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Máster en Formación del profesorado de ESO, Bachiller, FP y enseñanza de idiomas.

Especialidad: Inglés

Nombre del alumno: María Blanco Mesa

Nombre del tutor: Heike Soennecken

Trabajo Fin de Máster

Título de la unidad: **From "güoter" to /ˈwɔːtə(r)/**

A mis padres,

Por aguantarme

A mis abuelos,

Por criarme

A mi hermana,

Por ser ella

A Charlotte Grainger, Nadia Terzieva y Raquel López López,

porque son la Inglaterra que añoro.

A John P. Carr y Matthew Spry,

Por ser mis co-traductores.

A Almudena Grau, Helena Garrido, Marta Ferriols, Edu Selva Ribera
"Vicente", "Ferris", "Roró", "Barbie" y "Adri",

porque sois la Valencia que añoraré.

A Rodri, Nuria, Lucía y gente del Bar Les Arts,

porque a veces aprendes más en buena compañía que en buenos libros.

Gracias por haber formado parte de mi vida este año, los anteriores (a los
que os conocía de antes) y ojalá que muchos de los venideros.

"NADA TIENTE TANTA FUERZA COMO UNA LIBRO,

COMO UN VERSO RECITADO EN SILENCIO

O COMO UNA GOTA DE TINTA EN LA MANO ADECUADA"

María Blanco Mesa
Máster de formación del profesorado de ESO
UNIVERSIDAD CEU CARDENAL HERRERA

ABSTRACT

The current project is a course syllabus designed for the 4th CSE level in Spain. The legislative framework applied corresponds to the Valencian Autonomous Community.

The subject of the course is ESL. As a defining characteristic of this course, I would emphasize its cooperative learning nature, its natural methodological approach and its concept of mistake as a vital part of the learning process.

The contents have been distributed into ten core units which begin by emphasizing listening and pronunciation and evolve its contents until a fluent grammar is required in the last unit.

The English language is taught in a pragmatic way, focusing on communication and understanding.

The core unit developed corresponds to the 2nd core unit in the course.

RESUMEN

El presente proyecto consiste en una programación didáctica diseñada para el 4º curso de ESO en España. El marco legislative aplicado corresponde a Comunidad Valenciana.

La material del curso es Inglés como Segunda Lengua. Como rasgo característico de este curso, yo resaltaría su aprendizaje de naturaleza cooperativa, su metodología basada en la adquisición natural el lenguaje y su enfoque respect al error como parte vital del proceso de aprendizaje.

Los contenidos han sido distribuidos en diez unidades que comienzan enfatizando el aprendizaje auditivo y de pronunciación y que, gradualmente evoluciona sus contenidos hasta lograr una gramática fluyente.

El inglés se enseña de un modo pragmatic, centrándose en comunicar y entender.

La unidad desarrollada se corresponde con el Segundo tema durante el curso.

FPGP table of contents

Attached files:

- Core Unit

- Extra grammar resources

- Activities

- Readings

- Psychological Cabinet documentary

COURSE SYLLABUS

1. Introduction

The aim of the present document is to develop a whole course syllabus and assessment guides for teaching English as a Second Language. Its level corresponds to the fourth level of Compulsory Secondary Education according to the Spanish educational system. This syllabus is intended to guide and support the acquisition of contents and development of communicative skills. Its activities and concepts summarize all the objectives and competences demanded by Royal Decree 112/2007. The procedures specified to perform such teaching task are depicted by a specific methodology, which tries to achieve an effective learning, introduced as a supporting guide for the teacher. In addition to this back up function, several self evaluation criteria are included: the teacher will be able to know the weak and strong points of the whole process.

In order to design an effective course, it must not only regard contents and concepts as essential knowledge; but it also has to consider external factors. These features –students' learning style, their social environment, their mental capacity, their own personality and their own motivations- are as influential in the learning process as the contents themselves.

Following this stream of thought, students must be seen as individuals interacting in a social group. This individualism is reflected in the syllabus, which facilitates the achievement of minimum objectives by those students who may require extra support to overcome difficulties in learning.

2. Justification

According to Royal Decree 112/2007, the study of languages is the mainstay of nowadays mobility. Trade among European countries, as well as their intercultural exchange, has redefined English language as one of the most important means of communication in the current state of play.

High technology has also promoted this interaction and, as a consequence, being able to communicate in different languages has become a filter to gain access to the job market. Especially in Spain, where our geographical location and financial situation demand a proficient training.

Spain is a member of the European Union and this status entails promoting its multiculturalism among our students. They must know about its different languages, cultures and peoples. Cooperation among European countries and their citizens' right to move freely must be encouraged at all times. A multilingual competence is needed.

The Council of Europe states this requirement in the Common European Framework of Reference for Languages. Furthermore, it sets the Compulsory Secondary Education as the moment when this competence should be developed to achieve, by means of this, limitless communication.

It is suggested to teach one of these European languages aiming at a successful communication instead of linguistic perfection. Students should be able to manage daily interactions –with their family, in society, at school, at work, by means of communication, etc.-.

The purpose of this new approach is helping students to express an idea, debate others', defend their views, complain about different issues, ask for explanations...it is, to communicate in a natural way, both speaking and writing in a second language, by the end of this educational period.

Moreover, they should be able to improve and proceed with this learning by themselves.

All those objectives are defined in the CEFR. Nevertheless, they can be summed up as follows: achieving a successful communicative competence in certain social contexts and in all registers, by means of the acquisition of the pertinent linguistic skills –productive, receptive and interactional ones-.

As stated by the Council of Europe, learning a second language is not only a subject but also a requirement to become a citizen fully integrated into the European Community. We are living an age in which frontiers are disappearing step by step, not only geographically but also due to the widespread new technology. Our students need to be fully adapted to this brand new situation and they have the right to take part on it. Acquiring a second language becomes a must, a chance to move freely among Europe, get involved in new cultures and communicate with people with no difficulty at all.

On the other hand, Europe offers a great variety of languages, why should English be chosen as a second language for our students? The main reason is its simplicity: a language which lacks declinations and which grammar can be easily learnt for communicative purposes.
For all the reasons stated above, I think the necessity for English Language as a subject in our educational centres is justified and, therefore, so is to design a course syllabus for teaching it.

3. Course syllabus context

a) Legislative Framework

The current syllabus, which is designed to be taught during the fourth year of Spanish CSE, observes the following laws:

- Spanish Organic/Institutional Act 2/2006, of May 3, on Education
- Royal Decree 1631/2006, of December 29, in which the minimum contents for language teaching in CSE are set.
- Statutory Decree 112/2007, of July 20, which sets the CSE curriculum among Valencian Community (DOCV num. 562/24.07.2007)
- Order of December 14, 2007, by the Valencian Community Regional Ministry, on CSE evaluation features .[2007/15520]
- Order of April 29, 2008, by the Valencian Community Regional Ministry of Education, which sets CSE official timetable. [2008/6066]
- Statutory Decree 39/2008, of April 4, by the Valencian Community Regional Ministry, on coexistence in state founding educational centres and on students' and parentals' – mothers' and/or guardians'- rights and duties, as well as the ones involving teachers and administration and services staff.
- Order of July 4, 2001 by the Valencian Community Regional Ministry of Education, which sets the action to be taken on students who present educational readjusting needs.
- Statutory Decree 45/2011, of June 8, 2001 by the Valencian Community Regional Ministry, which sets the structure of course syllabus in compulsory education. (DOCV num. 6544 16.06.2011)

- Order, May 27, 2008, by the Valencian Community Regional Ministry of Education, which sets the optional subjects in CSE Secondary Education (DOCV, nº 5783 12th June 2008).

- By-law, July 17, 2009 (DOCV of 30-07-09), which sets the protocol related to didactic and educational coordination by the centre, its academic schedules, administrative elections and the organizational language approach that specifies the areas of usage between both official languages.

- Royal Decree 132/2010, of February 12, which sets the minimum requirements of educational centres for teaching nursery, Compulsory Primary Education and CSE (BOE 12-3-2010). This decree repeals the previous one –Royal Decree104/1991- which set thirty students as the average amount of pupils per classroom (art. 16).

b) <u>Characteristics of the educational centre</u>

CEU San Pablo School is a public school located in Moncada, not far from Valencia. The school is just opposite to the train station and its entrance connects with many roads which lead to neighbouring villages; so the building has good connections with nearby localities. This allows students from the villages in the vicinity of Moncada to be enrolled in their local school. Indeed, sixty percent of students come from the surrounding areas. Only forty percent of them come from Valencia.

The building has four levels and it is connected with some colleges by means of a shared corridor.

Floors are divided into different levels, according to the age of

students. By means of this, nursery students stay on the ground floor and they move from one surface to another as they become older.

The total amount of students attending lectures daily exceeds 1000. In fact, there are two hundred and ninety students in Compulsory Secondary Education and one hundred and fifty-five ones in higher education. They are split into several groups: three per CSE level and six per every higher studies level.

Lectures are in Spanish but Valencian Language is a compulsory subject, as established by-law (Law 4/1983, of November 23, art. 45).

Higher studies offer two main branches: either Techno-Scientific studies or Arts and Social studies.

Students' parents are mostly professionals –officials, businessmen, etc- who enjoy a financial stability. This centre is, therefore, chosen by them to educate their children in a middle-upper social class environment.

The school enrolment has some priorities, such as being an alumni's or staff's descendant. If the student who wants to be enrolled in the school has any siblings studying there, it will also be taken into account.

The rest of applicants may be admitted in order of application, after having interviewed their parents.

Some of the school principles are:

- The relationship teacher-student is the core of any educational task.
- Parents are their children main educators. The school only completes and supports their task. In order to succeed, a cooperative attitude is required.
- The school shares a Christian view of humanity, life and world. This requires the adoption of a lifestyle in accordance with this belief.

- Effort, perseverance and veracity in education are vital to achieve a real and effective learning process.

- Cooperative work, tolerance among classmates and all activities proposed by the school are essential to guarantee a complete personality development among students.

Always aiming at academic excellence, the School Educational Project encourages a healthy critical attitude towards society and a strong sense of responsibility.

CEU San Pablo School offers many facilities. Students can enjoy their breaks playing in two different playgrounds –they are divided into one or another depending on their age-. Both include green areas, being the yard surface area 19.110 square metres.

It also has several laboratories, computer rooms, pitches and tennis courts; a library, a chapel and a gym.

Classrooms are formed by single desks and a platform where the teacher's table is placed. In some of them, digital boards have installed and they are frequently used by both teachers and students. Single desks

favour the individual activities but also the cooperative learning, students can group themselves quite easily.

c) Characteristics of students

Students in the 4th CSE level are fifteen, sixteen and seventeen years old. It is an important course for them: it is the last year in which all of them will be classmates. Next level implies choosing a path in studies and this situation seems to affect their attitude in the classroom. They are anxious, stressed and quite aware of the changes that this will imply. This pressure and fear of the unknown is reflected in the classroom, they are quite hyperactive and ready to be more responsible.

Their age also has an influence on them: they are experiencing many physical changes at the moment: they are still teenagers. Their emotional changes and insecurity are quite often.

However, they are about to come into adulthood. This implies that they need to show autonomy and self-motivation towards their studies and future.

They must define themselves individually but also as members of a group while they reinforce their self-esteem.

This stage aims to help them to develop the three "selves":

- Autonomy
- Self-esteem
- Self-control

4. Overall objectives

a) <u>Key competences</u>

a.1. *The Contribution of English Language to the Acquisition of Key Competences*

- Statutory Decree 112/2007, of July 20, which sets the CSE curriculum among Valencian Community (DOCV num. 562/24.07.2007)

This decree specifies that every CSE subject must encourage the acquisition of the key competences, set on the Royal Decree 1631/2006, of December 29.

It also states how Reading is the previous step to successfully develop those competences. As a consequence, educational centres must include some time to improve this skill in every subject, level and stage.

Competence in knowing and interacting with the physical world	Students can express themselves by means of this subject. Their relationship with the real world is based on the information they may gather from interaction. As a consequence, ESL allows students to ask for information about real places, in real situations, in a different language, in a cultural context which differs from yours and asking for it directly to the source. This subject is vital to achieve a skilful level in this competence.
Mathematical competence	Students are encouraged to work applying logical structures, which is a strong Mathematical ability. English language, both oral and written, has some extremely repetitive structures. In spoken language, for instance, stressed-timed rhythms require the use of Mathematical series to be

	properly pronounced. Just as Syntactic structures, which understanding implies realising how phrases are connected among themselves and the implicit patterns that tend to be repeated.
Digital competence and competence in processing information	ESL helps students to be able to deal with new sources of information through the internet. Being fluent on a new language will bring you to new texts, and as a consequence, to new information. It also gives students the chance of communicating with equals from different countries, either by e-mail or videoconference. The knowledge of a common language eliminates the difficulties in communication among worldwide citizens.
Civic and social competence	To communicate and to integrate into society are the basic starting point of this subject. This feature already implies the promotion of a civic and social competence. Cooperative work and team building activities imply interacting In a democratic participative decision-making style. They induce students to listen to each other, to tolerate different opinions on a subject and to learn to negotiate an agreement with equals. This approach to the subject teaches by means of social interaction and diversity.
Artistic and cultural competence	Cultural aspects are included in the subject contents, so artistic and cultural competences are also trained. Students will deal with illustrious authors' writings as well as several artistic
Competence in Linguistic Communication	It is suggested to teach English as a Second Language aiming at communicating with others. Students should be able to solve daily interactions by the end of the course. They should also manage to express their own points of view, debate others', defend theirs, complain about different issues, ask for explanations...it is, to

	communicate in a natural way, both speaking and writing by means of English Language. Moreover, they should be able to improve and proceed with this learning by themselves. It involves achieving a successful communicative competence in certain social contexts and in all registers, by means of the acquisition of the pertinent linguistic skills –productive, receptive and interactional ones-.
Longlife learning Competence	English as a foreign language is an object of study which requires perseverance and motivation. The process of becoming proficient on a language must be continuous and based on a positive attitude towards mistakes. Overcoming and learning from those errors, putting that self-inferred input into practice, is the only way to improve on the matter. This attitude requires a compromise and it can perfectly be defined as the longlife learning competence.
Competence in autonomy and own initiative	This subject helps to develop this competence: cooperative work involves self-research, selecting information autonomously, own initiative and an ability to make a decision on the process.

b) Overall objectives

b.1. *Purpose of the subject*

According to Royal Decree 1631/2006, of December 29 (art.2) the aim of Secondary Education is to make students achieve the basic cultural elements, especially on Technology, Science, Arts and Humanities. Students must develop and get into the habit of studying. They need to get ready for higher studies and for getting into the job market. They need to know and respect their rights and duties as citizens, as set on Statutory

Decree 112/2007, of July 20, which sets the CSE curriculum among Valencian Community.

    b.2. *Stage objectives*

Compulsory Second Education will supply students with competences that will allow them:

- To know and exercise their rights and duties. To tolerate and cooperate with other people and groups. To promote dialogue and emphasize, by means of this attitude, the values which define a diverse open-minded democratic society.

- To acquire and get into the habits of discipline, study and individual and collective effort as a prerequisite to success in the learning processes and to grow as an individual.

- To encourage attitudes that may make coexistence easier in their main social environments: educational, familiar and social.

- To appreciate and respect, as a prerequisite defined by our Constitution, the equal opportunity and equal rights for mankind, making no distinction among gender. To reject stereotypes and any form of discrimination.

- To strengthen their affective side in all aspects of their personality as well as in their social intercourses. To reject violence, prejudices, sexism and to encourage peaceful solutions instead.

- To develop students critical awareness when using sources of information to add new knowledge. To acquire basic ICT skills.

- To accept scientific knowledge as an interdisciplinary knowledge and apply it as such in all fields of study.

- To increase self-confidence, enterprising attitude, participation, critical awareness, own initiative and autonomous learning. To plan actions and assume the consequences of own decisions. To appreciate effort as a way of overcoming difficulties.

- To communicate effectively, both orally and written, in Spanish and Valencian language. To value Valencian language as a cultural icon and Spanish language as the common language of Spanish citizens and as an international language. To initiate students into both literatures.

- To communicate effectively in a minimum of one foreign language.

- To know the main characteristics of Spanish and Valencian Community culture, geography and history. To respect their artistic, cultural and linguistic manifestations. To know their cultural and social diversity to be able to develop a critical awareness as well as a respectful attitude towards all of them.

- To know the mechanisms of human body and develop healthy attitudes, both intellectual and physical, such as doing sport.

- To understand the ways in which societies work, paying special attention to rights, duties and freedom of citizens. To judge them as personally as to opine that they might be right or wrong.

- To perform a critical awareness on social behaviours related to health, living beings' care and environmental issues, contributing to their lasting and improvement.

- To appreciate artistic manifestations, understanding their meaning and using different ways of performance.

- To analyze and contemplate means of communication from a critical point of view.

b.3. *Subject objectives*

Teaching a foreign language in this stage aims at developing the attitudes reflected below.

1. To understand oral intercourses in different communicative situations.
2. To make yourself understood when oral communication is involved. Both during and after a lecture, both properly and successfully

3. To read and understand autonomously different types of written texts to infer general and specific information from them. To use this readings as a source for information, pleasure and self-cultivation.

4. To write simple texts properly, dealing with different issues, by means of coherence and cohesion. To select sources from different authors in appropriate way, paying attention to its purpose.

5. To perform appropriate utterances in the foreign language in different contexts. To pay attention to its phonetic, lexical, grammatical and functional structures.

6. To use the elements mentioned above in different contexts properly.

7. To develop an autonomous way of learning, realising the self-teaching processes involved and applying the foreign language mechanisms to native language ones.

8. To use all kinds of material –ICT, dictionaries, books- to obtain, select and expose information, both in a written and oral way.

9. To consider foreign language usages. To deploy its strong points as a way to infer information and as a learning tool.

10. To consider languages as means of communication among different peoples and cultures. To avoid linguistic and cultural stereotypes generalization.

11. To develop a positive attitude towards the possibilities implied by mastering a foreign language.

b.4. *Course objectives*

They must be achieved by the end the course.

1. On listening, conversing an speaking

- To understand and perform commands in real and fictional contexts.

- Listening comprehension of information, both general and specific one, in face to face utterances –about particular and already worked on issues-.
- Simple listening comprehension tasks expressed through audiovisual media.
- Usage of strategies to achieve understanding in oral utterances: inferring verbal and non-verbal signs and contextual features.
- To utter simple oral descriptions, accounts and explanations on events, experiences and diverse issues.
- Involvement on real and fictional utterances with communicative purposes.
- Application of spontaneous replies on communicative class situations.
- Progressive addition of common expressions to activities related to real language usage.
- Progressive addition of communicative strategies to autonomous learning when applied to conversation development.
- Oral texts proper utterance: they must include coordination and subordination elements.

2. On reading and writing

- To identify themes and main messages in a written text by means of verbal and non-verbal features.
- General and specific comprehensive reading, both printed and online, about everyday life and interdisciplinary knowledge.
- Inferring sender's intended message.
- Autonomous reading on self-selected texts.
- Usage of different media to obtain information and complete activities, both individually and in groups.
- Reading strategies which require usage of contextual inference, dictionaries, and morphological strategies to understand the whole meaning of the text.

- Guided writing on simple well-structurated texts. These must include some cohesive elements to link streams of thought. Usage of basic strategies in the writing process: planning, textual analysis and revising.

- Revising and reflecting on written texts carefully.

- Increasing autonomous usage of a suitable register (formal or informal) in accordance to the intended reader.

- Personal communication with foreign language natives by means of (e)mail.

- Good spelling and usage of punctuation marks.

- Careful presentation of written texts, either in a digital format or printed.

3. On becoming proficient in the foreign language by means of acquiring linguistic knowledge

- Increasing autonomous usage of common expressions, idioms and lexical items related to specified issues. Knowledge and usage of day-to-day topics as well as inclusion of interdisciplinary concepts in the subject.

- Antonyms and false friends' recognition. Usage of words containing common prefixes and suffixes.

- Application of intonation, rhythm and stress patterns in sentences and isolated words. Knowledge and usage of their inherent meaning and functions.

4. On sociocultural features and intercultural awareness

- Appraisal of the foreign language as a means of communicating and interacting with equals from different countries. Usage of the second language as a tool to get into new information, to discover new cultures and enriching lifestyles.

- Knowing social habits, customs and typical features about the countries where the second language is spoken. Promoting tolerant

attitudes and an awareness of those cultures by means of language.

- Recognition of the rules of behaviour and social habits of the cultures which speak the foreign language.
- Good use of linguistic structures applied to particular communicative contexts.
- Knowledge and appreciation of typical cultural features from the countries where the foreign language is spoken.
- Obtaining real communicative interaction with foreigners needs to be given consideration.
- Develop critical attitudes which allow students to appreciate their native culture by means of contrasting it with others.
- Respecting foreign language speakers -regardless of origin, race or mother tongue- in order to promote boundless communication.
- Appraisal of the second language as a way of interacting with other people who may be learning the same second language.
- Acknowledgement that ESL usage in ICT to communicate with different nationalities has become a reality.

5. Core Units contents

a) Sections of contents

The contents related to the second language which is being taught can be divided into four different kinds:

1. Conversing and speaking.
2. Reading and writing.
3. Second language Linguistic knowledge –grammar, phonetics and lexicon- and reflections on the acquisition process
4. Sociocultural aspects and intercultural awareness.

Oral and written utterances are taught separately during this phase –see sections one and two-. This is due to the fact that they contain different features. The nature of oral language –rich in nuances and variations- becomes a decisive factor to consider it more relevant at this stage.

The third section of contents is directly related to the previous ones. It completes and specifies them according to different linguistic situations. The aim is to look for similarities between students' native language and foreign language in everyday events. Thus, they can establish some links between them and improve their self-esteem when facing such circumstances.

Finally, the fourth section tries to show the specific features of those countries where the second language is spoken. It also promotes their acceptance and intercommunication by means of a tolerant approach.

The greatest contribution that is made by learning a new language is acquiring the skill of expressing your own ideas and view of reality. Therefore, language becomes a tool for transmitting concepts. Learning to learn turns out to be the immediate consequence of improving a linguistic skill. Students will discover other realities and views of the world.

For this reason, the third section pretends to make students take into consideration how they have acquired new information. This reflection on the issue will allow them to apply those learning strategies to different subjects.

b) 4th CSE level contents

b.1 **Section 1**: *Listening, speaking and conversing*
- Inferring the meaning, both specific and generally, of oral utterances on everyday issues. Clear and organised presentation is required.
- Development of communicative skills to improve fluency in interpersonal interaction.
- General understanding of media utterances when expressed being clear and simple.
- Applying listening comprehension strategies: use of verbal and non-verbal context as well as previous knowledge of the situation. Key words and key features realisation. Inference of speaker's intention and attitude.
- Oral production of descriptions, narrations and explanations on experiences, events and diverse topics. Cohesion and coherence are required in the utterance.
- Participation and personal involvement in day-to-day matters with communicative purposes. Developing a respectful approach to mistakes and difficulties that students' equal may confront.
- Usage of spontaneous and specific answers to communicative acts that may occur in the classroom.
- Usage of conversational implications –i.e. speaking turns, change of topic, etc- in real and simulated communicative acts.
- Autonomous employment of communicative strategies to start, keep and finish interactions..

b.2 Section 2: *Reading and writing*

- Inferring the main theme on a written text by means of contextual support.
- Identifying sender's intended meaning.
- Inferring unknown meanings and new information by means of linguistic and non-linguistic features.
- General and specific reading comprehension of printed texts and digital media about interdisciplinary issues or topics in the public interest.
- Autonomous reading on longer texts related to their own preferences.
- Obtaining information from different resources, both printed and in digital media, to perform specific tasks.
- Useful reading strategies consolidation.
- Writing composition on several topics by using appropriate contextual lexicon, including cohesive devices to connect different ideas. Autonomous usage of skills –planning, writing and revising- in the process.
- Autonomous usage of a certain register –formal or informal- taking the intended reader into account.
- Personal communication with foreign language natives by means of (e)mail.
- Good spelling and usage of punctuation marks.
- Careful presentation of written texts, either in a digital format or printed.

b.3. Section 3: *Knowledge of language*

- Linguistic knowledge:
  - Functions of language and grammar.
    - Reinforcement and usage of functions and structures related to different acts speech acts.

- Describing and comparing habits and lifestyles to actions in progress.
  - Simple and continuous present.
  - Used to + infinitive
  - Interrogative pronouns
- Expressing past events related to present moment or to a previous past tense.
  - Simple and continuous past
  - Present perfect: for, since, already, yet, etc
  - Subject and object questions
  - Discourse markers
- Making predictions and expressing intentions. Verbalizing certainty and probability
  - Will
  - Be going to / Present continuous
  - Time clauses and conditional sentences (1).
  - May / might / can / can't, etc.
- Stating opinions and preferences. Making requests and answering them back
  - I love/ like/ enjoy/ don't like/ hate, etc.
  - Connectors: and / because / but / so / such / both, etc
  - Comparative and superlative adjectives
- Formulating hypothesis and giving advice.
  - Conditional sentences (2)
  - Should / shouldn't
- Reporting ideas and opinions.
  - Reported speech
  - Time clauses
- Describing changes and procedures
  - Passive voice

- ■ Describing and identifying things, places and people.
  - Relative pronouns
  - Defining relative clauses
  - Some / any compounds
- Lexicon
  - ■ Identifying synonyms, antonyms and false friends. Word formation: prefixes and suffixes
  - ■ Usage of common expressions: idioms and specific lexicon on everyday issues, personal interests and interdisciplinary concepts.
- Phonetics
  - ■ Increasing awareness and usage of phonetic symbols and their pronunciation. Contracted forms pronunciation. Verbal tense endings pronunciation. Weak forms pronunciation.
  - ■ Increasing awareness and autonomous usage of rhythm, intonation and stress patterns in words and sentences.
- Reflections on the learning process
  - Autonomous utilisation of strategies to organise, to acquire, to remember, to revise and to use lexicon.
  - Organisation and autonomous utilisation of learning resources –such as dictionaries, reference books, libraries or computer and digital resources-.
  - Reflecting on how to improve personal output, both written and spoken.
  - Analysing and reflecting on usage and meaning implications of grammar. This involves comparing and contrasting mother tongue with foreign languages.

- Getting involved in self-evaluation of the whole learning process as well as of the learning strategies developed.
- Organising personal work as a means of improving autonomous learning.
- Being concerned about making good use of all learning chances that may be faced by students, regardless of whether or not they take place in a educational context.
- Being able to participate in teamwork activities.
- Developing self-confidence and initiative to express one's own ideas, both spoken and written.

b.4. **Section 4**: *Sociocultural aspects and intercultural awareness*

- Appraisal of foreign language use in international affairs.
- Foreign language cultural aspects –social behaviour, values, local customs, etc- appraisal and personal estimation. Comparison of those features with students' own culture.
- In-depth study of defining cultural aspects related to the countries where the second language is spoken, using different media to compile information on the issue.
- Own initiative and concern to communicate –either by mail or digital channels- with recipients whose mother tongue is the language object of study.
- Appropriate grammar usage of linguistic formulae in specific communicative contexts –expressing (dis)agreement and politeness-.
- Personal awareness of the positive aspects derived from an intercultural approach.
- Tolerant approach to different opinions on matters of common interest derived from sociocultural behaviour patterns.

c) <u>Core units: temporary distribution</u>

The current academic course lasts one hundred and fifty-seven days, i.e. thirty-eight weeks. The subject 'English Language' for 4th level of CSE requires 3 lectures per week (as set on Order 9/4/2008). Therefore, the total amount of lectures during the course is one hundred and seven. Every session is planned to endure 55 minutes, approximately.

Paying attention to the characteristics of the educational centre and the context in which students are set and the contents of this subject -as established by law- for the 4thlevel of CSE. Those contents are distributed across forting units, being the last one a revision unit.

These fifteen units, five per term, involve an average of 7'13 hours per unit. This rate has been taken into account to distribute contents -which follow a logical and topically related order- their evaluation criteria and the minimum goals to be achieved per unit.

Core Units: distribution by terms						
Unit 1. Cheerio Spanish language!	1st	Unit 5. Shopaholic	2nd	Unit 9. Gossiping	3rd	
Unit 2. From "guoter" to /ˈwɔːtəl/.		Unit 6. Let's go to Alton Towers!				
Unit 3. It's my life		Unit 7. I am a Gaian		Unit 10. Harry Potter vs. Shrek **Revision**		
Unit 4. Rich and famous		Unit 8. If I were in your shoes...				

Core Units: temporary distribution by sessions.

(Academic year: 2011/2012)

	CORE UNIT	H	S	O	N	D	J	F	M	A	M	J
1	Cheerio Spanish Language!	10	8	2								
2	From "guoter" to /ˈwɔːtə/.	11		10	1							
3	It's my life	11			10							
4	Rich and famous	10			2	8						
5	Shopaholic	8				1	7					
6	Let's go to Alton Towers!	10					3	7				
7	I am a Gaian	8						6	2			
8	If I were in your shoes…	9							9			
9	Gossiping	11								8	3	
10	Harry Potter vs Shrek	20									10	10
	Total amount of sessions	107	8	12	13	9	10	13	11	8	13	10

SUMMARY OF Unit 1. Cheerio Spanish language!

KEY COMPETENCES

Digital competence and competence in processing information
- Use of ITC to correct own's mistakes –i.e. http://dictionary.cambridge.org/ to correct pronunciation-.

Civic and social competence
- Tolerating different learning patterns among equals.
- Participate in teamwork activities.

Competence in Linguistic Communication
- Development of communicative skills to improve fluency in second language intercourses.

Longlife learning Competence
- Awareness of the importance of becoming proficient in the second language.

Competence in autonomy and own initiative
- Self-confidence and initiative when speaking English.
- Awareness of the need of making mistakes as a part of the learning process.

OBJECTIVES

- To be able to sum up the main usages of verbal tenses and to apply them properly.
- To be able to correct one's own pronunciation by means of phonetic symbol charts and dictionaries.
- To use non-verbal communication instead of Spanish language in order to complete utterances when an unknown word is required.
- To avoid speaking Spanish or Valencian during the lectures at all.
- To distinguish verbal tenses in oral and written performances.
- To know and apply question and statement intonation patterns.
- To manage to establish a casual conversation by means of basic English language.
- To try to develop a stress-timed rhythm instead of applying Spanish syllabic-time rhythm to English language.

CONTENTS	ASSESSMENT CRITERIA
Vocabulary: • Greetings • Introductions formulae. • Asking for and giving personal information: Commonly used sentences	- To introduce oneself avoiding tense mistakes. - To apply intonation patterns worked at class. - To distinguish between questioning and stating intonation patterns in oral

for this purpose. Phonetics: • Question intonation vs. Statement intonation. • Short and long vowels: contexts of appearance • /v/ vs /b/ • Initial /s/ • English /h/ vs Spanish "j" Grammar revision : • Simple Present vs Present Continuous, • Simple Past vs Present Perfect, • Simple Future vs Present Continuous	utterances and listening activities. - To be able to infer from contextual features which tense is required when facing a written text with blanks. - To avoid intrusive Spanish /e/ in English words which spelling begins with /s/. - To avoid Spanish /X/ sound when pronouncing non-mute English "h".

TIMING: 10 sessions of 55 minutes.

SUMMARY OF UNIT 2 From "guoter" to /ˈwɔːtə/.

KEY COMPETENCES

Digital competence and competence in processing information
- Good usage of ICT to look for –and apply- linguistic structures to classwork (i.e. parts of an interview).

Civic and social competence
- Distinguishing among different moods not only by means of linguistic (non)verbal signs but also by means of empathy and emotional intelligence.
- Cooperating with classmates to achieve as cohesive level of English language as possible.
- Helping classmates to improve their English by correcting their mistakes.

Artistic and cultural competence
- Acting and performing emotions in an artistic and creative way to emphasize non-verbal communication.
- Awareness of British gestures meaning.

Competence in Linguistic Communication
- Awareness of changes in register according to the intended receiver

Competence in autonomy and own initiative
- Active participation in lectures by means of spontaneous and already studied contributions.

OBJECTIVES

- To organise and present appropriately a series of questions to interview somebody.
- To modify intonation patterns and linguistic registers according the mood expected to transmit.
- To infer non-verbal pieces of information from classmates' gestures and intonation patterns.
- To distinguish irony, anger, happiness, doubt, etc and answer consequently.
- To distinguish verbal tenses in spoken utterances.
- To use non-verbal communication instead of Spanish language in order to complete utterances when an unknown word is required.
- To be aware of the meaning added by intonation patterns.
- To apply the pronunciation of sounds worked during the lectures.
- To be able to ask for specific information.
- To use gestures consciously. (i.e. awareness of the differences between British and Spanish gestures).
- To become fluent when using wh- questions. To know wh- words meaning and usage.

- To participate actively in lectures. To assume mistakes as part of the natural learning process.

CONTENTS	ASSESSMENT CRITERIA

Phonetics:
• Pronuncing final -ed.
  ✓ /st/
  ✓ /zd/
  ✓ /id/
  ✓ /t/
  ✓ /d/
• Pronouncing letter "s"
  ✓ /s/
  ✓ /z/
  ✓ Special cases: /sh/
• Short and long forms of auxiliaries
  ✓ Is, are, 's, 're
  ✓ Has, have, 's, 've
  ✓ Does, do
• Intonation
  ✓ Rise-fall
  ✓ Fall-rise
  ✓ Rising
  ✓ Falling
  ✓ Level
 	
Socio-cultural aspects:
• Non-verbal language:
  ✓ Expressing moods.
  ✓ British gestures
  ✓ Interviews performance
 	
Grammar:
• Relative pronouns
  ✓ Which
  ✓ Who
  ✓ That
  ✓ Whose
• Wh- questions
  ✓ Who
	- To pronounce verbal endings according to what was worked at lectures.
	- To apply the new information acquired on verbal auxiliaries.
	- To write down an interview, revising all grammar points from the previous core unit and completing them by adding the wh-questions as worked in the current unit.
	- To do, in pairs, performance on the written interviews, paying special care to intonation, pronunciation and gestures.
	- To do an oral presentation on a fictitious event to let the rest of students guess the feelings (s)he is trying to transmit.
	- To fill blank comics using texts which concord with the non-verbal meaning being transmitted by the picture.
	- To impersonate a native English speaker celebrity (either real or fictitious).
	- To include British gestures when performing interviews.
	- To correct, in groups, recorded interviews from classmates, noting down the mistakes and analysing them
	
	- To write a newspaper or magazine in which the favourite interviews are included.

✓ How ✓ When ✓ Where ✓ Why ✓ What • Subject-object questions Vocabulary: • Feelings and moods	
TIMING: 11 sessions of 55 minutes.	

SUMMARY OF Unit 3. It's my life

KEY COMPETENCES

Digital competence and competence in processing information
- Usage of ICT to add additional information to what was learnt at lectures.
- Motivating equals by using catchy ICT resources during oral presentations. Such as pictures, videos, colourful presentation, introducing funny and curious data, etc.

Civic and social competence
- Sharing personal experiences with the group of equals.
- Respecting and appreciating equals' experiences.
- Collaborating to achieve reading aloud in the foreign language with no anxiety or fear of making mistakes. They will cooperate by means of creating a safe environment.
- Cooperative learning: correcting and advising classmates.

Competence in Linguistic Communication
- Pronunciation self-correction by means of dictionaries (printed and/or digitalised).
- Sharing personal experiences with the group of equals.

OBJECTIVES

- To emphasize sentence rhythm patterns by means of stressed words.
- To read vocabulary common words pronouncing them properly.
- To look for, note down and be able to read phonetic transcriptions on unknown words.
- To develop autonomous strategies to read long texts emphasizing intonation.
- To organise ideas before starting to write a composition.
- To achieve cohesion and coherence in writing.
- To follow a logical structure to elaborate a complex writing text.
- To use British common expressions and idioms when writing a text.
- To understand full meaning on classmates readings.
- To sum up accurately the main idea in a paragraph.
- To use phonetics.
- To sum up contents effectively.

CONTENTS	ASSESSMENT CRITERIA
Phonetics: • Revision: previous units • Rhythm • Stressed syllables vs	- To write a self biography in which all grammar knowledge related to past tenses in put into practise. - To include, in that self biography, a 'future plans and expectations' section

• Weak syllables
• Reading aloud
 	
Grammar:
• Describing and comparing habits and lifestyles by means of actions:
   ✓ used to
   ✓ simple past
   ✓ ago, since
   ✓ for, already, yet, since
• Making predictions and expressing intentions:
   ✓ be going to
   ✓ Present continuous
   ✓ Simple Future
• Organising a long text: writing a biography
   ✓ Parts
   ✓ Structure
   ✓ Order
 	
Lexicon:
• False friends
• Synonyms
• suffixes and prefixes
• Idioms
• English common phrases
	where all grammar knowledge related to future tenses wil be put into practise.
	- To organise, in that self-biography, every idea in a paragraph and unite the whole text.
	- To include, within that biography, lexical contents as worked as class, at least one of each kind.
	- To avoid words repetition by using synonyms
	- To read aloud a selected paragraph from the biography, avoiding pronunciation mistakes.
	- To use ICT resources to make a visual presentation that allows students to follow the reading of a self-biography.
	- To sum up classmates' presentations in fifty words. (group activity: 4people per group).
	- To revise the grammar used in the summaries and hand the text to be evaluated. (group activity: 4people per group).
	- To make a good usage of grammar to talk about past and future events.
	- To become aware of one's own pronunciation and intonation mistakes after one's own reading. This implies a mark and puts into practise that mistakes are part of the learning process.
	- To be evaluated taking into account: grammar, pronunciation, summarizing skills and mistake awareness.

TIMING: 11 sessions of 55 minutes.	

SUMMARY OF Unit 4. Rich and famous

KEY COMPETENCES

Competence in knowing and interacting with the physical world
- Educating in responsible consumerism and equality (as opposed to social classes).
- Reflecting on society's attitude towards consumerism.

Civic and social competence
- Educating moral values: importance of sharing and greed criticism.

Artistic and cultural competence
- Stressing human values and their importance as opposed to rampant consumerism.

Competence in Linguistic Communication
- Usage of language as a means of expressing attitudes.

Longlife learningCompetence
- Criticising wrong attitudes in group, developing membership feeling.

OBJECTIVES

- To formulate hypothesis based on a sudden radical ficticious change: becoming billionaire or a worldwide famous celebrity out of the blue.
- To describe changes, wishes and dreams freely.
- To avoid an excessive use of dictionary by using known words.
- To use ICT to show which material changes (material possessions, lifestyle) would that new status imply.
- To understand native listening on the issue.
- To sum up information concisely
- To use grammar resources to formulate hypothesis.
- To state opinions and judgements on classmates' hypothesis, doing it orally and paying attention to phonetics.
- To participate actively in speaking sessions applying the phonetic knowledge acquired.

CONTENTS	ASSESSMENT CRITERIA

Phonetics:
• Plosives
/p/,/t/,/k/,/b/,/d/,/g/
  ✓ Initial position
  ✓ Middle position
  ✓ Final position:
    glottal stop
	• To write down an essay on what would change and what would be the same if you became rich and famous. (known topic and vocabulary: emphasizing grammar use)
	• To use properly conditional sentences and modal verbs (paying special attention to the different possibilities of success that they

• Revision and use
 	
Lexicon:
• Informal style:
  ✓ Words
  ✓ Expressions
  ✓ Use
 	
Grammar:
• First and Second Conditional
• Modal verbs:
  ✓ Can
  ✓ Could
  ✓ May
  ✓ Might
  ✓ Will
  ✓ Would
  ✓ Shall
  ✓ Should
  ✓ Must
  ✓ Have to
  ✓ Ought to
• Tenses:
  all tenses revision
 	
• Connecting sentences by means of words: (Part one)
	imply) to formulate hypothesis.
	• To sum up spontaneously and unplanningly the content of Listening exercises.
	• To specify (if possible) any dialectal difference that may have been perceived in Listening activities.
	• To express one's own ideas clearly and in organisedly.
	• To make the text coherent and cohesive.
	• To use informal style purposely to write the essay.
	• In groups of four: to read other group's essays and add some opinions and suggestions on items that would be changed/kept.
	• In groups of four: to elaborate a moral values list that would stay unaltered despite the hypothetical economical change.
	• In groups of four: to elaborate a material things list that would change if the hypothetical change came true.
	• To include in the written text at least one lexical item from each kind (from those learnt in previous units).
	• To apply the new phonetic knowledge acquired to the verbal endings' theories learnt in previous units.

TIMING: 11 sessions of 55 minutes.	

SUMMARY OF Unit 5. Shopaholic

KEY COMPETENCES

Competence in knowing and interacting with the physical world
- Realising consumerism has different degrees. Giving an opinion about it.
- Consumerism awareness

Mathematical competence
- Usage of mathematic skills to calculate prices in pounds.
- Being able to convert euros into pounds and vice verse.

Digital competence and competence in processing information
- Usage of ICT to learn while playing
- Use of ICT to look for and to ask for information in a communicative way.

Civic and social competence
- Cooperation in group activities.

Artistic and cultural competence
- Recognising some typically British items.

Competence in Linguistic Communication
- Real communicative linguistic usage of the English language acquired.

Competence in autonomy and own initiative
- Self-learning by means of oral spontaneous communication and autonomous and collective correction.

OBJECTIVES

- To state personal points of view by using a good grammar.
- To improve vocabulary by adding everyday life words.
- To specify degrees of satisfaction or displeasure accurately.
- To use vocabulary in a strictly British context -expressions, grammar, vocabulary, etc-.
- To perform different roles applying the right linguistic features to them.
- To discover different objects culturally typical in the UK -such as Scottish haggis, water boiling kettles, a Full English breakfast, jacket potatoes, Irish shamrock, etc-.
- To understand and be understood in spontaneous oral intercourses.

CONTENTS	ASSESSMENT CRITERIA
Phonetics: • To pronounce as correctly as to be understood by a native using daily speech. • Apply acquired knowledge	• To hand a group -4 people per group- activity: - Every group has to look for two British objects: one of them must be a handcrafted object – such as a china kettle-, the other one must be

Grammar:

- Asking for information
  - ✓ Wh-words (revision)
  - ✓ Relative pronouns (revision)
- likes and dislikes
  - ✓ Love
  - ✓ Like
  - ✓ Hate
  - ✓ don't like
  - ✓ can't stand
  - ✓ enjoy...
- comparative and superlative adjectives
  - ✓ -er
  - ✓ More...than
  - ✓ Less...than
  - ✓ -est
  - ✓ Irregular adjectives
- some and any compounds.

Vocabulary related to

- Money
- Clothes
- Animals
- Food
- Handicraft
- British cultural objects related to this vocabulary

an exclusive one –such as a page from Edgar Allan Poe's original writings-.

- Every group has to assign a role to every member. The roles are:
  - o *Compulsive shopper (shopaholic)* – (s)he likes every single object.
  - o *Millionaire* –(s)he prefers exclusive expensive objects
  - o *Shop assistant* – (s)he must force customers to buy impulsively.
  - o *Haggler* – (s)he must compare prices and tries to buy them cheaper.
- Every group must prepare sentences which will be used by every character; they will do it cooperatively, applying the grammar worked within the unit.
- Every group will have a fictional tent to sell their objects.
- Every group has a total amount of 1000 pounds. The aim is to buy many things spending as little money as possible.

- After the shopping activity: every student must write down a summary on what has happened in the market.
- They must account for personal deficiencies when they have to communicate orally.
- To tell the members of the group about their common mistakes. To help them to overcome them.
- Every group chooses a representative to make a call. They will phone to an English information number to ask where those objects can be bought. Members of the group can help by telling their representative vocabulary, structures or grammar.
- To understand and be understood during the phone call.

TIMING: 8 sessions of 55 minutes.

SUMMARY OF Unit 6: Let's go to Alton Towers!

KEY COMPETENCES

Competence in knowing and interacting with the physical world
- Cultural and geographical knowledge on specific United Kingdom places.

Digital competence and competence in processing information
- Motivating classmates: usage of ITC –and intonation resources- in presentations to catch their attention.
- Usage of ICT to support English Language to communicate in everyday situations.
- Usage of ICT to add additional information on cultural subjects paying special attention to the sources.

Civic and social competence
- Tolerating different opinions in the classroom, being able to start a polite debate when confronted.
- Respecting the different English levels that may be seen among classmates.

Artistic and cultural competence
- Cultural and geographical knowledge on specific United Kingdom places.

Competence in Linguistic Communication
- Using second language to persuade.
- Linguistic and communicative usage of English language applying all contents seen up till now.

Competence in autonomy and own initiative
- Involving in cooperative learning.
- Helping classmates to achieve a better level of English language by means of cooperative learning.

OBJECTIVES

- To be able to make an online reservation by means of acquiring and using the pertinent vocabulary and applying cooperative learning.
- To present, defend and uphold one's own opinion when opposed to classmates' ones.
- To improve geographical knowledge and promote mobility among the UK by means of cooperative learning activities and presentations.
- To plan a set of realistic activities in a concrete period of time to visit Alton Towers and its surrundings.
- To calculate a budget, by means of cooperative working, for a hypothetical visit to Alton Towers.
- To be able to organise and distribute work in a group.
- To make all members of the group involved in the project.
- To apply one's own intonation and pronunciation knowledge to elaborate an oral presentation.

- To write a composition on the planned travelling, applying grammar and vocabulary to the topic.	
CONTENTS	ASSESSMENT CRITERIA
Vocabulary: • Money • Reservations • Hotels • Rooms • Travelling: ✓ Use of technology to make a reservation and planning a trip. **Grammar and Phonetics revision:** • tenses (specially in order to express future actions) • time clauses and expressions • conditionals • comparison of adjectives • Intonation and pronunciation. • should and shouldn't	- To use verbal tenses, supported by time clauses, to express plans and intentions. - To use adjectives to compare and uphold one's own preferences when confronted with others'. - To use a careful and coherent oral expression and to adapt it to the communicative intention. - To choose the right intonation according to the purpose intended the paragraph. - To use conditional sentences properly in order to formulate hypothesis. - To write down, both spelling and intonation, the new vocabulary words. - To support presentations with ppt digital slides. - To participate actively in group activities. - In cooperative groups: to sum up the whole project and handle it for evaluation. - Comprehensive reading on groups' projects. - Cooperative group correction on others' projects which will be the scope of an evaluation.
TIMING: 10 sessions of 55 minutes.	

SUMMARY OF Unit 7. I am a Gaian!

KEY COMPETENCES

Competence in knowing and interacting with the physical world
- Awareness of the whole process of buying and selling.
- Awareness of the international quality of the current society.

Mathematical competence
- Apply mathematical knowledge in fictional bids.
- Distributing virtual money wisely to achieve different goals.

Digital competence and competence in processing information
- Creating a personal blog and interacting with worldwide students' ones.
- Fluency in surfing www.gaianonline.com as a virtual world.

Civic and social competence
- Interacting and collaborating with classmates to achieve zOMG goals.
- Organising the virtual teams to establish the goals to be fulfilled.
- Distributing different functions on a team -who earns money, who chooses the mission, who attacks stronger, who protects the team in battle, etc-.

Artistic and cultural competence
- Developing one's own personality and artistic manifestation by means of one's own avatar.
- Valuating other users' avatar on an artistic basis.
- Awareness of intercultural features shown in the website -clothes, furniture, avatars, etc-

Competence in Linguistic Communication
- Understanding English informal language as shown in zOMG missions.
- Usage of English Language to communicate with team members as well as with other international teams.
- Reading comics, stories and missions in an effective way.
- Activating backward vocabulary memory by means of games such as WordBump.

Longlife learning Competence
- Acquiring communicative skills that allow students to understand and be understood in an international chat.

Competence in autonomy and own initiative
- Acquisition of new vocabulary by shopping at different places in Shops Directory.
- Acquisition of new vocabulary when facing it in a virtual communicate situation.

OBJECTIVES

- To be able to get involved in a conversation in real English by means of teenagers chat.
- To use different skills to make yourself be understood when vocabulary does not come to your mind –paraphrasing-.
- To add new vocabulary to the already known one and to use it actively.
- To avoid using Spanish when chatting to classmates in Gaia.

- To be able to buy and sell items in a different language. - To be able to create and describe virtual home by using a different language. - To develop a membership feeling within the mission team. - To be able to state one's own likes in a blog.	

CONTENTS	ASSESSMENT CRITERIA

Vocabulary:
• Clothes
• Furniture
• Action verbs
• Informal words
• Asking for and giving personal information.
• Revision (previous term)
 	
Grammar revision :
• Preferences and opinions:
   ✓ Like / don't like
   ✓ Love
   ✓ Enjoy
   ✓ Hate
   ✓ Common Expressions
• Writing long texts:
   ✓ Coherence
   ✓ Cohesion
   ✓ Paragraphs
   ✓ Order
Grammar:
• Indirect style (introduction, just a first contact on what it is)
	- To write about likes, hobbies and expectations by means of a proper grammar.
	- To publish a personal blog with no grammar mistakes.
	- To acquire new vocabulary by means of surfing Gaia. To handle a list of new vocabulary by the end of the unit.
	- To be able to use English vocabulary avoiding dictionaries, just by means of already acquired one.
	- To summarise actions which have taken place in Gaia. To do it by using no resources apart from a pen and a paper.
	- To correct other team members mistakes.
	- To have achieved 10 missions in zOMG by the end of the unit.
	- To work on informal written English fluency.
	- To know that there is a way of reporting to others what you were said. To understand its logic structure before facing its grammar.

TIMING: 8 sessions of 55 minutes.	

SUMMARY OF Unit 8. If I were in your shoes...	

KEY COMPETENCES

Competence in knowing and interacting with the physical world
- Analysing and criticising other people likes and cultural influences.

Digital competence and competence in processing information
- Using www.gaiaonline.com as a way of approaching different likes, points of view, comments, hobbies, etc among teenagers al around the world.

Civic and social competence
- Stating opinions on other people's likes in a polite way.
- Giving pieces of advice in a polite way.

Artistic and cultural competence
- Being able to express own likes and developing a personal virtual self.

Competence in Linguistic Communication
- Usage of grammar to be polite.
- Approaching idioms and British expressions.
- Acquisition of new lexical items.

Competence in autonomy and own initiative
- Developing personality: being original and stating likes and dislikes.

OBJECTIVES

- To give pieces of advice by means of a good grammar.
- To be able to compare different points of view and criticise them.
- To use conditional sentences in oral utterances in a natural way.
- To state personal points of view by using a good grammar.
- To improve active vocabulary by adding everyday life idioms.
- To specify degrees of satisfaction or displeasure accurately.
- To incorporate idioms to everyday language.
- To be aware of the need of politeness in speech.
- To know and apply different degrees of politeness according to the situation.

CONTENTS	ASSESSMENT CRITERIA
Phonetics • Intonation according to speakers' intention. • Question tags **Grammar** • Advising: ✓ Conditionals (2) • Criticising:	- To be able to acquire the whole meaning on a text with idiomatic expressions. - To use grammar to be intentionally rude / polite. - To write down a critical writing on an avatar / house. - To write down a supporting text on an avatar / house. - To write down a text on giving advice to

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✓ Comparative and superlative adjectives
• Politeness:
  ✓ Modal verbs
  ✓ Verbal tenses
  ✓ Conditionals (2,3)
• Structures:
  ✓ Sentence order
  ✓ Punctuation marks
  ✓ Discourse markers
 	
Vocabulary
• Idioms
• Common expressions
	make his/her avatar / house better.
	- To participate in oral utterances being aware of the use of intonation.
	- To use modal verbs to indicate different degrees of politeness.
	- To avoid "spanglish" when translating. To use English expressions properly.
	- To know discourse markers and to apply them to connect opinion+critics+advice.

TIMING: 9 sessions of 55 minutes.	

SUMMARY OF Unit 9. Gossiping

KEY COMPETENCES

Digital competence and competence in processing information
- Usage of ICT in order to look for information.
- Usage of ICT to have access to exercises that require inventing an ending. Websites such as: http://www.storyconnection.net/?content=games
- Usage of websites such as: www.20q.net

Civic and social competence
- To use exercises to learn to transmit rumours and to gossip about others' statements.
- To sum up accurately others' opinions.

Competence in Linguistic Communication
- To be able to paraphrase easily
- To apply grammar

OBJECTIVES

- To give pieces of advice by means of a good grammar.
- To be able to compare different points of view and criticise them.
- To use conditional sentences in oral utterances in a natural way.
- To state personal points of view by using a good grammar.
- To improve active vocabulary by adding everyday life idioms.
- To specify degrees of satisfaction or displeasure accurately.
- To incorporate idioms to everyday language.
- To be aware of the need of politeness in speech.
- To know and apply different degrees of politeness according to the situation.

CONTENTS	ASSESSMENT CRITERIA
Phonetics • Intonation according to speakers' intention. • Question tags • Rhythm revision **Grammar** • Reported speech • Passive voice • Subject-object questions	- To be able to report different utterances. - To write down by means of a good grammar different quotations. - To pay special attention to the structure in questions. - To participate in oral utterances being aware of the use of intonation and rhythm. - To use speech verbs to indicate different utterances and actions. - To use English expressions properly. - To be aware of all grammatical changes

Vocabulary	involved in the reporting process.
• Verbs of speech	
TIMING: 11 sessions of 55 minutes.	

SUMMARY OF Unit 10. Harry Potter vs. Shrek

KEY COMPETENCES

Competence in knowing and interacting with the physical world
- Cultural and geographical knowledge on specific UK overseas territories.

Digital competence and competence in processing information
- Usage of ICT to prepare some presentations on the topics proposed
- Motivating classmates: usage of ITC –and intonation resources- in presentations to catch their attention.
- Usage of ICT to locate Harry Potter sceneries in real life
- Usage of ICT to add additional information on cultural subjects –dialectal differences- paying special attention to the sources.
- Usage of ICT to create some presentations on the American Dream
- Usage of ICT to record an interview.

Civic and social competence
- Cooperative work: team work.

Artistic and cultural competence
- Cultural and geographical knowledge on specific United Kingdom overseas territories
- Awareness of the meaning of the American Dream and Hollywood's happy ending.
- Dialectal differences: being aware of the different dialects as well as of their differences in vocabulary.
- Reflecting on interculturality

Competence in Linguistic Communication
- Writing an e-mail to a celebrity: formal vs. Informal style
- Being able to elaborate a long text avoiding mistakes.
- Interviewing someone: organising questions, looking for information and awareness of cultural influences when performing.

Competence in autonomy and own initiative
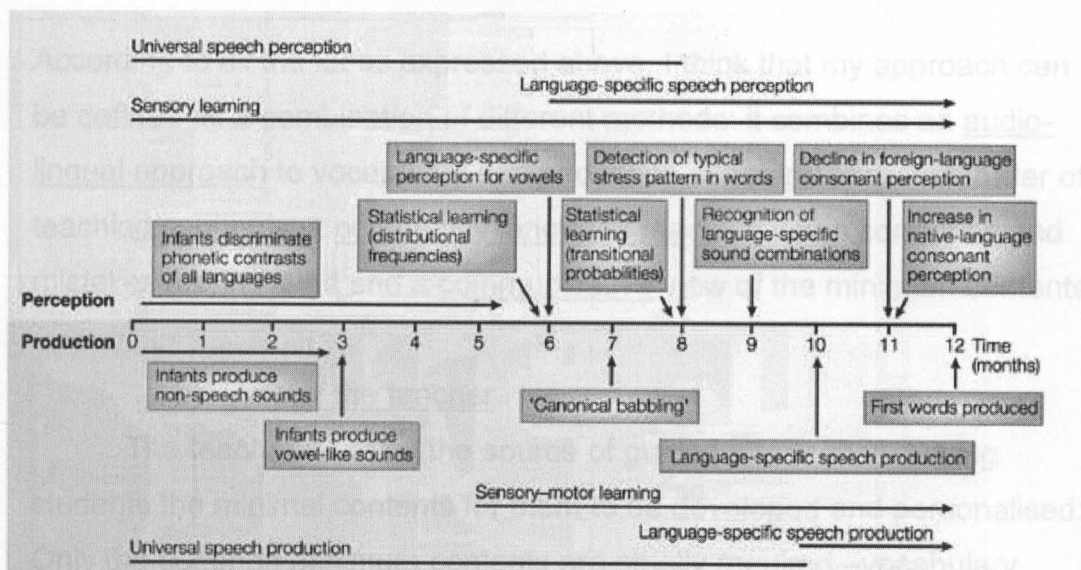- Self motivation in order to read texts

OBJECTIVES

- To be able to locate British territories in a map.
- To know about Harry Potter's British features.
- To know about Shrek's American culture features.
- To be fluent when doing an oral presentation.
- To apply all the grammar that has been acquired until now.
- To be aware of dialectal differences in British and American spoken language.
- To be aware of dialectal differences in British and American written English.

- To be aware of cultural differences between British and American culture.	

CONTENTS	ASSESSMENT CRITERIA
Phonetics • Dialectal differencies in spoken English • Revision and usage of all phonetics worked until now. **Grammar** • Email (letters' format: informal and formal) • Revision and usage of all the grammar learnt within the course • Interviewing someone **Vocabulary** • American vs. British vocabulary • Usage of all the vocabulary learnt until now. **Culture** • American Dream • Happy Ending • Harry Potter • Shrek • British scenery	- To be able to report different utterances. - To write down by means of a good grammar different quotations. - To pay special attention to the structure in questions. - To participate in oral utterances being aware of the use of intonation and rhythm. - To use speech verbs to indicate different utterances and actions. - To use English expressions properly. - To be aware of all grammatical changes involved in the reporting process. • **Students will write down a three pages summary of all the grammar as seen during the course.** • **Students will record, in pairs, a fictional interview to a celebrity to apply all the grammar and phonetics to establish their mark.** • **The videos and summaries will be watched and read at class and a final correction of mistakes will take place collectively.**

TIMING: 20 sessions of 55 minutes.

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6. Subject Methodology

a) <u>Pedagogical principles:</u> Strategies and methodology.

Nature Reviews | Neuroscience

The methodological approach is based on Natural Learning. As the human being acquires language in a certain order, paying more attention to what is said before he can express himself writing; the approach will follow the same terms.

In this sense, the speech will be encouraged from the very beginning in the subject, making the production of sounds one of the core contents in the course.

However, as the image shows, speech needs to be trained. Students need to get used to the English common sounds in order to do some utterances properly. To achieve this goal, it is important that they develop a strong listening skill. To aim that level of listening, it is a must to have a teacher who is fluent in oral English, avoiding the "spanglish" pronunciation of English words or the lack of British intonation when speaking.

On the other hand, interaction is required. The whole course syllabus has been developed keeping the idea that interaction in language learning is the key to successful learning. Cooperative learning and its positive influence in perceiving mistakes as a natural way of approaching language

teaching, is highly motivational. Students will become teachers and while they develop their own autonomy, they will feel tempted to take part in lectures since the fear of being punished if wrong has disappeared.

According to all the ideas expressed above, I think that my approach can be defined as a combination of different methods: it combines an audio-lingual approach to vocabulary and phonetics, a natural approach order of teaching concepts, a community language teaching when correction and mistakes are involved and a communicative view of the minimum contents.

b) Role of the teacher

The teacher must be the source of guided information. Giving students the minimal contents for them to be developed and personalised. Only the common minimum contents are strictly required –vocabulary semantic fields, grammar and writing, listening and pronunciation-. Exams are required but not strictly needed in every core unit. Some of them contain assessment criteria which specify a different way of evaluation –for instance, unit 10 requires a video; unit 7 a printed part from a blog, unit 5 requires being fluent when video calling/phoning, etc- which allows teachers to cover and valuate all the different competencies.
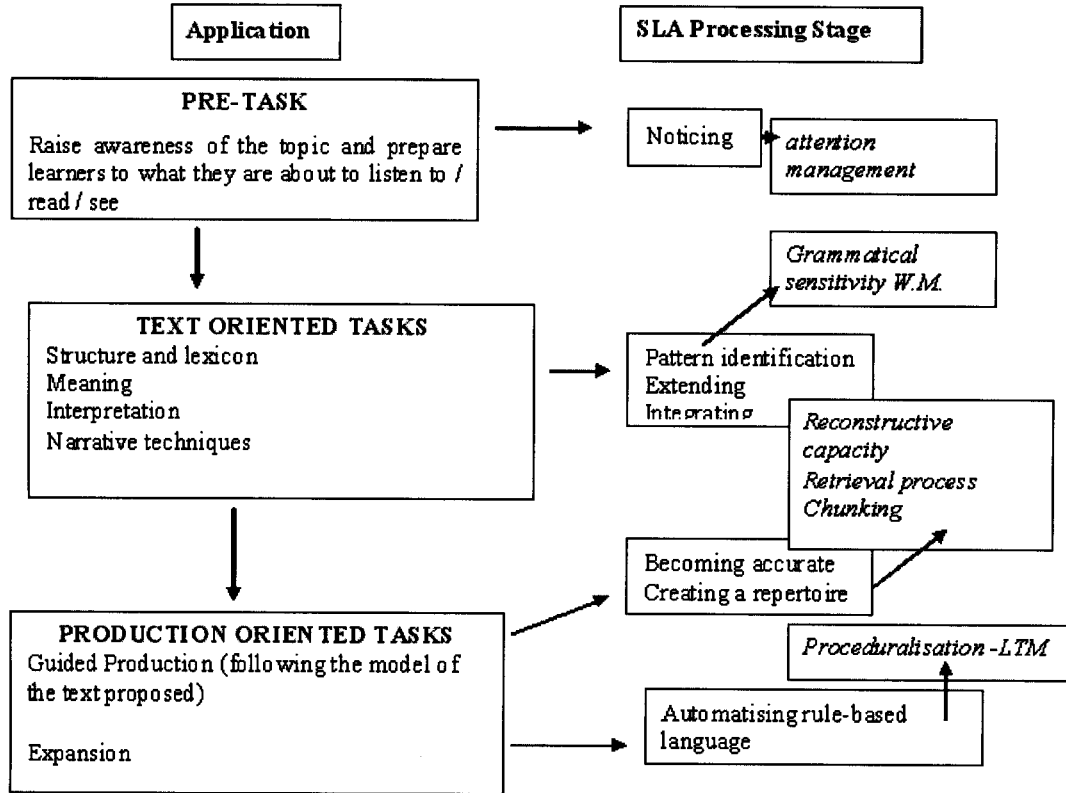
c) Activities

The activities proposed are quite diverse. Most of them present a cooperative learning style. Exercises are designed to favour interaction during the lecture and the grammatical side of the subject is always focused pragmatically. Therefore, the subject acquires an eminently practical nature, which will help students to become participative and eager to start interaction.

Positive reinforcement is encouraged. The teacher has to reward participation even if mistakes are involved. Creativity, fluency and active learning are key factors in this syllabus.

Teaching values is also promoted, especially those related to social behaviour and consumerism.

Interdisciplinary approach is also used in the different activities. Most of the subjects are worked within the course.

Application		SLA Processing Stage

PRE-TASK

Raise awareness of the topic and prepare learners to what they are about to listen to / read / see

→ Noticing ← *attention management*

Grammatical sensitivity W.M.

TEXT ORIENTED TASKS
Structure and lexicon
Meaning
Interpretation
Narrative techniques

→ Pattern identification
Extending
Integrating

*Reconstructive capacity
Retrieval process
Chunking*

Becoming accurate
Creating a repertoire

PRODUCTION ORIENTED TASKS
Guided Production (following the model of the text proposed)

Expansion

Proceduralisation - LTM

→ Automatising rule-based language

7. Evaluation Criteria

a) 4th level of CSE: Evaluation Criteria

The curricular document -in this Community- establishes the Foreign Language subject (English) as a common subject in the 4rd year of CSE, Decree 112/2007.

The assessment criteria are the standards of reference upon which the degree of achievement of educational objectives is measured. They allow for the appreciation of the type and degree of acquisition and learning of objectives, and they are the fundamental reference in order to assess the achievement of key competences. Here are the assessment criteria for the English Language subject in the 4th year of CSE in our Autonomous Community:

1. Understanding general and specific information. Inferring the main idea and the more significant details uttered in different interpersonal communicative situations -or when transmitted by the media- on issues which do not require specific knowledge on the matter.

2. Participating in diverse communicative situations, using different strategies to start, to develop and to put an end to conversation. To utter a comprehensible discourse taking into account the characteristics of the situation and interaction.

3.. To understand and to extract autonomously, general and specific information on several texts –original and adapted-, discerning facts and opinions and identifying the communicative intention of its author.

4.. To be able to write autonomously diverse kinds of texts, paying special attention to lexicon, to structures and to basic elements which guarantee coherence and cohesion. Organise ideas and make them easily understood for the reading.

5. To use -consciously and autonomously- the acquired knowledge on the foreign linguistic system, in different communicative contexts. Using them as a tool for self-correction, self-evaluation and understanding others' utterances.

6. To identify and to use autonomously different strategies to improve the learning process.

7. To use ICT autonomously to look for and select information, to produce texts from pattens, to send and receive e-mails and to establish interpersonal relations.

8. To identify and describe the most relevant cultural aspects of the countries where the foreign language is spoken. To establish some relations among attitudes, characteristics, social values and customs of the culture which language is being object of study and ours. To adopt a critical attitude towards our own culture.

b) Assessment criteria in the current syllabus

Written tests and oral utterances are qualified from 1 to 10 points. Every item explained at class which is asked within the test has a X points value depending on its difficulty. End-of-unit exams/end-of-unit oral expositions qualify for 60% of the term mark. The end-of-term written test accounts for another 10% of the final mark. The resting 30% of the final mark corresponds to group projects marks, their written summaries. An extra 10 % might be added or taken away from the final mark, based on students observation of attitudes and procedures.

Within the exams, different kinds of activities and with varying degrees of difficulty are pondered in order to account for the minimal contents. In fact, a student who has achieved a minimum level of achievement of the minimum contents must be able to obtain at least 50% of correct the final mark or showing proper intonation. The final qualification of the course is an average from all term marks. Despite this average, it is possible to

compensate one of the terms -if it had been failed- if the other two have obtained qualifications over 5, arithmetic average is not a requisite for passing the course but the student must prove he/she can use the knowledge learnt within the three terms.

8. ASSEN

(Attention to Students which may present Special Educational Needs)

The students which may present special educational needs, will be supported within the classroom. Some basic activities are developed (see attached files) to try to cover all problems in the learning process.

However, since the educational centre set as an example does not offer special attention t this kind of students (see attached file on CEU San Pablo School Psychological Cabinet) I am not covering students who may require more than an adaptation of contents. Those students will be derived to the psychological cabinet and that cabinet will guide the teacher on how to act with students, if possible.

9. Reading Promotion

Reading is worked within the whole syllabus, especially in unit 10, when Harry Potter is introduced.

However, there is a compulsory book: Kelly, Miles (2006). Kings and Queens. Bubblefacts.

On the other hand, the book is a suggestion due to the fact that its structures are easy and ideal for inviting students to do some extra research on British History (see attached files). If the teacher is interested on this kind of books, i would recommend visiting:
http://www.mileskelly.net/family/

10. ICT usage

ICT is encouraged within the whole course among all core units. The educational centre in which the course syllabus is based, offers students the chance of interacting with digital boards at any moment.

11. Complementary activities

(See attached files) As it was said before, complementary activities are focused on grammar. The course syllabus offers itself a great variety of activities. Therefore, the only complementary activities which could be

offer would be travelling type. To propose one of them – such as visiting Alton Towers-, the school headmaster must allow it, the parents must sign for them and students should be responsible enough as to avoid problems.

12. Summary of Core Units: MINIMAL CONTENTS

1st TERM
Unit 1. Cheerio Spanish language!
Greetings and introductions. Asking for and giving personal information: Commonly used sentences for this purpose. Question intonation vs. Statement intonation. Grammar revision : Simple Present vs Present Continuous, Simple Past vs Present Perfect, Simple Future vs Present Continuous
Unit 2. From "guoter" to /ˈwɔːtə/.
Basic pronunciation and intonation patterns. Non-verbal language: expressing moods. Interviews: performance and related vocabulary. Grammar: Relative pronouns, subject-object questions.
Unit 3. It's my life
Describing and comparing habits and lifestyles by means of actions: used to Making predictions and expressing intentions: be going to Lexicon: False friends, synonyms, suffixes and prefixes. Idioms.
Unit 4. Rich and famous
Lexicon: informal style (words and expressions). Educating in values.

Grammar: First and Second Conditional, Modal verbs, Connecting sentences by means of words.
2nd TERM

Grammar: First and Second Conditional, Modal verbs, Connecting sentences by means of words.

2nd TERM

Unit 5. Shopaholic

Phonetics: pronouncing as correctly as to be understood by a native using daily speech.

Grammar: Asking for information, likes and dislikes, comparative and superlative adjectives, some and any compounds.

Vocabulary related to money, clothes, animals, food, handicraft.

Unit 6. Let's go to Alton Towers!

Vocabulary related to money, reservations, hotels, rooms and travelling.

Use of technology to make a reservation and planning a trip.

Oral and written revision: tenses (specially in order to express future actions) and time phrases, conditionals, comparison of adjectives, intonation and pronunciation.

Grammar: should and shouldn't.

Unit 7. I am a Gaian.

Usage of technology to express themselves by means of English language.

Revision: Expressing preferences and opinions. Making invitations and replying to them.

Grammar: long writing text (blog).

Vocabulary: revision from unit 5: daily words (colours, clothes, furniture, rooms, expressions...).

Unit 8. If I were in your shoes...

Usage of technology to express themselves by means of English language.

Use of English language to communicate among themselves.

Lexicon: widening knowledge of idioms, English phrases, phrasal verbs.

Grammar: revision: conditionals (hypothesis, pieces of advice, dreams), adjectives.

3rd TERM

Unit 9. Gossiping

Grammar: Indirect Style and time phrases II.

Revision: formulating hypothesis based on information taken from audiovisual resources.

Phonetics: Understanding and selecting information, from an audio/audiovisual resource, on habits, lifestyle and customs. Differenciate them from isolated specific actions in the past.

Unit 10. Harry Potter VS. Shrek

Reading and summing up texts.

Extracting basic information from interviews.

Introducing famous parts from England as appeared in Harry Potter films.

Introduction of some British cultural items as showed in the film.

Grammar: Passive voice

Grammar: writing letters and e-mails. Use of relative pronouns and all required grammar items as seen within the course (forced revision).

Grammar: writing a script on a known subject (films, interviews, accents, news, celebrities, performances...) in order to record a TV show.

Oral exposition and written summary on British territories: England, Scotland, Ireland, Wales and the British Overseas Territories (Gibraltar, Anguilla, Bermuda, South Georgia and South Sandwich Islands, Cayman Islands, Falkland Islands, Pitcairn Islands, Turks and Caicos Islands, British Virgin Islands, Montserrat, Saint Helena, British Antarctic Territory, British Indian Ocean territory)

Cultural aspects and values: interculturalism.

Vocabulary: British English vs. American English vs. Australian English.

Knowledge and self reflection on the American "happy ending".

Acting and appearing is compulsory since it will be the exam.

Use of technology to make a video.

- **Bibliografía seleccionada para consulta y defensa del TFM**

Lecturas relacionadas con la investigación metodológica:

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- PLA, LAURA (1989). Enseñar y aprender inglés. Bases psicopedagógicas. Cuadernos de Educación. ICE Universidad de Barcelona. Editorial Horsori.
- STERN, H.H. (1991). Fundamental concepts of language teaching. Oxford Universitty Press.
- BRUMFIT, C.J. and K.Johnson (1981). The Communicative approach to Language teaching. Oxford University Press.
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- RIVERS, W.M. (1988). Interactive Language Teaching. Cambridge University Press.
- PRODROMOU, LUKE (1992). Mixed ability classes. MacMillan Publishers.

Lecturas relacionadas con la Unidad Didáctica y la Programación Didáctica:

- THOMSON, A. and A.V. Martinet (2002). A Practical English Grammar. Oxford University Press.
- ANTUNEZ S. et alii (2008). Del Proyecto Educativo a la Programación de Aula. Editorial Graó.
- ROACH P. (2010). English Phonetics and Phonology. A practical Course. Cambridge University Press.
- MATEO M. et alii (1999). Materials for a Course in English Phonetics and Phonology. Universidad de Oviedo Servicio de Publicaciones.

- KELLY, MILES (2006). Kings and Queens. Bubblefacts.
- SWAN, M. And C. Walter (1997). How English Works. Oxford.
- GARZÓN CALLES, T. And Jean Rowan (1994). English Grammar for C.O.U. Burlington Books.

Páginas web utilizadas:

- Decreto 112/2007:

    https://www.docv.gva.es/portal/2007/07/24/pdf/2007_9717.pdf

    - Listenings:

American English:

www.saberingles.con.ar/listening/index.html

www.esl.lab.com

www.manythings.org/e/listening.html

British English:

http://esl.about.com/library/quiz/bllisteningquiz.htm

www.audioenglish.net

http://learnenglish.britishcouncil.org/en

    - Grammar: www.englisch-hilfen.de/en/

    - Vocabulary: http://englishflashgames.blogspot.com

                         www.gaiaonline.com

                         http://dictionary.cambridge.org

María Blanco Mesa
Máster de formación del profesorado de ESO
UNIVERSIDAD CEU CARDENAL HERRERA

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ATTACHED FILES

CORE UNIT

SUMMARY OF UNIT 2 From "guoter" to /ˈwɔːtə/.
KEY COMPETENCES
Digital competence and competence in processing information - Good usage of ICT to look for –and apply- linguistic structures to classwork (i.e. parts of an interview). Civic and social competence - Distinguishing among different moods not only by means of linguistic (non)verbal signs but also by means of empathy and emotional intelligence. - Cooperating with classmates to achieve as cohesive level of English language as possible. - Helping classmates to improve their English by correcting their mistakes. Artistic and cultural competence - Acting and performing emotions in an artistic and creative way to emphasize non-verbal communication. - Awareness of British gestures meaning. Competence in Linguistic Communication - Awareness of changes in register according to the intended receiver Competence in autonomy and own initiative - Active participation in lectures by means of spontaneous and already studied contributions.
OBJECTIVES
- To organise and present appropriately a series of questions to interview somebody. - To modify intonation patterns and linguistic registers according the mood expected to transmit. - To infer non-verbal pieces of information from classmates' gestures and intonation patterns. - To distinguish irony, anger, happiness, doubt, etc and answer consequently. - To distinguish verbal tenses in spoken utterances. - To use non-verbal communication instead of Spanish language in order to complete utterances when an unknown word is required. - To be aware of the meaning added by intonation patterns. - To apply the pronunciation of sounds worked during the lectures. - To be able to ask for specific information. - To use gestures consciously. (i.e. awareness of the differences between British and Spanish gestures). - To become fluent when using wh- questions. To know wh- words meaning and usage. - To participate actively in lectures. To assume mistakes as part of the natural learning process.

CONTENTS	ASSESSMENT CRITERIA

Phonetics:
• Pronuncing final -ed.
  ✓ /st/
  ✓ /zd/
  ✓ /id/
  ✓ /t/
  ✓ /d/
• Pronouncing letter "s"
  ✓ /s/
  ✓ /z/
  ✓ Special cases: /sh/
• Short and long forms of auxiliaries
  ✓ Is, are, 's, 're
  ✓ Has, have, 's, 've
  ✓ Does, do
• Intonation
  ✓ Rise-fall
  ✓ Fall-rise
  ✓ Rising
  ✓ Falling
  ✓ Level
 	
Socio-cultural aspects:
• Non-verbal language:
  ✓ Expressing moods.
  ✓ British gestures
  ✓ Interviews performance
Grammar:
• Relative pronouns
  ✓ Which
  ✓ Who
  ✓ That
  ✓ Whose
• Wh- questions
  ✓ Who
  ✓ How
  ✓ When
  ✓ Where
  ✓ Why
  ✓ What
 	
• Subject-object questions
 	
Vocabulary:
• Feelings and moods
	- To pronounce verbal endings according to what was worked at lectures.
	- To apply the new information acquired on verbal auxiliaries.
	- To write down an interview, revising all grammar points from the previous core unit and completing them by adding the wh-questions as worked in the current unit.
	- To do, in pairs, performance on the written interviews, paying special care to intonation, pronunciation and gestures.
	- To do an oral presentation on a fictitious event to let the rest of students guess the feelings (s)he is trying to transmit.
	- To fill blank comics using texts which concord with the non-verbal meaning being transmitted by the picture.
	- To impersonate a native English speaker celebrity (either real or fictitious).
	- To include British gestures when performing interviews.
	- To correct, in groups, recorded interviews from classmates, noting down the mistakes and analysing them
	
	- To write a newspaper or magazine in which the favourite interviews are included.

TIMING: 11 sessions of 55 minutes.	

Didactic Unit 2
From "güoter" to /ˈwɔ:tər/.

1. Introduction

- Justification
This is the second didactic unit of the English subject matter Scheme of Work for the 4th year of CSE. The central issues and functions covered are basic intonation and phonetics,, subject-object questions, relative pronouns, informal spontaneous speech and use of linking words by means of interviews and the conscious use of non-verbal communicative support. These contents are present in all blocks of the curriculum, since teaching and learning a foreign language implies a continuous, integrated use of both 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 relationship to other didactic units
This didactic unit will be carried out in 8 sessions, during the month of October, 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 students' daily speech, which are essential to develop the previously introduced oral background upon which later knowledge will be added and related to. The unit is related to unit 6 and 14 in the sense that it deals with proper oral performances to manage any speech, as well as with units 10 and 15, as they all require previous knowledge of intonation patrons.

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

Being the second unit in our scheme of work, the achievement of its objectives will contribute positively to all the following, as it provides a basic cornerstone for communication in the foreign language.

2. Key Competencies (se toman de los cuadros de las 15 unidades didácticas)

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 for expressing themselves and planning Interviews, as well as for asking for and giving information on someone's life, developing an emphatic feature due to the fact that they may be able to recognize different status by using and recognizing different intonation schemes, accompanied by relative pronouns, wh- words, subject-object questions and linking words which will allow them to develop longer utterances and talk more freely. 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.

. **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.

. **Social and civic Competence**, as the unit is based on asking for and giving personal information in order to establish interpersonal relationships and to create links among people and to 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.

3. Objectives

At the end of the unit, students will be able to:. To recognize a non-verbal meaning of certainty, questioning, incompleteness, doubt, invitation, surprise and routine by means of intonation. (C)
. To produce and understand English oral messages spontaneously and freely by using linking words and relative pronouns.(P)
· To write and use real word (speech) and apply them to comics.
.To be able to correct one's own pronouncing mistakes.(A)
. To get involve in interaction by spontaneously asking for information by using Wh-words.(P, C)
.To keep a rhythmical utterance in English instead of a syllabic one. (P)
. Transfer the structures and vocabulary learned to personal output.(C)
. Write and record an interview, paying special attention to structure, grammar and pronounciation.(C)

4. Contents Vocabulary

. Feelings.

. Linking words.

. Idioms used in context.

. Jobs.

· British slang

. Use of the (phonological utterance + definiton) dictionary.

. Identification, use and appreciation of learning and communication strategies.

Structures and language functions

. Asking for and giving personal information: feelings, moods, jobs, informal words, informal speech.

·Activities: Performing a character, Interviews and self-review.

Phonetics

. Intonation schemes (tones).

. Long and short vowels

· schwa

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

SESSIONS	CONTENT DEVELOPMENT
1st SESSION	. Intonation curves . Linking words (1). · Vocabulary: feelings and moods.
2nd and 3rd SESSION	. understanding non-verbal meaning. . Use of the dictionary: self-correction. . Long vs. short vowels. · Linking word (2)
4th and 5th SESSION	. Subject-object questions · Wh- questons. . Relative pronouns.
6th SESSION	. Strategies to start and finish a conversation . Vocabulary: Jobs · 1st try: interview
7th SESSION	. Vocabulary: idioms and their use in context.
8th and 9th SESSION	. British cultural influence on speech: gestures. · Vocabulary: informal words: British slang
10th + 11th SESSION	. Interviews: recording and performing

5. Activities

- Typology of activities

In every didactic unit we can establish three types of activities:

. Introductory

Introductory or warm-up activities aim at refreshing and putting at stake the learners' previous knowledge. They will be carried out at the beginning of each didactic unit. The results of these activities will be a reference point for the teacher to establish the starting point from which the remaining didactic units will depart.

. Development

These activities will be carried out in each session following the progress of the contents. For their implementation, the teacher will use various resources (textbook, additional material, texts on different formats, audio and video recordings), by means of varied methodologies and groupings, according to the objectives and contents to be accomplished. Therefore, some activities will belong to the structuralist paradigm, whereas others will offer controlled practice and free practice.

Similarly, they will be carried out individually (in the classroom or as homework), in pairs or small groups, or in large group.

The final sessions of the didactic unit will include review activities on the contents of the unit, so that preparation for assessment tests is enhanced.

. Consolidation and extension
The purpose of these activities is to go further into the learned contents. They will be carried out voluntarily by students, even though the teacher will take them into account for assessment. These activities will go deeper into the conceptual aspects which are considered to be more useful for learners, according to their interests and expectations. Some of them will provide a key, so that students can carry out self-assessment, whereas others will be marked and checked by the teacher.
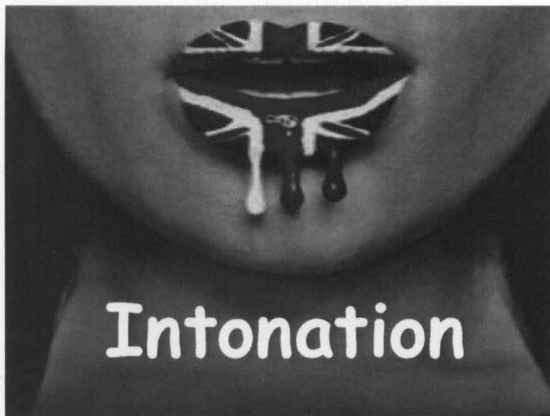
- Schedule of activities per session
Below there is a detailed list of the activities to be carried out in each session, according to the contents involved, as well as the resources and methodology used:

1st SESSION

CONTENTS	ACTIVITIES	RESOURCES AND METHODOLOGY
. Intonation curves . Linking words. · Vocabulary: feelings and moods..	. To learn different intonation curves. Listen to them and repeat them as accurately as possible. · To identify different moods according to the intonation patrons introduced. . Try to guess the pronunciation of some words by instinct. · Utterance of related questions by using some linking words	. Being the students divided into several groups of 4, they will repeat some intonation patrons, always being able to read what they are saying and paying special attention to the tone. . Individually, students write down which mood they think the video is showing. Then, altogether will check the answers and complete them by adding how that person feels. Ask one another about the reasons for that answer. . Resources needed: audio-video, vocabulary list, dictionary

Proposed lecture on phonetics: (slideshow)
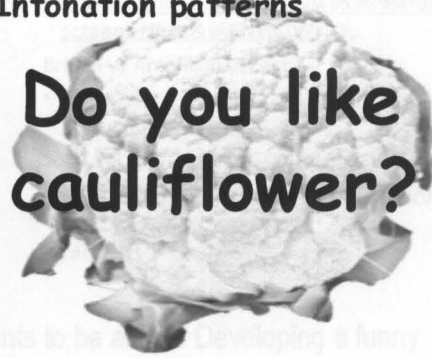
70

TRY IT !!!
Have you seen my flip-flops?

Word	Symbols	Tone names	Meaning
Yes	→	Level	Neutral; uninterested: 'Yes'
Yes	↘	Fall	Positive response 'I agree'
Yes	↗	Low-rise	Question, eliciting a response
Yes	↑	High-rise	Disappointment: 'Are you saying Yes'
Yes	↘ ↗	Fall-rise	'Carry on, I'm listening'
Yes	↗ ↘	Rise-fall	Reserved, indicating doubt

This slide shows two songs:
"tiki tiki room"
"denver, the last dinosaur"

Do you notice the pattern?

- All the birds sing words and the flowers croon
  In the tiki tiki tiki tiki tiki room

- Denver, the last dinosaur.
  He's my friend and a whole lot more
  Denver, the last dinosaur
  Shows me a world I never saw before

What about accents?

- Some accents have special intonations.
- http://www.youtube.com/watch?feature=end
  screen&NR=1&v=liNVaGWYHYc
British vs American accent
- http://www.youtube.com/watch?v=y4Eftt7Hb
  kE&feature=related
Sofia Vergara
- http://www.youtube.com/watch?v=dABo_DCl
  dpM
24 accents

The teacher should use the slides to encourage students to be active. Developing a funny lecture and helping them to feel comfortable when speaking English.

2nd and 3rd SESSION

CONTENTS	ACTIVITIES	RESOURCES AND METHODOLOGY
. Understanding non-verbal meaning. · Reinforcement: intonation (basic rhythm) . Use of the dictionary: self-correction. . Long vs. short vowels. · Linking word (2)	Students are given some cards containing moods and a kind of person (i.e. rich - sad). They need to perform that character, not only by gestures on the adjective, but by answers on the mood. It reviews some basic vocabulary and reinforces the new one at the same time that works non-verbal communication. Identify moods and feelings in comics: fill the blanks	Images to relate moods and feelings. Dictionary to correct one's own utterance before performance. Specially focused on vowels and intonation. Comics with blanks.

Blank Comic:

Videos and questions:
http://www.learnenglishfeelgood.com/eslvideo/esl_trailer_n3.html

4rth and 5th SESSION

CONTENTS	ACTIVITIES	RESOURCES AND METHODOLOGY
. Subject-object questions (review: structures from previous years) · Wh- questons. . Relative pronouns.	· Famous vs Journalist: GUESS who am I? 1/3 of students choose a famous person (it must be VERY famous to be known by all of them) and 2/3 of students prepare questions in order to guess who their friend is supposed to be. If they guess the famous, it's +1point for jounalists, in other case +1point for actors. Every student must be an actor once and a journalist twice.	. Newspapers & magazines to exemplify questions and answers. . Internet & video interviews. · Notes on intonation. Intonation must be strictly measured and consciously uttered.

Interview: Sofia Vergara:
- **http://www.youtube.com/watch?v=dABo_DCldpM**

Proposed celebrities:

http://thedomesticbuzz.com/what-do-these-celebrities-have-in-common/

6th SESSION

CONTENTS	ACTIVITIES	RESOURCES AND METHODOLOGY
. Strategies to start and finish a conversation: tips . Vocabulary: Jobs · 1st try: interview	. To show a home-prepared interview (famous): the rest of students must correct pronunciation and intonation. They can also correct actors' performance. . Compare actors' with their imitated figure.	.Video showing the original person, who is being imitated. · Dressings are allowed and students work in pairs. ·Students correct each other altogether, loudly and freely. . Non-verbal communication is allowed.

Video: Vanilla Sky imitating Rihanna:
http://www.youtube.com/watch?v=TvC6VS4Np4U

Imitating cebs: http://www.youtube.com/watch?v=78sSn3E_Vvc

Jim Carrey impressions:
http://www.youtube.com/watch?v=3wJVPzOHWYs&feature=related

7th SESSION

CONTENTS	ACTIVITIES	RESOURCES AND METHODOLOGY
. Vocabulary: idioms and their use in context.	·Students watch some fragments from several films and they perform the fragment imitating everything they can: accent, gestures... Then, they must alter the scene and adapt it to include some of the idioms given	. VIDEO: The teacher selects (on purpose) some films and extracts from them to be shown and imitated during the lecture. · List of idioms. · Use of intonation and non-verbal codes will be positively considered.

8th and 9th SESSION

CONTENTS	ACTIVITIES	RESOURCES AND METHODOLOGY
. British cultural influence on speech: gestures. · Vocabulary: informal words: British slang	· Identify British culture in some extracts: video, audio and texts	Students try to identify British codes in…. · Fawlty towers' chapters. · Monty Python extracts · Mr Bean gestures · Queen's appearances · "this is England" …teacher can choose different British films' support as considered appropriate .

Images and text such as:

Let's face it:
English is a crazy language

There is no EGG in EGGPLANT nor HAM in HAMBURGER; neither APPLE nor PINE in PINEAPPLE. ENGLISH MUFFINS weren't invented in ENGLAND. QUICKSAND can work SLOWLY, BOXING RINGS are SQUARE, and a GUINEAPIG is neither from GUINEA nor is it a PIG.

And why is it that WRITERS WRITE but FINGERS DON'T FING, GROCERS don't GROCE and HAMMERS don't HAM? Doesn't it seem crazy that you can make AMENDS but not one AMEND? If TEACHERS TAUGHT, why didn't PREACHERS PRAUGHT? If a VEGETARIAN eats VEGETABLES, what does a HUMANITARIAN eat?

In what other language do people RECITE at a PLAY and PLAY at a RECITAL? We SHIP BY TRUCK but SEND CARGO BY SHIP. We have NOSES that RUN and FEET that SMELL. We PARK in a DRIVEWAY and DRIVE in a PARKWAY. And how can a SLIM CHANCE and a FAT CHANCE be the same, while a WISE MAN and a WISE GUY are opposites?

You have to marvel at the unique lunacy of a language in which your HOUSE can BURN UP as it BURNS DOWN, in which you FILL IN a form by FILLING IT OUT, and in which an ALARM goes OFF by going ON. And, in closing, if Father is POP, how come Mother's not MOP?

I CAN'T BELIEVE IT

10th and 11th SESSION

CONTENTS	ACTIVITIES	RESOURCES AND METHODOLOGY
. Interviews: recording and performing	· Students apply all their new knowledge to perform an interview in a tv show format: 2 journalists and 2 famous people. To be selected among the famous people watched and performed in during the previous lectures.	. Each interview will be recorded. So a camera is needed. Every feature of this actiivity will be evaluated: intonation, use of vocabulary and grammar learnt within this unit, non-verbal communication...

6. Evaluation

- Evaluation criteria (se toman de los cuadros de las 15 unidades didácticas)

The evaluation criteria for this didactic unit are:

. To understand general and specific information, the main idea and some details from oral and texts and conversations in which information is provided, such as interviews, in which English is used as the only language to communicate. To understand the oral instructions given by the teacher.
. To engage in interaction and spontaneous speech with their classmates, using real language and non-verbal meanings to communicate.
. To understand the general information and all relevant data from a video, questioning additional information by means of non-verbal codes.
. To write, in a controlled and guided way, a text on personal information, about real famous people, performing the written information by oneself and adding cultural influences such as idioms and daily informal language, drawing attention to vocabulary, grammatical structures and elements of coherence and cohesion.
. To use the knowledge acquired on stress and the use of wh- questions, relative pronouns, linking words, sentence structure and utterance 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.
. To 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.
. To use ICT resources, in a guided way, in order to search for information and to establish personal relationships by means of writing, showing interest on its use.

. To identify the most relevant cultural aspects of the English language speaking countries, especially with reference to their language and culture, showing a positive appreciation of cultural patterns different to their own.

- 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;
. Written compositions;
. Group work and active participation in the classroom.

- Marking criteria
In the test sheet of every didactic unit the score corresponding to each activity will be shown. The minimum score is at least 1 point, and the maximum may reach as much as 100 points. Progress tests in every unit will be written, but will include some oral test related to the contents of the unit.
Both progress tests will account for 40% of the overall score, whereas the term test will account for 40%. The remaining 20% will be allotted according to the student's participation, attitude and daily work.
The time established for each test will be assigned by the teacher, but in no case will exceed the length of a class session.

In Unit 1, the following progress tests will be done:
. A written test, consisting of a text, to assess global and specific written comprehension, and of structural grammar activities, related to the grammatical contents, and of vocabulary in context.
. A listening test, to be done individually, and speaking test, in pairs, where the communicative functions of the unit must be used.

- Minimum contents

The minimum contents of this unit are the following:
. Question structure: wh- words and relative pronouns.
. Asking for and giving personal information.
. Intonation curves.
. Vocabulary on jobs, feelings and slang.
In addition, comprehension and creation of simple oral texts will be appreciated, both planned and spontaneous.

7. Attention to Diversity
Attention to diversity will be realized by means of the reinforcement and consolidation activities abovementioned, addressed at those students whose abilities and interests require a step further into the contents of the unit. In addition, students showing Specific Needs for Education Support (special educational needs, high intellectual capacities or a late integration to the educational system).

For students having auditory, sight or motor problems, who have been medically diagnosed as «Special Educational Needs», significant curricular adaptations will be designed, taking into account the appropriate curricular goals for the abilities and circumstances of each student, in coordination with the Department of Orientation and support teachers.

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

Similarly, at the beginning of the school year, the department may propose the enrolment of students with difficulties in the subject, or for those who failed the subject in the previous year, to a flexible class group for the 4rd year of CSE.

Finally, within the measures for the attention of diversity carried out after school (PROA Program for Support and Help), teachers will establish criteria to select those students who might be candidates to get that support.

8. Cross-curricular elements

In the development of this unit we will work on aspects related to the whole area of Intonation, 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 students' 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 non-verbal codes and cultural knowledge of the English language speaking countries.

9. Complementary activities
Some proposals for complementary activities for this unit are:

. To record oneself and note down one's own mistakes using dictionaries (phonological dictionaries online).
. To organize and review other students' interviews and improve them to be added in the "year 2012 video"
· To draw and write a comic.

10. Materials and resources
The teacher may add new videos or material according to their students needs. Some texts and proposals have been included in these files to work harder on grammar.