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# A PROPOSAL ENHANCEMENT IN INNOVATION TO ENCOURAGE CAPACITY, MOTIVATION AND AUTONOMY.

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**MASTER'S THESIS**

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The following Master's Thesis is about a proposal enhancement, which consists on my experience related to the Practicum following the methodology of action research.

Firstly, I identified the area to improve during my first period observing the lessons and by a survey given to students to answer some questions about the subject (annex 1). As we can observe in annex 2 there are a lot of students who ask for a bigger use of digital resources. When the first period came to an end I started writing this Teaching Unit keeping in mind their requests, which I implemented during the second period.

During this last period I have carried out a participation table following the humanistic methods emphasizing the active role of the student during his or her learning realizing about their needs to carry out the learning process. According to Girón-García (2013: 48):

*“As a result of this process, the teacher's role undergoes a change, in the sense that s/he is going to become a facilitator in learning, whose main role will be to create a friendly environment for the learning process to take place. The teacher is no longer seen as an authoritative figure that has superiority over students, but as someone who can help them to carry out their learning process in the classroom.”*

The sessions have been structured to follow the activities as tasks divided into pre-task, task and post-task. “A task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.” (Nunan, 2004: 4).

Besides, one of the most important tools used in this Teaching Unit is the WebQuest. This is “a research guided-activity, where learners use information collected mainly from internet resources. WebQuests can focus or be based on learning activities that offer the teacher the opportunity to integrate the Internet technology in the curricula, and thus allow learners to achieve their learning through knowledge construction” Girón-García (2013: 172). The use of WebQuests helps to encourage students' autonomy.

The main objectives of this proposal are to encourage students' motivation, capacity and autonomy. The results have been more than satisfactory because the tables I used reflect a high level of participation regarding the first sessions.

## Outline

1. Introduction.....	1
2. Context .....	2
2.1. Contextualization of the centre .....	2
2.2. Educational level and time needed for implementation .....	3
2.3. Justification of the topic.....	4
3. Objectives .....	4
4. Basic Competences.....	6
5. Contents .....	8
6. Methodology .....	8
7. Materials And Educational Resources. ....	9
8. Scheduling .....	10
9. Lessons.....	10
10. Student's assessment .....	25
11. General Conclusions .....	25
12. References .....	26
13. Annexes .....	28



## 1. Introduction

This work presents a proposal enhancement in innovation to encourage students' capacity, motivation and autonomy. The context is the first point to talk about, including the characteristics of the High School and the description of the families who attend the center, the level of students and the justification of the topic.

The general objectives are also presented in this work. These objectives are according to the Real Decreto 112/2007 which defines the curricula of 4<sup>th</sup> year of ESO. The next point is the list of the Basic Competences according to the Real Decreto 1631/2006 and a brief description of each competence.

There is also a list of the contents included in this proposal. The contents are divided into conceptual, procedural and attitudinal. In addition, I have explained the methodology followed during the implementation and if the activities are proposed to work in groups or individually as well as the materials and resources used for this proposal.

Furthermore, there is a table to organize the sessions during the weeks and an extensive description of each lesson including the materials needed, the competences worked and the objectives for each activity. I have also explained how is the student's assessment and how is going to affect their marks.

Finally, I have expressed my conclusions and my personal opinion of the results obtained during the weeks I have implemented this Teaching Unit. Following the conclusions, I have elaborated a list of references consulted during the fulfilment of this proposal and a list of annexes including the book's activities, the worksheets created for the proposal, some students' reflections and the tables I used to follow their participation.

## 2. Context

### 2.1. Contextualization of the centre

#### *a) Physical characteristics and facilities*

The Benigasló High School opened in 2004. It is located on the outskirts of La Vall d'Uixó, in Arcadi García Avenue, No. 1. It is the new centre of the city and it is at the centre of the newest neighborhood city too, which is still growing. The location is pleasant for students, due to it is very close to three of the five schools where students attend; otherwise they would have to go to the other centres that are much further away from the area in which they live.

This center is highly request by students, because the facilities are very new; and also by parents because another centre of the city had to be demolished and the students are studying for 6 years in prefabricated classrooms.

The facilities are very new and they have been adapted easily to new technologies. All the classrooms have computers and smart boards and the common blackboards as well. The centre has three computer rooms with enough computers for every student. Each room has a table for the teacher and about 32 tables for students placed in pairs and in parallel, forming three columns of tables. The labs are different depending on the subject; they are not equal to those of chemistry, biology or technology workshops.

In terms of accessibility, it is important to say that there are not enough classrooms for the number of groups there, so that for years it was established that are the students who would change the subject classroom as they had. This is like this for all groups except two. These two groups have an assigned class and the teachers are who have to go to the class, except for those classroom subjects such as music, technology, physical education and drawing. These two groups have been established in the Valencià 1 and Valencià 2 classrooms, because in each group there is a student with physical disabilities. In these classrooms the tables are adapted to their disabilities; and they have the toilet and the exit to the playground next door.

Returning to accessibility, the corridors are wide, with lockers aside, there is also an elevator, the doors can be opened completely, there are three stairs for each floor and in the bathrooms there is a toilet for students with physical disabilities. The doors leading the playground are at the same level and those facing the street or in the same playground with different levels, have accessible ramps.

### *b) Sociological description*

Nowadays the immigrants are not of recent arrival, they have already born here of immigrant parents or grandparents. They speak and understand the language perfectly and they feel very integrated. Most of them are Moroccan, Romanian-born, South American and other European countries.

They use to attend from 5 schools, 4 of them from La Vall d'Uixó and 1 from Alfondeguilla:

- CEIP Eleuterio Pérez: they come from Valencian and Spanish language. Many students are from well-off families with middle or university studies.
- CEIP L'Assumpció: they come from a line in Valencian. It is an old neighborhood and the most of them speak Valencian. Average social level.
- CEIP Sant Vicent: they come from a line in Valencian. Next to a newly built area and an old neighborhood. School with various socio-economic levels.
- CEIP Lleonard Mingarro: Come from line in Valencian. Located in a suburb, it is an area of immigrants. They are children of immigrants, they understand Valencian, but their reference language is Castilian. Low or very low sociocultural level with limited resources.
- CEIP Castro D'Alfondeguilla: they come from line in Valencian. It is a school located in the village of Alfondeguilla and all the children attend here. This school has about 50 students.

The level of education, by father and mother behalf, is mostly EGB, followed distantly by university and Bachelor-formal education; and few with FP. The father's work is mostly unskilled. The language spoken at home is around 50% Valencian and 50% Castilian.

Regarding the level of education of high school students, after finishing the Secondary Education, most of them want to continue their studies.

## **2.2. Educational level and time needed for implementation**

They are expected to achieve an A2 according to the CEFR but the reality is that most of them do not achieve that level. 4th B and 4th D classes have in general a good level around the A2. 4th C class has also in general a good level but it is a bit lower than 4th B and D. Finally, 4th A has a very low level, reaching a PDC's level. Most of 4<sup>th</sup> A students will continue their studies in FP. The

rhythm of the classes, the fulfillment and the following of the activities will change depending on the group.

This Teaching Unit is designed to be carried out in 10 sessions of 55 minutes each. The time needed for each activity will be modified according to the group and their level. The final session will be an exam prepared by the teacher considering the importance of the Reading, the Vocabulary and the Grammar.

### 2.3. Justification of the topic

This Teaching Unit is based on the 4th year of ESO textbook “*Real English 4*” by Burlington Books. This Unit 7 is focused on the Modal Verbs and different aspect about Health and Keeping Fit as part of the Vocabulary.

### 3. Objectives

According to the [DECRETO 112/2007, de 20 de julio, del Consell, por el que se establece el currículo de la Educación Secundaria Obligatoria en la Comunitat Valenciana. \[2007/9717\]](#) the general objectives included in the curricula are:

- 1. Comprender información general y específica de textos orales en situaciones comunicativas variadas.*
- 2. Expresarse e interactuar oralmente en situaciones habituales de comunicación, dentro y fuera del aula, de forma eficaz, adecuada y con cierto nivel de autonomía.*
- 3. Leer y comprender de forma autónoma diferentes tipos de textos escritos, con el fin de extraer información general y específica y de utilizar la lectura como fuente de placer, de enriquecimiento personal y de conocimiento de otras culturas.*
- 4. Escribir de forma eficaz textos sencillos con finalidades diversas, sobre distintos temas, mediante recursos adecuados de cohesión y coherencia.*
- 5. Utilizar de forma reflexiva y correcta los elementos básicos de la lengua –fonética, léxico, estructuras y funciones (en contextos diversos de comunicación).*



6. *Desarrollar la autonomía en el aprendizaje, reflexionar sobre los propios procesos de aprendizaje y transferir al conocimiento de la lengua extranjera los conocimientos y las estrategias de comunicación adquiridas en la lengua materna o en el aprendizaje de otras lenguas.*

7. *Utilizar las estrategias de aprendizaje y los recursos didácticos a su alcance (diccionarios, libros de consulta, materiales multimedia) incluidas las TIC, para la obtención, selección y presentación de la información oral y escrita de forma autónoma.*

8. *Reflexionar sobre el funcionamiento de la lengua extranjera y apreciarla como instrumento de acceso a la información y como herramienta de aprendizaje de contenidos diversos.*

9. *Valorar la lengua extranjera y las lenguas en general, como medio de comunicación y entendimiento entre personas de procedencias, lenguas y culturas diversas evitando estereotipos lingüísticos y culturales o cualquier forma de discriminación.*

10. *Manifestar una actitud receptiva y de autoconfianza en las capacidades de aprendizaje y uso de la lengua extranjera.*

Furthermore, the specific objectives for this unit are:

- To familiarize students with the topic and the contents of the unit.
- To learn vocabulary related to health and to practice listening and speaking.
- To practice the vocabulary of the unit.
- To obtain specific information from an oral text.
- To practice the vocabulary of the unit orally.
- To practice writing skill.
- To apply the grammatical aspect of the unit.
- To practice the grammar learned.
- To learn vocabulary related to T.V. and practice listening and speaking.
- To practice the use of collocations.
- To check they know and understand the use of the expressions worked in order to show agreement and disagreement.
- To practice the sounds intonation /g/ y /dʒ/.
- To practice reading skill.
- To reflect on personal pronouns and possessive pronouns.
- To familiarize students with the most usual expressions of medical professionals.
- To practice English in real situations.
- To learn the facts about the discovery of the penicillin.

#### 4. Basic Competences

According to the [REAL DECRETO 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria](#), we are going to work following the basic competences included in the curricula:

1. *Competencia en comunicación lingüística.*
2. *Competencia matemática.*
3. *Competencia en el conocimiento y la interacción con el mundo físico.*
4. *Tratamiento de la información y competencia digital.*
5. *Competencia social y ciudadana.*
6. *Competencia cultural y artística.*
7. *Competencia para aprender a aprender.*
8. *Autonomía e iniciativa personal.*

<p><i>Competencia en comunicación lingüística.</i></p>	<p><i>Esta competencia se refiere a la utilización del lenguaje como instrumento de comunicación oral y escrita, de representación, interpretación y comprensión de la realidad, de construcción y comunicación del conocimiento y de organización y autorregulación del pensamiento, las emociones y la conducta.</i></p>
<p><i>Competencia matemática.</i></p>	<p><i>Consiste en la habilidad para utilizar y relacionar los números, sus operaciones básicas, los símbolos y las formas de expresión y razonamiento matemático, tanto para producir e interpretar distintos tipos de información, como para ampliar el conocimiento sobre aspectos cuantitativos y espaciales de la realidad, y para resolver problemas relacionados con la vida cotidiana y con el mundo laboral.</i></p>
	<p><i>Es la habilidad para interactuar con el mundo físico, tanto en sus aspectos naturales como en los generados por la acción humana, de tal</i></p>

<i>Competencia en el conocimiento y la interacción con el mundo físico.</i>	<i>modo que se posibilita la comprensión de sucesos, la predicción de consecuencias y la actividad dirigida a la mejora y preservación de las condiciones de vida propia, de las demás personas y del resto de los seres vivos.</i>
<i>Tratamiento de la información y competencia digital.</i>	<i>Esta competencia consiste en disponer de habilidades para buscar, obtener, procesar y comunicar información, y para transformarla en conocimiento. Incorpora diferentes habilidades, que van desde el acceso a la información hasta su transmisión en distintos soportes una vez tratada, incluyendo la utilización de las tecnologías de la información y la comunicación como elemento esencial para informarse, aprender y comunicarse.</i>
<i>Competencia social y ciudadana.</i>	<i>Esta competencia hace posible comprender la realidad social en que se vive, cooperar, convivir y ejercer la ciudadanía democrática en una sociedad plural, así como comprometerse a contribuir a su mejora. En ella están integrados conocimientos diversos y habilidades complejas que permiten participar, tomar decisiones, elegir cómo comportarse en determinadas situaciones y responsabilizarse de las elecciones y decisiones adoptadas.</i>
<i>Competencia cultural y artística.</i>	<i>Esta competencia supone conocer, comprender, apreciar y valorar críticamente diferentes manifestaciones culturales y artísticas, utilizarlas como fuente de enriquecimiento y disfrute y considerarlas como parte del patrimonio de los pueblos.</i>
<i>Competencia para aprender a aprender.</i>	<i>Aprender a aprender supone disponer de habilidades para iniciarse en el aprendizaje y ser capaz de continuar aprendiendo de manera cada vez más eficaz y autónoma de acuerdo a los propios objetivos y necesidades.</i>
<i>Autonomía e iniciativa personal.</i>	<i>Esta competencia se refiere, por una parte, a la adquisición de la conciencia y aplicación de un conjunto de valores y actitudes personales interrelacionadas, como la responsabilidad, la perseverancia, el conocimiento de sí mismo y la autoestima, la creatividad, la autocrítica, el</i>

	<i>control emocional, la capacidad de elegir, de calcular riesgos y de afrontar los problemas, así como la capacidad de demorar la necesidad de satisfacción inmediata, de aprender de los errores y de asumir riesgos.</i>
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## 5. Contents

CONTENTS	
Conceptual	<ul style="list-style-type: none"> <li>● Use of sentences and situations they know to introduce the topic.</li> <li>● Use of different strategies to see how much they know about the new topic.</li> </ul>
Procedural	<ul style="list-style-type: none"> <li>● Analysis and reflections about the vocabulary and the grammar they are working with in order to understand the activities proposed.</li> <li>● Application of strategies to learn new vocabulary and grammar aspects.</li> <li>● Use of digital formats to investigate and to surf the net in order to encourage them the autonomy.</li> </ul>
Attitudinal	<ul style="list-style-type: none"> <li>● Participation and motivation during the class and with the activities proposed.</li> <li>● Participation and motivation with the activities to do at home.</li> <li>● Participation in pairs or groups.</li> </ul>

## 6. Methodology

Firstly, I have followed the humanistic methods, in which students have an active role in their learning, and the teacher is presented to help them to carry out this learning process.

Secondly, to work with the different group of students, I decided to use strategies adapted to their way of thinking, acting and following some specific guidelines through active participation techniques, cooperative learning and we have developed activities such as role play.

We will try to make students use all possibilities of expression (speaking, writing) and to create a work environment to make the coexistence and learning easier. We will use an active methodology for students to make them participate on their own learning. To apply this

methodology, we will sequence the objectives and the contents grouped and we will put them logically and gradually.

Finally, we will usually work individually and in groups or pairs. The pairs will be formed in an informal way based on preferences or closeness to make them comfortable with the situation.

## 7. Materials And Educational Resources.

We will use different materials and resources. The main resource will be the Student's Book "*Real English 4*" by Burlington Books. To complement the book, we will use the Digital Book to show it on the screen to participate and to correct activities all together. The rest of materials and resources are authentic and original material created by the teacher. Technological resources as Youtube and WebQuests are also used by the teacher in this unit. I have integrated one WebQuest to explain the grammar point (<http://www.webquestcreator2.com/majwq/ver/ver/6771>) which includes extra activities and links to practice this section of the unit and another one to explain the second part of the vocabulary and the collocations (<http://www.webquestcreator2.com/majwq/ver/ver/6832>) with the same objective. In addition, we have also created a MiniQuest explaining the Writing point (<http://www.webquestcreator2.com/majwq/ver/miniver/1075>) with examples and some steps to follow.

We will use some interactive presentations by Power Point to explain some parts of the unit in a different way in order to encourage their motivation.

Finally, we have used [www.theteacherscorner.net](http://www.theteacherscorner.net) to elaborate extra material as worksheets, and web pages as [www.agendaweb.com](http://www.agendaweb.com), [www.saberingles.com.ar/](http://www.saberingles.com.ar/) or [www.isabelperez.com](http://www.isabelperez.com) to give them extra practice to encourage their autonomy.

## 8. Scheduling

SESSIONS	DATE	PLACE
Session 1	From the 20th to the 24th of April	English classroom
Session 2		
Session 3		
Session 4	From the 27th to the 1 <sup>st</sup> of May	
Session 5		
Session 6		
Session 7	From the 4th to the 8 <sup>th</sup> of May	
Session 8		
Session 9		
Session 10	11th of May	Exam classroom

## 9. Lessons

### First Session

**Temporization:** 55'

**Methodology:** group and individual work

**Competences:** 1, 4, 5, 6, 8

**Development of the lesson:**

Activities	Materials	Competences	Objectives	Homework
We will comment the title of the unit and they will say what they think the unit is about, looking at the objectives' chart.	Digital Book Pg. 85	1, 4, 5	<ul style="list-style-type: none"> <li>To familiarize students with the topic and the contents of the unit.</li> </ul>	

We will continue reading the other chart and we will answer those questions orally and we will talk about them.	Digital Book Pg. 85	1, 4, 8	<ul style="list-style-type: none"> <li>To familiarize students with the topic breaking the ice.</li> </ul>	
We will start having a look to the new <i>vocabulary</i> presented, <i>Health</i> .  Act. 1 We will look at the doctor's reports and the diagnoses. We will listen and repeat the words in blue. Then, we will connect the diagnoses and the reports by Ppt.	Pg. 86.  Power Point  Class CD 3, track 1	1, 4	<ul style="list-style-type: none"> <li>To learn vocabulary related with health.</li> <li>To practice listening and speaking skills.</li> </ul>	
Act. 2 We will copy and complete the sentences with the words in blue from the previous exercise.	Digital Book.  Pg. 86	1, 4	<ul style="list-style-type: none"> <li>To practice the vocabulary</li> </ul>	
Act. 3 We will do a brainstorming of the parts of the body they know in English and which ones you can break.	Digital Book.  Pg. 86	1, 4, 6, 8	<ul style="list-style-type: none"> <li>To practise the vocabulary</li> </ul>	
Act. 4 We will do the activity proposed in the power point	Power point.	1, 4,	<ul style="list-style-type: none"> <li>To practise the vocabulary</li> </ul>	
We will continue with <i>Listening and Speaking</i> . We will talk about allergies and if they are	Digital Book  Pg. 86.	1, 4	<ul style="list-style-type: none"> <li>To get information from an oral text.</li> </ul>	

allergic to something.				
Act. 4 We will listen to a radio programme and we will answer the question.	Digital Book Pg. 86. Class CD 3, track 2	1, 4	<ul style="list-style-type: none"> <li>To get information from an oral text.</li> </ul>	
Act. 5 We will listen to the radio programme again and they will decide if the sentences are true or false and why.	Digital Book Pg. 86. Class CD 3, track 2	1, 4	<ul style="list-style-type: none"> <li>To get information from an oral text.</li> </ul>	
Act. 6 In pairs, they will talk about the last time they suffered some of the illnesses mentioned below.	Digital Book Pg. 85	1, 4, 5, 8	<ul style="list-style-type: none"> <li>To practise orally the vocabulary previously learned.</li> </ul>	

## Second Session

**Temporization:** 55'

**Methodology:** group and individual work

**Competences:** 1, 4, 5, 6, 8

**Development of the lesson:**

Activities	Materials	Competences	Objectives	Homework
We will do a crossword related to the topic made by the teacher.	Crossword worksheet (annex 4)	1, 4, 8	<ul style="list-style-type: none"> <li>To remember what we have done last lesson</li> </ul>	
We will start the reading, <i>A web</i>		1, 4, 8	<ul style="list-style-type: none"> <li>To practice the oral skill.</li> </ul>	



forum.  we will talk about allergies and what they think the text is about.				
Act. 7 We will read it and answer the questions. After that, we will listen to it to encourage the pronunciation.	Digital book.  Pg. 86  Class CD 3, track 3.	1, 4, 8	<ul style="list-style-type: none"> <li>• To practice the reading skill.</li> </ul>	
Act. 8 We will complete the chart for each of the allergies in the forum.	Power point	1, 4	<ul style="list-style-type: none"> <li>• To get information from an oral text.</li> </ul>	
Act. 9 We will answer these questions and we will talk about allergies all together.	Digital Book  Pg. 86	1, 4, 5, 8	<ul style="list-style-type: none"> <li>• To get information from an oral text.</li> </ul>	
Act. 10 We will complete the sentences all together	Digital Book.  Pg. 86	1, 4, 5, 8	<ul style="list-style-type: none"> <li>• To get information from a written text.</li> <li>• To learn new vocabulary.</li> </ul>	
Act. 11 We will find in the text the synonyms of the words listed all together.	Digital Book.  Pg. 86	1, 4, 5, 8	<ul style="list-style-type: none"> <li>• To get information from a written text.</li> <li>• To learn new vocabulary.</li> </ul>	
Act. 12 <i>Over to you:</i> We will talk about the questions proposed in this activity.	Digital Book.  Pg. 86	1, 4, 5, 6, 8	<ul style="list-style-type: none"> <li>• To get information from a written text.</li> <li>• To learn new vocabulary.</li> </ul>	
We will talk about strange allergies and if they know		1, 4, 5, 6, 8	<ul style="list-style-type: none"> <li>• To practice the oral skill.</li> </ul>	

someone with these conditions				
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### Third Session

**Temporization:** 55'

**Methodology:** group and individual work

**Competences:** 1, 4, 7, 8

**Development of the lesson:**

Activities	Materials	Competences	Objectives	Homework
We will start explaining the grammar point: <i>Modals</i> . We will make a brainstorming about what they remember about Modals.	WebQuest. <a href="http://www.webquestcreator2.com/majwg/ver/ver/6771">http://www.webquestcreator2.com/majwg/ver/ver/6771</a>	1, 8	<ul style="list-style-type: none"> <li>To remember what they know about Modals.</li> </ul>	
Act. 1 We will read the examples from the webquest and we will complete the rules. We will put real examples about them.	Pg. 88 WebQuest <a href="http://www.webquestcreator2.com/majwg/ver/ver/6771">http://www.webquestcreator2.com/majwg/ver/ver/6771</a>	1, 4, 7, 8	<ul style="list-style-type: none"> <li>To introduce the grammatical structure.</li> <li>To practice with real examples</li> </ul>	
We will complete a worksheet related to Modals in order to practice the structure and some examples	Worksheet (annex 5) <a href="http://www.webquestcreator2.com/majwg/ver/ver/6771">http://www.webquestcreator2.com/majwg/ver/ver/6771</a>	1, 4, 7, 8	<ul style="list-style-type: none"> <li>To refresh the grammar point.</li> <li>To practise with examples</li> </ul>	

Act. 2 We will do this activity and then, we will correct it.	Digital Book Pg. 88	1, 4, 8	<ul style="list-style-type: none"> <li>To apply the grammatical point</li> </ul>	
Act. 3. We will complete the sentences with the correct modal verbs.	Digital Book Pg. 88	1, 4, 8	<ul style="list-style-type: none"> <li>To apply the grammatical point</li> </ul>	
Act. 4 We will complete the sentences with suitable Modals using the key to help up.	Digital Book Pg. 88	1, 4, 8	<ul style="list-style-type: none"> <li>To apply the grammatical point</li> </ul>	

### Fourth Session

**Temporization:** 55'

**Methodology:** group and individual work

**Competences:** 1, 4, 5, 7, 8

**Development of the lesson:**

Activities	Materials	Competences	Objectives	Homework
We will start doing a brainstorming of what they remember from the last lesson.	WebQuest <a href="http://www.webquestcreator2.com/majwg/ver/ver/6771">http://www.webquestcreator2.com/majwg/ver/ver/6771</a>  Pg. 88	1, 4, 7, 8	<ul style="list-style-type: none"> <li>To remember what they have learned during the last lesson.</li> <li>To solve possible doubts.</li> </ul>	
Act. 5 We will write one sentence for each rule below using a modal.	Power point. Pg. 89	1, 4, 5, 8	<ul style="list-style-type: none"> <li>To apply the grammatical point with their own examples.</li> </ul>	
Act. 6 In pairs, write two more rules for a	Power point	1, 4, 5, 8	<ul style="list-style-type: none"> <li>To apply the grammatical</li> </ul>	

gym.	Pg. 89		<p>point with their own examples.</p> <ul style="list-style-type: none"> <li>• To work in pairs.</li> </ul>	
Act. 7 They will choose the correct answers to complete the text.	Digital Book Pg. 89	1, 4, 8	<ul style="list-style-type: none"> <li>• To apply the grammatical point.</li> <li>• To practice the reading skill.</li> </ul>	
We will watch a movie segment of the film "Charlie and the Chocolate Factory". After that we will complete a worksheet about the video.	Youtube: <a href="https://www.youtube.com/watch?v=YIL4wyh-i-E">https://www.youtube.com/watch?v=YIL4wyh-i-E</a> Worksheet (annex 6)	1, 4, 8	<ul style="list-style-type: none"> <li>• To apply the grammatical point.</li> <li>• To practice the listening skill.</li> </ul>	
Act. 12 In pairs, they will ask their partner about their answers in Exercise 11.	Power point Pg. 89	1, 4, 5, 7, 8	<ul style="list-style-type: none"> <li>• To apply the grammatical point.</li> <li>• To practice listening and speaking skills.</li> </ul>	
Brainstorming of any doubt and explanations of them.	WebQquest <a href="http://www.webquestcreator2.com/main/wq/ver/ver/6771">http://www.webquestcreator2.com/main/wq/ver/ver/6771</a> Digital Book Pg. 89	1, 4, 7, 8	<ul style="list-style-type: none"> <li>• To solve possible doubts.</li> </ul>	They have to do the activities provided in the webQuest. <i>Process</i>

**Fifth Session****Temporization:** 55'**Methodology:** group and individual work**Competences:** 1, 4, 8**Development of the lesson:**

Activities	Materials	Competences	Objectives	Homework
We will correct the activities provided in the WebQuest and we will solve any doubt.	WebQuest <a href="http://www.webquestcreator2.com/majwg/ver/ver/6771">http://www.webquestcreator2.com/majwg/ver/ver/6771</a>	1, 4, 8	<ul style="list-style-type: none"> <li>To remember what they have learned during the last lesson.</li> <li>To solve possible doubts.</li> </ul>	
We will review what we have learned from the WebQuest section: <i>Conclusion</i>	WebQuest <a href="http://www.webquestcreator2.com/majwg/ver/ver/6771">http://www.webquestcreator2.com/majwg/ver/ver/6771</a>	1, 4, 8	<ul style="list-style-type: none"> <li>To review and to secure the grammatical point.</li> </ul>	
We will watch a movie segment from the TV series "Under the Dome". After that we will complete a worksheet about the video.	Youtube: <a href="https://www.youtube.com/watch?v=njfu-KmDtX4">https://www.youtube.com/watch?v=njfu-KmDtX4</a>  Worksheet (annex 7)	1, 4, 8	<ul style="list-style-type: none"> <li>To apply the grammatical point.</li> <li>To practice the listening skill.</li> </ul>	
We will start with the 2 <sup>nd</sup> Reading: A <i>scientific Article</i> .  Act.1 We will read the title and the first paragraph of the article to be able to complete	Digital Book Pg. 90	1, 4, 8	<ul style="list-style-type: none"> <li>To practice the reading skill</li> </ul>	

the sentence below.				
Act. 2 We will read the whole article and we will answer the questions. We can use the CD to listen to the article.	Digital Book Pg. 90 Class CD 3, track 5	1, 4, 8	<ul style="list-style-type: none"> <li>To practice reading and listening skills.</li> <li>To get information from an oral text.</li> </ul>	
Act. 3 we will choose the correct answer.	Digital Book Pg. 90	1, 4	<ul style="list-style-type: none"> <li>To get information from an oral text.</li> </ul>	
Act. 4 We will answer the question given.	Digital Book Pg. 90	1, 4	<ul style="list-style-type: none"> <li>To get information from an oral text.</li> </ul>	
Act.5 We will find words or phrases to match the definitions given. We will talk about <i>false friends</i> .	Digital Book Pg. 90	1, 4	<ul style="list-style-type: none"> <li>To get information from an oral text.</li> <li>To learn new vocabulary.</li> </ul>	
We will talk about the pain, if they like it or not, when was the last time they've felt pain. Then, we will watch a video related to the following activity.	Youtube: <a href="https://www.youtube.com/watch?v=6-Gd-pG-cDI">https://www.youtube.com/watch?v=6-Gd-pG-cDI</a>	1, 4, 8	<ul style="list-style-type: none"> <li>To practice oral and listening skills.</li> </ul>	
Act. 6 We will do <i>Putting it together</i> choosing the correct answer to complete the text.	Digital Book Pg. 91 WebQquest <a href="http://www.webquestcreator2.com/majwq/ver/ver/6771">http://www.webquestcreator2.com/majwq/ver/ver/6771</a>	1, 4, 8	<ul style="list-style-type: none"> <li>To practice the learned grammar.</li> </ul>	
We will talk again about the pain after watching the video.		1, 4, 8	<ul style="list-style-type: none"> <li>To practise oral skills.</li> </ul>	
Act. 7 We will rewrite the sentences. Them,	Digital Book Pg. 91	1, 4, 8	<ul style="list-style-type: none"> <li>To practise the learned</li> </ul>	They will do it for homework if there

we will decide if these sentences are true or false according to the text in Exercise 6.	WebQuest <a href="http://www.webquestcreator2.com/majwq/ver/ver/6771">http://www.webquestcreator2.com/majwq/ver/ver/6771</a>		grammar.	is no time in class.
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## Sixth Session

**Temporization:** 55'

**Methodology:** group and individual work

**Competences:** 1, 4, 5, 7, 8

**Development of the lesson:**

Activities	Materials	Competences	Objectives	Homework
To correct homework.	Digital Book Pg. 91 WebQuest <a href="http://www.webquestcreator2.com/majwq/ver/ver/6771">http://www.webquestcreator2.com/majwq/ver/ver/6771</a>	1, 4, 7	<ul style="list-style-type: none"> <li>To remember what they have learned the last lesson and to solve possible doubts.</li> </ul>	
We will start the second section of vocabulary <i>Keeping Fit</i> . ACT. 1 We will look at the advert and then we will listen and repeat the words in blue and we will answer the question proposed.	Digital Book. Pg. 92	1, 4	<ul style="list-style-type: none"> <li>To learn new vocabulary related to get in shape.</li> <li>To practice reading and speaking skills.</li> </ul>	
Act. 2 The teacher will show on the screen a matching	Worksheet (annex 8)	1, 4, 8	<ul style="list-style-type: none"> <li>To practise the vocabulary.</li> </ul>	

activity. Students will have a copy.				
Act. 3 Word builder. We will read the definition of collocation. Then, we will look at the exercise and we will answer the question.	Digital Book. Pg. 92 WebQuest	1, 4	<ul style="list-style-type: none"> <li>To practise the use of collocations.</li> </ul>	
Act. 4 We will complete the sentences using collocations from the previous exercise.	Digital Book. Pg. 92 WebQuest <a href="http://www.webquestcreator2.com/majwq/ver/ver/6832">http://www.webquestcreator2.com/majwq/ver/ver/6832</a>	1, 4	<ul style="list-style-type: none"> <li>To practise the use of collocations.</li> </ul>	
The teacher will introduce them some links available on the webQuest to practice collocations and the new vocabulary.	WebQuest <a href="http://www.webquestcreator2.com/majwq/ver/ver/6832">http://www.webquestcreator2.com/majwq/ver/ver/6832</a>	1, 4	<ul style="list-style-type: none"> <li>To encourage them to be autonomous and to do extra exercises.</li> </ul>	
Act. 5 <i>Listening</i> We will listen to a conversation about keeping fit. Then, we will answer the questions proposed.	Digital Book. Pg. 92 Class CD 3, track 7	1, 4, 5	<ul style="list-style-type: none"> <li>To practise the listening skill.</li> <li>To practise the vocabulary.</li> </ul>	
Act. 6 We will listen to the conversation again and we will complete sentences.	Digital Book. Pg. 92 Class CD 3, track 7	1, 4, 5	<ul style="list-style-type: none"> <li>To practise the vocabulary.</li> <li>To get information from an oral text.</li> </ul>	To do the activities proposed on the webquest related to the vocabulary.



**Seventh Session****Temporization:** 55'**Methodology:** group and individual work**Competences:** 1, 4, 5, 7, 8**Development of the lesson:**

Activities	Materials	Competences	Objectives	Homework
To correct homework.	WebQuest <a href="http://www.webquestcreator2.com/majwg/ver/ver/6832">http://www.webquestcreator2.com/majwg/ver/ver/6832</a>	1, 4, 7	<ul style="list-style-type: none"> <li>To remember what they have learned the last lesson and to solve possible doubts.</li> </ul>	
<i>Speaking.</i> Act. 7 We will look at the posters for the students' elections. We will write on sentence supporting each issue and one sentence opposing each issue	Digital Book. Pg. 93 Notebook	1, 5	<ul style="list-style-type: none"> <li>To check if they know and understand the use of the expressions to show agreement or disagreement.</li> </ul>	
Act. 8 We will use the expressions of the exercise to complete the mini-dialogues.	Digital Book. Pg. 93 Notebook	1	<ul style="list-style-type: none"> <li>To practise the vocabulary.</li> </ul>	
Act. 9 In pairs, we will discuss each candidate's idea in Exercise 7. Then, we will try to agree on which candidate to vote for, using the expressions from the 1, 7, 8 previous activity	Digital Book. Pg. 93	1, 7, 8	<ul style="list-style-type: none"> <li>To practise the vocabulary.</li> <li>To practise oral skill.</li> </ul>	
Act. 10 We will explain our decision to the class and then, we will have a class vote for the best candidate.	Digital Book. Pg. 93	1, 7, 8	<ul style="list-style-type: none"> <li>To practise the vocabulary.</li> <li>To practise oral skill.</li> </ul>	