Didactic Unit for Students of 1st year of Compulsory Secondary Education: developing oral comprehension and production skills

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Abstract

This project consists in an innovative teaching program comprising eight lesson plans devised for a 1st year of Compulsory Secondary Education (CSE) classroom. Based on an audiolingual and a communicative language teaching (CLT) approach and on the teaching of pronunciation for English as an international language, the aim of this didactic unit is to promote oral comprehension and expression skills in English and to offer a range of opportunities for intelligible pronunciation practice.

To this end, I have first drawn on certain methodological approaches to teaching foreign languages (FL) so as to provide an account of the different methodologies available and to make connections with those used to carry out this teaching plan. Then, I have given an account of the Basque Decree 236/2015 in order to become familiar with the general principles and the requirements that have to be fulfilled during secondary education as regards the communicative competence. Next, I have specified the objectives of this teaching plan in relation to the latter and I have made a comparison between the contents in the school syllabus and those in my teaching program before specifying the methodology I have used. After that, I have explained the way in which the students will be assessed always bearing in mind the objectives set in the Basque Curriculum and in this didactic unit. Finally, I have developed this didactic unit in eight lesson plans; however, for space restrictions I have included a single one in the project and I have attached the rest in the various annexes at the end of it.

Despite not having been implemented yet, this didactic program has been designed to be applied in the future. Hence, it is susceptible to change after its potential application depending on the teacher's observations during and after the actual teaching takes place and on the students' grades and their opinion towards the new approach.

Key words: didactic unit, lesson planning, CSE, oral skills.

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1. Introduction

General English classes are taught at schools, universities and private language teaching institutions around the globe. Frequently, the syllabi for these courses consist of the vocabulary and grammar to be dealt with, the four traditional skills to be developed – i.e. listening, speaking, reading and writing— and the pronunciation students need to practise (Harmer, 2015).

Nevertheless, it has been stated that "The linguistic abilities related to oral communication have been greatly disregarded in the school system" (Basque Government, 2015: 199), although these have also been acknowledged to be integral to the complete development of the communicative competence and the cognitive and linguistic skills of the students. Furthermore, pronunciation has been described as "possibly the greatest single barrier to successful communication" (Jenkins, 2000: 83).

Given this backdrop, the project presented here consists in a proposal of a didactic unit which is oral and listening skills-centred and which pays special attention to the teaching and learning of pronunciation. The syllabus is aimed at a group of 29 students in first year of CSE with an average age of 12-13 in *Colegio Corazonistas de Vitoria-Gasteiz*.

After analysing the didactic unit of the course on which this project is based and the usage they make of the coursebook, I reached a number of conclusions that I summarize below. First, the subject is mainly coursebook-centred and even though oral comprehension and expression skills are developed throughout the 10 units it consists of, written comprehension and expression skills still dominate. In addition to this, the pronunciation elements dealt with in class are directed to Spanish speakers learning English as a Second language (ESL), yet, they are taught and practised separately in each lesson and in a rather decontextualised way.

Consequently, my aim is to reverse this and to provide the students with ample opportunities for listening and speaking practice, as well as for intelligible pronunciation attainment in context. In light of this, I have selected the 7th unit of their syllabus that is taught during the third term of the school year, namely, the one that deals with the topic of appearance, and I have designed 28 activities and adapted 10 in

order for them to be consistent with the approach utilised in this didactic unit, the objectives set in the Basque Decree 236/2015 (see section 5) and the objectives set for this didactic program (see section 6.1).

2. Justification

The decision as to which the most appropriate and effective language teaching methodology is has been subject to long debate in Applied Linguistics. Numerous pedagogical approaches to language teaching have been proposed and developed over the centuries in order to tackle this issue. All these methods have resulted from theoretical principles concerning linguistics and psychology, i.e. language and learning (Larsen-Freeman, 2011).

The first use of the term applied linguistics in relation to methodology has been attributed to Charles Fries in the 1940s (Thornbury, 2011). From the point of view of linguistics, he applied a structuralist approach to the field. In contrast to traditional grammars, he viewed sentences as structures and he gave an empirically scientific account of what languages constitute. The approach was rooted in form and distribution, yet it did not take meaning into account (Tejada, Pérez, & Luque, 2005). The Audiolingual Method developed, precisely, from the aforementioned idea. However, this approach did not only have a structural view of language. In psychological terms, the Audiolingual Method is based on behaviourism. According to this, learning a language requires habit formation and this is accomplished by mimicry and memorisation.

Hence, drilling becomes a key stimulus-response activity so that learners make associations from models. Scrivener (2011) explains that oral drilling is the classroom activity that most effectively contributes to the increase of accuracy regarding particular language chunks. Furthermore, Clandfield and Prodomou (2007) contend that repetition in chorus and practice are likely to be helpful for those foreign language learners in their initial stages to acquire early confidence. However, they affirm that a gradual transition to deliberate and meaningful use of language is integral to the acquisition of a second language (henceforth, L2).

Nevertheless, some experts in the field agree that drilling involves a dearth of meaningfulness and mindfulness (Larsen-Freeman, 2013 and Gilbert, 2008). Harmer states that "for drilling to be truly effective, then it has to involve more than repetition. Once what is to be drilled has been broken down into its constituent parts, we have to find ways of making it mindful and deliberate" (2015: 46). In this regard, he proposes some activities. He explains that drilling activities can be oral or written and that they

can offer us a multiplicity of possibilities. According to him, one of these useful techniques is the gradual disappearance of certain words or phrases, for instance, in a dialogue. "Fluency circles" have also proved to be effective so as to develop fluency. Additionally, substitution drills or chain drills in which students are required to create a story by adding up information have been considered to be beneficial.

Notwithstanding, the behaviourist view of audiolingualism and of its different realisations began to be questioned in the 1960s on account of Chomsky's cognitivist ideas (as cited in Celce-Murcia, 2014). Chomsky affirmed that every child acquires the rules of a language by being exposed to it, by hypothesising about its rules and by testing them, not by habit formation. Likewise, the Cognitive Theory upholds that learning a language is not about following habits, but about the acquisition of rules based on meaningful exposure (Celce-Murcia, 2014).

The Communicative Language Teaching method (CLT) is a revolutionary approach that developed in the 1970s and 1980s. It was influenced by Chomsky's cognitivist ideas and it arose as a reaction to audiolingualism (Tejada et al., 2005). Linguistically speaking, it rejects structuralism since it does not regard sentences as structures and, thus, it does not focus that much on form, but on meaning. That is, it focuses on what spoken language is used for and the conditions for a specific usage of the language to be appropriate. In psychological terms, it opposes behaviourism since it views language learning as rule acquisition rather than habit formation (Celce-Murcia, 2014).

In general terms, in CLT, the purpose of language is believed to be communication. Furthermore, the capacity to communicate easily, that is, fluency, is the goal rather than accuracy. As a result, the sort of activities in accordance with the methodology are communicative as opposed to traditional ones. These activities simulate real life contexts outside the classroom and, therefore, they make it possible for language to be learnt in a contextualised manner.

In CLT pedagogy communication emerges from students' desire to communicate something in order to accomplish a certain objective (Harmer, 2015). Along this line, this type of teaching methodology is learner-centred insofar as the learner has an active role and interacts and cooperates with their fellow students. Meanwhile, the teacher becomes the guide and the one to provide learners with numerous opportunities for

communication. Besides, the teacher is supposed not to control the materials and language forms to be used.

Harmer (2015) proposes two main kinds of activities used in CLT: functional communication activities and social interaction activities. As for the former, they encompass information gap activities, guessing and explaining sequences of events, finding missing characteristics in images or maps, giving instructions and following directions, and problem solving-activities. Concerning social interaction activities, the activities he suggests are: real life dialogues and role plays, simulations and debates. Beaumont and Chang (2011) go even further and state that any traditional activity can be modified and made communicative.

After the development of the CLT, this method has been adopted in today's curricula and frameworks in the form of Content-Based Instruction (CBI), Task-Based Language Teaching (TBLT) and Cooperative Language Learning (CLL), and it has promoted the active participation of students in the classroom and favoured interaction between learners (Sierra, 2016).

Having analysed both traditional and modern methodologies separately, it seems to be worthy to mention that Griffiths (2011) suggests that they are not necessarily exclusive, but rather complementary. What is more, she advocates eclecticism on the part of teacher over a compliance of a single established system. Along this line, Dörnyei (2013) supports a meaning-focused approach such as CLT together with one that focuses on form explicitly when necessary.

The historical outline of teaching methodologies traced throughout these lines shows that there has not been and there does not seem to be, in the future, a single effective methodology to teach a foreign language (Celce-Murcia, 2014). Given this, the most effective form to teach an L2 is likely to be an eclectic approach, i.e., that which combines different approaches so as to ensure an optimal acquisition of a FL.

The previously described Audiolingual Method and CLT approach have significantly different views regarding the teaching of pronunciation. While audiolingualism advocates accurate pronunciation, the CLT methodology focuses on fluency, and therefore, minimises the importance of pronunciation. Contrary to the aforementioned traditional method, adherents of the CLT method claim that "perfect"

pronunciation is unreachable. Along these lines, another lively controversy in Applied Linguistics has been the accent to be aimed at in classrooms (Dauer, 2005).

Until fairly recently the standard British and American accents, i.e., Received Pronunciation (RP) and General American (GA), have been believed to be the models to be followed by teachers and learners of ESL. Not only has it been thought that learners should remain as close as possible to these dominant native speaker accents, but intelligibility has not always been considered to be a requirement for successful communication to take place.

Since English became a lingua franca, the language has been widely taught and learnt throughout the world. Accordingly, Crystal (2000) reports that the number of interactions between non-native speakers (NNS) themselves has exceeded that between NNS and native speakers (NS). Furthermore, Macaulay (1988) was the first to publicly denounce that, RP being spoken by less that 3% of the UK citizens, it may not be the accent to be targeted when teaching or learning a language.

Given this situation, Jenkins (1998, 2000) and Walker (2001) have proposed that the Lingua Franca Core (LFC), that is, a group of pronunciation features affecting international intelligibility, should form the basis of school syllabi. What is more, they have even suggested that pronunciation exercises in textbooks are adapted so that the features to be taught and learnt comply with LFC characteristics.

3. Contextualisation

3.1 The school

The didactic unit has been designed for the Catholic state-subsidised school *Colegio Corazonistas de Vitoria-Gasteiz* located at 1 Paseo Fray Francisco St. in Vitoria-Gasteiz. With an experience of more than a hundred years, its educational offer ranges from the age of 2 to that of 18 and, hence, it covers various educative stages: Primary Education, Secondary Education and Baccalaureate (Scientific-Technological and Humanities), that is, preschool and 1-12 levels (Colegio Sagrado Corazón-Corazonistas Ikastetxea, n.d.).

The school provides a Christian education and develops the mission of the Brothers of the Sacred Heart founded by Father Andrés Coindre. Their mission has an academic, humanising, social and Christian outreach and the school establishes three main axes in order to accomplish it: the personal-social which consists in achieving intrapersonal, interpersonal, emotional and ethical competences; the intellectual (related to the acquisition of knowledge); and the spiritual one aiming at developing the existential, religious and social competences.

With respect to the linguistic project of the school, *Colegio Corazonistas de Vitoria-Gasteiz* promotes trilingual education, i.e. the school ensures the mastery of both official languages and it guarantees a good command of English.

3.2 The students

The teaching program's target group is a first year of CSE classroom in *Colegio Corazonistas de Gasteiz*. The group consists of 13 girls and 16 boys aged 12-13. All of the teenagers were born and now live in Vitoria-Gasteiz, Basque Autonomous Community. They belong to middle-upper class families and their mother tongue (L1) is Spanish except for two of the students whose L1 is both Basque and Spanish. With regard to English they are A1-A2 level students aiming at an A2+ level.

The vast majority of the students come from studying 6th year of Primary Education in this school. However, there are two repeat students and two new students in this EFL classroom. Seven of the schoolboys and schoolgirls are part of a Project of

Educational Reinforcement in Maths and English and, as a result, there are two teachers in the classroom during the teaching of these subjects.

The students are provided with an English classroom with all the necessary materials and resources for the learning of the language and the acquisition of the specific objectives of the didactic unit: interactive board, classroom computer and individual laptops.

4. Legal framework

The article 14 of The Charter of Fundamental Rights of the European Union (2000) states that every person has the right to education and that this is compulsory and free for everyone (European Council, 2000). The Strategic Framework for European Cooperation in Education and Training (ET 2020) promotes a Competence-Based Education (CBE) so that "key competences" are the common goal to be achieved and developed by every citizen during compulsory education (European Council, 2009). These competences are considered to be integral to the learning process of a person: to self development, to active citizenship, to social cohesion and to employability. Propelled by this, the preponderance of the countries belonging to the EU establish the usage of these competences and differentiate generic and discipline specific competences. The EU cooperation in education and training aims at integrating the former in the latter during basic education (in both Primary and Secondary Education).

At a national level, Spain has followed the European recommendations (Basque Government, 2015). The Organic Law of Education 2/2006 established the minimum teaching requirements in Primary and Secondary Education (Ley Orgánica 2/2006). This was followed by the Organic Law of Education 8/2013 which introduced a number of changes in order to enhance the quality of education (Ley Orgánica 8/2013). Some modifications were carried out regarding the study program and a new distribution of jurisdiction between the state and the autonomous communities was also made.

At a regional level, as far as the Basque Autonomous Community is concerned, this is in line with the recommendations of the EU and the national legal dispositions in Spain concerning education (Basque Government, 2015). The article 16 of the Statute of the Basque Autonomous Community sets out that the autonomous region rules on its own jurisdiction in terms of education and that, thus, it has the competence to adopt its own decree. In light of this, the Department of Education, Linguistic Politics and Culture, within the Heziberri 2020 plan,[1] presents the Basque Decree 236/2015 on Basic

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[1] Heziberri 2020 is a plan by the Departments of Linguistic Politics and Culture to enhance the Basque education system. Its goal is to unite the strategic directions in education and training established in Europe for 2020 with the challenges specific to the Basque Education (Basque Government, n.d.).

Education in the Basque Autonomous Community (Basque Government, 2015). This decree aims at establishing the fundamental aspects of the Basic Education curriculum and at regulating its implementation, evaluation and development in every school in the region.

Basic Education in this autonomous community comprises two stages: Primary Education and Secondary Education. The former starts at the age of 6 and lasts until the age of 12, whereas the second one ranges from the age of 12 to 16.

In coherence with the objectives of the ET2020 along with the educational challenges of our social context, the Basque decree proposes a skill-based education during Basic Education. Basic competences are introduced into the curriculum bearing in mind the student exit profile that will be described below (Basque Government, 2015).

First, basic competences contribute to students' personal development. Basic Education is considered to be the foundation of personal fulfillment for it establishes solid foundations for a person's life; it prepares future generations for their adult lives and since it provides them with knowledge and abilities to solve any type of problem they can be confronted with in miscellaneous scopes of daily life. Second, these competences foster active citizenship and critical evaluation. In addition to this, competence-based education aims at social inclusion, i.e. it intends to create a just and equal society in order to ensure peaceful coexistence. Finally, the said competences are thought to improve students' employment prospects since during Basic Education students are prepared for their future studies or for their entry into the workforce.

There is an array of competences and all of them are stated to be necessary and indispensable to attain the aforementioned goals. Therefore, it seems to be appropriate to both differentiate and associate them. In general, the competences established in the Basque decree, as recommended by the EU, are twofold: generic competences and discipline competences. As regards the former, they are subdivided into: competence in verbal, non-verbal and digital communication, competence on learning to learn, competence in social skills and citizenship, competence in personal initiative and entrepreneurship and leaning to be. Concerning disciplinary competences, these are classified into: competence in linguistic and literary communication, competence in

mathematics, competence in science, competence in technology, social and civic competence, artistic competence and motor competence.

Special attention should be paid to basic competences dealing with languages. The communicative competence presented in the Common European Framework of Reference for Languages (CEFR) serves as a model for the bilingual and multilingual approach adopted in Basque schools (European Council, 2001). Nevertheless, the needed adjustments are made in the Basque Decree 236/2015 on account of the sociolinguistic reality of the community.

According to the decree, once Basic Education is completed, students should master both official languages in the Basque Autonomous Community, that is, they should attain great communicative competence (oral and written comprehension and expression skills) in Basque and Spanish. Hence, the Department of the Basque Government responsible for education promotes the consolidation of bilingualism (Basque Government, 2015). In accordance with the European Charter for Regional or Minority Languages (European Council, 1992), Basque is used in preference over Spanish inasmuch as the social context and interaction favour the usage of Spanish. Thus, this measure is introduced so as to contribute to the normalisation of Basque.

Nonetheless, in this globally connected world, aside from a good command of the two official languages, it seems to be crucial for students to acquire enough communicative competences in at least one L2. Consequently, the objective of schools should be to educate students so that they become multilingual. To this end, schools can foster the learning and use of foreign languages, for example, by means of Content and Language Integrated Teaching (CLIL) classes.

The planning of measures related to the learning and usage of languages should be shown in the School Linguistic Project of every education centre. Likewise, the School Linguistic Project would have to expand on the objectives and criteria established in the School Education Project as regards the teaching and the utilisation of languages and it would have to determine the treatment of languages in the School Curricular Project.

5. General objectives

The CEFR in schools and the Basque Decree establish that general objectives as regards the level of communicative competence to be attained in an L2 in CSE are the following (Basque Decree, 236/2015):

1. To understand oral, written and audiovisual types of discourse stemming from ordinary interactions and adjusted to the capacities and interests of the students. To interpret them in order for the students to be able to comment on them and to interact.

2. To express oneself and to interact orally and in writing correctly, coherently and with a certain degree of autonomy in habitual situations.

3. To reflect on the linguistic system of the foreign language and to autonomously apply the knowledge about the rules of its use on oral and written comprehension and production.

4. To enjoy simple written, oral and audiovisual literary material (which has traditionally been oral), to understand cultural diversity, to have more opportunities for linguistic improvement and to develop aesthetic sensibility.

5. To recognise and value the linguistic and cultural diversity of our society in order for the students to develop a positive attitude towards it and view foreign languages as means by which to communicate with and understand others.

6. To substantially use technology to obtain information, to communicate and to cooperate in an L2.

7. To reflect on learning processes in other languages and on the knowledge and communication strategies acquired so as to transfer all this when it comes to learning a new language.

These are goals to be achieved throughout the whole CSE and, therefore, the didactic unit I present here complies with several of these general objectives along with more specific ones that will be expanded on in section 6.1.

6. Didactic unit

6.1 Specific objectives of the unit

Aside from the general objectives concerning the achievement of the communicative competence in an L2 defined in the Basque Decree 236/2015, the students for which this didactic unit has been designed will work during eight lessons to attain these specific aims:

1. The students will develop oral comprehension skills in English by listening to a great amount of recordings, to the teacher's oral discourse and to their peers' contributions, which will enable them to reflect on the information given (general and specific ideas) and to discuss the content with others.

2. The students will develop oral expression skills in English on the one hand autonomously, i.e. by individual recordings and a final communicative task involving an oral presentation; and on the other, cooperatively, namely, by discussion, reasoning, experience sharing, storytelling and acting out dialogues.

3. The students will improve their fluency by using language in context and they will be able to produce organised, effective and coherent discourse.

4. The students will increase accuracy regarding vocabulary and grammar by decontextualising linguistic items and practising them in isolation.

5. The students will reflect on and infer grammar rules in context and, then, they will apply them either in or out of context.

6. The students will attain intelligible pronunciation for international English.

7. The students will identify and respect cultural diversity in the world by comparing their customs with those in other places of the world and by listening to biographies of people from other cultures.

8. The students will exploit the technological resources of the classroom: the interactive screen and their individual laptops to listen to recordings, look for information and make their own recordings.

6.2 Contents

Having planned the eight sessions for a first year students of CSE in *Colegio Corazonistas de Vitoria-Gasteiz*, I have utilised some of the contents of the coursebook they make use of in class in this didactic unit (Pelteret, 2014ab). However, I have made the necessary adaptations so that the resulting teaching program is coherent with the objectives set for this plan and with the Decree.

The didactic unit of the school tackles these contents:

Vocabulary	Clothes, appearance
Grammar	Past simple: *be* *Was, were, there was, there were* Past simple: regular verbs
Reading	Timeline: Six centuries of fashion
Listening	A bank robbery
Speaking	Shopping for clothes
Writing	Writing about memories Adjective order
Culture	USA: An interview with an astronaut Sounds /ʊ/ and /u:/
CLIL	Science: The Solar System

Table 1: Contents of the didactic unit of *Colegio Corazonistas de Vitoria-Gasteiz*

Nevertheless, I have adapted this didactic unit and the one I have designed deals with the following contents:

Vocabulary	Clothes, appearance, regular verbs, adjective order
Grammar	Past simple: *be* *Was, were, there was, there were* Past simple: regular verbs
Listening	Fashion in Camden Town Timeline: Six centuries of fashion A picture of my great-grandmother My family history

	A bank robbery
	Shopping for clothes
	The worst criminal?
Speaking	Describing fashion customs in the 21st century
	Describing people's clothing, appearance and experiences in the past and present
	Recounting stories
	Shopping for clothes
	By beloved picture
Pronunciation	Suprasegmental: raising intonation in *yes/no* questions
	Segmental: *-ed* endings
Culture	Mahatma Gandhi and Coco Channel

Table 2: Contents of my didactic unit

As far as the vocabulary and grammar contents are concerned, my didactic unit complies with all of the key points established in the school's teaching program. Nonetheless, the way to deal with them in my proposal considerably diverges from that of the school since I have used a methodology different to theirs. Therefore, I have adapted some of the activities that have to do with teaching and learning vocabulary and grammar in the coursebook, but I have mostly designed my own.

Concerning the readings in the textbook, I have converted them into listening activities. Additionally, some of the scripts of the listening activities in the coursebook have been reused in this didactic plan and many have formed the basis for the speaking activities I have proposed. Furthermore, the writing activity proposed by the school has also been adapted in order for it to be used as a communicative activity (final project).

Special attention has been paid to pronunciation. In my didactic unit, the students work on this in a contextualised manner. From a suprasegmental level, the teacher drives the students' attention to the raising intonation of *yes/no* questions when dealing with the formation of these questions in the past. From a segmental level, the teacher raises the students' awareness about the differences in sound of *-ed* endings of verbs.

Finally, the contents regarding culture and CLIL have been removed so as to give the didactic unit complete coherence and cohesion. Instead of this, I have created two texts revolving around Mahatma Gandhi and Coco Channel so that the contents concerning culture are covered in the new didactic plan. Apart from this, all the contents in lessons 1-7 have been proposed for them to be useful for students to carry out the final communicative task. Hence, the aforementioned two texts should be the models to be followed by the students to carry out their individual presentation in session 8.

6.3 Methodology

The methodology employed throughout this didactic unit is eclectic in nature. I have built on traditional and more modern techniques to teach foreign languages with the aim to foster two linguistic skills in English: speaking and listening.

First, I have made use of the audiolingual method insofar as various activities designed and adapted for the didactic unit have a structuralist approach, i.e., they are focused on form. Besides, I have selected a behaviourist approach, that is, many activities are based on habit formation. In fact, I have relied heavily on oral drills in order to ensure accuracy of grammar structures, vocabulary and pronunciation (see section 6.1).

Second, I have employed the communicative language teaching method (CLT) with the aim to provide the students with more opportunities for meaningful communication and so that they improve their fluency (see section 6.1). In this case, the role of the teacher will be just that of the monitor and guide of students because it is a student-centred approach to language teaching. The students for which this didactic unit has been designed, will work in groups with different arrangements (mostly groups of 4-5 students), but also autonomously (see section 6.1).

Having said this, a multiplicity of activities have been adapted and designed in order to reach the specific objectives of the unit (see section 6.1). With respect to functional activities, I have selected the following: information gap, guessing and explaining sequences of events and problem solving activities. Concerning social interaction activities, these are the ones to deal with in the unit: real life dialogues and role plays, simulations and communication games. A vast range of resources and materials have been used in order to do all these activities: laptops, the interactive screen of the classroom, audios, videos, handouts, cards and pictures.

All in all, I have guaranteed long-term learning by incorporating contents progressively throughout the eight lessons, always connecting already known grammar structures and vocabulary with new contents. The knowledge and skills acquired throughout the first seven lesson will form the basis for the final communicative task, that it, the individual final presentation in front of the whole class.

6.4 Assessment

Educational assessment or evaluation is a key educational component since it enables teachers to monitor the progress and final achievement of the students, and at the same time it allows the students to check their evolution and to improve their interventions.

6.4.1 Evaluation criteria

The teacher must ascertain that the minimal requirements as regards the degree of communicative competence in an L2 established in the Basque Decree 236/2015 (see section 5) and the instructional goals of the unit (see section 6.1) are satisfied during the eight lessons and by the end of the didactic unit. These will form the basis for the assessment criteria with which students will be evaluated.

6.4.2 Evaluation of the teaching-learning process

– **Assessment techniques and tools:**

Two types of evaluation will be utilised in order to assess the learning process and the final outcome of the students: formative assessment and summative assessment.

As regards the former, part of the evaluation of the students will be based on the systematic observation on the part of the teacher. The teacher will monitor the students on a daily basis and will make notes on students' attitude (e.g. effort, behaviour) and contributions when working in teams and as a whole group. Furthermore, the students will be provided with constructive feedback so that their mistakes are corrected as soon as possible and they are avoided in their future performances.

Aside from this, the teacher will utilise summative assessment to grade the students' home assignments and the final presentation. With regard to the latter, the final mark for it will be given not only by the teacher, but also by the students.

– **Assessment criteria:**

Grades obtained by the students will be numeral in order to adhere to the school's assessment system. Likewise, 5/10 will be the minimal passing grade. The weight of each assessment instrument will be as follows:

o   25% → Attitude

o   20% → Comments, daily individual progress

o   25% → Home assignments

I suggest that the teacher should mark the students' interventions from 1 to 5 by means a grid containing 6 evaluation criteria (i.e. communicativeness, fluency, accuracy, international intelligibility, contents and timing) to ensure that the required skills and knowledge are mastered (see Annex 8B).

o   30% → Final presentation

■   20% → Decided by the teacher

■   10% → Decided by the students

I suggest that the teacher should mark the students' presentations by means of the same grid as used for the evaluation of the home assignment for the sake of coherence (see Annex 8B).

Similarly, I propose that students should grade their fellow students as excellent, very, good, fair and poor depending on the same evaluation criteria (see Annex 8A).

6.5 Eight lesson plans

I have developed this didactic unit revolving around appearance in eight lesson plans. In the following pages and due to space restrictions, I only present the first of them. However, all the other sessions I have designed have been included in Annexes 2-8.

Each lesson plan consists of two parts. The first one contains the following sections: aims, assumptions and timetable fit. As regards the aims, they are specific to each of the lessons and are connected with the previously explained objectives. Overall, I have written down a total of forty goals to be achieved throughout the lessons. As for the assumptions, they present the knowledge that is assumed the students have before the lesson starts. Besides, the timetable fit category establishes connections between knowledge and skills already attained in the previous lesson or unit and that to be achieved in the current session. This will ensure revision and consolidation of contents.

As regards the second part of every lesson, it consists in a table per lesson. I have devised eight of them, namely, Table 4: Icebreaker, Table 5: Fashion trends across history, Table 6: Let's describe our relatives and colleagues!, Table 7: Appearance of people, Table 8: Robberies, Table 9: Curious cases of robberies, Table 10: Preparation for the final presentation, Table 11: My beloved picture. Each table displays the following information: activity, materials/resources, interaction, procedure and timing.

As for the activities, there are a total of 38 of them, out of which 28 are my original designs, 9 are adapted from the coursebook and 1 is adapted from the internet (as specified in the annexes). The materials and resources to carry out these exercises consist of handouts, images, cards, individual laptops, the interactive screen of the classroom, a video and 14 audios. 3 of videos in the lesson plan are taken from the internet, 1 video and 7 audios are from the coursebook, 2 are adapted from the textbook and 4 are designed myself (as specified in the annexes). Next to the columns of materials and resources there is a section with specifications concerning interaction. Following Harmer (2015), the role of the teacher and students is specified in the following manner: T → C stands for "the teacher working with the whole class", GG for "students working in groups", S→ S for "students working in pairs" and S for "students working autonomously". The procedure to be followed in each of the activities is specified in the column next to interaction. It is rather detailed and it makes

direct reference to the annexes so that the explanations are easier to follow. What I call "script" in the annexes is information that is just available to the teacher; conversely what is referred to as "handout" is only for students. Concerning the last part of the tables, timing, it specifies the duration of each activity. Eventually, homework will be given at the end of certain lessons and information with regard to it is presented after the tables.

Below I include a table with a summary of the 8 lesson plans so that the reader has an overall idea of the whole didactic unit before deepening into the pedagogical plans for each of the lessons.

Lesson 1	In this lesson, the students will learn the reason for the change in methodology in the classroom. They will be encouraged to self reflect and to comment on the methodology they have been using so far and on the one they would like to utilise before the teacher introduces that to be employed in the following sessions. The students will predict the topic to be dealt with in this unit and, then, they will watch a video of Camden Town which will form the basis for the different speaking activities in lesson 1. Besides, they will have to extract new vocabulary for items of clothing from the video and they will have to classify it and put it into practice afterwards.
Lesson 2	In this session, the students will consolidate the words learnt in the previous lesson along with the way in which they are pronounced. In addition to this, they will learn more specific ones by means of the audio "Six centuries of fashion". Again, some speaking activities will stem from the latter and discussion and cooperation will be fostered. Furthermore, it will enable them to gain knowledge of a new grammar point: the past form of the verb *to be*, which will be learnt implicitly by means of the audio and practised all over the various activities (only the affirmative form).
Lesson 3	In this lesson, the students will consolidate vocabulary for items of clothing and the formation of affirmative sentences in the past with the verb *to be*. Additionally, they will learn the negative form and the way in which questions are formed with the past form of the verb *to be*. This will

	be done by inferring from an audio about the life of a character. Next, they will practise it by drilling (by using cards). Apart from this, the students will guess the order in which adjectives should be placed in a sentence and they will practise sequences of adjectives by playing "noughts and crosses".
	Finally, all this will be practised in the home assignment the students will be given, that is, when they record themselves talking to future generations about fashion customs in the 21st century.
Lesson 4	Once the students know how to describe somebody's clothing and fashion trends in the past by means of the verb *to be*, in this lesson, the students will listen to an audio about the life of a couple which will be used for the students to cooperatively practise the past form of the verb *to be* and to learn vocabulary to describe physical appearance (height, type and colour of hair, colour of eyes and any other special features). They will also continue working on sequences of adjectives and on the raising intonation of *yes/no* questions. As for the speaking activities in this lesson, they will consist of two games: slap the table and a real life "guess who" game.
Lesson 5	In lesson 5, the students will learn more vocabulary related to physical appearance by means of several audios revolving around a robbery. Aside from practising the past of the verb *to be* when describing the appearance of certain suspects, they will also expand their inventory of regular verbs and the formation of the past by the addition of the suffix *-ed* in context (audio about a bank robbery). At the same time, the teacher will raise the students' awareness about the pronunciation of *-ed* endings. Finally, all the knowledge acquired in this lesson will be put in practice by means of an alibi game.
Lesson 6	In the preceding lesson, the students learnt numerous words related to the semantic field of appearance in addition to affirmative sentences in the past with regular verbs. In this lesson, they will listen to a curious case of a robbery and they will learn negative and interrogative sentences implicitly and explicitly. Then, they will practise them by drilling (by using cards). Later, the students will be divided in 3 groups and each will watch one of the three Mr Bean videos about three cases of robberies.

	After that, the students will be split up in jigsaw groups to tell the stories they have been presented to others. The home assignment in this lesson will consist in students recording themselves recounting any of the stories they have come up with in this lesson, or else, they could invent any other.
Lesson 7	After Mr Bean's last episode (discussed in lesson 6) about a robbery taking place in a shopping centre, in this lesson, the students will learn how to interact in a shopping context. They will listen to many interactions between a shop assistant and a customer, they will practise the newly learnt phrases via the game "broken telephone" and all this will form the basis for a role playing activity: buying shoes. Furthermore, the students will be provided with models for the final presentation. They will be divided into two groups and each will listen to the depiction of a famous person that somehow had a relationship with clothes: Mahatma Gandhi or Coco Channel. Then, the students will be arranged in "fluency circles", i.e., one circle within another. The students in the outer circle will recount the information newly learnt to the group in the inner one and vice versa.
Lesson 8	The students will give their final individual presentation about a picture from the past they like following the model oral text from lesson 7. This will be a communicative activity in which the students will put into practice everything they have learnt throughout the previous seven lessons. The students will be divided in groups so as to put questions to the person delivering the presentation and they will, individually, grade others' interventions. The teacher will also asses the students' performances and at the end of the lesson, will pose various questions in order for the students to give their opinion about the effectiveness of the change in methodology.

Table 3: Summary of the 8 lesson plans

I present the first lesson plan of the didactic unit in the following pages:

Lesson 1: Icebreaker

- **Aims**:

    o   The students will understand the reason for the change in methodology

    o   The students will become familiar with the topic of appearance and they will comment on it.

    o   The students will predict the content of a video and get its general idea after listening to it.

    o   The students will develop their fluency by describing the appearance of several people.

    o   The students will learn specific vocabulary related to items of clothing in context, they will be able to classify them and they will pronounce these words correctly.

    o   The students will recognise cultural diversity.

- **Assumptions**

    o   The students are familiar with constructions such as *I'm wearing*.

    o   The students know basic clothing vocabulary.

- **Timetable fit:** in previous units the students have learnt vocabulary and grammar related to specific topics.

Activity	Materials/ Resources	Interaction	Procedure	Timing
Introduction	-	T → C	The teacher will ask the student which they think the best way to teach English is. They may have had different teachers at school or outside its confines and/or they may have had different experiences regarding the learning of a foreign language. Therefore, they can share their experiences	2'

| | | | with their fellow students and comment on their ideal foreign language teaching methodology.

At this point, the teacher will give them instructions about the methodology that will be followed throughout 8 lessons. | |
|---|---|---|---|---|
| 1. Speaking | Interactive screen

Pictures | T → C | The teacher will show the students some of the pictures that will be used throughout this didactic unit on the interactive board and they will have to predict and argue which the topic on the unit they will be dealing with is going to be (see Annex 1A). | 3' |
| 2.   Top-down listening

Speaking | Video | T → C

GG

T→ GG | Once the topic is introduced, the students can be shown the title of the video they are going to watch: "Fashion in Camden Town" (see Annex 1B) and they can predict its content as a way to get in the mood and put them at ease.

The teacher will play the first part of the video. The students will, first, listen to the video and, then, will be asked to get the general idea in groups before listening to the recording again. Then, they will discuss their ideas with the whole class as well as the relationship the video has with the topic being explored in this unit.

Additionally, the teacher can ask the students to compare this market with any other they have been to in the area where they live or they have visited abroad. | 10' |

3. Listening: silent viewing and freeze frame. Speaking	Video	T → C GG	The teacher will divide the class into two groups and will play the second part of the video without sound (see Annex 1B). The first group will watch the four people being described while their fellow students face away. Then, the former will give the latter an account of the appearance of the people they see by means of the phrase "this person is wearing...". Later, the teacher will show pictures of the four people and the second group will have to guess which description matches which person (see Annex 1C). The same process will be carried out with the second group. The third part of the video will be played without sound (see Annex 1B). Three people will be portrayed in this case and the first group will have to decide which picture each account corresponds to (see Annex 1C). This will enable the teacher to check the clothing vocabulary students know.	20'
4. Listening for specific information Speaking: Classifying activity	Video	T → GG GG T → GG	This time, the students will both watch and listen to the second and third parts of the video in which people with different accents of English will talk about their clothing (see Annex 1B). They will be divided into 3 teams. Each team will be responsible for looking for the items of clothing belonging to the following categories: upper body, lower body and feet (see Annex 1D). They have to pay attention to the people describing their outfit and they have to remember all the words they hear and they think belong to the category assigned to them.	10'

			Once the video ends, the members of each group will share their answers with the whole class. The teacher may correct any unintelligible pronunciation on the part of the students and will finally show the answers on the board (see Annex 1E).	

Table 4: Icebreaker.

Conclusion

This project has combined two sorts of pedagogical methodologies (i.e. audiolingualism and CLT) to present an innovative didactic unit focusing on oral comprehension and expression skills and on intelligible pronunciation in English. Since this project has not been implemented in the school for which it has been devised, it remains to be seen (i) whether the objectives established in the Basque Decree 236/2015, the specific aims of the unit and the specific goals of each lesson have been totally satisfied, (ii) whether the contents chosen, the methodology employed and the assessment system (instruments, relative weight and criteria) are adequate and (iii) whether the students feel they have achieved the intended objectives.

Nevertheless, the didactic program is ready to be applied at the school as it presents clear and sequential steps to be followed. In the event of its application, I would reflect on its strong and weak points by means of the teacher's observations and the students' assessment done in the last lesson concerning the objectives accomplished and the methodology used. All this would be crucial for potential future changes and adaptations.

On the whole, this project has enabled me to discover at first hand the job of a foreign language teacher working in a school and to experience the constraints they tend to encounter. They are not only limited by laws, but also by the schools' linguistic programs, their syllabi and the textbooks. In spite of this, I have overcome these difficulties and made the necessary adaptations so as to be as consistent as possible with them. In addition, the kind of approach chosen for the project has demanded a great deal of effort from me when it comes to designing and finding activities that comply with the requirements in the Decree and the school and activities that could be motivating for students and effective pedagogically speaking.

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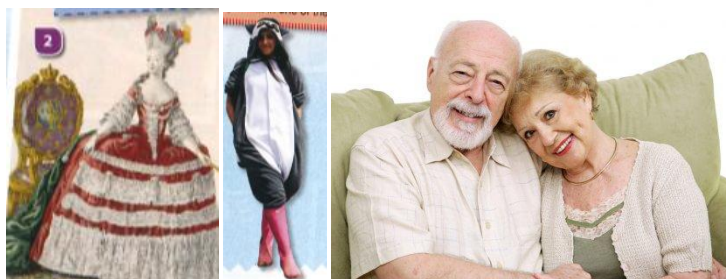
Annexes

Annex 1: Lesson 1: Icebreaker

Annex 1A: Icebreaker, activity 1

Guessing the topic of the unit

(Images: retrieved from the coursebook and the Internet)

(My original activity)

Annex 1B: Icebreaker, activities 2-3-4

Fashion in Camden Town (video script)

(Video script from the coursebook)

(My original activity)

First part:

This is Camden Town, an area of North London famous for its fashion and its markets. There are hundreds of shops and stalls along Camden High Street and in the five markets in Camden Town. People come here from all over the world to find unusual but fashionable clothes, the kind of clothes they can't find anywhere else. A small market first opened here at the beginning of the 20th century and in the 1970s a small number of craftsmen came here. They wanted to sell traditional craft but the market developed and soon there were stalls selling antiques, food and of course clothing. Through the 80s and 90s these markets became really popular between Londoners and tourists. Today it's one of the most fashionable areas of the city.

Second part:

This shoppers are crazy about fashion and they always try to look good when they are shopping? So, what are they wearing today?

Laura: I'm wearing a black leather jacket, and a pink top with a grey tight skirt and black leggings and I have black Tolley shoes on and my purple sunglasses.

Kate: I'm wearing a grey coat, a gold dress, black jeans and brown shoes.

Jasmine: And I'm wearing a white stripped T-shirt, a black skirt, black tights and silver shoes

Walker: I'm wearing a green overcoat, a grey jacket, black trousers, a white shirt, a tie, a waistcoat...

Third part:

Hayley: I'm wearing a blue denim jacket, a blue and white floral dress, black tights and a pair of leather boots.

Elizabeth: I'm wearing a red jacket, a black and white dress and gold shoes.

Alfie: Today, I'm wearing a black overcoat with a black scarf, a grey cardigan, a dark blue tie, a black shirt, black skinny jeans and black shoes.

Camden market is a great place to shop and you can find anything here. There are vintage stores, and boutique clothes shops, even the food is stylish.

Annex 1C: Icebreaker, activity 3

(Images from the coursebook's video)

(My original activity)

Handout for the second group:

Handout for the first group:

Annex 1D: Icebreaker, activity 4

(adapted activity form the coursebook)

Answers:

Upper body: jacket, top, sunglasses, coat, dress, T-shirt, overcoat, shirt, tie, waistcoat, scarf, cardigan.

Lower body: skirt, leggings, jeans, tights, trousers.

Feet: shoes, boots.

Annex 1E: Icebreaker, activity 4

(Images from the internet)

(My original table)

Upper body	Lower body	Feet

Pictures from:

Figure 1. From:http://www.pngmart.com

Figure 2. From:

https://www.iconfinder.com

Figure 3. From:

http://www.pngmart.com

Figure 4. From:
http://www.pngmart.com

Figure 5. From
http://www.pngmart.com/

Figure 6. From:
http://www.pngmart.com

Figure 7. From:
https://www.editionsmr.fr

Figure 8. From:
http://www.freepngimg.com

Figure 9. From:
http://www.pngmart.com

Figure 10. From:
https://www.maxpixel.net

Figure 11. From:
https://pngimg.com

Figure 12. From:
http://freepngimages.com

Figure 13. From:
https://es.pngtree.com

Figure 14. From: :
https://www.pinterest.es

Figure 15. From:
http://www.freepngimg.com

Figure 16. From:
http://www.pngmart.com

Figure 17. From:
http://www.freepngimg.com

Figure 18. From:
http://www.freepngimg.com

Annex 2: Lesson 2: Fashion trends across history

- **Aims:**
    - The students will revise, classify and memorise items of clothing, as well as the way they are pronounced.
    - The students will cooperate and discuss the arrangement of pictures representing different periods of time and they will be able to reason their choices.
    - The students will identify the past form of the verb *to be* and they will learn to describe people and fashion trends in the past implicitly.
- **Assumptions**
    - The students know how to describe the outfit of a person in the present.
    - The students know some specific vocabulary concerning items of clothing and they are able to categorise them.
- **Timetable fit:** in the previous lesson the students have become familiar with new items of clothing. In this one they will memorise them and practise them with the addition of a new grammar point: the past form of the verb *to be*.

Activity	Materials/ Resources	Interaction	Procedure	Timing
1. Recap, speaking activity	Interactive screen Table with pictures	T→C	The students will be shown the table with pictures created in the previous lesson so that the teacher reads aloud the words to which these pictures refer and so that the students remember them and reproduce them with an intelligible pronunciation (see Annex 1E). Then the teacher can point at one of them and ask individual students to say certain words aloud.	3'

2. Recap, speaking activity: description	-	S→S T→C	The students will work in pairs and they will describe what the other person is wearing by making use of the structures "he or she is wearing..." along with the words they learnt in the previous lesson and revised at the beginning of this one. The teacher can go around helping students when necessary. Once they have all completed the task, the teacher will ask some of the students to share their depictions bearing in mind that the shiest or weakest students are not the first ones to be asked.	3'
3. Listening and speaking. Pre-teaching vocabulary: "Spot the odd one out"	Interactive screen Table with pictures	GG T→C	The students will be grouped in teams consisting of 4-5 people. They will listen to a recording comprising seven series of four words (see Annex 2A). Each of the words in the series will have a semantic relationship between them (i.e. they are all worn in the same part of the body) except for one. First, students will have to decide which one to spot out and why in groups and, then, all of the groups will contribute to the class discussion. The same process will be followed with each of the series. In order for the activity to be more challenging and as a vocabulary pre-teaching activity for the following task in this lesson, each series will comprise 3 words that the students already know from previous activities and one that has not yet been mentioned in class. Some students may imagine the meaning of the word, yet, some may not.	7'

			Therefore, the teacher can prompt the students to offer an explanation or a synonym of the word. If this is not the case, the teacher can provide a definition, give an example or show a picture.	
			Then the teacher can add the picture of these terms to the graph created the previous day so that all the vocabulary related to items of clothing can be easily found in a picture (see Annex 2B).	
4. Listening activity	Audio divided into 6 parts Handout (timeline) 36 images	GG	The students will be divided into 6 teams, 5 teams containing 5 participants and 1 team containing 4. Each group is going to be given a timeline showing dates ranging from the 16th century to the 21st century, each with a blank space for a picture (see Annex 2C).	25'
			The teacher will display 36 images on the walls, the same 6 for each of the teams . These will be the ones to be chosen and arranged in the timeline by the students. The will let the students look at the pictures before the recording is played and discuss the details on them.	
			It is important for students to remember what they see in the photos since they will listen to an audio consisting of 6 different parts each revolving around fashion in centuries from the 16th century to the 21st century, this is, each representing a picture on the wall (see Annex 2C).	
			Once they have all seen the pictures students will listen to the first part. Every time 1 of the texts ends the teacher will let the students think and	

		T → GG GG T → GG	discuss what they have heard. Then, they will listen to it again and they will decide which picture they believe it may represent. The same process will be followed with each of the other parts and pictures. Once all of the participants in each of the teams agree on the arrangement, they will stand up, pick up the pictures and organise them in the timeline as planned. If necessary, the whole recording (the six parts) can be played again so that students are sure about their answers. Eventually, the answers will be checked as a whole class.	
5. Raising awareness. Listening for inference	Audio: Six centuries of fashion	T → GG	The students can be asked which verb has been employed in order to express a fact or an event in the past. It is likely that they are unsure about this. Hence, the teacher can choose certain sentences in which the presence and use of *was* and *were* is clear, this is, the past form of the verb *to be* (see Annex 2D). The teacher can record these sentences and encourage them to repeat them aloud. Students can be asked what the difference between *was* and *were* may be. If necessary the teacher can then provide them with an explicit explanation.	10'
6. Speaking: memory game	-	GG	The class will be split up in 3 groups, 2 of them comprising 10 students and 1 comprising 9. In order to practise the newly learned affirmative form of the past form of the verb *to be*, the students will make use of the phrases "there was a... in my suitcase" and "there were some/a pair of...	7'

			in my suitcase".	
			The students will gather in the form a circle. One of them will use the phrase above plus an item of clothing. The one to their right will repeat the same sentence and will add up another item of clothing. In this manner the students will practise the past forms of the verb *to be* in addition to practising items of clothing.	

Table 5: Fashion trends across history.

Annex 2A: Fashion trends across history, activity 3 (audio script)

(My original activity)

1st series: cardigan, dress, jacket, skirt

2nd series: socks, shoes, boots, tie

3rd series: hoodie, jeans, leggings, tights

4th series: sweatshirt, coat, top, socks

5th series: shorts, skirt, trousers, scarf

6th series: collar, shirt, waistcoat, boots

7th series: sandals, overcoat, jacket, shirt

Answers: (audio script)

1st series: skirt is the odd one out since the other ones would be classified as upper body.

2nd series: tie is the odd one out since the other ones would be classified as feet.

3rd series: hoodie is the odd one out since the other ones would be classified as lower body.

4th series: socks is the odd one out since the other ones would be classified as upper body.

5th series: scarf is the odd one out since the other ones would be classified as lower body.

6th series: boots is the odd one out since the other ones would be classified as upper body.

7th series: sandals is the odd one out since the other ones would be classified as upper body.

Annex 2B: Fashion trends across history, activity 3

(Images from the internet)

(My original table)

Upper body	Lower body	Feet

Pictures from:

Figure 19. From:
http://www.freepngimg.com

Figure 21. From:
https://es.pngtree.com

Figure 23. From:
http://pngimg.com

Figure 20. From:
http://www.stickpng.com

Figure 22. From:
http://www.transparentpng.c
om

Annex 2C: Fashion trends across history, activity 3

Six centuries of fashion

(Images from the coursebook and the internet)

(Audio from the coursebook)

(Adapted activity from the coursebook)

Handout for students:

16th century	17th century	18th century	19th century	20th century	21st century
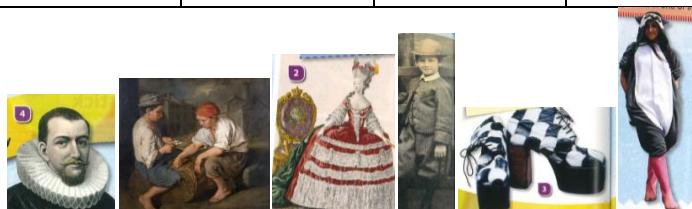
Audio scripts:

First audio script: 16th century: In the 16th century, large circular collars were fashionable. Some were more than 30 cm across. It wasn't easy to eat in one of these!

Second audio script: 17th century: Today, jeans are popular all over the world, but in the 17th century jeans were for poor people.

Third audio script: 18th century: In the 18th century, hoop skirts were fashionable. They were circular and some huge. When it was windy, these skirts were quite dangerous and it was easy for women to fall over!
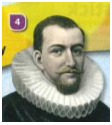
Fourth audio script: 19th century: In the 19th century, in North America and Europe, shorts were only for young boys. The shorts were baggy at the top and tight at the knee. Shorts for men weren't common until the middle of the 20th century.

Fifth audio script: 20th century: There was an unusual fashion in the 1960s: paper dresses! They were very popular in the USA and they were for sale on all of the biggest shops. Were there any problems? Yes - in a paper dress, you weren't safe near fire... or

in the rain! In the 1970s, high "platform" shoes were cool for women and men. But in the 16th century shoes were even higher. It was impossible to walk in them without a helper.

Sixth audio script: 21st century: A onesie is a comfortable all-in-on suit with a hood, body, sleeves, legs and feet. In 2012, they were popular with adults and teenagers all over the world! Some designs were really crazy, for example, there were onesies with ears and a tail.

Answer:

16th century	17th century	18th century	19th century	20th century	21st century

Annex 2D: Fashion trends across history, activity 5 (audio script)

(My original activity)

- Large circular collars were fashionable.
- They were very popular in the USA.
- Shorts were only for young boys. The shorts were baggy at the top and tight at the knee.
- Jeans were for poor people
- They were circular and some huge
- There was an unusual fashion in the 1960s
- When it was windy, these skirts were quite dangerous and it was easy for women to fall over
- Shoes were even higher. It was impossible to walk on them without a helper.

Annex 3: Lesson 3: Let's describe our relatives and colleagues!

- **Aims**:
  - o The students will extract the main idea of an audio, they will look for more precise details and they will use it as a model to talk about their relatives.
  - o The students will become familiar with the negative form of the past of *be*, first, by inference; then, they will learn it explicitly and they will practise it by drilling.
  - o The students will learn the formation of interrogative questions and responses with the past of *be*.
  - o The students will realise which the intonation of *yes/no* questions is.
  - o The students will hypothesise which the correct order of adjectives should be.
  - o The students will record themselves by means of their laptops to consolidate the work done in class and by comparing fashion trends in the past and nowadays.

- **Assumptions**
  - o The students have an idea about the past form of the verb *to be* and they are able to differentiate *was* and *were*.
  - o The students know the names of different rooms in a house in addition to the name of different buildings in a town/city. (private public places in a town or city).

- **Timetable fit**: in the former lesson the students learnt more items of clothing and consolidated the affirmative form of the verb *to be*. In this session, they will consolidate the vocabulary learnt and they will learn the negative and interrogative past forms of the verb *to be*.

Activity	Materials/ Resources	Interaction	Procedure	Timing

| 1. Listening for general information Listening for specific information + Speaking | Interactive screen | T→ GG GG   S GG T→ GG | The students will listen to a short description of a photo of a woman in the past (see Annex 3A). They will aim at getting the general idea of the oral text. Then, they will listen to it again and they will have some time to retell the depiction of the woman with the people next to them in order to gather the greatest amount of details possible. Later, students can be asked to think of their great-grandparents on their own and, then, to describe them (e.g "X was my..., X was born in...., X was a ... (job)") to the people sitting next to them. Each group will choose the one they like the most or find the most original in order for it to be shared with the class. So that students become aware of the grammar used in the oral text, the teacher can try to ask the students to think of the grammatical word that the speaker has employed so as to convey a negative sense in the past by means of the verb *to be*, that is, *wasn't*. However, if they do not find it, the attention of the students will be driven to those sentences containing it. The teacher can then provide an explicit explanation of *wasn't* and *weren't*. | 15' |
| 2. Transformation drill | | T→ GG | At this point, the students' attention will be directed to those sentences containing *was* and *were* in the text (see Annex 3A). The teacher will play the first affirmative sentence and will negate it as an example for students. Then they can go through the following sentences all together by the teacher | 10' |

			nominating specific students in each case.	
3. Listening and speaking: questions	Audios Laptops	T→ GG GG T→ GG	In order for students to get to know the way in which questions with the verb *to be* are made, the teacher could put some comprehension questions with respect to the listening activity in loud voice. The teacher will do the first two as an example so that they could also learn the way in which these *yes/no* questions are responded implicitly (see Annex 3A). Then, they will try to answer as many questions as possible in groups of 4 or 5 by means of the recordings in their laptops (see Annex 3A). Afterwards, the whole group will work together and students will check their answers (every person in the group has to answer at least one question). The teacher could bring the raising intonation of *yes/no* questions into student's attention.	10'
4. Speaking	Cards	SS	The students will sit in pairs or groups of three. They will be given a set of cards with two pictures and a symbol on them in order to elicit a sentence in the past (see Annex 3B). The picture on top of each card will be the subject of the sentence, the symbol will determine whether the sentence is negative or interrogative, and the picture at the bottom of the card will be the complement of the verb. Each time one of the students will uncover a card and he/she will make an appropriate sentence according to the requisites.	7'

5. Speaking: "find somebody who..."	-	T → GG GG T → GG	The teacher will read aloud a set of phrases, one at a time (see Annex 3C). The task consists in finding somebody who *was* or *wasn't* something, somehow or somewhere at some point in the past. The students will stand up and will pose questions to any of their colleagues (by means of "were you...?") in order to find out who fulfils the requisites in each phrase. The teacher will read aloud each phrase twice and will leave a space of 30 seconds between their reading. Eventually, the whole group will gather together and they will find out the name of the person that complies with the greatest amount of requirements in the phrases.	10'
6. Looking for a specific item of clothing	Interactive screen Handout	T→ GG	The teacher will ask all students to find a piece of clothing or any other object that they find beautiful, small and red. Then, they may be encouraged to think about the order in which these adjectives are arranged. Later, they can be provided with more examples so that they can hypothesise and infer the answer. Finally, the teacher can show them a handout with pictures displaying the correct order or adjectives (see Annex 3D).	3'
7. "Noughts and crosses"	Handout	SS	The students will work in pairs. Each pair will be given a handout with a 3x3 chart with empty squares. The traditional nought and crosses games will be adapted so that students can practise the order of adjectives (see Annex 3D). Each player in the couple will have a number of noughts or crosses. The	5'

			colours of these symbols will be the same as in the previous activity. If the symbol is blue, it will stand for opinion adjectives; if it is green, then it will represents any size and length adjective; eventually, if it is orange, then it will symbolise the set of all colours. Each line of 3 will have to comprise 3 symbols of different colours placed in the same order as adjectives would be in a sentence. In order for students to choose an empty box from the chart, they would have to call the name of an adjective belonging to each of the sets. As a follow up activity, the students can form sentences with the lines they have got.	

Table 6: Let's describe our relatives and colleagues!

Homework 1: recording fashion customs in the 21st century

The students will be asked to record themselves talking about fashion in the 21st century as if the recording was going to be played by someone at any time in the future. They could talk about what "was" fashionable and what "wasn't". They can add up any additional information they wish (e.g. special clothing in a special occasion within their culture).

Annex 3A: Let's describe our relatives and colleagues!, activities 1-2-3) (audio script)

A picture of my great-grandmother

(Adapted from the student's book)

This is a photo of my great-grandmother, Sybil, in 1938. Sybil's home was in London, but this photo wasn't in the UK. She was on holidays in the south of France with my great-grandfather. Were Sybil's clothes fashionable at the time? Yes they were. The style of her jacket was popular then. It wasn't baggy and the collar wasn't very wide. Sybil's skirt wasn't short. It was below her knees. In her arms there was a long dark coat. Sybil loved hats, but there wasn't one on her head in this photo.

Drilling exercise:

(My original activity)

- Her home was in London
- She was on holiday in the South of France with my great-grandfather
- The style of her jacket was popular then
- It was below her knees.
- In her arms there was a long dark coat.

Question formation

(My original activity)

Examples: (the teacher in loud voice)

- Was Sybil the grandmother of the speaker? No, she wasn't. She was the speaker's great-grandmother.
- Was Sybil's home in London? Yes, it was.

Questions: (audio script)

- Was the picture taken in London?
- Was Sybil on holidays with her great-grandfather?
- Was the style of her jacket popular?

- Was the skirt short?
- Was there a long, light coat in her arm?
- Was there a hat in the photo?

Annex 3B: Let's describe our relatives and colleagues!, activity 4 (cards for students)

(Images from the internet)

(My original activity)
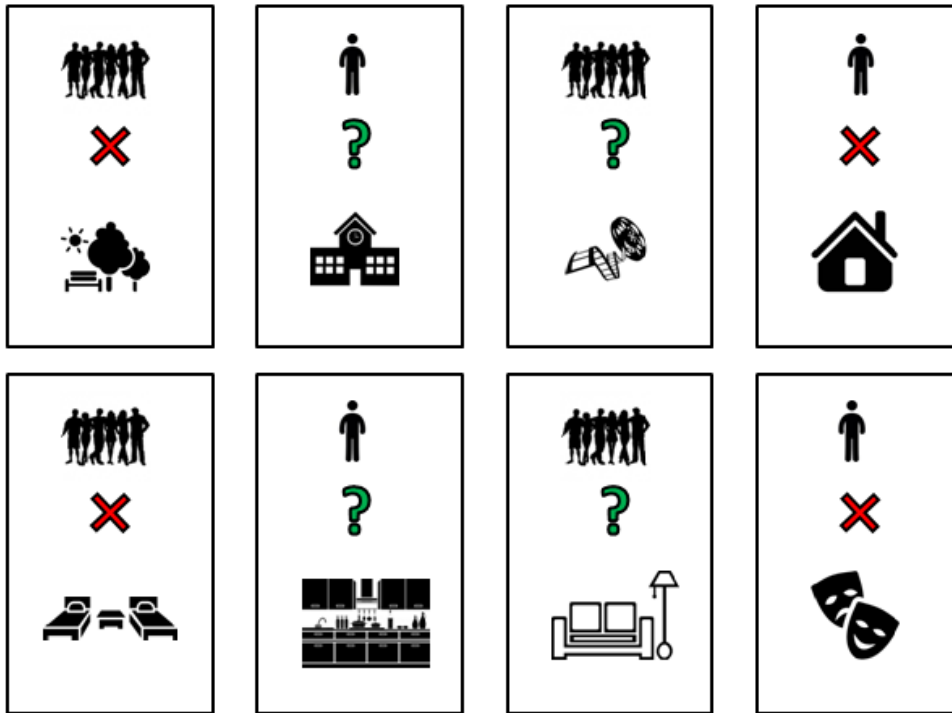
Pictures from:

Figure 24. From:
https://thenounproject.com
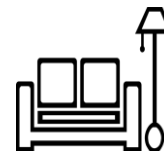
Figure 25. From:
http://pngimages.net

Figure 26. From:
http://maadiegypt.com

Figure 27. From:
https://icons8.com

Figure 28. From:
https://www.onlinewebfonts.com

Figure 29. From:
https://www.colourbox.com

Figure 30. From:
https://www.onlinewebfonts.com

Figure 31. From:
http://www.iconarchive.com

Annex 3C: Let's describe our relatives and colleagues!, activity 5 (the teacher in loud voice)

(My original activity)

"Find somebody who":

-was blond as a child.

-was the winner of a prize at any time in the past.

-was on holidays abroad last summer.

-was at the cinema/theatre last weekend.

-was sick in their last birthday.

-was already 13 at the beginning of this school year, that is, in September.

-was angry about something yesterday.

Annex 3D: Let's describe our relatives and colleagues!, activities 6-7 (Handout for students)

(My original activity)

Lovely	Long	Blue
OPINION	SIZE OR LENGTH	COLOUR
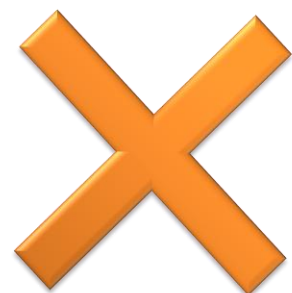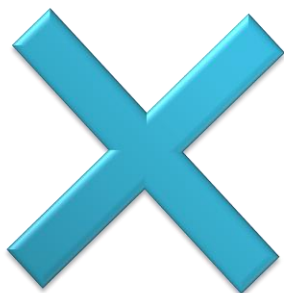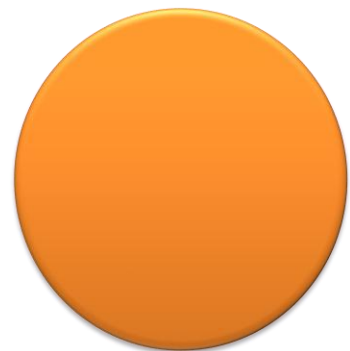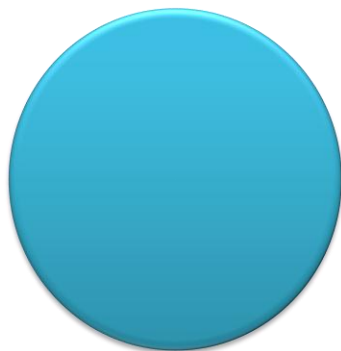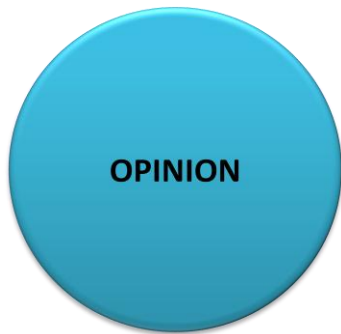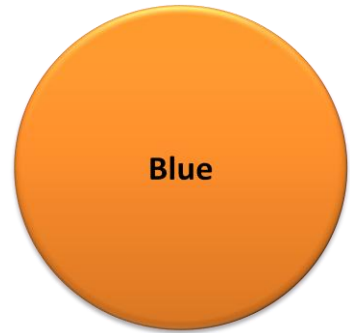
Annex 4: Lesson 4: Appearance of people

- **Aims**:

    o The students will recognise the use of the affirmative and negative form of *be* in a text and they will practise the affirmative, negative and interrogative for of the verb *to be* so that they finally consolidate the past form of this verb.

    o The students will collaborate to prepare questions in English, to record themselves and to send the recordings to others.

    o The students will learn vocabulary about appearance in context, yet they will practise it in isolation, as a game, first and, then, by means of a collective game.

    o The students will distinguish another category of adjectives (shape) and they will learn the order in which it is placed in a sequence of adjectives.

- **Assumptions**

    o The students know the phrases: *(there) was/were/wasn't/weren't, be wearing, have got*

    o The students know vocabulary for clothing and basic vocabulary regarding physical appearance.

- **Timetable fit:** the students already know how to describe somebody's clothing and events or facts in the past by means of the verb *to be*. In this lesson, they will base on the latter to introduce supposedly new words about appearance.

Activity	Materials/ Resources	Interaction	Procedure	Timing
1. Listening for specific information	Audio Interactive screen	T → G GG T → G	The students will listen to a text where there is a great frequency of use of the affirmative and negative form of the past of *be* (see Annex 4A). The students will be divided into groups of 9 or 10. Their task will be to listen to the first part of the text three times and to prepare a set of *yes/no* questions so as	20'

	Computers		to practise interrogative questions (and the answers to them) with the verb *to be* and a set of true/false statements so that students can argue why what they hear is true or false. Once the exercises are decided, each person in a group will record an utterance (yes/no question or a true/false statement) by means of their laptop and they will send the set of recordings to one of the groups so that they work on them within their team. Then, the recordings will be played aloud and responses will be commented on and checked as a whole class. At this stage, it is important for the teacher to correct any unintelligible pronunciation and to emphasise the raising intonation in *yes/no* questions.	
2. Listening for specific information	Audio Pictures	T→ G	The students will listen to the second part of the audio (see Annex 4A). They could listen to it three times. Then the teacher can ask them which vocabulary they have recognised regarding height, type and colour of hair, colour of eyes and any other special features. Then, they can be encouraged to share other words that they know and that can belong to one of the four aforementioned categories. The teacher could also raise the students' awareness about the existence of a fourth category concerning the order of adjectives: "shape" and give examples from the text. Besides, it would be a good idea to show the students some of the pictures that will be employed in the following exercise so as to know whether they already	10'

			know any of them or/and to pre-teach the vocabulary to be dealt with in the activity and the unit (see Annex 4B).	
3. Slap game	Handout	T → GG GG	The students will be split up in groups of 4-5. Each of them will be handed in a handout with a chart (see Annex 4B). The teacher will read aloud the description of one of the people in the first column at a time and students will have to guess who the person being described is. The students will have to choose a representative that will slap the table as soon as they, or someone in the group, comes up with the answer. The first group doing this and answering correctly will get a point; on the contrary, the one giving the wrong answer will lose 1 point. Eventually, the team with the biggest amount of points will win. Students will have to pay careful attention to the depictions since they will not be repeated again unless none of the groups gets the answer right. However, it goes without saying that the description will be commented on later on in order to assure everyone has understood it and has time to become familiar with the words. This same activity can be played in groups of 4-5 in which one of the students would be the one describing while others would be those guessing.	10'
4. "Guess who"	-	GG	Students will experience a real life "guess who" game. They will be divided into two groups and they will choose a person within them. This will be the	15'

		S	student to be "discovered" by their fellow students in the other group.	
			The two teams will be arranged separately each on one side of the classroom, standing and facing one another. Each team will ask a question at a time so as to discover who the person chosen by the other group is. The type of questions to be asked will be preferably those related to appearance (they could be about clothes too). The students will be discouraged from asking any questions that can offend any of the students. The question types could be: "Is the person you have chosen...?", "Has the person you have chosen got...? " or "Is the person you have chosen wearing...? ", etc.	
			One person will think of and ask one questions at a time. One of the people in the other group will answer it and think of the next question to be asked. Once a question has been responded there could be two options:	
			-the person asking would have to call the attention of those that presumably are not the ones chosen by saying: "X could you, please, sit down?" This would be a way of practising polite requests.	
			-the people in the team that has been asked a question and that realise they are clearly not the one to be chosen because of the answer given, will have to sit down. This would involve careful listening.	

Table 7: Appearance of people.

Annex 4A: Appearance of people, activities 1-2 (audio script)

My family history

(My original activity)

(Images form the internet)

First part:

My name is Sheryl. This is my family history.

The person on the right is my grandmother Emily. She was born in Montreal in 1934. However, her parents weren't Canadian, they were Finnish. Emily was a waitress in a hotel in the coast where she met my grandfather. The person to the left is precisely my grandfather. His name is Arthur. He was born in Sydney, he was a sailor and he used to travel a lot. Montreal was the destination he liked the most.

The marriage of my grandparents was in the summer of 1960. They had five children and my mother was the eldest. They weren't rich but they were very happy.

Second part:

When my grandmother was young, she was of average height with long straight blond hair and green eyes. Today, she is small and slim, with short curly hair.

When my grandfather was young he was really tall with short curly dark hair and brown eyes. Now, he has a beard and he is almost bald, but, he still has short grey hair.

Figure 32. From: https://porquenosemeocurrioantes.com

Annex 4B: Appearance of people, activity 3 (the teacher in loud voice)

(My original activity)

Handout for students:

	General Appearance	Hair style	Hair colour	Eyes	Special feature
Jane	1.50m				
Tommy	1.90m				
Sarah	1.70m				
Bill	1.50m				
Jordan	1.90m		-		
Lily	1.70m				
Mark	1.50m				
John	1,70m		-		

Sentences:

- This person is very tall. This person has brown eyes and straight brown hair.
- This person has a moustache, brown eyes and curly brown hair.

- This person is of average-height. This person has green eyes, freckles and wavy blond hair.
- This person is wearing glasses. This person has blue eyes, and curly ginger hair.
- This person is of average height and isn't bald. This person has blue eyes, curly ginger hair and a beard.

Answers:

- Tommy
- Bill
- Lily
- Jane
- Mark

Pictures from:

Figure 33. From: https://www.gbhealthwatch.com

Figure 34. From: https://www.gbhealthwatch.com

Figure 35. From: https://www.gbhealthwatch.com

Figure 36. From: http://www.clker.com

Figure 37. From: http://www.clker.com

Figure 38. From: http://www.clker.com

Figure 39. From: https://gallery.yopriceville.com

Figure 40. From: http://www.pngpix.com

Figure 41. From: https://okdiario.com

Figure 42. From: http://www.chattanoogapulse.com/

Figure 43. From: https://www.etsy.com

Annex 5: Lesson 5: Robberies

- **Aims**:
  - o The students will revise and learn more vocabulary regarding appearance in isolation and in context.
  - o The students will expand their regular verb inventory in isolation and in context and they will learn how to make the past form of simple regular verbs in English.
  - o The students will attain international intelligibility when it comes to pronouncing *-ed*.
  - o The students will argue their choices rationally.
  - o The students will practise narrative tenses and question forms.
- **Assumptions:**
  - o The students know common verbs in English.
- **Timetable fit**
  - o In the preceding session, the students learnt vocabulary about appearance by means of the past of the verb *to be*. In this lesson, they will practise these words and learn more related to the topic together with regular verbs and the formation of the past by the addition of the suffix *-ed*.

Activity	Materials/ Resources	Interaction	Procedure	Timing
1. Describing	Interactive board Picture	T → GG	The students will be shown a picture (see Annex 5A) in which they will see 6 men and they will be asked to describe their physical appearance. There will be words they know from previous knowledge and/or the previous lesson. Yet, this is a good opportunity to present those terms they would like to say but they do	5'

			not know in English. If not asked by the students, the teacher could point at any specific characteristic to elicit a certain term.	
2. Listening for a general idea Listening for specific information	Audio	T → GG	The students will listen to a short audio (first part) in which they will be set in the context of the robbery of a bank (see Annex 5B). They will be demanded that they share the general idea they have got from the audio as an introduction. Then the students will be asked when this episode took place. They may remember the exact date and time or they may not. However, this will not be an important issue, the point here is that they realise the robbery happened in the past and, therefore, verbs should be conjugated in accordance with the past simple. At this point, the audio will be played again and they will look for these verbs. They will realise that a suffix has been added to the infinitive verbs to form the past simple because of the difference in sound. Nevertheless, even if it is rather simple to write the past simple form of these regular verbs, the way this -ed is pronounced varies depending on the ending of the infinitive verbs. I do not think it is necessary for the teacher to provide a complete explicit explanation on this. However, the teacher could read the verbs aloud and make the students repeat them in chorus so that they perceive the difference in sound and so that they produce these verbs correctly.	7'
3. Listening for	Audio	T → GG	The students will listen to the second part of the audio in which the four	15'

specific info	Handout Picture	GG T → GG	witnesses testify to a policeman (see Annex 5B). These people will give an account of the appearance of certain people they saw at the moment of the robbery. The students will be divided in 5 groups and each will be given a handout with a chart and some pictures from the previous lesson (see Annex 5B). The students will discuss the physical characteristics of each of the suspects described between their colleagues in the team and they can place the images representing the features each of the suspects have. Then, they will all work together. One person in each group will have to talk about 1 suspect by standing in front of others. The teacher will choose the ones to come up to the front. This means everybody has to be ready in case they are selected. At this stage the students will be shown the picture utilised in the first activity of the lesson (see Annex 5A) and they will be requested to point at the suspects described. Then, the teacher can ask them who they think the robber was and why they think so.	
4. Listening	Audio	T → GG or GG	The students will listen to the third part of the listening and they will discover whether their predictions have been fulfilled. They can comment on this as a whole class or in groups.	3'

| 5. Speaking: Alibi game | - | GG | The students will play an alibi game. Given there are 29 people in the class, they will be split up in 9 groups of 3 people and 1 of 2 people. Each will be given a letter: A, B or C. They will play three rounds so that all can act as criminals once and detectives twice (except for the group of 2, in which one of the components will act as a criminal twice).

The teacher will ask all "A"s to come to one corner of the classroom. The teacher will tell them that they robbed a bank along with another "A" yesterday and today, they will be interviewed by the police, this is, by the "B" and "C" members of their group. The "A"s will be expected to work in pairs (they decide which) so that they invent an excuse and so that the information they give to the detectives matches. The teacher will tell them the points in which they should coincide (see Annex 5C, information for criminals). Similarly, the teacher will tell the detectives "B" and "C" to gather and will explain the facts they should enquire the potential robbers about (see Annex 5C, information for detectives). After the interview, the "B" and "C"s investigating the "A" pairs will form groups of four and they will comment on the responses they got and see if they match. If the declarations do not coincide, then "A"s will be found guilty.

Then the second round will follow the same line and "B"s will be the criminals. Likewise, "C"s will be the criminals in round three. | 20' |
| 6. Drilling | Pictures | T → GG

T→ S | The teacher will read aloud the infinitive forms of some regular verbs (see Annex 5D) and the students will have to form the past simple form of these | 5' |

			verbs. First, the transformations can be done in chorus; then, the teacher can encourage individual students to make them.	
			This may be an excellent opportunity for students to expand their verb inventory (as these verbs will be useful in the following lesson), and to correctly pronounce the *-ed* endings.	
			The teacher can ask students to raise their hand every time they do not know a verb. If somebody does not know the meaning of any of them, the teacher can encourage other students to explain it or to provide an example. Provided that nobody in the class knows it, then the teacher can do so. Once all the verbs have been read aloud, the teacher will make sure the students have learnt some of the words they have just been dealing with. The teacher will show some pictures on the board and will point at some of them in order for students to nominate the verb a certain picture represents (see Annex 5D).	

Table 8: Robberies.

Annex 5A: Robberies, activity 1

(Activity adapted from the coursebook)

(Image from coursebook)
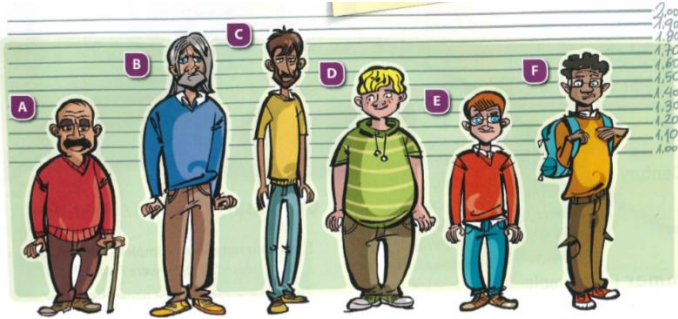
Annex 5B: Robberies, activities 2-3-4

A bank robbery

(Audio scripts from coursebook)

(Activity adapted from the coursebook)

First part (audio script):

The police are still looking for a bank robber who walked away from the RSB Bank with more than (pound) 1 million. The robber entered the bank at 10.00 a.m. on Friday morning. The manager sounded the alarm, but the robber escaped with the money before the police arrived. Four customers who were in the bank at the time are helping the police with a description of the robber.

Second part (audio script):

Speaker 1:

Policeman: So were you in the bank at 10 o'clock yesterday?

Speaker 1: Yes I was, there was a very unusual man there. I think he was the robber. He was very tall, about 190 cm I think, with long, straight, grey hair and a beard.

Policeman: mmm tall you say.. with long, straight, grey hair...and a beard...hmm very interesting. What about a moustache?

Speaker 1: No he didn't have a moustache but I remember another thing about him. His eyes were blue and they were scary. I remember that there was a little old lady in the bank and I think she was afraid of him, he didn't look friendly.

Policeman: mm blue scary eyes, unfriendly...thank you very much.

Speaker 2:

Speaker 2: ah...a man walked in at 5 to ten, he carried a bagpack on his back.

Policeman: a bagpack...? Very interesting... was the man tall or short?

Speaker 2: he wasn't tall and he wasn't short, he was of average height. His hair was short, dark and curly. His eyes were brown.

Policeman: of average height... hmm... and his hair was?

Speaker 2: Short, dark and curly.

Policeman: yes, and Brown eyes, you say? hmmm and what about a moustache? or glasses? any special features?

Speaker 2: ah...glasses! yes! But a moustache... no...

Policeman: no...moustache...very interesting.

Speaker 3:

Speaker 3: The most unusual man in the bank was short and bald, with brown eyes and a moustache, he walked with a stick.

Policeman: a stick?

Speaker 3: yes, there was an old lady in the bank with a stick too, that's why I remember it well.

Policeman: yes, yes, and his eyes?

Speaker 3: were brown and a moustache.

Policeman: a moustache...very interesting.

Speaker 4:

Speaker 4: there was a man in the bank. He was fat with wavy, blond, medium length hair and green eyes. He also had freckles.

Policeman: Fat with wavy blond medium length hair...green eyes and freckles.

Speaker 4: yes, and he was very helpful. An old lady wanted to seat down and he helped her.

Policeman: mmm a friendly robber...

Speaker 4: well..perhaps it wasn't him.

Policeman: mmm leave that to the police .

Handout for students:

	General appearance	Hair	Eyes	Special features
Suspect 1				

Suspect 2				
Suspect 3				
Suspect 4				
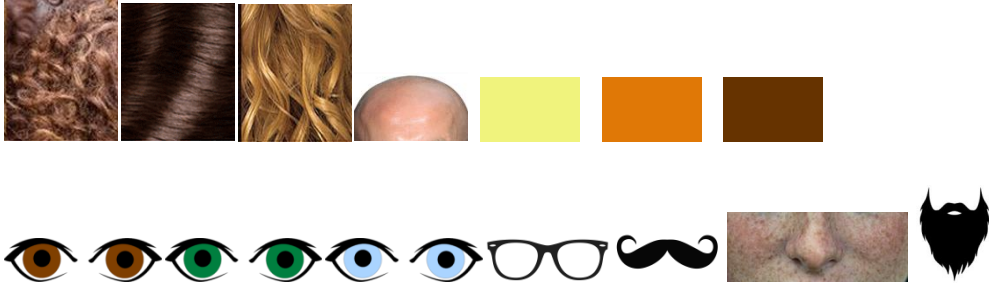
Third part (audio script):

Now for the latest news about Fridays: bank robbery at the RSB bank. Over...our reporter Keath Adams.

A short time ago, the police arrested the robber. There was an old lady in the bank at the time of the robbery- she walked with a stick and carried a bag. The police opened her bag and there was a lot of money in it, about 1 million pounds. the old lady was the bank robber.

Annex 5C: Robberies, activity 5

Creating an alibi

(Activity adapted from the internet: Astbury, M. (n.d.). TeachingGamesEFL. Retrieved from: https://mikeastbury.files.wordpress.com/2017/09/alibi-and-investigation-cards-teachinggamesefl.pdf)

Information for the A criminals: (the teacher in loud voice)

A: Alibi - Cinema

You robbed a bank yesterday, but you told the police that you went to the cinema.

Work with your partner to create an alibi.

Here are some questions the police may ask you:

What did you do yesterday?

Who were you with?

What were you both wearing?

What did you do before and after the cinema?

What can you tell be about the film?

Information for B criminals: (the teacher in loud voice)

B: Alibi - Restaurant

You stole a car yesterday but you told the police that you went to a restaurant. Work with your partner to create an alibi.

Here are some questions the police may ask you

What did you do yesterday?

Who were you with?

What were you both wearing?

What did you do before and after the cinema?

What can you tell be about the film?

Information for C criminals: (the teacher in loud voice)

C: Alibi - Concert

You stole a painting yesterday but you told the police that you went to a concert. Work with your partner to create an alibi.

Here are some questions the police may ask you:

What did you do yesterday?

Who were you with?

What were you both wearing?

What did you do before and after the cinema?

What can you tell be about the film?

Information for detectives B and C about criminal A: (the teacher in loud voice)

A: Investigation - Cinema

You have two suspects. A witness saw them at the scene of the crime but they say they went to the cinema. Ask them questions about their day together. If there are any differences in their stories, then you know they are lying.

These are some of the questions you may ask the suspects:

What did you do yesterday?

Who were you with?

What were you both wearing?

What did you do before and after the cinema?

What can you tell me about the film?

Information for detectives A and C about criminal B: (the teacher in loud voice)

B: Investigation - Restaurant

You have two suspects. A witness saw them at the scene of the crime but they say they went a restaurant. Ask them questions about their day together. If there are any differences in their stories, then you know they are lying.

These are some of the questions you may ask the suspects:

What did you do yesterday?

Who were you with?

What were you both wearing?

What did you do before and after the cinema?

What can you tell me about the film?

Information for detectives A and B about criminal C: (the teacher in loud voice)

C: Investigation - Concert

You have two suspects. A witness saw them at the scene of the crime but they say they went to a concert. Ask them questions about their day together. If there are any differences in their stories, then you know they are lying.

These are some of the questions you may ask the suspects:

What did you do yesterday?

Who were you with?

What were you both wearing?

What did you do before and after the cinema?

What can you tell me about the film?

Annex 5D: Robberies, activity 6

(My original activity)

(Images from the internet)

Drilling (the teacher in loud voice):

- Enter - Entered
- Appear - Appeared
- Want - Wanted
- Cover - Covered
- Discover - Discovered
- Sound - Sounded
- Escape - Escaped
- Chase - Chased
- Rob - Robbed
- Arrest - Arrested
- Like - Liked
- Look alike - Looked alike
- Park -Parked
- Close - Closed
- Pretend - Pretended
- Arrive - Arrived
- Try on - Tried on
- Fit - Fitted
- Stay - Stayed
- Return - Returned

Handout for students:

Pictures from:
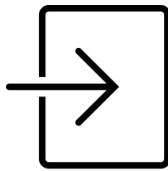
Figure 44. From:
https://icons8.com

Figure 45. From:
https://www.vix.com

Figure 46. From:
http://osxdaily.com

Figure 47. From:
https://www.gilbertinc.com

Figure 48. From:
http://www.cuentoscortos.co
m

Figure 49. From:
https://www.freepik.es

Figure 50. From:
https://www.iconfinder.com

Figure 51. From:
https://www.onlinewebfonts.
com

Figure 52. From:
https://www.onlinewebfonts.
com

Figure 53. From:
https://icones8.fr

Figure 54. From:
https://thenounproject.com

Annex 6: Lesson 6: Curious cases of robberies

- **Aims**:
    - The students will predict the content of a listening activity by means of a picture, then they will first understand the general idea and finally, they will retrieve more specific details.
    - The students will learn how to make *yes/no* questions about the past implicitly and explicitly.
    - The students will learn the way in which negative sentences with regular verbs in the past are made in context.
    - The students will produce affirmative, negative and interrogative sentences in the past by means of regular verbs.
    - The students will practise the vocabulary and grammar learnt by telling stories to others at the same time as they develop fluency.
    - The students will use technology to record themselves and tell stories in a creative way.
- **Assumptions:**
    - The students already know many regular verbs in English, plus vocabulary regarding clothing and appearance.
- **Timetable fit:** in lesson 5 the students learnt several words as regards appearance in addition to the affirmative sentences in the past with regular verbs. In this lesson, they will learn negative and interrogative questions and they will practise all these contents by interacting with their colleagues.

Activity	Materials/ Resources	Interaction	Procedure	Timing
1. Listening for a general idea	Interactive screen	T → GG	The students will listen to a short story about a curious case of robbery. First, they will be shown a picture (see Annex 6A) and they will try to predict the content of the recording. Then, they will listen to it once, they will see if their	10'

			expectations have been met. They will discuss the general ideal of the text in groups of 4 or 5 and later, with the whole class.	
Listening for specific information	Picture Audio	T → GG	Then the students will listen to the oral text again and they will to retrieve as many details as possible. Next, they will be asked certain *yes/no* questions so that they learn how to make and answer them indirectly. However, an explicit explanation will be given later to ensure students' complete understanding. All of the questions will contain specific verbs that they may encounter through the following activities. Afterwards, the students will be asked whether they can remember having heard any negative sentence containing a regular verb in the past. If they do not, then the teacher may play the sentence containing "But the police didn't need a description" (see Annex 6A) and can provide them with an explicit explanation.	
2. Drilling	Boxes Cards	GG T→ GG	The students will be divided in groups of 4 or 5. Each will have a box with cards with pictures representing regular verbs on them (see Annex 6B). These pictures will be the same as those used in lesson 5 (see Annex 5D). A student will pick up a card and will make the past form of the verb represented on it. The person to the right will make an affirmative sentence with this verb in the past, the next one will negate it, the following person will make the sentence interrogative and the last one will provide an affirmative or negative answer. Additionally, one student will pick up one of the cards and will form an	15'

			affirmative or negative sentence with the verb represented on the card. The second one will pick up another one, will repeat the previous sentence and will add up a new one with the verb (in the past) on the newly taken card. They will follow this procedure until they create a story. Then all the stories will be shared with the other groups and they will decide which and why a certain one is their favourite.	
3. Mr Bean. Jigsaw groups	Laptops 3 videos	GG T→ GG	The class will be divided into 3 groups of 9-10. The teacher will ask the student to number themselves form 1 to 9 or 10. There will be 3 videos of Mr. Bean and each group will watch a different one. They will all revolve around curious cases of robberies or criminals. In groups the students will try to predict what the content of the video will be by means of the title for a minute. Then, they will watch the video and they will be asked to retain as many details as possible inasmuch as the video is considerably long and in order not to have to watch it again. Furthermore, students just need to watch it since there is hardly any dialogue between the characters. Once they watch the video, the students will comment on what they have seen and they will be given some leading questions so as to help them and teach them new verbs. It is important for them to be ready to share the story with others. Then all participants with a shared number will gather in jigsaw groups (there will be new groups of 3 and one of 2). Each of the members of the new teams	30'

| | | | will share the story they have watched with their fellow students. In order to ensure they have understood it correctly the other member of the group can put questions to the speaker. The new team of 2 people will lack one of the stories. However, they can listen to their colleagues expose the missing content when the whole group deals with the information or else, one of the teachers can sit with them and share the story with them.

Next, the whole group will work together. The teacher will ask students to share the stories and afterwards the teacher could read aloud possible descriptions of the events in the videos (see Annex 6C).

Eventually, the students will take a vote on the story they most liked. | |

Table 9: Curious cases of robberies.

Homework 2: The students could be asked to individually record themselves recounting any of the stories they have come up with in this lesson, or else, they could invent any other they wish as long as it is in the past.

The worst criminal?

(Audio from coursebook)

(My original activity)

A robber walked into a fast food restaurant and demanded all the money in the cash register. "I'm sorry," the assistant replied. "I can't open the register without a food order". The robber ordered a burger. "Can I pay by credit card?" he asked.

Two minutes later the robber walked out of the restaurant with the money and his burger.

The assistant phoned the police, and described the robber. He was tall and slim with blond curly hair. But the police didn't need a description. With the robber's credit card information, it was easy for the police to find and arrest him!

Questions (the teacher in loud voice):

Did the robber walk into a fast food restaurant?

Did he order a sandwich?

Did he walk out of the restaurant only with the money?

Did the assistant phone the police?

Was it easy for the police to find and arrest the robber? Why?

Answers:

Yes, he did.

No, he didn't. He ordered a hamburger.

No, he didn't. He also walked out with a hamburger.
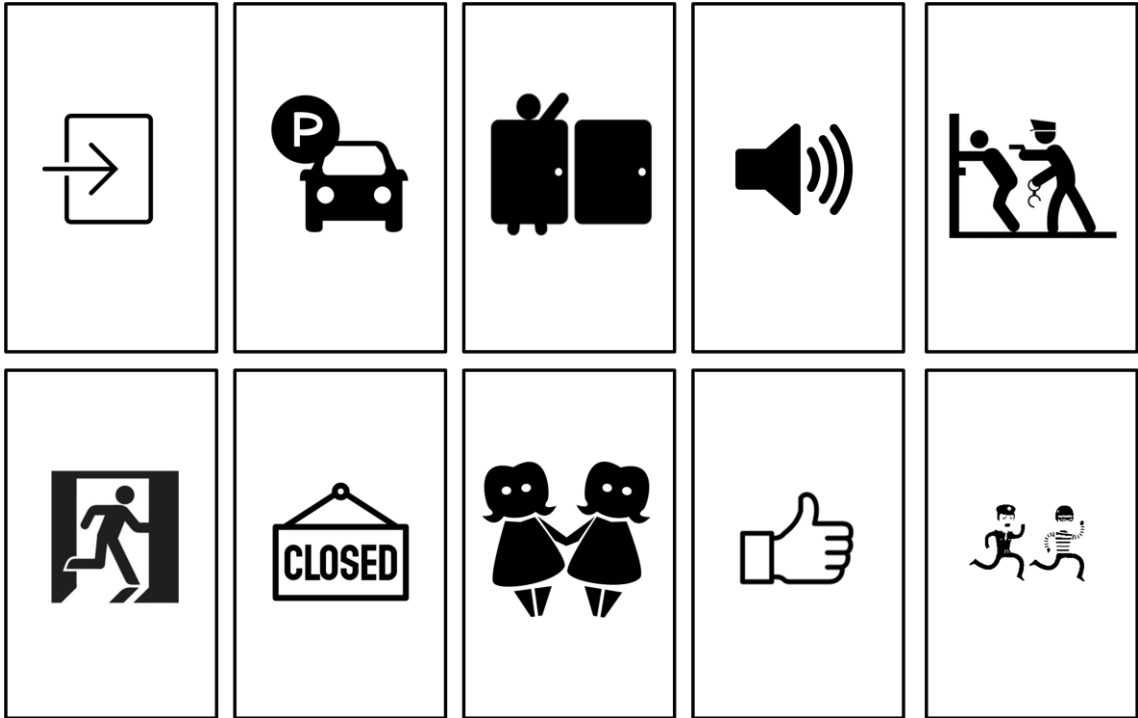
Yes, he/she did.

Yes, it was. Because he had paid by credit card and, therefore, the police could identify him easily.

Annex 6B: Curious cases of robberies, activity 2

(My original activity)

(Images from the internet)

Handout for students:

Annex 6C: Curious cases of robberies, activity 3

Mr. Bean - videos

(My original activity)

(My original texts)

Art thief: M. (2017, August 16). *Art Thief*. [Video file]. Retrieved from: http://www.youtube.com/watch?v=XpAb3uXai8s.

Mr. Bean parked his car and entered an art museum. The guard was asleep. He noticed there were two nude sculptures. Then he snapped a picture of a picture that he liked, but he stayed so close to it that the alarm sounded. A group of young girls appeared and Mr. Bean covered the bodies of the sculptures. Then, Mr. Bean discovered a thief. The thief escaped and Mr. Bean chased him to France. The burglar robbed another museum. But Mr. Bean recovered a robbed pictured and returned to England. Then the police arrested the thief.

- – What did Mr. Bean do with his car?
- – What did he do then?
- – Did he snap a picture at the museum?
- – How many young girls appeared?
- – Who did Mr. Bean discover?
- – What was he like? What was he wearing?
- – Did Mr. Bean chase him?
- – Did the police finally arrest him?

Wanted: M. (2011, January 28). *Wanted*. [Video file]. Retrieved from: https://www.youtube.com/watch?v=0hldF6gqaFI

It was late at night when a criminal escaped prison. The police sounded the alarm and they chased him without success. The criminal entered Mr. Bean's house while he was in the toilet. They looked alike a lot. The criminal removed his clothes. He found Mr. Bean's on the bed and he dressed. The criminal stayed below him all night. The next morning, two policemen encountered Mr. Bean wearing the criminal's clothes in the

street and they arrested him. The criminal pretended to be Mr. Bean but he didn't like his way of living so he freed him and the criminal returned to prison.

- When did the story start?
- Did a criminal escaped prison?
- Where did he enter?
- What did the criminal look like? Did he look alike Mr. Bean?
- Was he wearing the criminal's clothes?
- Did the police arrest Mr. Bean?
- Did the criminal finally return to prison?

Mr. Bean catch a robber: M. (2016, September 10). *Mr Bean catch a thief.* [Video file]. Retrieved from https://www.youtube.com/watch?v=rKrOnJIGbRM

Mr. Bean wanted to buy a suit. He entered a shopping centre. He liked one of the jackets and trousers and he tried them on. They fit him but it was too late and the shopping centre closed. He walked around for some time. Suddenly he discovered there was a thief inside. The thief chased him but Mr. Bean managed to hide and to lock him in a wardrobe until the police arrived the next morning.

- Why did Mr. Bean enter the shopping centre?
- Did he like anything?
- What happened when he was trying them on?
- Who did he discover in the middle of the night?
- What was the thief like? What was he wearing?
- Did the police finally arrest the thief?

Annex 7: Lesson 7: Preparation for the final presentation

– **Aims:**

  o The students will order a series of pictures representing shopping for clothes and they will predict the content of the listening track.

  o The students will learn and practise phrases commonly used when shopping for clothes, and they will use their L1 (mother tongue) to consolidate their meaning.

  o The students will perform a situation in which they will reproduce the phrases learnt and they will develop fluency collaboratively.

  o The students will recognise cultural diversity by searching information in the laptops.

  o The students will understand oral texts about people of different cultures and they will use the listening tracks as models for expressing themselves appropriately.

– **Assumptions:**

  o The students master vocabulary for clothing and appearance.

  o The students have a basic knowledge of words used in shopping contexts.

– **Timetable fit:** in the previous lesson the students already described the appearance and clothing of people and they utilised basic verbs to describe anecdotes in the past. After the last episode portrayed in the last activity (a robbery taking place in a shopping centre), in this session the students will learn how to interact in a shopping context. Furthermore, at this stage, it seems to be crucial to provide students with models for the presentation of the following session. Therefore, they will be shown the depictions of two famous people that somehow had a relationship with clothes.

Activity	Materials/	Interaction	Procedure	Timing

	Resources			
1. Speaking	Interactive screen Pictures	GG	The students will be shown 6 pictures representing a dialogue between a shop assistant and a customer (see Annex 7A). First, the students will be asked to report what they see in the pictures in groups of 4-5. They may describe the people in them: who they may be, what they look like and what they are wearing. Then, they will be asked to order these pictures and to try to predict what happened.	5'
2. Listening	Audio	T → GG	The students will listen to the dialogue between the two women in the images (see Annex 7A). They will figure out what happened and whether their predictions were correct. If they were not, they will decide which the appropriate disposition of the images could be. The students will listen to the recording again and they will be encouraged to focus on language in use. The students will listen to the recording again but this time some of the words/phrases will have been deliberately removed. The teacher will ask the students which the word or words that could fill in the gap are.	10'
3. Listening: fill in the gaps	Audio	T → GG SS T → GG	The students will listen to a second dialogue between a shop assistant and a teenager whose cap has been stolen and who is looking for a new one (see Annex 7B). Since the phrases are similar to the ones previously listened to, the recording will lack certain words that students will have to think of in pairs	5'

			and share with the whole class afterwards.	
4. "Broken telephone"	-	GG	Since the students will already be familiar with the language used when buying a piece of clothing, they could practise the traditional game "broken telephone" with slight adaptations. They could be separated in 3 teams. All the members of the same team would be standing next to one another. The teachers could ask one of the people in one of the corners "what phrase could you use as a shop assistant to..." or "what phrase would you use as a customer to..." These people would have to tell this phrase to the people next to them successively until the last person in the team says it aloud. Then, the people in the corner would let their place to the following person and the same process would be followed again. Instead of merely repeating the phrase, the person next to the speaker could translate it into Basque and the next one to English again.	5'
5. Speaking	Computers	SS	The students will be asked to act out a dialogue in which they have to buy a pair of shoes. The students will be told that sizes differ depending on the country in which goods are sold. Hence, the students could search for this differences and perform a dialogue in any area of the world the wished. Then, they would record themselves.	12'
6. Listening: description of two	Laptops Audio	GG	The group of students will be divided into two. They will each listen to one oral text revolving around Mahatma Gandhi or Coco Channel (see Annex 7C).	18'

famous people			They will both follow the same structure, which would be precisely the model to be used in the following session, the last lesson in which students will present their final project in front of others.	
			Both of them will have something in "common". Ghandi used to spin his own clothes and Coco Channel was a famous fashion designer.	
Speaking: "fluency circles"			Once the students have listened to the listening tracks they will all stand in "fluency circles". One of the groups will be part of the inner group and the other of the outer one. The former will remain unchanged while the latter will tell the one in front of them what they have listened to. They will have a minute to do so. Then the member of the outer circle will move to their right and tell the same information to the next person. They will do this three times. Then the two groups will change positions and they will follow the same process.	

Table 10: Preparation for the final presentation.

FINAL TASK:

Homework 3: The students will be asked to choose a picture of themselves from the past. They will have to prepare a presentation of one minute in which they will make a description like the one they have listened to in this session. They can be encouraged to take the following into account:

– the general picture (*there was/there were*).

- the people in the picture *(appearance,* past of *be,* clothing, *was wearing)*

- what they did on that day (past of *be*, regular verbs)

The students can be told to record themselves at home first and send the video to the teacher before the presentation in order to receive feedback beforehand, yet this is optional.

Annex 7A: Preparation for the final presentation, activities 1-2

(Audio and pictures from the coursebook)

(Activity adapted from the coursebook)

Shopping for clothes (audio script)

Shop assistant: Can I help you?

Customer: Yes please, I'm looking for a new jacket.

Shop assistant: What size are you?

Customer: I'm... I'm small.

Shop assistant: hmm... What colour would you like?

Customer: Black, please.

Shop assistant: I'm afraid we haven't got your size in black, we've got it in red.

Customer: hmmm, the red one is quite nice. How much is it?

Shop assistant: It's usually 39 pounds but it's 20% cheaper now, in the sale.

Customer: that's a good discount. Can I try it on?

Shop assistant: of course, the changing rooms are over there. Does it fit?

Customer: No... It's too small...

oh... Can I try a bigger size?

Customer: ohh... This one is perfect, I'll take it.

Another customer: Excuse me, you're wearing my coat.

Annex 7B: Preparation for the final presentation, activity 3 (audio script)

Shopping for clothes

(Activity adapted from the students' book)

Conversation to be filled in orally:

-Shop assistant: Can I help you?

-Jack: Yes please. I'm looking for a new ..., I quite like this one.

-Shop assistant: What ... are you?

-Jack: Oh...hmm... I'm not sure. A ... I think

-Shop assistant: A medium? I'm sorry we've only got large or small on that style

-Friends: ... them on Jack, just in case.

-Jack: What do you think?

-It's way too big (he tries another one)... and that one's too small.

-Shop assistant: What about this one?

-Jack: Hmm that's nice.

-Shop assistant: What ... would you like?

-Jack: Have you got it in black?

-Shop assistant: I'm afraid we haven't got your ... in black. We've got them in blue or white.

-Jack: I prefer blue.

-Shop assistant: Yes, here you are. And this one's a medium.

-Jack: Can I ... it on?

-Shop assistant: Yes, of course.

-Jack: What do you think guys?

-Friends: It's great, it's just like your old one.

Answer:

-Shop assistant: Can I help you?

-Jack: Yes please. I'm looking for a new cap, I quite like this one.

-Shop assistant: What size are you?

-Jack: Oh...hmm... I'm not sure. A medium I think

-Shop assistant: A medium? I'm sorry we've only got large or small on that style

-Friends: Try them on Jack, just in case.

-Jack: What do you think?

-It's way too big (he tries another one)... and that one's too small.

-Shop assistant: What about this one?

-Jack: Hmm that's nice.

-Shop assistant: What colour would you like?

-Jack: Have you got it in black?

-Shop assistant: I'm afraid we haven't got your ... in black. We've got them in blue or white.

-Jack: I prefer blue.

-Shop assistant: Yes, here you are. And this one's a medium.

-Jack: Can I try it on?

-Shop assistant: Yes, of course.

-Jack: What do you think guys?

-Friends: It's great, it's just like your old one.

Annex 7C: Preparation for the final presentation, activity 6 (audio scripts)

(My original activity and texts)

Mahatma Gandhi:

Figure 55. From: https://www.citeco.fr/

This is a picture of Mahatma Gandhi. He was born in 1869. He was an Indian activist who led the independence movement of the country. He believed people could manufacture their own clothes by their own hands. In fact, he used to spin them by means of a spinning wheel like the one in the picture.

Gandhi was very thin and he was almost bald. He had a moustache. In this picture we can see he is wearing a piece of white cloth around his hip and glasses.

Information from: Ghandi, M.K. (1955). *The Story of my Life.* Ahmedabad: Navajivan Mudranalaya.

Coco Channel:

Figure 56. From: http://blog.getmecharlie.com

This is a picture of Coco Channel. She was born in France and raised in an orphan where she learned to sew. She was a famous fashion designer from France and she was renowned for her suits, fragrances and black dresses. She created her own brand and she opened many shops.

Coco Channel was of average-height and very slim. She had medium-length wavy hair. In this picture we see she is wearing a dress, glasses, earrings and a necklace.

Information from: BA Coco Chanel. (n.d.). Retrieved from https://professeurs.institut-europeen.fr/ba-coco-chanel/

Annex 8: Lesson 8: My beloved picture

- **Aims:**
    - o The students will individually make a presentation in front of their colleagues.
    - o The students will listen carefully and respectfully and they will think of proper questions in groups.
    - o The speakers will adequately respond to the question posed to them.
    - o The students will assess others and self-asses their presentations
    - o The students will give their opinion regarding the change in methodology.
- **Assumptions**
    - o The students will have selected a picture from the past and they have shared it with the teacher.
    - o The students will have prepared a presentation such as required in the previous lesson.
- **Timetable fit**: throughout the whole unit the students have learnt vocabulary for items of clothing and appearance. They have also learnt some narrative verbs and grammar to talk in the past. In this session, they will combine all this by making a presentation alone in front of others.

Activity	Materials/ Resources	Interaction	Procedure	Timing
1.Speaking	Interactive screen Handout	S GG T → GG	The students will deliver a one minute presentation individually. Meanwhile, the other learners will be divided into groups of 4-5 and they will have to think of a question they want to raise to the speaker after the presentation. Only a group will ask at a time on account of the limited time of the class. The teacher will	50'

			avoid nominating groups in a predictable order so as to keep everyone alert. Furthermore, all the students will be given a grid in order to assess other students' presentations (see Annex 8A). Likewise, the teacher will evaluate every students by means of a similar grid (see Annex 8B)	
2.Speaking	-	T→ GG	The students can be asked their opinion regarding the change in methodology (see Annex 8C).	5'

Table 11: My beloved picture.

Annex 8A: My beloved picture, activity 1 (handout)

Grid for students to assess their colleagues' final presentation

	Excellent	Very good	Good	Fair	Poor
Communicativeness					
Fluency					
Accuracy					
International intelligibility					
Contents					
Timing					

Table 12: Grid for students to assess their colleagues' final presentation

Annex 8B: My beloved picture, activity 1

Grid for the teacher to assess the students' home assignments and final presentation

	5	4	3	2	1
Communicativeness	The speaker has been fully communicative. The purpose of the message and message itself have got through the hearer successfully.	The speaker has been very communicative. The purpose of the message and message itself have got through the hearer quite successfully.	The speaker has been fairly communicative, The purpose of the message and the message itself have got through the hearer with a certain degree of success.	The speaker has not been fully communicative. The purpose of the message or the message have not got through the hearer successfully.	The speaker has not been communicative at all. The purpose of the message and the message itself have not got through the hearer successfully.
Fluency	The speaker has communicated their ideas without any difficulty, easily and without interruptions.	The speaker has communicated their ideas without many difficulty or interruptions.	The speaker has communicated their ideas with some difficulty and interruptions.	The speaker has communicated their ideas with difficulty and various interruptions.	The speaker has communicated their ideas with great difficulty, with too many interruptions.

Accuracy	The speaker is communicating a message without grammar and/or vocabulary mistakes. It is easy for the hearer to follow the speaker.	The speaker is communicating a message without important grammar and/or vocabulary mistakes. It is rather easy for the hearer to follow the speaker.	The speaker is communicating a message with some grammar and/or vocabulary mistakes. It is not always easy for the hearer to follow the speaker.	The speaker is communicating a message with many grammar and/or vocabulary mistakes that sometimes makes it difficult for the hearer to follow the speaker.	The speaker is communicating a message with important grammar and/or vocabulary mistakes that makes it difficult for the hearer to follow the speaker.
International intelligibility	The speaker is communicating a message with an intelligible pronunciation that makes it easy for the hearer to understand the message.	The speaker is communicating a message with a fairly intelligible pronunciation that makes it rather easy for the hearer to understand the message.	The speaker is communicating a message with a more or less intelligible pronunciation that does not make it too difficult for the hearer to understand the message.	The speaker is communicating a message with many mispronunciations that make it difficult for the hearer to understand the message.	The speaker is communicating a message full of mispronunciations that make it very difficult for the hearer to understand the message.

Contents	The speaker delivers a speech comprising all the contents required: information regarding clothing, appearance, description of the context and the events that took place the day when the picture was taken.	The speaker delivers a speech comprising almost all the contents required: information regarding clothing, appearance, description of the context and the events that took place the day when the picture was taken.	The speaker delivers a speech lacking some of the contents required: information regarding clothing, appearance, description of the context and the events that took place the day when the picture was taken.	The speaker delivers a speech lacking most of the contents required: information regarding clothing, appearance, description of the context and the events that took place the day when the picture was taken.	The speaker delivers a speech lacking all the contents required: information regarding clothing, appearance, description of the context and the events that took place the day when the picture was taken.
Timing	The speaker has quite obeyed the time limit required.	The speaker has stuck to the time limit almost as required.	The speaker has more or less stuck to the time limit required.	The speaker has fallen short or surpassed the time limit.	The speaker has fallen too short or surpassed the time limit excessively.

Table 13: Grid for the teacher to assess the students' home assignments and final presentation

Annex 8C: By beloved picture, Self-assessment activity 2 (the teacher in loud voice)

Questionnaire:

1. Do you think you have developed oral comprehension and expression skills?
2. Do you think you are more fluent in English now than before?
3. What do you think of learning grammar by inference?
4. Do you think your pronunciation is more intelligible now than before?
5. What do you think about the change in methodology? Do you think it has been helpful