropriate methodology? Do you use grouping techniques? Do you use examples, comparisons, etc.? Do you employ different didactic resources? Do you employ them correctly?			
<b>VERBAL COMMUNICATION</b>	Do you adapt your vocabulary to your students' level? Are you verbally fluent? Do you articulate sounds clearly? Do you speak at an adequate volume? Is your intonation suitable? Do you use pauses and silences?			
<b>NON-VERBAL COMMUNICATION</b>	Do you adopt a correct posture? Do you move around adequately? Do you back your explanations with gestures?			
<b>INTERRELATION WITH STUDENTS</b>	Do you appear calm and self-confident? Do you motivate your students? Do you encourage and reinforce participation? Do you clarify your students' uncertainties? Do you give and receive continuous feedback? Do you use humour in class?			
<b>ENDING OF THE CLASS</b>	Does your exposition adapt to the time available? Do you make sure that everything is clear? Do you summarise at the end of your exposition? Do you end the class appropriately?			
<b>COMMENTS:</b>				

Key: \*No \*\*Sometimes \*\*\*Yes

## TEACHER SELF-ASSESSMENT CHECKLIST

How do you know when you have taught an effective foreign language lesson? Ask yourself the following questions:

Last year's school \_\_\_\_\_ Last year's group \_\_\_\_\_  
Last year's teacher \_\_\_\_\_ Last year's test marks \_\_\_\_\_  
Yes No  
Yes I have repeated \_\_\_\_\_

1 Are all students actively participating in the foreign language class, either individually, in small groups, or in whole-class activities?

2 Are the youngsters given the opportunity to use the foreign language in functional situations during the lesson?

3 Are students able to use the language (depending on the goals of the programme) in all four skills?

4 Is there ongoing evaluation for purposes of diagnosis of problems as well as for grouping?

5 Are cultural topics woven into each foreign language lesson?

6 Is the textbook adapted to the suit the curriculum and the ability of the students?

*From J. C. Richards (2007) Classroom-based evaluation in second language education. Cambridge: Cambridge Language Education. 7*

## TEACHER SELF-ASSESSMENT CHECKLIST

How do you know when you have taught an effective foreign language lesson? Ask yourself the following questions:

Last year's school \_\_\_\_\_ Last year's group \_\_\_\_\_  
Last year's teacher \_\_\_\_\_ Last year's progress \_\_\_\_\_ **Yes No**  
Years I have repeated \_\_\_\_\_

1 Are all students actively participating in the foreign language class, either individually, in small groups, or in whole-class activities?

2 Are the youngsters given the opportunity to use the foreign language in functional situations during the lesson?

3 Are students able to use the language (depending on the goals of the programme) in all four skills?

4 Is there ongoing evaluation for purposes of diagnosis of problems as well as for grouping?

5 Are cultural topics woven into each foreign language lesson?

6 Is the textbook adapted to the suit the curriculum and the ability of the students?

*From J. C. Richards (2007) Classroom-based evaluation in second language education. Cambridge: Cambridge Language Education. 7*

**STUDENT PROFILE**

Group \_\_\_\_\_ Year \_\_\_\_\_ - \_\_\_\_\_

Name \_\_\_\_\_ Surnames \_\_\_\_\_

Date of birth \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Last year's school \_\_\_\_\_ Last year's group \_\_\_\_\_

Last year's teacher \_\_\_\_\_ Last year's English marks \_\_\_\_\_

Years I have repeated \_\_\_\_\_

Father's name \_\_\_\_\_ Profession \_\_\_\_\_

Mother's name \_\_\_\_\_ Profession \_\_\_\_\_

Number of brothers/sisters \_\_\_\_\_ Telephone number \_\_\_\_\_

Extra-curricular English studies \_\_\_\_\_

Aspects in which I think I have problems and reasons why:

- Listening \_\_\_\_\_
- Speaking \_\_\_\_\_
- Reading \_\_\_\_\_
- Writing \_\_\_\_\_

Do you think you improved your English last year? \_\_\_\_\_

In what aspect (reading, writing, speaking or listening) and why? \_\_\_\_\_  
\_\_\_\_\_

Hobbies \_\_\_\_\_

Are you going to study at university? \_\_\_\_\_

Yes. What? \_\_\_\_\_

No. What will you do when you finish at the high school? \_\_\_\_\_  
\_\_\_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**END-OF-YEAR INDIVIDUAL REPORT**

**Name and surnames**

**Year and class**

**Subject**

English

**Teacher**

**1. SPEAKING**

<b>Pronunciation</b>	Acceptable	Incorrect	Incomprehensible
<b>Linguistic correction</b>	Rules partially controlled	Rules not controlled	
<b>Vocabulary</b>	Acceptable	Limited	None
<b>Fluency</b>	Acceptable	Hesitant	None

**2. LISTENING**      Acceptable      Incorrect      Incomprehensible

**3. READING**      Acceptable      Incorrect      Incomprehensible

**4. WRITING**

<b>Linguistic correction</b>	Rules partially controlled	Rules not controlled
<b>Vocabulary</b>	Acceptable	Limited
<b>Fluency</b>	Acceptable	Hesitant

**5. STUDY HABITS**      Acceptable      Insufficient      None

**6. ABSENCES**      None      A few      A lot

**7. PARTICIPATION**

**8. NOTEBOOK**

**9. Educational proposals to overcome the problems and other comments:**

**INDIVIDUAL SIGNIFICANT CURRICULUM ADAPTATIONS**

<b>Name and surnames</b> <b>Year and class</b> <b>Subject</b> <b>Teacher</b>		3 <sup>rd</sup> ESO English	
<b>JUSTIFICATION FOR THE PROPOSAL</b>			
<b>DAY-TO-DAY WORK</b>			
In class	Never	Rarely	Sometimes
At home	Never	Rarely	Sometimes
<b>PARTICIPATION</b>	Yes	No	Sometimes
<b>BEHAVIOUR</b>	Negative	Passive	Good
<b>MIXES WITH CLASSMATES</b>	Never	Sometimes	Always
			<b>YES NO</b>
<b>LISTENING</b>	Understand classroom language		
<b>SPEAKING</b>	Can communicate simple ideas		
<b>READING</b>	Understands simple texts and answer questions		
<b>WRITING</b>	Writes short texts and simple sentences		

**CURRICULUM ADAPTATIONS PROPOSED**

<b>OBJECTIVES</b>	<b>CONTENTS</b>	<b>EVALUATION CRITERIA</b>
<b>1<sup>st</sup> TERM</b>		
<ul style="list-style-type: none"> <li>- To learn strategies in the classroom and at home.</li> <li>- To do homework daily.</li> <li>- To complete a vocabulary notebook.</li> <li>- To learn basic grammar concepts.</li> <li>- To learn to communicate.</li> <li>- To develop a positive attitude towards the subject.</li> </ul>	<ul style="list-style-type: none"> <li>- The alphabet</li> <li>- The numbers.</li> <li>- The colours.</li> <li>- Plural nouns.</li> <li>- Days of the week.</li> <li>- Months of the year.</li> <li>- Verb To be.</li> <li>- Personal pronouns.</li> <li>- Possesive adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>- Interest in meeting the aims.</li> <li>- Notebook.</li> <li>- Vocabulary notebook.</li> <li>- Specific tests.</li> <li>- Encouragement.</li> <li>- Positive attitude.</li> </ul>
<b>OBJECTIVES</b>	<b>CONTENTS</b>	<b>EVALUATION CRITERIA</b>
<b>2<sup>st</sup> TERM</b>		
<ul style="list-style-type: none"> <li>- To learn strategies in the classroom and at home.</li> <li>- To do homework daily.</li> <li>- To complete a vocabulary notebook.</li> <li>- To learn basic grammar concepts.</li> <li>- To learn to communicate.</li> <li>- To develop a positive attitude towards the subject.</li> </ul>	<ul style="list-style-type: none"> <li>- Verb have got.</li> <li>- Verb can.</li> <li>- Imperatives.</li> <li>- Articles a / an / the.</li> <li>- There is / are.</li> <li>- The time.</li> <li>- Questions words: Which, What, Who, Where, When.</li> </ul>	<ul style="list-style-type: none"> <li>- Interest in meeting the aims.</li> <li>- Notebook.</li> <li>- Vocabulary notebook.</li> <li>- Specific tests.</li> <li>- Encouragement.</li> <li>- Positive attitude.</li> </ul>
<b>OBJECTIVES</b>	<b>CONTENTS</b>	<b>EVALUATION CRITERIA</b>
<b>3<sup>st</sup> TERM</b>		
<ul style="list-style-type: none"> <li>- To learn strategies in the classroom and at home.</li> <li>- To do homework daily.</li> <li>- To complete a vocabulary notebook.</li> <li>- To learn basic grammar concepts.</li> <li>- To learn to communicate.</li> <li>- To develop a positive attitude towards the subject.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstratives.</li> <li>- Present simple.</li> <li>- Adverbs of frequency.</li> <li>- Countable and uncountable nouns.</li> <li>- Use of a / an / some / any.</li> </ul>	<ul style="list-style-type: none"> <li>- Interest in meeting the aims.</li> <li>- Notebook.</li> <li>- Vocabulary notebook.</li> <li>- Specific tests.</li> <li>- Encouragement.</li> <li>- Positive attitude.</li> </ul>



## UNIT 9 ACTIVITIES

### SESSION 1

#### 1. Warm-up activity

- **Debate:**  
Do you think it is important to dress properly? Should we change our style depending on the context or, on the contrary, preserve our personality?



- Would you apply for a job dressed like them?
- How many types of clothes can you say?

#### 2. Read the sentences. Match them to the people above.

1. Peter and Alan are models. They are wearing polo shirts, short trousers, and a belt. Everything in white.
2. Sue is wearing jeans a white jacket and a red shirt. She's got a beautiful scarf and a nice cap.
3. Carrie and Sam are wearing black clothes. A black jacket, black trousers, a black T-shirt and black shoes. They have got chains as accessories and look angry.
4. Paul is a rapper. He wears a yellow jacket and a coordinated cap. His accessories are sunglasses and a big ring.



3. Read the following test and answer the quiz.

## Are you a Fashion Slave?



Being trendy can be very expensive? The latest fashions aren't cheap. For example, designer jeans can cost over £100. Today, teenagers in the UK spend over £700 million on clothes each year. For many young people, shopping is their hobby and they spend their weekends in shopping centres buying the latest clothes. They don't know it, but they are fashion slaves. Are you a fashion slave?

**1. When you shop you always buy...**

- a. Something with a designer name.
- b. Something practical and comfortable.
- c. Something different –you like being original.

**2. You see everyone in your class is wearing the latest jeans.**

- a. You have to buy them.
- b. You don't buy them because they are expensive
- c. You don't buy them because everyone is wearing them.

**3. You have to buy new clothes because everything is too small for you. Orange is the hot color this year. You hate orange.**

- a. All your new clothes are orange.
- b. You buy one orange cap.
- c. You don't buy any orange clothes.

**4. You bought a great jacket last year. You like it, but this year's style is different.**

- a. You don't wear the jacket. It is outdated.
- b. You sometimes wear it, but plan to buy a new jacket soon.
- c. You wear it every day.

**Now, check your results: Answers a = 3 points  
Answers b = 2 points  
Answers c = 1 point.**

**10-12 points.**

You spend too much money on fashion. You should think for yourself. Don't be a fashion slave.

**7-9 points.**

Fashion is important to you, but you don't like spending a lot of money.

**4-6 points.**

You have got your own individual style. You can teach everyone about smart fashion.

**3. Read the sentences below. How do you think these people would answer in the quiz? Write "a", "b", or "c"**

1. This year everyone is wearing platform boots. Maria can't walk in platform boots, but she buys three pairs.

2. All the girls in Jane's class are buying expensive cashmere sweaters. Jane buys an imitation cashmere sweater at the street market.

3. Green isn't trendy this year. Andy won't wear his new green sweater.

4. All the boys in Brian's class have got black jackets. Brian has got a red jacket.

**4. Read this paragraph about a favourite pair of boots. Later, write a similar paragraph about your favourite item of clothing. Include this information.**

- What is it?
- What is it/are they like?
- Where did you buy it/them?
- When did you buy it/them?
- How much did you pay?
- Why do you like it/them?



*My favourite item of clothing is a pair of boots. This is a picture of them. They are light brown casual boots. They are a bit dirty and worn, but I really like them. I bought them from "Feet". It's a shoe shop in Richmond, near London. I bought them last year and I paid £100 – a lot of money. I like them because they are very comfortable and are still quite fashionable.*

## SESSION 2

### 1. Pre-grammar explanation activity.

Read the advice column. Do you think Amy gives good advice?

## Advice from Amy

Many people sent Amy questions about health and fashion. We could only answer some of them last week, so here are some more questions and answers.

Dear Amy,  
Shoes with high heels are in fashion and they make me feel tall, but I can't walk in them. What should I do?  
Maria

Dear Maria,  
You don't have to wear something just because it's in fashion. High heels in particular are very unhealthy and can cause problems with your feet and back. Also, they're unsafe. Take my advice –this is one fashion you should avoid.  
Amy

Dear Amy,  
I need new sunglasses. Do I have to buy expensive sunglasses? Can I buy the cheap sunglasses they sell at the market?  
Sam

Dear Sam,  
Cheap sunglasses aren't always good for your eyes. You should buy sunglasses from the chemist's or the optician's. You don't have to buy the most expensive ones, but you must protect your eyes from the sun.  
Amy

Hi,

This summer all the kids are wearing trainers without socks. Is it healthy?

Steve

Dear Steve,

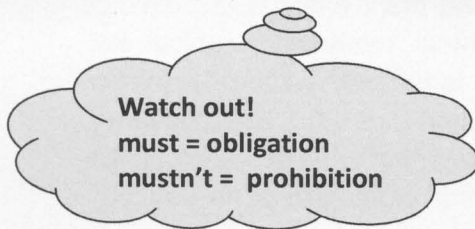
You should always wear socks with trainers. Socks are important because they protect your feet from bacteria. Bacteria cause infection and

Now, answer the questions.

1. Have you ever read an advice column in a magazine?
2. What do you think of the advice given?
3. Do you think it's a good idea to write to an advice column? Why? Why not?

**GRAMMAR**

	affirmative	negative	interrogative	short answer
<b>should</b>	I <u>should</u> listen	I <u>shouldn't</u> listen	<u>Should</u> I listen?	Yes, I <u>should</u> .
<b>must</b>	You <u>must</u> listen	You <u>mustn't</u> listen	_____	No, he <u>can't</u>
<b>can</b>	He <u>can</u> listen	He <u>can't</u> listen	<u>Can</u> he listen?	Yes, he <u>can</u> .
<b>could</b>	She <u>could</u> listen.	She <u>couldn't</u> listen	<u>Could</u> she listen?	Yes, she <u>could</u> .
<b>have to</b>	We <u>have to</u> listen.	We <u>don't have to</u> listen.	<u>Do</u> we <u>have to</u> listen?	No, we don't.



1. Read the rules at a holiday camp. Then complete Mr Martin's talk with *have/has to* or *mustn't*.



**Lakeside Summer Camp**

- Get up for breakfast at 8 a.m.
- Check the board for your job for the day.
- Tidy your room every day.
- Be on time for all classes and activities.
- No diving in the lake.
- Ask a teacher before using the windsurfers and canoes.
- Wear helmets when you use the canoes.
- Always take the windsurfers and canoes back to the boat house.
- Do not take food or drink into the computer room.
- Do not make a noise after 10 p.m.
- Always be kind and helpful to younger students.

Welcome to Lakeside Summer Camp. I'll quickly go through the most important rules. Breakfast is at eight. Everyone ..... **has to** ..... have it. After breakfast, you all ..... check the board to find out your job for the day. The next thing you ..... do is quickly tidy your room and make your bed. Everyone ..... do this every day. After tidying your rooms, you ..... go to your morning activity or class. All the activities start at nine. You ..... be late. Our camp is next to a beautiful lake. You can swim in it, but **PLEASE REMEMBER**, you ..... dive in it. Before you take a windsurfer or canoe out on the lake, you ..... ask a teacher. You ..... go out in a canoe without a helmet. After using the canoes and windsurfers, you ..... take them back to the boathouse. You ..... forget. If you are doing a computer course, you ..... take food or drink into the computer rooms. After ten at night, you ..... turn your music down and you ..... make a noise. A lot of you will be tired by then and you all ..... get up quite early, so you really should go to sleep. Finally, I ask you all to remember that there are all ages of young people at this camp. Everyone ..... be kind and helpful to the younger campers.

**Choose the correct words in each sentence.**

	don't/doesn't have to or mustn't	
--	----------------------------------	--

- You mustn't / don't have to read my diary. It's mine, not yours.
  - We mustn't / don't have to help with the school play, but we want to.
1. You *mustn't* / *don't have to* make a noise. My parents are asleep.
  2. The Warrens have got a dishwasher. They *mustn't* / *don't have to* do the washing up.
  3. Lucy hasn't got a piano lesson tomorrow morning, so she *mustn't* / *doesn't have to* get up until ten.
  4. That dog *mustn't* / *doesn't have to* sit on the sofa. He'll make it dirty.
  5. You *mustn't* / *don't have to* ride your bike without a helmet. It's very dangerous.
  6. Your sister can come on the picnic if she likes, but, of course, she *mustn't* / *doesn't have to*.
  7. We *mustn't* / *don't have to* go to the ice club. We can go to a different place.
  8. Dave *mustn't* / *doesn't have to* pay for cinema tickets because he's got a Saturday job at the ABC cinema.

Look at the pictures and complete the sentences. Use *should* or *shouldn't*.



1. Everybody should smile every day!!



2. You ..... clean your teeth every day.



3. Bobby ..... eat so many hamburgers.



4. You ..... throw your rubbish on the ground.



5. Teenagers ..... help in the house.

Complete the sentences. Use *can*, *can't*, *could* or *couldn't*.

1. Most dogs can swim.
2. Emma is ill today, so she ..... come to school.
3. I'm sorry, I ..... come to your party yesterday.

4. Justin is a great sportsman! He ..... swim when he was three years old!
5. .... I have ice cream, please?
6. .... you ride a bike ten years ago?

**Circle the correct answer.**

1. You **mustn't** / **should** send him a card –it's his birthday on Tuesday
2. When I was two, I **couldn't** / **didn't have to** climb tree.
3. You **can** / **must** wear sunglasses today. The sun is very bright and it will hurt your eyes.
4. I've hurt my leg. I **have to** / **can't** stand up.
5. Climb to the top of the mountain. You **don't have to** / **can** see the sea from there.
6. Henry **mustn't** / **doesn't have to** forget to do his homework.  
You **shouldn't** / **have to** go there. It's dangerous!

**Oral activity**

- **What do you advice me?**

For example: I am in a restaurant. After having dinner, I realize that I have lost my wallet. What can I do?

**Homework:**

Workbook: Grammar exercises of the unit.



### **SESSION 3**

## **LISTENING**

**You are going to hear a programme about fashion. Pay attention and try to get as much information as you can. Then, answer the questions.**

### Listening:

Linda: I'm Linda Brown and this is Teen Cupboard, the television show for teen fashion lovers. Fashion expert Daniel Smith is here today to show us some of the latest fashions for 16 to 19-year-olds. Go ahead, Daniel.

Daniel: Thanks, Linda. Let's start with the girls. My first model is Cheryl. As you can see, Cheryl is wearing a blue jacket with a matching hat and scarf.

Linda: Look at her gloves. I like the two different colors.

Daniel: Yes, they are great. Her clothes are trendy, but practical –just right for today's teen.

Linda: Do you hear that, girls? Oh, I see that we have got a question in the audience. What's your name?

Claire: My name is Claire.

Linda: Great to have you on the show, Claire. What is your question?

Claire: I love that scarf. Where I can buy one like that?

Linda: You can order one on Daniel's Internet site, Claire.

Daniel: Right! Now for my next model. This is Janet. Janet is wearing a lovely, big hat and a fantastic shirt with a white belt.

Linda: I thought white belts were outdated.

Daniel: Not at all, Linda. They are quite fashionable. Every girl should have one in her cupboard.

Linda: I see. What else do teens have to have in their cupboards this year?

Daniel: Well, here's a surprise, and it comes from your father's cupboard.  
Ties are going to be a big hit for girls this year.

Linda: Did you say ties?

Daniel: Yes, I did.

Linda: Well, I guess it's a good thing my dad never throws anything out. I  
will check my dad's cupboard tonight!

Daniel: Good idea, Linda. Now let's see what the guys are going to be  
wearing...

### Listen again. Who is it?

1. He's a fashion expert.
2. She is wearing gloves.
3. She wants to buy a scarf.
4. She thinks white belts are unfashionable.
5. He likes keeping things.

## PHONETICS

Listen and repeat. Pay attention to eh different vowel sounds.

can /kæn/

can't /kænt/

could /kʊd/

couldn't /kʊdənt/

must /mʌst/

mustn't /mʌsənt/

should /ʃʊd/

shouldn't /ʃʊdənt/

## VOCABULARY

**Clothing adjectives.** Try to find the following words in the puzzle. Do you know the meaning of these words? If not, look for them in a dictionary.



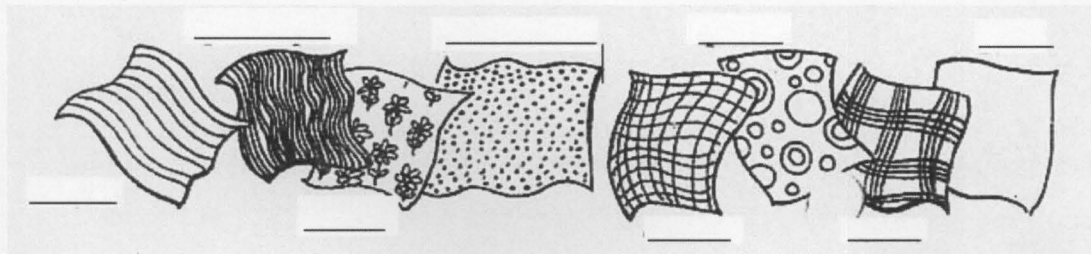
### Clothes Word Search



stylish tight torn  
sleeveless small stripes  
baggy bright casual  
check clean cotton  
dirty fashionable flowery  
formal fur large trendy  
leather long-sleeve new  
matching medium plaid  
polka dot ripped wool  
secondhand short-sleeve

**Match the patterns with the pictures.**

spotted - pinstriped - checked - flowery - tartan - striped - dotted - plain



**ORDER OF ADJECTIVES**

We normally use this order:

**size + colour + pattern + noun**

I'm wearing a long red checked skirt.

**Complete the sentences putting the adjectives in the correct order.**

1. She is wearing a \_\_\_\_\_ blouse. (flowery / long / blue)
2. He has got \_\_\_\_\_ eyes. (blue / big)
3. My mum likes \_\_\_\_\_ skirts. (short / checked)
4. Tom has a \_\_\_\_\_ tie. (long / striped / green)
5. Do you have a \_\_\_\_\_ T-shirt? (small / patterned)
6. No, but I've got a \_\_\_\_\_ shirt. (plain / small / white)
7. Flamenco dancers wear \_\_\_\_\_ dresses. (spotted / long)
8. I never wear \_\_\_\_\_ scarves. (flowery / pink / big)

**Describe what you are wearing today.**

I'm wearing \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SPEAKING**

**Describe a classmate and what he/she is wearing today. Use the vocabulary you have learned in the unit.**

Who is he/she?

**Homework**

Imagine you received a gift voucher yesterday. It is valued at 100€ and you decided go shopping. Write a paragraph of 150 words describing all things you bought.

## SESSION 4

### READING

Before reading, look at the pictures below. Do you know what they are?

24.3.11

#### mixingmyfavoritetrends

*Upon seeing the pictures I've noticed that today I mixed three of my favorite trends season after season: the perfect jacket, the lace dress and sandals with socks, and also in my fav tones, the nude and the gray. Although each season I love the new "key pieces", there are always those items that distinguish us because they are our favorites ... because not only happens to me, right?*



Dress: Poète (S/11); socks: Calzedonia (W/11);  
bag: Zara (old); ring: Bimba&lola (old); sandales:  
Comptoir des Cotonniers (old); bracelets:  
Fun&Basics (S/11).

#### ON WEDNESDAY



Second day of the Fuorisalone for me: with a very colourful look and with my shoes in grey I spent some hours at two different events: the Versace event (wonderful location and new interesting home collection) and the Pennyblack event, where the artist Jan Kath (that I had the chance to meet) took in the store the ironic installation "Carpet Monsters".

Remember to come to the Mango event today from 7 to 10 pm if you're in Milan :D

Jeans: Mango; T-shirt: Zara; Scarf: Springfield;  
Shoes: Pura López; Bab: Prada; Sunglasses:  
Chanel; Watch: Calvin Klein.

# Fashion blogs

Fashion blogs are blogs that cover the fashion industry, clothing, and personal style.

A fashion blog can cover many things such as specific items of clothing and accessories, trends in various apparel markets (haute couture, prêt-à-porter, etc.), celebrity fashion choices and street fashion trends. They cover fashion at all levels from the biggest names to the smallest indie designers.

Many fashion blogs could also be categorised as shopping blogs, since most of the conversation is shopping advice, liberally laced with consumer recommendations. This is very similar to the content of fashion magazines. Some retailers in the fashion industry have even started blogs of their own to promote their products.

Blogs that only occasionally mention fashion are not categorised as fashion blogs, although they may be labeled by the blogger as such.

Fashion is a multi-billion-dollar industry that has considerable impact on the way ordinary people clothe themselves. As fashion is trend-driven and fashion blogs provide a new way to follow these trends, it is likely they will have a considerable long-term influence on the industry.

Fashion blogs may be written by insiders, outsiders or aspiring insiders.

*Insiders* are people who work (or have previously worked) in the fashion industry or for the traditional fashion media. In addition, some fashion insiders blog occasionally as guest on larger sites. For example, the fashion designer Nanette Lepore has contributed to Glam.com.

*Outsiders* are people who know a lot (or at least have strong opinions) about fashion, usually by virtue of being very dedicated consumers of fashion.

*Aspiring insiders* are people who want to work in the fashion industry or media and believe their blog may provide a 'back door' entry into a mainstream fashion writing job.

Street fashion has recently made its way into the world of blogs and they are the most visited ones. An increasing number of blogs now feature fashion on real people, and show how trends are applied in the street. People usually check them and copy styles, so they can be sure of wearing the last trends and most fashion clothes and accessories.

**Now, answer the questions: (Long answers)**

1. Have you heard about fashion blogs before?
2. Could you describe what a fashion blog is?
3. How many kinds of fashion blogs exist?
4. Which are the most famous fashion blogs?
5. Do you know another kind of blog?

**WRITING**

**Write an informal letter to a penfriend advising him/her what to wear in a first date.**

**Remember using modal verbs and the vocabulary learned in the unit.**

**Homework**

**Use the Internet to find out one fashion blog. Then, describe its contents, talk about the blogger and her style.**

**Would you like to be a fashion blogger?**

**Learn to learn**

**In groups, say which one is formal (F) and which two are informal (I).**

1. Date
  - a) July 13 th 2011
  - b) Tues, July 7<sup>th</sup>
  - c) Friday afternoon
2. Greeting
  - a) Dear Jake,
  - b) Hi, Linda!
  - c) Dear Sir,
3. Opening
  - a) Thanks for your card
  - b) Thank you for your letter of July 5 th.
  - c) It was great to hear from you.
4. Closing
  - a) Hope to hear from you soon.
  - b) I look forward to hearing from you.
  - c) Write soon!
5. Ending
  - a) Yours faithful, M. Edwards.
  - b) Best wishes, Roger
  - c) Love, George.

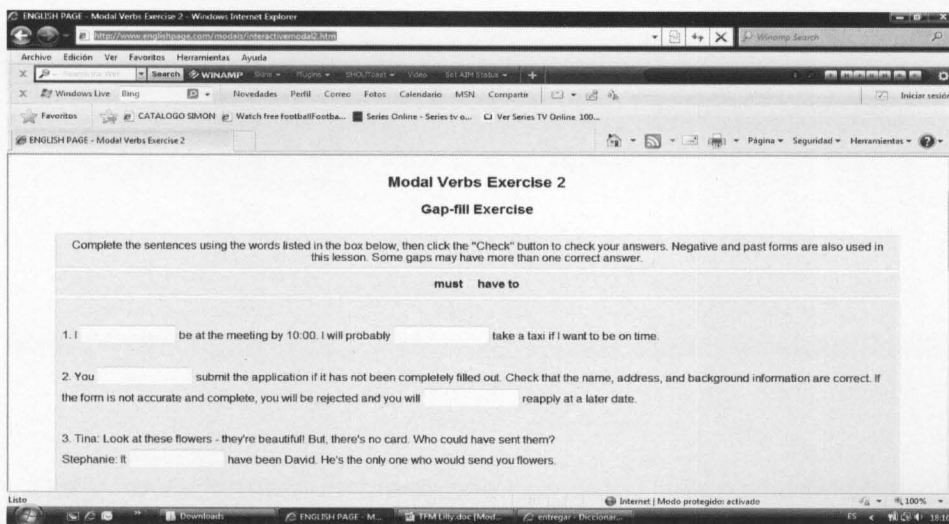
## SESSION 5

Today, we're going to Computer Lab to work grammar and vocabulary. Here you have different web pages that you have to visit and do the exercise you will find.

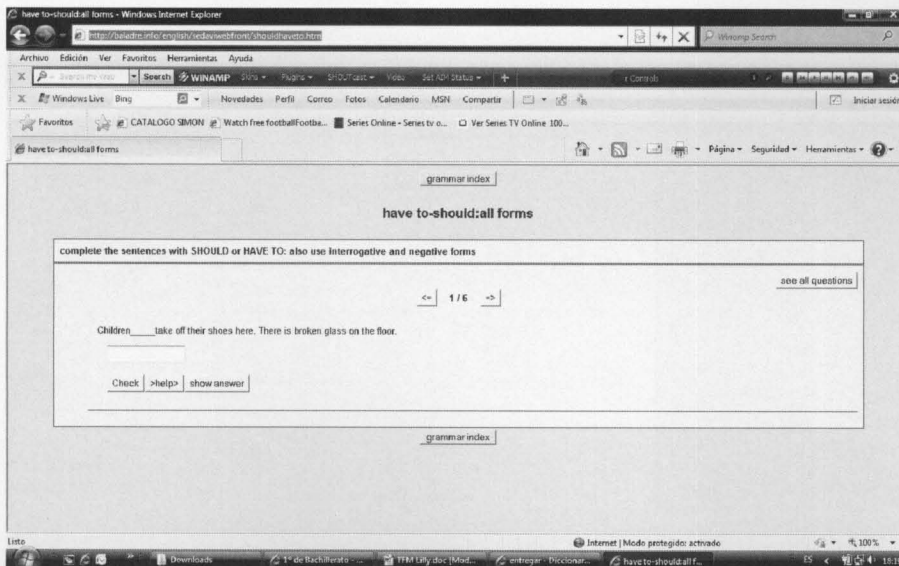
You must print all exercises you do and give them to the teacher at the end of the class.

## GRAMMAR

- <http://www.englishpage.com/modals/interactivemodal2.htm>

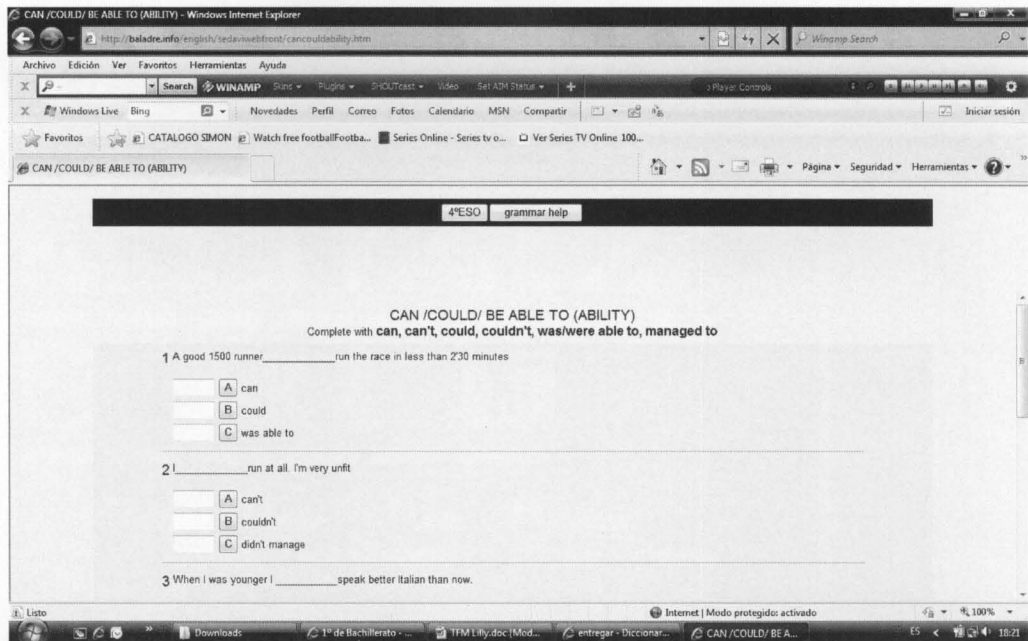


- <http://baladre.info/english/sedaviwebfront/shouldhaveto.htm>

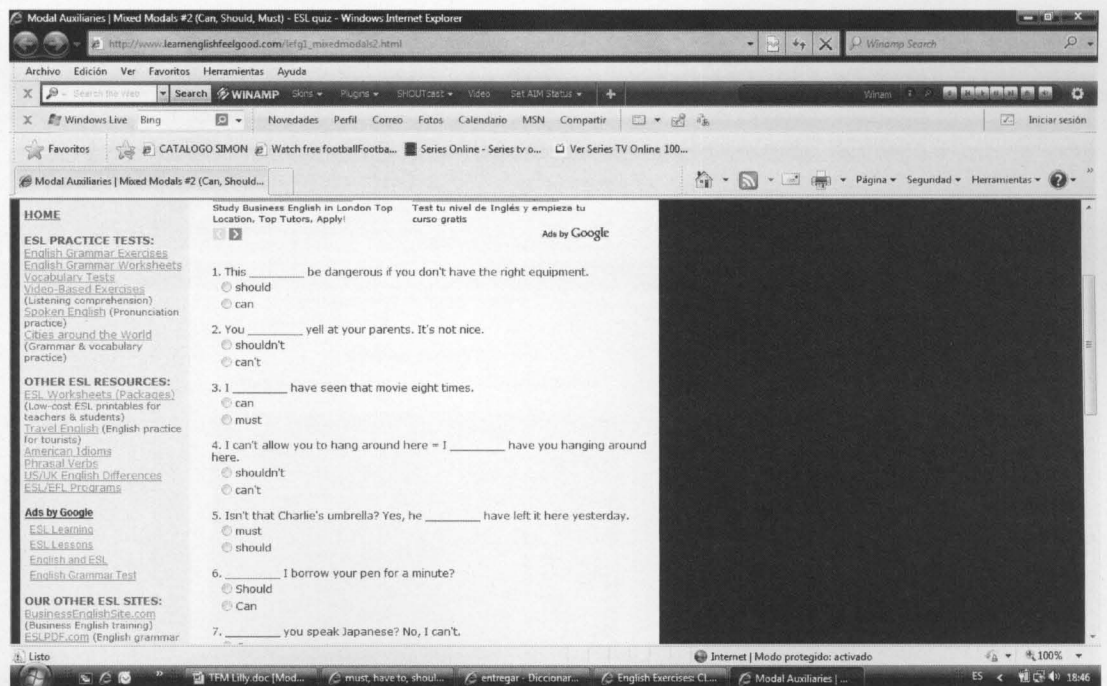




- <http://baladre.info/english/sedaviwebfront/cancouldability.htm>

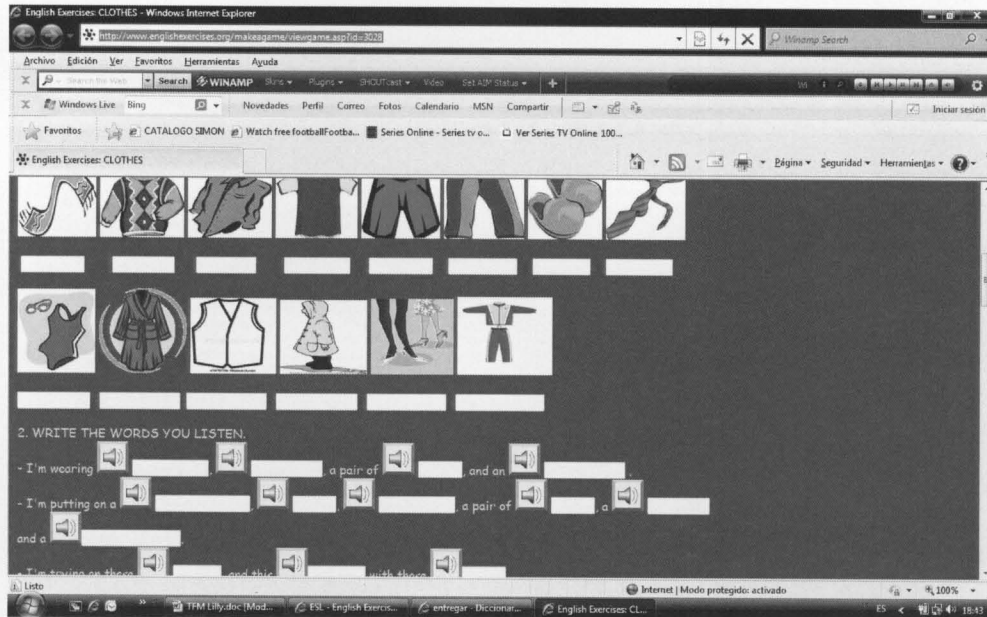


- [http://www.learnenglishfeelgood.com/lefg1\\_mixedmodals2.html](http://www.learnenglishfeelgood.com/lefg1_mixedmodals2.html)

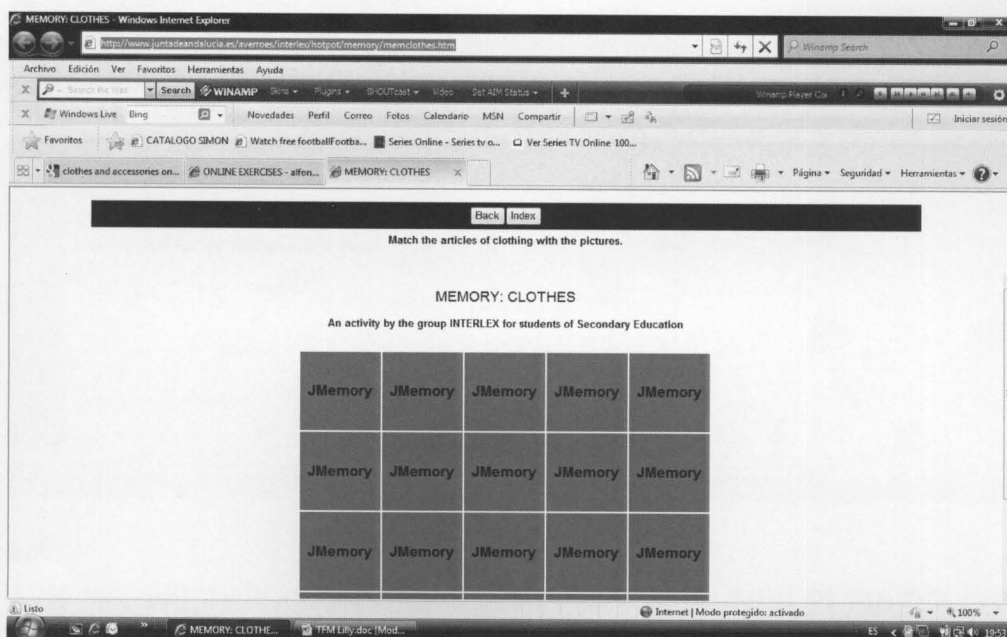


## VOCABULARY

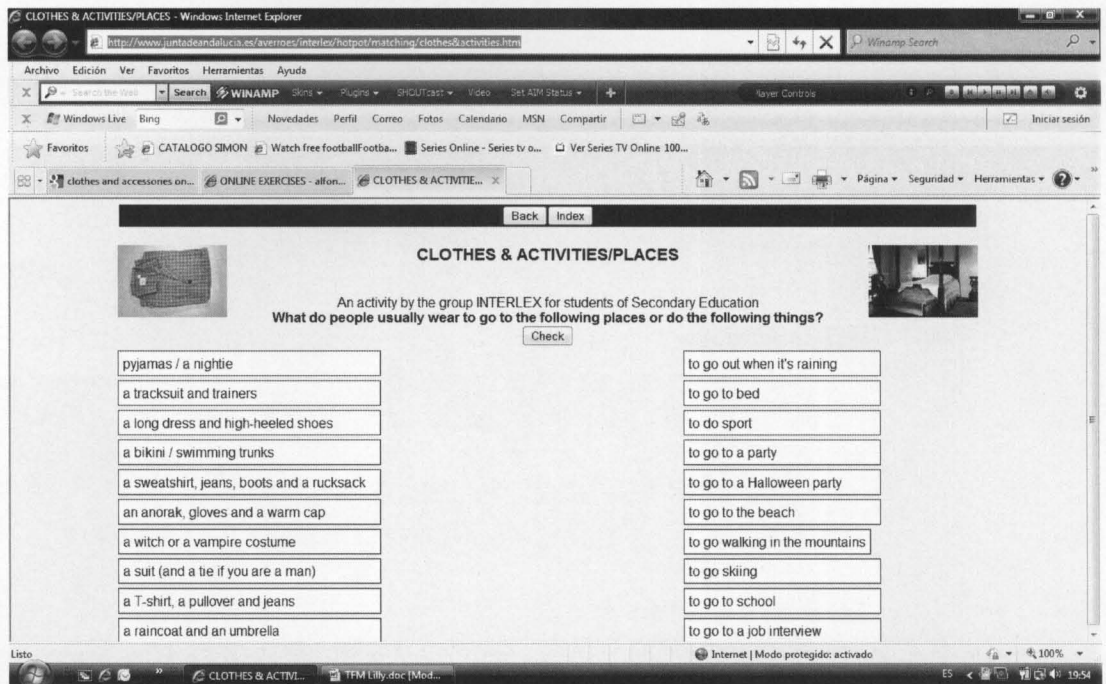
- <http://www.englishexercises.org/makeagame/viewgame.asp?id=3028>



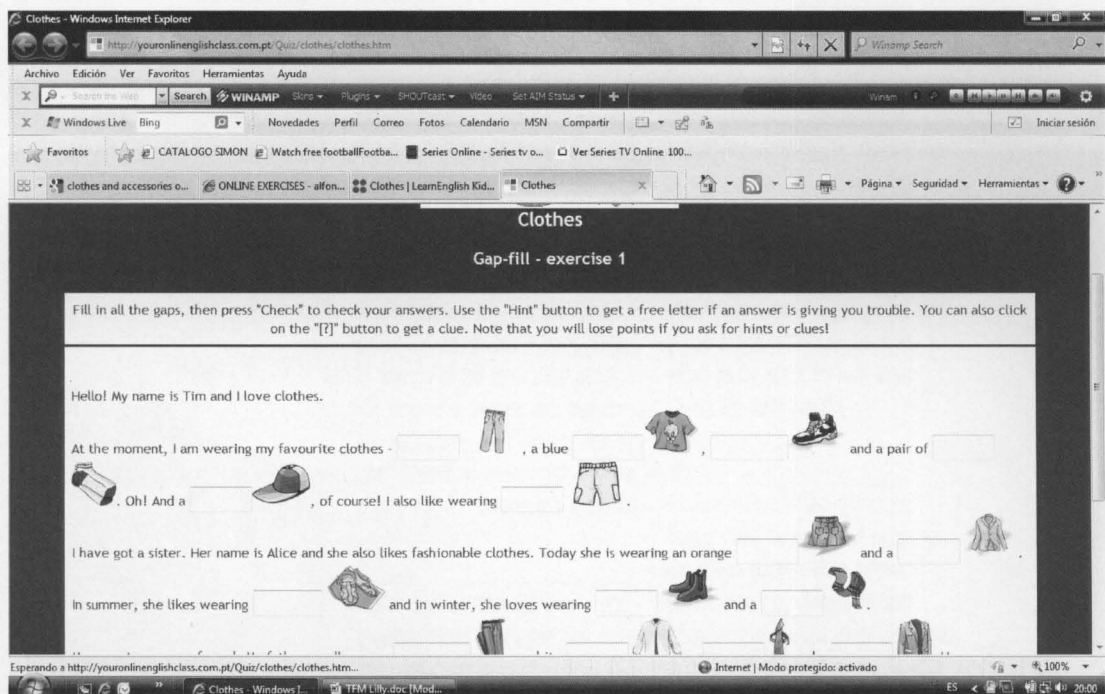
- <http://www.juntadeandalucia.es/averroes/interlex/hotpot/memori/memclothes.htm>



- <http://www.juntadeandalucia.es/averroes/interlex/hotpot/matching/clothes&activities.htm>



- <http://youronlinenglishclass.com.pt/Quiz/clothes/clothes.htm>



This session will be also dedicated to solve all kind of doubts related to the contents of the unit, as it is the last one before the test.

Session 6

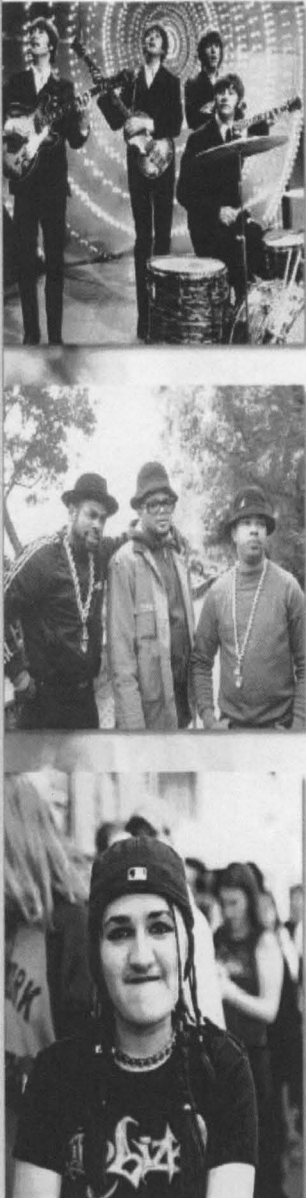
Unit 9 Test

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Group: \_\_\_\_\_

1. Reading



## What do your clothes say about you?

1 \_\_\_\_\_  
Fashion is part of our everyday lives. When you get dressed every morning, your choice of clothes says a lot about you, your personality, your lifestyle, your social group and even how you feel.

2 \_\_\_\_\_  
Fashion is a language, a means of communication. Clothes separate people into groups. There are lots of different groups based on age, occupation, political and religious beliefs and current trends and interests such as business people, hip hop, skinheads and surfers. Styles identify you, but they can also create stereotypes and division between groups. An example of this is an older person who looks at a teenager with blue hair and body piercing and considers him a rebel. However, to another person in the same group, the teenager is a conformist.

3 \_\_\_\_\_  
Popular fashion comes and goes — and sometimes comes back again! New fashion trends reflect the times and often come from social change and popular culture as seen in music, cinema, magazines, television or sport.

4 \_\_\_\_\_  
However, fashion is also one of the biggest global industries and people in the fashion business make millions of pounds a year by changing fashions. Advertisements and the image they create influence our choice of clothes. So think about what you are wearing today — are you making a statement about your times, or are you a fashion victim?

**1. a) Read the text and match the headings (A-D) to the paragraphs (1-4).**

- A** How does fashion change?
- B** Who decides what we wear?
- C** How do clothes define people?
- D** What is fashion?

**1. b) Comprehension check.**

Read the text again. Decide if each statement is correct or incorrect. Tick  Yes (correct), or No (incorrect).

	Yes	No
1. People's clothes give us a lot of information about them.	<input type="checkbox"/>	<input type="checkbox"/>
2. Clothes show what social group you belong to.	<input type="checkbox"/>	<input type="checkbox"/>
3. Pop stars are the only influence on fashion.	<input type="checkbox"/>	<input type="checkbox"/>
4. The hippie movement was the result of consumerism.	<input type="checkbox"/>	<input type="checkbox"/>
5. In the 1990s there was a hippie revival.	<input type="checkbox"/>	<input type="checkbox"/>
6. People in the fashion business change styles to make money.	<input type="checkbox"/>	<input type="checkbox"/>

**1. c) Vocabulary. Find these words in the text and match them to their definitions.**

- |                    |  |
|--------------------|--|
| 1. ___ get dressed | a. return to something which already existed |
| 2. ___ means       | b. ten years                                 |
| 3. ___ beliefs     | c. comment                                   |
| 4. ___ show        | d. ideas that you think are true             |
| 5. ___ decade      | e. put on clothes                            |
| 6. ___ revival     | f. indicate                                  |
| 7. ___ statement   | g. method                                    |

**2. Choose the correct answer**

1. When you go to buy shoes, you ... wear socks.  
a. shouldn't      b. don't have to      c. should
2. You ... come to school on time.  
a. mustn't      b. couldn't      c. have to
3. I ... swim when I was five years old.  
a. shouldn't      b. must      c. could
4. You ... throw rubbish in the street.  
a. mustn't      b. don't have to      c. shouldn't
5. They ... make a lot of noise in the library.  
a. don't have to      b. must      c. can

**3. Suggest what people would say in each situation. Use modals.**

1. You want to tell your friend to change her hairstyle.  
➤ You.....
2. You want to tell your friend the history project isn't for tomorrow.  
➤ .....
3. You see a small child running into the road after a ball.  
➤ .....
4. Your friend wants advice about what to wear for a school dance.  
➤ .....
5. You want to tell your younger sister about her obligation to water the plants in the house.  
➤ .....

**4. Complete the text with the appropriate modal. There may be more than one correct answer.**

Many people thought they <sup>1</sup>.....could..... become London cabbies, but in the end they <sup>2</sup>..... . Why? Because London cabbies <sup>3</sup>..... pass *The Knowledge*, a special course. You <sup>4</sup>..... be a genius to pass the course, but you <sup>5</sup>..... think it's easy. London cabbies <sup>6</sup>..... remember 400 routes! They are very knowledgeable, so you <sup>7</sup>..... respect them and you <sup>8</sup>..... laugh at their service. So, the next time you think anyone <sup>9</sup>..... become a London cabby, you <sup>10</sup>..... think twice, because they <sup>11</sup>..... .



**5. Listening. You are going to listen to a conversation between Zoe and Mark. Pay attention and try to answer the questions.**

[Transcription]

Mark: Zoe, are you going to the party on Saturday night?

Zoe: Everyone's going, Mark. The only problem is what to wear.

Mark: Oh, I haven't got a problem – I've got my red jacket.

Zoe: Your red jacket? No, you shouldn't wear that.

Mark: Er, why not?

Zoe: It isn't very nice.

Mark: Oh... so what should I wear?

Zoe: What about your grey trousers with the big belt?

Mark: My grey trousers have got a big hole. The belt is very nice – but I haven't got anything to go with it.

Zoe: What about your blue jeans?

Mark: My brother wore my blue jeans and got paint on them. I can't wear them now. What about you? Are you going to wear your purple skirt?

Zoe: No, it's too small for me. My mum gave that skirt to my little sister.

Mark: So, what about your red mini skirt and platform boots?

Zoe: My dog tried to eat my platform boots. I can't wear them now. I think the mini skirt is OK. And I've got a great necklace –it's a red necklace and matches the skirt. But I need platform boots and you have to buy trousers.

We're going shopping!

Mark: Oh, no!

Zoe: Sorry!

**Match each problem to the correct item of clothing.**

Problems:

- |                            |                    |
|----------------------------|--------------------|
| a. It isn't nice.          | 1. Platform boots. |
| b. They've got a big hole. | 2. Red jacket.     |
| c. There's pain on them.   | 3. Purple skirt.   |
| d. It's too small.         | 4. Blue jeans.     |
| e. The dog destroyed them. | 5. Grey trousers.  |

➤ What do they have to do before Saturday night?

## 6. Writing.

**Look at the rules of Lockwood school. Has your school got rules about the clothes you can or can't wear? What other rules have you got at your school?**

### Lockwood School

1. Boys must wear long trousers. They can't wear jeans or shorts.
2. Girls must wear skirts down to the knee.
3. Jackets and sweaters can be grey or blue, but shirts must be white.
4. Boys mustn't wear earrings in school.
5. Hair can be long or short, but it should be neat.
6. Students must use a bag for their books and pencils.
7. Students should arrive at school five minutes before the nine o'clock bell.
8. Students mustn't bring animals to school.