

# Teaching Programme: Cinema and TV

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**Title:** Teaching Programme: Cinema and TV.

**Abstract**

In this work, a didactic program is presented focused on the third course of Secondary Education. We will do an analysis of objectives, contents and skills that focus on the theme of film and television, which is the didactic unit in which we are going to focus. In addition to including evaluation tools and criteria and a sequence of type of activities, focused on dynamic teaching and a task-based approach.

**Keywords:** teaching programme, didactics, education

**Título:** Programación Didáctica: el Cine y la Televisión.

**Resumen**

En este trabajo, se presenta una programación didáctica centrada en el curso de tercero de Educación Secundaria. Haremos un análisis de objetivos, contenidos y competencias que se centran en el tema del cine y la televisión, que es la unidad didáctica dónde nos vamos a centrar. Además se incluyen los instrumentos y criterios de evaluación y una secuencia de actividades tipo, centrada en la enseñanza dinámica y por un enfoque basado en tareas.

**Palabras clave:** enseñanza, didáctica, proyecto.

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## 1. THE TEACHING FUNCTION.

### 1.1. The role of teachers in education.

Education is a science closely connected to a practical service, to social institutions and complex social processes, being teachers the leading figures involved throughout that project.

The role of teachers in education is not restricted to the performance of a single function, but displaying a multifunctional role in accordance to the plural and democratic society we live in.

Teachers are in charge of students' instruction, not transferring knowledge in such a prescriptive way to students' mind, but helping them to construct it. Leaving outside curricular contents, another important action displayed by teachers is to educate learners, to achieve their completion as authentic, free, critical and committed human beings.

Throughout this constructivist learning process, it is necessary for teachers to equalize the effects from the different socialization just to obtain the equality of results. Therefore, it implies taking into account two major outstanding features of the current society: attention to diversity and tutorial action.

On the one hand attention to diversity consists of regarding the ruling heterogeneity within the classroom and among learners, looking for students' growth and development, equality and social cohesion by means of the principle of inclusion and social integration.

On the other hand, tutoring and guidance are an essential part of the teaching profession emerging that as an on-going and collaborative process, developed with students, families, the teaching staff and the Guidance Department. The main purpose is to encourage and improve relationships in the group and to get students' personal development and integration.

In spite of the adaptation of the teaching function to the current society and its demands, it is an occupation rooted in the past and with a wide historical background.

## 1.2. Brief historical overview.

The origins of the pedagogical function go back to the Middle Ages, when the Church assumes that function - being thus education intended to a privileged minority. That situation was maintained during the Modern Age too.

It was during the Enlightenment when the great changes in education emerged. The foundation of schools, academies and museums took place around Europe, proliferating public instruction as a common good then.

That liberal educational system was enacted in Spain by means of *The General Rules of Public Instruction*, and later enforcer by the *Moyano's Law* (1857). From now onwards, education is regarded as an investment placed at a political-economic background rather than at a reformist and educational one.

Later, the General Basic Education (EGB) was proclaimed by The General Education Act of 1970.

Some years later, in 1985 - by means of the Organic Law 8/1985 of 3 July - education is guaranteed as a right of all and for all. Nevertheless, the necessity for an educational reform arose.

The solution to that problem came with the adoption on October 3, 1990, of the LOGSE, whose validity was maintained during twelve years, appearing later – in December 2002 - a new law: The Quality Act (LOCE).

It was in 2006, when the LOE was enacted, and finally in 2013 the LOMCE Organic Law was ratified - which has begun to be gradually implemented in schools this academic year.

To summarize, along the history and evolution of education throughout time, it has had to face challenges and difficulties to overcome, finding out the new ways of understanding and regarding it - raising as a result a comprehensive and diverse school integrated by autonomous and efficient individuals adapted to their time, society and necessities.

## 1.3. Teachers' formation process.

There is not a list of required requirements to become a teacher but it must be demanded a professional vocation and competence, which is acquired by means of an initial and a continuous training process - characterized by a noticeable intentional nature towards perfection. That process is mainly based on three foundations:

1. Thinking – cognitive dimension.
2. Feeling – affective dimension.
3. Action – behavioural dimension.

A teacher training programme has to be based on the acquisition of curricular contents (what), strategies (how), principles (why) and purposes (what for).

There is not a unique way throughout this formation path. It can be confronted from an academic, rational or practical perspective, even from a dimension focused on social reconstruction.

Apart from these curricular contents, a teacher has to develop numerous and varied capacities to offer their students the most appropriate and unique responses to guide and direct their learning process, within the current times. Because of that, teachers receive training in other important matters within that field of education such as: training into school mediation and cohabitation, promoting empathy, situational comprehension, etc.

Moreover, it is also closely related to that the training of teachers into competences and ICT, due to the society's demands. The final goal is the formation of students as citizens integrated within a particular society and current culture, helping them to acquire personal autonomy and social independence – educating for coexistence rather than exclusively on contents.

The use of ICT in education involves a new way of teaching, carrying out the claimed methodological renewal over the last years. Now, teachers do not simply teach but become also facilitators for students - who require a more active, dynamic and participative attitude along their own learning process.

Furthermore, ICT constitute a very useful tool for teachers within the classroom for the arrangement and organization of unique lessons.

Therefore, it is a requisite for teachers to receive a specific training in the new technological devices and resources which constitute our current society.

That shows the inseparable relationship established between teaching and learning, for both – teachers and students.

#### **1.4. English teachers.**

Being focused on English teachers as our future occupation, their main pretensions are to transmit and grasp among students - beyond cross-curricular contents – an intercultural competence, the promotion of their moral and ideological socialization and multilingualism within the classroom.

Hence, teachers try to promote on learners an intentional learning and enriching process, encouraging also their autonomous and independent growth.

Another important contribution of learning teachers appears in relation to the innovative programme CLIL. They play a key role due to their control and knowledge on that foreign language, which will be used as the vehicle for instruction in the rest of cross-curricular subjects. Moreover, they also possess a deep acquaintance of the cognitive, sociocultural and psychological elements which integrate the Foreign Language – resulting quite important too.

Thereby, an initial cooperation between Foreign Language Teachers and the rest of professors takes place, working as a team in such a cohesive, diplomatic and reliable way.

#### **1.5. The teaching profession: current problems.**

Finally, it has to be noticed the current and daily problems which teachers have to face and deal with in their everyday demanding task. The most notorious ones are listed below:

1. The educative change.
2. The increase of responsibilities.
3. The breakdown of the social consensus about values.
4. The scarce social valuation.
5. The social change.

To conclude, the teaching function is a vocational occupation full of challenges but also rewards.

## **2. CURRICULUM DESIGN**

DEPARTMENT: ENGLISH

ACADEMIC YEAR: 2014-2015

SUBJECT/MODULE: ENGLISH

COURSE AND STAGE: THIRD COURSE OF SECONDARY EDUCATION

### **2.1. Introduction**

The European Union was fixed in order to preserve and promote linguistic and cultural diversity within that domain, and therefore improving the learning of foreign languages to increase mobility and exchanges and strengthening European cooperation.

Nowadays, the increased mobility of people and the globalization of social and economic processes - stimulated by innovations in the world of communication technology - oblige educational systems to ensure a preparation for young people to let them live in this international, multicultural and multilingual world.

For this reason, the framework of key competences for lifelong learning is fundamental due to the fact that they are the combination of knowledge, skills and attitudes appropriate to a particular situation.

The competence to communicate in foreign languages implies mediation and intercultural understanding. The level of proficiency depends on several factors and skills of listening, speaking, interaction, reading and writing. The *Common European Framework of Reference for Languages* (CEFR) establishes guidelines both, for learning languages and for assessing the competence in the different languages of a speaker and is a benchmark for the development of this proposal.

Royal Decree 1631/2006 of 29<sup>th</sup> December has been developed in Andalusia by Decree 231/2007, of July 31, and the Order of 10 August 2007. The article 2.2 of this Order states that the objectives, contents and evaluation criteria for each of the subjects are those established in both, the Royal Decree and this Order.

Decree 231/2007, of July 31 of Junta de Andalusia, provides management and teaching for Compulsory Secondary Education in the region. Article 8 states that the Teaching Departments will develop subjects curriculum, specifying basic skills, contents, evaluation criteria and qualification. Moreover, it includes different measures of attention to diversity that could be carried out taking into account the needs and characteristics of students, the coherent sequencing of contents and their coordinated integration in the whole of the course subjects and stage - as well as the incorporation of cross-curricular content provided to it.

### 2.1.1. Context

“Angel de Saavedra” Secondary School was created in August 1987 to meet the educational needs of the north-northwest of Cordoba. It was the first Centre of the city that simultaneously had high school and vocational training. It was the field of Communication, Image and Sound that eventually was implemented, being the only Centre in this area throughout the province of Cordoba.

In relation to the economic and social context, despite the apparent diversity of students enrolled in the Centre, the school receives in compulsory education mainly students of middle class, lower- middle class (from Valdeolleros and El Naranjo) and even a group of students from areas at risk of exclusion (Margaritas and Moreras), which explains why it is a Centre including the Educational Compensation Programme.

With regard to high school and Vocational Training Courses, the school receives students both from subsidized private schools and from all the province of Cordoba and other neighbouring provinces such as Badajoz, Ciudad Real and Jaen.

The projects developed at the Centre are:

-Support Plan For Families: which consists of financial assistance and provision of resources to the Centre for the development of extracurricular activities in the afternoon.

-ICT project: aimed towards the integration of information and communication technologies in education.

-Bilingual Project: educational project that aims to develop the knowledge of European languages among students, taking place the tuition of certain areas of knowledge in two languages - Spanish, and English, as a second instrumental language. Moreover, the Centre prepares students for obtaining the B1 certificate by Trinity College (London).

-Project for the Certification of a Quality Management System: the purpose is to improve the quality of the culture in public schools, so as to allow continuous improvement of its processes and results.

- Educational Compensation Plan: it develops activities to compensate the curricular gap and seeks for the integration of students in social and educational disadvantages, so that they can follow a standardized process of schooling.

Besides these projects, the Centre carries out various activities related to coexistence, gender equality and the promotion of reading.

In light of the above, the Centre tries to achieve – beyond the acquisition of contents on the part of learners - to promote their interest on their territory, culture, traditions and values, as far as towards the European dimension and spirit.

## 2.2. Objectives

### 2.2.1. General objectives of the stage.

Decree 231/2007, July 31 of Andalusia Council, provides in Article 4 the general objectives that compulsory secondary education expects to achieve, by developing students' knowledge, skills, habits, attitudes and values.

#### Article 4. Objectives.

Compulsory secondary education will help to develop in students the knowledge, skills, habits, attitudes and values that enable them to achieve, in addition to the objectives listed in Article 23 of the Organic Law of Education 2/2006 of May 3rd, the following:

- a) To acquire skills that allow them to function independently in their family circle, as well as in the social groups with which they relate.
- b) To interpret and produce with property, autonomy and creativity messages using artistic, scientific and technical codes.
- c) To understand the principles and values that govern contemporary - democratic societies.
- d) To understand the principles governing the physical and natural environment, assessing the impact on it of human activities and actively contributing to its preservation and improvement.
- e) To know and respect the cultural reality of Andalusia as a meeting place of cultures.

### 2.2.2. Specific objectives of the subject

Royal Decree 1631/2006 of December 29, Annex II sets out the objectives of teaching English at this stage.

The teaching of a foreign language at this stage will aim to develop the following capabilities:

1. To read and understand general and specific information in oral texts in various communicative situations, adopting a respectful and cooperative attitude.
2. To express oneself and interact orally in common communicative situations with some level of autonomy.
3. To read and understand texts according to students' level to extract general and specific information, and as a source of pleasure and personal enrichment.
4. To write simple text about different topics using appropriate resources of cohesion and coherence.
5. To develop autonomy in learning, reflecting upon learning processes, and transferring knowledge and communication strategies to the target languages acquired in other languages.
6. To use learning strategies to obtain, select and present oral and written information.
7. To appreciate the foreign language as a means of accessing information and as a tool for learning different contents, as long as a means of communication and understanding between people of dissimilar origins and cultures.
8. To display a receptive and self-confidence attitude in the ability to learn and use a foreign language.

### 3. CONTENTS

#### 3.1. Blocks

Nº	THIRD COURSE OF SECONDARY EDUCATION
Block I	<p>Block 1. Listening, speaking and talking.</p> <ul style="list-style-type: none"> <li>- Understand instructions in real and simulated contexts, and information on specific and known topics.</li> <li>- Use of strategies for understanding oral messages.</li> <li>- Oral production and participation in conversations, descriptions, narrative texts and brief explanations about events, experiences and diverse knowledge.</li> <li>- Progressive autonomous use of communicative conventions and strategies in real and simulated activities.</li> </ul>
Block II	<p>Block 2. Reading and writing.</p> <ul style="list-style-type: none"> <li>- Identifying the contents of a written text with the support of verbal and nonverbal elements by means of students' autonomous reading.</li> <li>- Understanding general and specific information of authentic texts, and related to contents of other subjects of the curriculum using reading strategies to infer meanings.</li> <li>- Guided production of simple and structured texts - reviewing drafts.</li> <li>- Appropriate use of spelling and punctuation, and careful presentation of written texts.</li> </ul>

<b>Block III</b>	<p>Block 3. Linguistic knowledge.</p> <p>Language skills:</p> <ul style="list-style-type: none"> <li>- Progressive autonomous use of common expressions, idioms and acquired vocabulary.</li> <li>- Recognition and production of different patterns of rhythm, intonation and word and phrases stress.</li> </ul> <p>Reflecting on learning:</p> <ul style="list-style-type: none"> <li>- Organisation and use, increasingly autonomous, of learning resources and strategies to organize, acquire, remember and use contents.</li> <li>- Analysis and reflection about the use and meaning of the acquired contents by comparison and contrast with the languages they know.</li> <li>- Students' self-assessment, self-correction and personal work as a strategy to progress in their learning process.</li> <li>- Interest in taking advantage of learning opportunities within and outside the classroom, encouraging students' active participation, confidence and initiative.</li> </ul>
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<b>Block IV</b>	<p>Block IV</p> <p>Block 4. Socio-cultural aspects and intercultural awareness.</p> <ul style="list-style-type: none"> <li>- Assessment of the use of the foreign language as a means to communicate with people from different backgrounds.</li> <li>- Identification of common features and dissonances among different cultures, and specifically of those countries where the foreign language is spoken, respecting them.</li> <li>- Promotion of communicative exchanges with speakers or learners of a foreign language.</li> </ul>
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### 3.2. Relation of units with blocks and timing

ENGLISH DEPARTMENT TIMING 3º ESO BIL ACADEMIC COURSE 2014- 2015			
FIRST TERM – WEEK / PROGRAMME			
SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<ul style="list-style-type: none"> <li>➤ 15-19 (3H)</li> </ul> <p>Presentation of the programme <b>Diagnostic Test</b></p>	<ul style="list-style-type: none"> <li>➤ 6-10 (4h)</li> </ul> <p>Unit 1</p>	<ul style="list-style-type: none"> <li>➤ 3-7 (3h)</li> </ul> <p>Unit 2</p>	<ul style="list-style-type: none"> <li>➤ 1-5 (4h)</li> </ul> <p>Unit 3</p>

<ul style="list-style-type: none"> <li>➤ 22-26 (4h)</li> </ul> <p><b>Diagnostic Test</b> Revision Starter Unit</p> <ul style="list-style-type: none"> <li>➤ 29-3 Oct (4h)</li> </ul> <p>Starter Unit</p>	<ul style="list-style-type: none"> <li>➤ 13-17 (3h)</li> </ul> <p>Unit 1</p> <ul style="list-style-type: none"> <li>➤ 20-23 (3h)</li> </ul> <p>Unit 1</p> <p><b>Reading activity</b></p> <ul style="list-style-type: none"> <li>➤ 27-31 (4h)</li> </ul> <p>Unit 1</p> <p><b>Test Unit 1</b></p>	<ul style="list-style-type: none"> <li>➤ 10-14 (4h)</li> </ul> <p>Unit 2</p> <ul style="list-style-type: none"> <li>➤ 17-21 (4h)</li> </ul> <p>Unit 2</p> <p><b>Reading Test</b></p> <ul style="list-style-type: none"> <li>➤ 24-28 (4h)</li> </ul> <p>Unit 3</p>	<ul style="list-style-type: none"> <li>➤ 8-12 (3h)</li> </ul> <p>Unit 3</p> <p><b>Test Units 2 &amp; 3</b></p> <ul style="list-style-type: none"> <li>➤ 15-19 (3h)</li> </ul> <p>Oral presentation of the projects</p> <p>EVALUATIONS</p> <ul style="list-style-type: none"> <li>➤ 22-7 January</li> </ul> <p>Christmas Holidays</p>
<b>SECOND TERM – WEEK / PROGRAMME</b>			
<b>JANUARY</b>	<b>FEBRUARY</b>	<b>MARCH</b>	
<ul style="list-style-type: none"> <li>➤ 8-9 (1h)</li> </ul> <p>Unit 4</p> <ul style="list-style-type: none"> <li>➤ 12-16 (4h)</li> </ul> <p>Unit 4</p> <ul style="list-style-type: none"> <li>➤ 19-23 (4h)</li> </ul> <p>Unit 4</p> <ul style="list-style-type: none"> <li>➤ 26-30 (4h)</li> </ul> <p>Unit 4</p> <p><b>Test Unit 1</b></p> <p><b>Reading activity</b></p>	<ul style="list-style-type: none"> <li>➤ 2-6 (4h)</li> </ul> <p>Unit 5</p> <ul style="list-style-type: none"> <li>➤ 9-13 (4h)</li> </ul> <p>Unit 5</p> <ul style="list-style-type: none"> <li>➤ 16-20 (4h)</li> </ul> <p>Unit 5</p> <ul style="list-style-type: none"> <li>➤ 20-27 (3h)</li> </ul> <p><b>Test Unit 5</b></p>	<ul style="list-style-type: none"> <li>➤ 3-6 (3h)</li> </ul> <p>Unit 6</p> <ul style="list-style-type: none"> <li>➤ 9-13 (3h)</li> </ul> <p>Unit 6</p> <ul style="list-style-type: none"> <li>➤ 16-20 (2h)</li> </ul> <p><b>Test Unit 6</b></p> <ul style="list-style-type: none"> <li>➤ 23-17 (3h)</li> </ul> <p><b>Evaluation</b></p> <p><b>Cultural activities</b></p> <ul style="list-style-type: none"> <li>➤ 30-5 April</li> </ul> <p>Easter</p>	
<b>THIRD TERM – WEEK / PROGRAMME</b>			
<b>APRIL</b>	<b>MAY</b>	<b>JUNE</b>	
<ul style="list-style-type: none"> <li>➤ 6-10 (4h)</li> </ul> <p>Unit 7</p> <ul style="list-style-type: none"> <li>➤ 13-17 (4h)</li> </ul> <p>Unit 7</p> <ul style="list-style-type: none"> <li>➤ 20-24 (4h)</li> </ul> <p>Unit 7</p> <p><b>Test Unit 7</b></p> <ul style="list-style-type: none"> <li>➤ 27-1<sup>st</sup> May (3h)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 4-8 (4h)</li> </ul> <p>Unit 8</p> <ul style="list-style-type: none"> <li>➤ 11-14 (2h)</li> </ul> <p>Unit 8</p> <p><b>Test Unit 8</b></p> <ul style="list-style-type: none"> <li>➤ 17-22 (4h)</li> </ul> <p>Unit 9</p> <ul style="list-style-type: none"> <li>➤ 25-29 (2h)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 1-5 (4h)</li> </ul> <p>Unit 9</p> <ul style="list-style-type: none"> <li>➤ 8-12 (4h)</li> </ul> <p><b>Test Unit 9</b></p> <ul style="list-style-type: none"> <li>➤ 15-19 (4h)</li> </ul> <p>Oral Presentation of the Projects</p> <ul style="list-style-type: none"> <li>➤ 22</li> </ul>	

Unit 8	Unit 9	Holidays
<b>TOTAL HOURS FIRST TERM 51</b>	<b>TOTAL HOURS SECOND TERM 44</b>	<b>TOTAL HOURS THIRD TERM 41</b>

#### 4. BASIC COMPETENCES AND METHODOLOGY

##### 4. 1. Basic competences

Within the proposed key competences recommended by the European Parliament and according to the RD 1631/2006 (Annex II), the subject of English can contribute to the development the following core competencies:

1. Competence in linguistic communication. (C1)
2. Information handling and digital competence. (C4)

To develop basic skills focused on the usage of information sources to – in a critical sense – acquire new knowledge, and to get a basic preparation in technologies’ matters.

3. Social and civic competence. (C5)

To assume responsibly the commended tasks for students to know and exercise their rights, on the common values which nowadays characterize the plural society and the democratic citizenship. And to promote students’ affective capacities and values such as entrepreneurship and self-confidence, participation, critical sense, the capacity of learning to learn, planning, making decisions, etc.

4. Cultural and artistic competence (C6)

To know, value and respect the basic aspects of their own culture and history and other cultures’ ones, so as to the artistic and cultural heritage.

5. Learning to learn. (C7)

To develop and consolidate habits which ensure and encourage discipline, study and individual work and teamwork to get the efficient tasks’ realization, and students’ personal growth and development.

6. Autonomy and personal initiative. (C8) To assume responsibly the commended task for students to know and exercise their rights, on the common values which nowadays characterize the plural society and the democratic citizenship, to finally acquire knowledge and a basic competence.

<b>EVALUATION CRITERIA</b>
From Unit 1 to Unit 9
<b>The student is able to:</b>
Understand the general and specific information, the main idea and some relevant details of oral texts about specific and familiar topics.
Participate in conversations and brief simulations related to everyday situations with different communicative aims, using conversation conventions and skills.
Understand the general information and all the relevant data from authentic and adapted texts,

identifying the communicative intention.
Write in a guided way different texts in a cohesive and coherent way.
Conscious use of the acquired knowledge acquired about the linguistic system of the language as a means of self-correction and self-assessment.
Identify the most relevant cultural aspects of the countries where the foreign language is spoken, showing a positive appreciation and attitude towards them.

Now, it is going to be fixed and established the detailed programming for those units which have been imparted in the High School during out stay there as trainee teachers – corresponding then to units 6, 7, 8 and 9.

DESCRIPTORS
UNIT 6: SCHOOL LIFE
<b>The student:</b>
identifies general and specific information exchanged in a dialogue in which the speakers share their opinions: - Sharing opinions about wearing school uniforms.
participates in oral exchanges: - Giving and asking for advice.
includes general information and identifies specific information in authentic texts, understanding them: - <i>Looking for a new challenge?</i> Extracurricular activities.
produces texts, careful use of vocabulary and grammatical structures with different aims about different topics using appropriate strategies and resources of cohesion and coherence: - An opinion essay.
reviews and identifies new vocabulary: - School life: nouns and verbs. understands and correctly applies grammatical aspects: - The first conditional.
uses key expressions used to offer or ask for advice: <i>What should I do, I think you should ...</i>  and expressions of time used to sort events: <i>firstly, secondly, finally.</i>
knows some cultural and traditional features about the educational system of those countries where the foreign language is spoken.

Is able to design a website plan about the governing rules in his/her High School:

- School rules: website plan

DESCRIPTORS
UNIT 7: TAKE ACTION
<p><b>The student:</b></p> <p>includes general and specific information in oral texts in different communication contexts:</p> <ul style="list-style-type: none"> <li>- An oral text about an environmental campaign: <i>Save the rainforests.</i></li> </ul> <p>understands and executes a dictation.</p>
<p>participates in oral exchanges:</p> <ul style="list-style-type: none"> <li>- Suggesting ideas</li> <li>- Making plans</li> </ul>
<p>includes general information and identifies specific information in different authentic texts and adapted:</p> <ul style="list-style-type: none"> <li>- <i>3rdJune: the circus is coming.</i></li> </ul>
<p>produces texts, careful use of vocabulary and grammatical structures with different aims about different topics using appropriate strategies and resources of cohesion and coherence:</p> <ul style="list-style-type: none"> <li>- Write a formal letter.</li> </ul>
<p>reviews and identifies new vocabulary:</p> <ul style="list-style-type: none"> <li>- Actions and protests.</li> <li>- Campaigns.</li> </ul> <p>understands and correctly applies grammatical aspects:</p> <ul style="list-style-type: none"> <li>- Will and Might.</li> <li>- First conditional.</li> <li>- Be going to.</li> <li>- Will and be going to.</li> <li>- Present continuous for future arrangements.</li> </ul> <p>uses and learns basic rules of spelling and punctuation.</p> <p>recognizes and reproduces sounds, rhythm, stress and intonation: <i>Linking.</i></p>
<p>uses negative prefixes: un-, in-, im-</p> <p>creates instances to assimilate new vocabulary.</p> <p>uses key expressions to argue in a formal letter: <i>in our opinion, on the other hand, a reason for that</i>, and to explain an opinion in a formal letter: <i>because, therefore, as, so, for that reason</i></p>

knows some historical and geographical features of countries where the language is spoken:

- *Charities. Comic relief.*

## DESCRIPTORS

### UNIT 8: CINEMA AND TV

#### The student:

includes general and specific information in oral texts in different communication contexts:

- An oral text about a man talking about TV programmes.

understands and executes a dictation

participates in oral exchanges:

- Speaking of films and tv programmes.
- Recommending and expressing preferences.

includes general information and identifies specific information in different authentic texts and adapted:

- *Children's Television Viewing Habits in the UK.*

produces texts, careful use of vocabulary and grammatical structures with different aims about different topics using appropriate strategies and resources of cohesion and coherence: - A review of a film.

reviews and identifies new vocabulary:

- Vocabulary related to film genres and television programmes.
- Adjectives to talk about actors and actresses.

understands and correctly applies grammatical aspects:

- The passive voice
- Second conditional.

uses and learns basic rules of spelling and punctuation.

recognizes and reproduces sounds, rhythm, stress and intonation: the ending -ed past.

uses past participles of regular and irregular verbs.

acquires knowledge on various subjects through English.

Uses key expressions employed to recommend and express preferences: *Might you prefer ... try this one...*

organizes information by paragraphs: introduction, description, opinion, conclusion.

knows some historical and geographical features of countries where the language is spoken:

- Children's television viewing habits in the UK.

## DESCRIPTORS

UNIT 9: ART
<p><b>The student:</b></p>
<p>includes general and specific information in oral texts in different communication contexts:</p> <ul style="list-style-type: none"> <li>- An oral text about factions: <i>Arts spectrum podcast</i>.</li> </ul> <p>understands and executes a dictation.</p>
<p>participates in oral exchanges:</p> <ul style="list-style-type: none"> <li>- Doing a quiz.</li> <li>- Expressing doubt.</li> <li>- Persuading.</li> </ul>
<p>includes general information and identifies specific information in different authentic and adapted texts:</p> <ul style="list-style-type: none"> <li>- <i>Dada: Art Because the artist says it's art</i>.</li> </ul>
<p>produces texts, careful use of vocabulary and grammatical structures with different aims about different topics using appropriate strategies and resources of cohesion and coherence:</p> <ul style="list-style-type: none"> <li>- Write about a piece of art.</li> </ul>
<p>reviews and identifies new vocabulary:</p> <ul style="list-style-type: none"> <li>- Vocabulary related to art.</li> </ul> <p>understands and correctly applies grammatical aspects:</p> <ul style="list-style-type: none"> <li>- Present and past passive affirmative and negative.</li> <li>- Active Present and past passive questions to passive.</li> </ul> <p>uses and learns basic rules of spelling and punctuation.</p> <p>recognizes and reproduces sounds, rhythm, stress and intonation: <i>Word stress</i>.</p>
<p>uses synonyms.</p> <p>acquires vocabulary with a correct pronunciation: recognizes the stressed syllable.</p> <p>uses key expressions to express doubt and to persuade: .. <i>do not you think, I'm not sure about ..., etc ...</i></p>
<p>knows some historical and geographical features of countries where the language is spoken:</p> <ul style="list-style-type: none"> <li>- Visual arts: artists of the 20th century.</li> </ul>

#### 4.2. Methodology

The Decree 231/2007, on 31st of July – Andalusia Council, in the article 4, establishes that the Academic Centers will elaborate their pedagogical proposals for that stage of Compulsory Secondary Education, taking into account the attention to diversity and the access of all the student body to the common and public education. Likewise, they will mediate methods which regard the different rhythms of students along their learning processes – favouring the capacity to promote self-learning and teamwork.

#### 4.2. a- General methodological principles.

The methodological options mentioned below are referred to the four levels which constitute the Compulsory Secondary Education.

- A methodology based on the realization of activities which try to favour the acquisition of the basic competences among pupils.
- To carry out activities which promote and encourage the Reading skill, and the oral and written expression.
- To use all the available ICT devices. The usage of diverse technological and audiovisual material will favour the attention to diversity, and at the same time, it will foster them to promote and establish compromise towards their own process of learning.
- To develop an active and participative methodology which encourages daily work, as much as the value of effort, and the achievement of the Foreign Language. Stimulating then, a critical spirit among students, a participative environment and teamwork.
- The role of teachers as mediator and facilitators of learning.
- To guide and mediate in the process of learning, trying to get the interest and utility of what has been learnt before. That learning process is carried out in a reflective way, making reference to the daily life and context which surround students are necessary.
- To foster the learning and acquisition of study skills and work habits to make profitable students' effort.
- To create a conciliatory vision of all the different areas, trying to get a multidisciplinary approach.
- To attend the variety of needs, interest and ages which students themselves present throughout the different stages, adapting and diversifying the curriculum in such a flexible way.
- Continuous evaluation. Global and individual evaluation of the entire teaching-and-learning process.

#### 4.2. b - Methodological options in the area of Foreign Language.

- On the one hand, the mother tongue is used within the classroom when it is necessary to facilitate the learning, though the use of the English language within that context - just from the very beginning - has to be prompted.

On the other, students have to do their homework at home to complement the entire activity done at class by themselves, without the teacher's help.

- Students' gathering into groups can be organized taking into account their necessities and attending to that diversity within the classroom, and according to the heterogeneity of the different tasks and activities designed.

Then, the following groups can be established:

- Class group.
- Teamwork – small group, reinforcement group. To ensure recovery or reinforcement to those students who present a slow rhythm or troubles during their learning process, and also extension for those students who display a good rhythm for learning.
- Flexible gathering of students, giving accurate and specific answers to students' differences.
- **Communicative abilities.**
  - Oral comprehension. To get students closer to communicative situations which imitate and simulate the reality.
  - Oral expression. Guiding students by means of a model to imitate and follow within the contextualized situations in the classroom.
  - Written comprehension. The aim is students to be able to select and comprehend the information a written text contains.

- Written expression. Students start producing gradually their own written texts, increasing their difficulty according to their educative level.

○ **Knowledge about the Language.**

Linguistic knowledge:

Grammar and vocabulary constitute the linguistic base for communication. Because of that, varied communicative activities are promoted together with grammatical exercises.

The techniques employed for the learning of grammar are varied.

Reflection about learning:

The learning strategies facilitate that learning process of the Foreign Language, and promote students' autonomy:

- *Comprehension strategies* - facilitating the interpretation of the oral and written communication.

- *Production strategies* – helping students to express correct and comprehensible messages.

- *Organization strategies* – facilitating the assimilation of what has been learnt (creation of dictionaries, words' classification into semantic fields, etc.)

- *Self-assessment and co-evaluation strategies* – allowing students to evaluate their own progress.

○ **Socio-cultural aspects and intercultural awareness:**

The provided sociocultural information expects students to be able to identify and interpret cultural characteristics closely related to texts and the introduced communicative situations. It will be facilitated for students to compare social and cultural elements transmitted by means of the Foreign Language, and those ones of the own mother tongue.

Likewise, it is also promoted the respect towards those customs and traditions different from the personal ones, promoting openness towards other ways of thinking, regarding and organizing the prevailing reality and social relationships from a wider perspective.

## 5. EVALUATION

The evaluation process expects to obtain information about the educative practice and about results in order to adopt the necessary measures for pedagogical intervention to be carried out. So, evaluation as a tool for the analysis and correction of those deficiencies detected along the course of the didactic action. Therefore, evaluation has to gather certain characteristics:

1. It has to be a continuous and differentiated evaluation according to the different subjects which integrate the curriculum, and it will take into account the distinctive elements which constitute it (stage objectives, basic competences, the specific objectives and contents of the subject...).
2. It has to incorporate a formative potentiality, which means and implies the capacity to appreciate and judge students' progress.
3. It has to be and individualized and comprehensive evaluation, to take into account students' personal progress just from the starting point for each one of them.

### 5.1. Evaluation criteria.

<b>a) Evaluation criteria</b>	<b>b) Descriptors</b>
<b>1. To understand the general and specific information, the main idea and some relevant</b>	Students: - follow the instructions, understand the warnings,

<p><b>details from oral texts.</b></p>	<p>dialogues or short presentations about well-known and well-established topics.</p> <ul style="list-style-type: none"> <li>- understand the general idea and the specific information which those oral texts include.</li> </ul>
<p><b>2. To participate in conversations and squetches or short role plays which contain multiple communicative purposes.</b></p>	<p>Students:</p> <ul style="list-style-type: none"> <li>- get involve in conversations using the adequate strategies and own conversational conventions to understand the rest and to be understandable at the same time.</li> </ul>
<p><b>3. To understand the general information and all the relevant data of the authentic and adapted written texts – of varied extension – and identifying the author’s communicative intention.</b></p>	<p>Students:</p> <ul style="list-style-type: none"> <li>- understand different types of written texts (narrative, descriptive, argumentative texts).</li> <li>- apply their known and newly acquired reading strategies.</li> <li>- read in an autonomous way.</li> </ul>
<p><b>4. To write down in a guided way diverse texts in different formats, caring the lexicon, the structures and those cohesive and coherent elements to clarify the relationship between ideas, and making them comprehensible for the reader.</b></p>	<p>Their texts include at least:</p> <ul style="list-style-type: none"> <li>- a simple and comprehensible syntax and adapted vocabulary.</li> <li>- a correct spelling and punctuation.</li> <li>- close connection to the most usual communicative necessities and intentions.</li> <li>- a clear and ordered presentation.</li> </ul>
<p><b>5. To use consciously in varied communicative contexts, the knowledge acquired about the linguistic system of the Foreign Language as a tool for self-correction and self-assessment.</b></p>	<p>Students:</p> <ul style="list-style-type: none"> <li>- apply in such an autonomous way their knowledge about the linguistic system and think about the need for formal correction.</li> </ul>
<p><b>6. To identify, use and show examples of some strategies to get progress along the learning process.</b></p>	<p>Students use those strategies which favour the learning process to:</p> <ul style="list-style-type: none"> <li>- value and think about their learning progress, and use self-correction mechanisms when it is necessary.</li> <li>- display a more autonomous attitude and learning-working style.</li> </ul>

<p><b>7. To use all the available ICT devices in such an autonomous and progressive way - showing interest in their usage.</b></p>	<p>Students try to value their capacity to use these technologies as a tool for communication and learning within the classroom, and to establish personal relationships by means of them.</p>
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<p><b>8. To identify the most relevant cultural aspects the English speaking countries, pointing out the most significant customs, rules, attitudes and values of these societies – showing a positive valuation towards those cultural patterns, different from the own ones.</b></p>	<p>Students:</p> <ul style="list-style-type: none"> <li>- identify some meaningful features and characteristics of the culture of these Foreign Language countries.</li> <li>- describe those features in a clear and simple way.</li> <li>- show respect towards the values and behaviours of the foreign culture and population.</li> </ul>
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*a) Tools for evaluation*

Linguistic competence	Oral and written exams.
Digital competence	Use of the new technologies searching for information, learning, doing activities, projects, etc.
Cultural competence	Working in a cultural project, reading an adapted book or play, and doing complementary activities.
Social competence	Observing students' attitude and behaviour in class: effort, participation, respecting their mates and teachers.
Learning to learn	Activities done within the classroom to develop the language skills: Listening, Speaking, Interaction, Reading and Writing.
Autonomy and personal initiative	Notebook, classwork, homework,...

**5.2. Mark criteria**

Competences		Marks' instruments				
		Fair	Ordinary	Adequate	Good	Excellent
Linguistic competence	50%	0-1	1-2	2-3	3-4	4-5
Digital competence	5%	0-0'1	0'1-0'2	0'2-0'3	0'3- 0'4	0'4-0'5
Cultural	5%	0-0'1	0'1-0'2	0'2-0'3	0'3- 0'4	0'4-0'5

<b>competence</b>						
<b>Social competence</b>	<b>10%</b>	0 – 0'2	0'2-0'4	0'4-0'6	0'6- 0'8	0'8-1
<b>Learning to learn</b>	<b>20%</b>	0 -0'4	0'4-0'8	0'8-1'2	1'2-1'6	1'6-2
<b>Autonomy and personal initiative</b>	<b>10%</b>	0 – 0'2	0'2-0'4	0'4-0'6	0'6- 0'8	0'8-1

### 5.3. Recovery measures

Those students who fail an evaluation of the third course of Secondary Education will re-sit the subject once they have passed the next evaluation term. In the case of the final evaluation, students will have the opportunity to retake those contents in an extraordinary exam dated in September.

Those students who had failed English in the second course will retake the subject if they pass the first term of the course they are enrolled now.

## 6. MATERIALS AND RESOURCES

### 6.1. Text book.

3º ESO	ENGLISH PLUS 3	Oxford University Press
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### 6.2. Others curricular materials.

Workbook	ENGLISH PLUS WORKBOOK 3/1
Reference books	Oxford Pocket Dictionary
Other materials	Complementary digital material from the Text Book and the publishers website. Online dictionary - Cambridge

## 7. ATTENTION TO DIVERSITY

The Order on July 25th 2008 - which regulates the attention to diversity among the students, in the 2<sup>nd</sup> article / section 3 mentions that:

*“Due to the compulsory character of the Secondary Education, the measures managed towards attention to diversity - which will be applied – are oriented to give responses to the concrete educative needs of students, being the main goal to achieve that maximal development of students’ personal capacities, and to get also the basic competences and the curricular objectives established for the Compulsory Secondary Education – ensuring students’ right to education then”.*

Our goal is that those students get involved in their own process of learning, obtaining full satisfaction and reaching success – according to their level of capacity and interest.

○ Methodology.

Detecting students' previous knowledge by means of an initial Diagnostic Test, which focus on attention to diversity according to the features and needs that those students integrating the group present.

It is essential that the work environment favours students' learning and progress, encouraging empathy within the classroom.

These proposals of attention to diversity take into account those students who present difficulties as much as to those who show easiness for learning.

○ Contents organization.

Cyclic presentation of the new contents, implying the constant recycling and enlargement of learning – just to facilitate students' entire process of learning.

In this way, cooperative work and the gathering of students into groups will contribute to their proper and homogeneous formation, carrying out a more individualized attention.

○ Reinforcement and extension activities.

○ Evaluation.

- Formative evaluation, by means of the observation of those activities performed in the classroom and those proposed tasks and homework

- Sumative evaluation, by means of adjusted exams according to students' level: basic, standard or advanced level.

## 8. CROSS-CURRICULAR CONTENTS

The criteria adopted to carry out the selection of the cross-curricular contents is based on the own values which characterize and define the democratic society and to which citizens agree with.

It is proposed that all the Departments of all the subjects – in each course – deal with a common cross-curricular topic. The cross curricular topic to work with during this course by all the subjects and Departments is 'Healthy habits for life'.

## 9. COMPLEMENTARY ACTIVITIES

These complementary and extracurricular activities will be a tool for evaluation for the different competences.

ACTIVITY	GROUPS	DATE
Halloween	3th course	27-31 October
St. Valentine's Day Activities	3th course	9-13 February
Saavedra Singing Contest	3th course	23-27 March
Celebration of the Book Day	3th course	23 April
Celebration of Europe Day	3th course	4-8 May

## 10. MONITORING AND EVALUATION ABOUT THE PROGRAMMING DEVELOPMENT

The monitoring of the programming will be tested and verified quarterly in an organized and dated English Department Meeting.

At the beginning of each term, the Department will dedicate one session - at least - to evaluate the final results obtained at the end of each term to finally check those results and to propose the necessary modifications to improve the outcomes for the next term or the next course.

## 11. CINEMA AND TV (UNIT 8)

### 1. INTRODUCTION

This unit is intended to motivate students with a real and interesting topic such as cinema and TV. Therefore, it starts with simpler input that gets more complex as the lesson goes on. The idea is stimulating prior knowledge to get students' connection with the subject contents and extend them throughout the unit.

In the same way, students will learn different cultural aspects related to the topic. The material chosen includes oral and visual messages, such as photos of famous TV programmes or podcasts about the topic of cinema and TV, which will help students to follow the teacher by establishing connections between the foreign language and the images.

Furthermore, grammar and vocabulary constitute the linguistic basic for communication. Because of that, varied communicative activities are promoted together with grammatical exercises. Likewise, at the end of this unit, students will produce their own film reviews.

Finally, the use of the ICT along the unit will help them to become autonomous and life-long learners.

### 2. CONTEXTUALIZATION

This teaching unit corresponds to unit 8: Cinema and TV, intended to be developed at the middle of the third term, the last week of April and first two weeks of May.

It is carried out in 9 sessions (4 hours per week). The last two sessions of the units will be devoted to an oral and a written exam. The target group is the third course of Compulsory Secondary Education, a 25 bilingual students class composed by 13 girls and 12 boys from "Angel de Saavedra" Secondary School. The majority of those students participate actively in class and have a positive attitude towards the subject, showing motivation to a great extent. However, despite the implication of the group, some of the students should make more efforts to communicate in English. For that reason, it is essential that the work environment favors students' learning and progress, encouraging empathy within the classroom. In this way, one of the main purposes of this unit is to foster pair-work or small group to ensure reinforcement of those students who present a slow rhythm in the learning process, and also extension for those students who display a good rhythm for learning, contributing to their proper and homogeneous formation.

### 3. OBJECTIVES AND KEY COMPETENCES

COMPETENCES	OBJECTIVES
C1: Competence in linguistic communication	<ul style="list-style-type: none"> <li>-To read general and specific information of Cinema and TV.</li> <li>-To understand a dialogue recommending films.</li> <li>-To listen and understand a podcast of a man talking about TV.</li> <li>-To identify and use properly vocabulary to express preferences.</li> <li>-To learn Cinema and TV vocabulary and recognize their favourite</li> </ul>

	<p>genres.</p> <ul style="list-style-type: none"> <li>-To learn to use the passive voice and the second conditional.</li> <li>-To write a film review.</li> </ul>
C2: Digital Competence	<ul style="list-style-type: none"> <li>-To look for the meaning of different words in online dictionaries.</li> <li>-To search for information related to films and TV programmes.</li> </ul>
C3: Learning how to learn	<ul style="list-style-type: none"> <li>-To organise contents on the notebook.</li> <li>-To create dialogues about recommending films or TV programmes.</li> <li>-To write a film review.</li> </ul>
C4: Social and Civic competences	<ul style="list-style-type: none"> <li>-To respect classmates.</li> <li>-To maintain a cooperative attitude with classmates.</li> </ul>
C5: Autonomy and personal initiative	<ul style="list-style-type: none"> <li>-To interact in a dialogue expressing preferences and recommendations about films.</li> <li>-To write a film review.</li> </ul>
C6: Cultural and artistic competence	<ul style="list-style-type: none"> <li>-To describe their favourite films and TV programmes.</li> <li>-To learn about children's television viewing habits in the UK.</li> <li>-To respect English culture.</li> </ul>

#### 4. CONTENTS

BLOCK	CONTENTS
1. Listening, speaking and interacting.	<ul style="list-style-type: none"> <li>-Listening of a man talking about TV.</li> <li>-Understanding general and specific information about a dialogue about films.</li> <li>-Change opinions with classmates.</li> <li>-Recommend and express preferences using different key phrases.</li> </ul>
2. Reading and Writing.	<ul style="list-style-type: none"> <li>-Reading a text about children's television viewing habits in the UK.</li> <li>-Write a film review.</li> </ul>
3. Language knowledge.	<ul style="list-style-type: none"> <li>-Vocabulary and useful expressions about films and TV programmes.</li> <li>-Grammar: the second conditional and the passive voice.</li> <li>-Pronunciation: the ending -ed past.-</li> <li>Expressions to recommend: What about this</li> </ul>

	<p>one? I'd only recommend that if..., I don't fancy that..., You might prefer...</p> <p>-Expressions to exchange opinions: I reckon, I consider...</p>
4. Socio-cultural aspects and intercultural awareness.	<p>-Learning about English films and TV programmes.</p> <p>-Identify and respect other cultures.</p> <p>-Learning about children's television viewing habits in the UK</p>

5. SEQUENCE OF ACTIVITIES: DAILY PLANNING (see annex for each lesson)

Lesson 1- Unit 8 Date: 27/04/2015

Order	Task	Skills	Content	Resources	Time
1	Routine	Speaking and Writing	The teacher does the register and asks for a volunteer to write the date.	<i>Seneca</i> Blackboard	5'
2	Presentation of the topic (Warm up)	Speaking and Writing	The teacher asks students what they watched on TV last night and how much TV did they watch last week. The teacher elicits some answers.	Blackboard	10'
3	Start thinking	Speaking and Reading	<ul style="list-style-type: none"> <li>○ In pairs, students answer these questions: <i>What is your favourite film?</i></li> <li>○ <i>Do you prefer going to the cinema or watching films at home?</i></li> <li>○ <i>What are the most popular TV programmes in your country?</i></li> </ul>	Student's book	10'
4	Vocabulary crossword (film genres)	Reading and writing	Students do a crossword about film genres. The teacher checks that students understand all the vocabulary and explains doubts.	Worksheet Blackboard Whiteboard	20'
5	Vocabulary activity (Adjectives to describe films)	Speaking and Writing	In pairs, students write adjectives associated with these film genres. They can use the words of the box and their own ideas (exercise 2).	Worksheet Notebook	10'
6	Homework ( A trip to the cinema)	Writing	The teacher explains students that they have to do at home exercise 3.	Student's book Notebook	5'

Lesson 2-Unit 8

Date: 28/04/2015

Order	Task	Skills	Content	Resources	Time
1	Routine	Speaking and Writing	The teacher does the register and asks for a volunteer to write the date.	<i>Seneca</i> Blackboard	5'
2	Correcting Homework	Speaking and Writing	The teacher corrects the exercise, explains doubts and give feedback.	Whiteboard	5'
3	Compare opinions	Reading and Speaking	The students read the key phrases to express opinions. The teacher explains them, and they have to exchange opinions in pairs (exercise 1).	Student's book	15'
4	Grammar: The Second Conditional (Introduction)	Speaking	The teacher explains the second conditional, using examples such as:  What would you do if you won the lottery? Students have to answer following the same structure than in the question, to notice that the sentence use the second conditional. Video about the pronunciation of the ending -ed past.	Whiteboard Notebook	20'
5	Grammar: The Second Conditional (Practice)	Writing And Speaking	The students do exercise 1 in which they have to choose and order different words to make coherent sentences.	Student's book Notebook	15'
6	Homework	Writing	The teacher explains that for the next lesson, they have to do exercise 2 about the second conditional.  *The teacher tells students that for the next lesson they will need any device with Internet connection.	Student's book Notebook	5'

Lesson 3- Unit 8

Date: 30/04/2015

Order	Task	Skills	Content	Resources	Time
1	Routine	Speaking and Writing	The teacher does the register, and asks for a volunteer to write the date on the blackboard. Also, the teacher asks if the students have done the homework.	<i>Seneca</i> Blackboard	5'
2	Correcting homework	Speaking and Writing	The teacher corrects the exercises, explains doubts and gives feedback.	Whiteboard	5'
3	Reading: Children and	Reading and Speaking	The students read a text called <i>Children's Television Viewing Habits in the UK</i> . The teacher checks that	Worksheet	35'

	watching TV		students understand the vocabulary. Students do exercises 1, 2 and 3 in pairs.	Notebook	
4	Correcting exercises	Reading and speaking	Students correct the exercises aloud, exchange opinions about the good and bad sides of TV, and receive feedback from the teacher.	Blackboard	10'
5	Homework	Reading (online information)	Using the Internet, students have to choose one famous quiz show broadcast in the UK and make a summary of its format.	Blackboard Worksheet	5'

Lesson 4-Unit 8

Date: 4/05/2015

Order	Task	Skills	Contents	Resources	Time
1	Routine	Speaking and Writing	The teacher does the register, and asks for a volunteer to write the date on the blackboard.	<i>Seneca</i> Blackboard	5'
2	Correcting exercises	Speaking	The teacher chooses some students to read aloud their summaries about the quiz show, explain doubts and give feedback.	Blackboard	10'
3	Grammar (The passive voice I) Warm-up	Speaking and Writing	To introduce the topic, the teacher tells the students that he/she is going to describe an object and they have to guess what it is.	Blackboard	5'
4	Grammar explanation (The passive voice I)	Speaking and Listening	The teacher explains that those sentences use the passive voice and explains the structure with examples (affirmative, negative, questions) and uses.	Blackboard Whiteboard (digital book)	20'
5	Grammar production (the passive voice's exercises)	Speaking	Students practice the passive voice. In groups of 5, students do exercise 1, in which they have to describe an object and the members of the groups have to guess it.	Notebook	15'
6	Homework (newspapers' headlines)	Writing	Students have to do exercise 2 for homework: they have to create newspapers headlines using the passive voice.	Blackboard Notebook	5'

Lesson 5-Unit 8

Date: 5/05/2015

Order	Task	Skills	Content	Resources	Time
1	Routine	Speaking and Writing	The teacher does the register, and asks for a volunteer to write the date on the blackboard.	<i>Seneca</i> Blackboard	5'

2	Correcting homework	Speaking and Writing	The teacher corrects the exercises, explains doubts and gives feedback.	Blackboard	5'
3	Vocabulary I: TV programmes	Reading and Writing	Exercise 1. Students have to match the pictures with the different TV programmes from the box. Then the teacher checks the results and explains vocabulary doubts.	Worksheet	15'
4	Vocabulary II: adjectives	Speaking and Writing	In this case, students have to do exercise 2: first, the teacher explains the meaning of the adjectives. Then, they have to think about actors and actresses they like to relate them with different adjectives.	Worksheet	10'
5	Listening <i>TV Guide</i>	Listening	The students listen twice to a podcast about a man talking about TV and answer questions from exercise 1.	Whiteboard	15'
6	Post-listening activity	Speaking	Students discuss with their classmate what TV programmes would they watch if they were having a party and what they like and dislike about them (exercise 2).	Notebook	10'

Lesson 6-Unit 8

Date: 6/05/2015

Order	Task	Skills	Content	Resource	Time
1	Routine	Speaking and Writing	The teacher does the register, and asks for a volunteer to write the date on the blackboard.	<i>Seneca</i> Blackboard	5'
2	Speaking about films (Warm-up)	Speaking	In pairs, students have to describe the last film they saw at the cinema. (exercise 1)	Student's book	5'
3	How to recommend and express preferences	Speaking and Reading	In pairs, students read the dialogue and answer the question <i>What type of film does Jimmy choose?</i> (exercise 2)  The teacher checks the new words.	Student's book	15'
4	Key phrases to express preferences	Speaking	Students read the key phrases aloud, and the teacher explains them. (exercise 3)	Student's book	5'
5	Mini dialogues	Speaking	Students complete the mini dialogue of the book. (exercise 4)	Student's book	10'
6	Dialogue	Speaking and Writing	Students in pairs have to write and practice a dialogue about a film or TV programme (exercise 5). This dialogue will be performed in the oral exam.	Student's book	20'

\*The teacher tells students that for the next lesson they will need any device with Internet connection.

Lesson 7-Unit 8

Date: 7/05/2015

Order	Task	Skills	Content	Resources	Time
1	Routine	Speaking and Writing	The teacher does the register and asks for a student to write the date on the board.	<i>Seneca</i> Blackboard	5'
2	Introduction (Warm-up)	Writing and Reading	The students have to read the film review of the book and answer the two questions from exercise 1.	Student's book	10'
3	Writing guide	Reading and Writing	<p>The teacher explains the structure students must follow to write a film review and students ask doubts.</p> <ol style="list-style-type: none"> <li>1. 1. Name of the film and director (The film is...)</li> <li>2. 2. Setting and main characters.</li> <li>3. 3. What you liked most (The things I liked most...)</li> <li>4. 4. Summary of the plot.</li> <li>5. 5. Opinion about the film. (I'd like to recommend...)</li> <li>6. 6. Conclusion (In conclusion...)</li> </ol>	Whiteboard Blackboard	10'
4	Production	Writing	Now, students have to write individually a review about their favourite film, searching the information in the Internet. At the end of the class, they will hand it to the teacher.	Student's mobile phones and laptops	35'

Lesson 8-Unit 8

Date: 11/05/2015

Order	Task	Skills	Content	Resource	Time
1	Explanation of the exam	Speaking	The teacher does the register and organizes the students for the oral exam: in pairs they sit in front of the teacher and they perform their dialogue	<i>Seneca</i>	5'
2	Oral exam	Speaking	The students perform their dialogues while the teacher takes notes (20% of the mark)	Teacher's notebook	55' (4' each pair)

Lesson: 9 Date: 12/05/2015

Order	Task	Skills	Content	Resource	Time
1	Written exam: teacher	Speaking	The teacher does the register.	<i>Seneca</i>	10'

	explanation		He/she explains the exam instructions and answers doubts. The exam is the 30% of the mark.	Blackboard	
2	WRITTEN EXAM	Listening, Reading and Writing	The students do the exam.	Exam paper	50'

## 6. RESOURCES AND MATERIALS

The classroom has a computer with a projector and an Interactive Whiteboard.

Students have Student's book (English Plus 3, Oxford University Press), workbook and notebook.

The teacher has the Teacher's book and Resource book. Also, the teacher has audio visual materials such as audio CD, worksheets, photos, and online videos and podcasts for listening or explanations.

## 7. METHODOLOGY

The methodology has an active and communicative approach in order to promote speaking skills, communication and interaction in the L2. For that reason, the teacher proposes dynamic activities such as pair work, small groups and large group to foster integration among the students. Also, the development of the classroom tries to be engaging to the students, including for that purpose the use of ICT. In addition, the teacher will try to bring students closer to the English culture along the unit, showing a respectful attitude. Different learning strategies are used to achieve it:

To begin with, the teacher starts the class with a routine: asking a student for writing the date on the blackboard, and asking if they have done the homework.

Afterwards, the teacher continues with an introduction and explanation of what they are going to do in the lesson, connecting always the prior knowledge with the topic that will be explained through the unit. The learning process takes place in a reflexive manner, so that students can reach their own conclusions about what they have learned. In this regard, there is special mentions and references to everyday life and to the students' environment.

Then, the teacher explains the linguistic aspects, trying to be very practical in the explanations and in the development of the exercises. It is important to mention that the teacher is only and facilitator of the learning process, encouraging students' interest for learning the English language and culture.

Likewise, the teacher uses authentic materials such as photos, videos and podcasts to motivate students to participate in class, attracting their attention and engaging them in the teaching-learning process.

Finally, the teacher will try to create a positive atmosphere by means of making the class entertaining and active. In order to achieve it, the use of ICT plays an important role in each lesson. In this way, it will promote attention to the diversity of interests and needs of students, caused by the impact of new technologies in their personal lives.

## 8. EVALUATION

CRITERIA	INSTRUMENTS
✓ The student is able to understand specific messages from a text or podcast (reading about TV, dialogue about expressing opinions, podcast about children's television)	<i>Competence in linguistic communication: 50% EXAM (oral 25% + written 25%)</i>

<p>viewing habits in the UK).</p> <ul style="list-style-type: none"> <li>✓ The student is able to use correctly film/TV vocabulary and useful expressions learnt in the unit.</li> <li>✓ The student is able to interact orally with a classmate (comparing exercises, doing a dialogue recommending films, and doing short interviews).</li> <li>✓ The student is able to appreciate and respect the English culture.</li> <li>✓ The student is able to participate actively in class, showing a cooperative attitude.</li> <li>✓ The student is able to work autonomously, writing a film review.</li> </ul>	<p><i>Digital Competence: 5%</i></p> <p>Finding online information to write the film review and other activities.</p> <p><i>Cultural competence: 5%</i></p> <p>Interest in the oral exchanges with classmates about film and TV programmes.</p> <p><i>Social and civic competence: 10%</i></p> <p>Respectful and cooperative attitude in the development of the activities.</p> <p><i>Learning how to learn: 20%</i></p> <p>All the activities done in the classroom to develop skills (reading, listening, writing and speaking activities)</p> <p>FILM REVIEW (10%)</p> <p><i>Autonomous learning: 20%</i></p> <p>Notebook, classwork and homework.</p>
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## 12. TEACHER TRAINING CONTRIBUTION

I decided to do my school placement in Angel de Saavedra’s Secondary School, because it carries out excellent educative projects, and it is a Quality center supported by AENOR. This secondary school is located in the north of Cordoba. It offers Compulsory and Non-Compulsory Secondary Education, and Vocational Training. Moreover it is a bilingual institution and an ICT center. In addition, Angel de Saavedra School includes a Compensative Programme to achieve the inclusion and integration of those students who have academic problems due to their socio-cultural background.

The Department of English is composed by six teachers, all of them carrying out an exhaustive process of the teaching-learning process, in order to achieve a homogenization of results. The department counts with a wide variety of resources for the different courses, and with a complete organization of the work.

My teaching training experience has been very constructive and thanks to it, I have achieved a great competence of the teaching practice. To begin with, I have had the great opportunity to work in the center carrying out all the possible functions. I have learnt how the school runs every day, that is to say, rules, coexistence management, department’s meeting, etc. Obviously, this is something which is impossible to know unless you have a training experience and for that reason, it has provided me with a real vision of the necessities and the capabilities that a teacher needs to have, not being so important the range of knowledge, but the attitudes towards classroom management.

Secondly, being in direct contact with students has helped me to realize the difficulties of applying group dynamics or different methodologies in specific situations. For example, it is true that working in groups is very positive for students but, in real conditions, it is very difficult to do it because most of the time, we deal with large groups (25 students or more) where this type of practice is impossible and even a waste of time. Another example is the use of ICT individually. In my case, students did not have laptops, so, when I wanted them to work with electronic devices, I had to advise them the previous day to bring the laptops or mobile phones to class.

Moreover, the digital book often failed, and to avoid problems, I had to prepare materials in advance. This is important to be mentioned because it is a reality in class, and we, as teachers, need to be prepared for any inconvenient.

Also, I have noticed that the affective factor is a key element in the learning-teaching process because I have really checked that students learn better if they feel comfortable in class, and when you use humour to explain something, they understand it better. For that reason, teachers must be aware of that and they must teach in an affective manner, achieving the implication of all the students.

Additionally, I have found difficulties when applying some groups dynamic exercises or games because it was easier to lose control and some students got lost. I consider that this is a process much more difficult to do, because in most cases those types of activities are addressed to small groups (6-7 students). For that reason, I appreciate that the class cannot be much more motivating because, although teachers put all their efforts to achieve it, the high numbers of students made it nearly impossible.

Despite that fact, during my teaching training I have tried to work in class using motivating activities and I have realised that students felt motivated when they worked in pairs and small groups, because in this way they can exchange opinions. In all lessons, I have used real situations of communications, videos in the second language and dialogues, to achieve the implication of students.

I strongly consider that the teacher's personality and style, and the wide variety of resources are the main alliance to build a cooperative atmosphere and I have checked it during my training period in Angel de Saavedra's Secondary School.

Another important issue is the variety of learning styles in a classroom of 25 students. According to Garner, and as we studied in the Master's degree, there are seven types of intelligence and this is translated into different ways of motivation, interests and attitudes in our students. It is doubtless a challenge for teachers, because they have to achieve the involvement of all students in the class, despite the differences. For that reason teacher must respect learners, all with positive and at the same time, particular aspects and empathize with them.

Finally, I am very grateful of having had the opportunity to collaborate with teachers, especially my tutor, in the preparation of exams and assessment procedures. Also, I attended some department's meeting in which I saw the complete integration of teachers for students to achieve the best result.

With respect to the Master's degree, I have to take into account some positive and negative considerations. On the one hand, there are too many theoretical issues and only a short period of practice, being that completely insufficient. It is clear that the theoretical courses are important to acquire a basis for teaching, but I consider that to face the school reality is more important, because the aspects and implications you have to develop inside the classroom are not written in books, and only facing those situations we can learn it. On the other hand, we have studied a wide range of didactic materials before facing that reality, including methodology techniques and educational psychology, to understand better the teaching-learning processes.

In my opinion, the worst aspect regarding the organization of the Master's degree has been the fact that this year there has been a high number of students and therefore, there has been some problems at the time of doing projects and organize groups. For example, in the subject called "Introduction to the Investigation in Education", we had to share some parts of the subject with students from other fields, because there were not enough professors to give their lectures. In addition, the fact of having to decide the name of the teaching unit in advance was a big problem, because at that time we had little connection with the secondary school where we had to do our placement, and obviously we had no clear ideas about the topic of the unit we wanted to develop.

Above all, I consider that is education in general what has to give a further step. In other words, society has changed over the last decades and this implies that all aspects of life need to be improved too, and education plays a big role in the development of autonomous and self-sufficient people. The cause of the bad results that are usually obtained in English are derived from some aspects that I consider that new generations of teachers can easily change:

First, the majority of activities in class focused on grammatical aspects, with exercises of filling in the gaps, multiple choice, rewrite the sentences... and giving a little space to the communicative function. The problem then is that students cannot find in this way the application of English in the real life. Those types of exercises are very repetitive and monotonous, and therefore, the involvement and implication of students is very difficult. Languages are used for communication, and for that reason teachers must make students aware of it, connecting their prior knowledge with new contents.

Secondly, speaking skills do not play an important role in the learning-teaching process. This aspect is changing little by little with the great impact that English is facing due to the competitive global world, requiring people to have an English certificate to achieve a dignified job. In many of the cases, students do not take any oral exam along the academic year, and when they leave school they have a very low level of English, despite spending so many years learning a second language.

In conclusion, as I have explained before, a methodological change is needed, and it must include some of the following aspects that we have studied in the Master's degree:

- A communicative approach, to allow students to reach fluency and accuracy in English.
- Affective and psychological factors as key elements to motivate students in the everyday routine and more specifically to foster intrinsic motivation.

### 13. ANNEX: ACTIVITIES

#### Lesson 1

#### VOCABULARY

#### Film genres

1. Complete the crossword about film genres using the clues given.

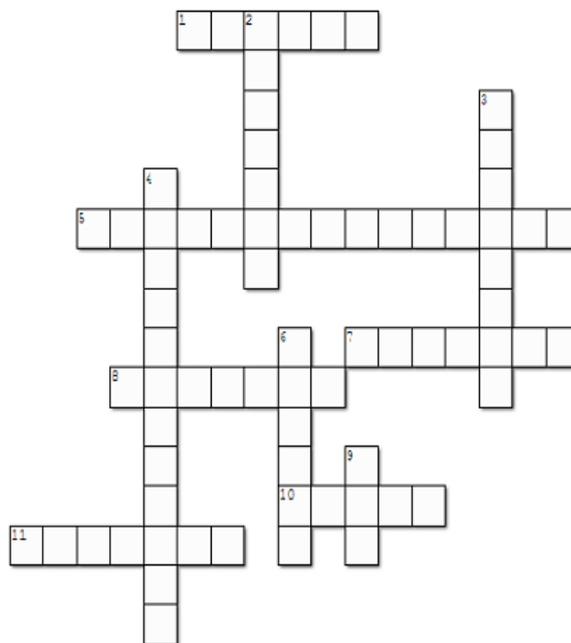
<http://www.esolcourses.com/content/topics/cinema/film-genres-crossword.html>

#### Clues across

1. A scary film
5. A film which uses special effects
7. A cowboy film
8. A film with animated characters
10. A serious film
11. A film with lots of singing and dancing

#### Clues down

2. A funny film about love
3. An exciting, suspenseful film
4. A film based on a person's life
6. A film that is intentionally funny
9. A film containing battles and fighting



Created on [TheTeachersCorner.net](http://TheTeachersCorner.net) Crossword Maker

2. With your classmate, write words that you associate with these film genres. You can use the words of the box and your own ideas.

*unoriginal   enjoyable   monotonous   funny   sad   exciting   excellent*

Comedy:

Science fiction:

Romance:

Thriller:

Western:

3. Look at the questions on the left. Can you match them up with answers? Drag the answers on the right to match the questions on the left.

<http://www.esolcourses.com/content/topics/cinema/cinema-conversation-wordmatch.html>

### A trip to the cinema

Shall we go to the cinema tomorrow afternoon?
Do you like musicals?
Shall we go and see a film on Saturday afternoon?
Which cinema shall we go to? How about Cinemedia?
I'd like to go and see a cowboy film. What do you think?
Would you like to see a romantic comedy?

Afternoons are difficult for me. I'd need to get a babysitter.
Yes, musicals are my favorite type of film.
Cinemedia is too far away. You need a car to get there.
Wednesdays are good for me.
I'm not keen on westerns. I'd prefer to watch a different kind of film.
Maybe. I quite like romantic comedies, but I'll rather see a thriller.

### Lesson 2

#### SPEAKING

##### Compare opinions

1. Study the key phrases. Then exchange opinions about 1-6 using your own ideas.

**a) I strongly believe   b) I reckon   c) In my view   d) I (don't) see your point**

- |                             |                            |                                  |
|-----------------------------|----------------------------|----------------------------------|
| 1. <i>The best film</i>     | 2. <i>The best actress</i> | 3. <i>The worst script</i>       |
| 4. <i>An excellent film</i> | 5. <i>The worst film</i>   | 6. <i>The funniest character</i> |
| 7. <i>The duller film</i>   | 8. <i>A very sad film</i>  |                                  |

#### GRAMMAR

##### The Second Conditional

##### Warm-up

Write the following question on the board: What would you do if you won the lottery?

Ask different students what they would do.

Video about the pronunciation of the ending -ed past.

[https://www.youtube.com/watch?v=\\_M7xIwAqy9I](https://www.youtube.com/watch?v=_M7xIwAqy9I)

1. In pairs, choose the 5 words which complete each sentence:

[http://downloads.bbc.co.uk/worldservice/learningenglish/grammarchallenge/pdfs/gc\\_38\\_2nd\\_conditional\\_quizzes.pdf](http://downloads.bbc.co.uk/worldservice/learningenglish/grammarchallenge/pdfs/gc_38_2nd_conditional_quizzes.pdf)

1. \_\_\_\_\_ marry him, would you say yes?

he/ to/ if /would/ asked/ asks /you

2. How would we keep in touch \_\_\_\_\_?

to/ didn't /we/ have /if/ did/ computers

3. \_\_\_\_\_ if the pay was lower than it is?

leave/ you /left /job/ your/ if /would

4. If she \_\_\_\_\_, \_\_\_\_\_ going out with her.

he/ beautiful/ wouldn't /isn't /wasn't /being/ be

5. If people \_\_\_\_\_, \_\_\_\_\_ be fewer wars.

more /would /there/ tolerant/ wouldn't /were/ are

6. If you \_\_\_\_\_, \_\_\_\_\_ be able to communicate.

speak/ spoke/ speaking /couldn't/ wouldn't/ we /English

2. Make questions with the second conditional. Answer in pairs.

#### **Jurassic World**

(you/be) scared if (you/discover) that there are dinosaurs in the world?

#### **Mad Max**

If (you/have) to fight for the necessities of life in a broken world, what (they/be)?

#### **Minions**

If (you/evolve) through the ages, (you/tell) people about their future?

#### **The Wedding Ringer**

If (your boyfriend/ recruit) people for attending your wedding, (you/marry) him?

Lesson 3

#### **READING**

<http://www.teachingenglish.org.uk/sites/teacheng/files/young-people-television-lesson-plan.pdf>

#### **CHILDREN'S TELEVISION VIEWING HABITS IN THE UK**

Parents and teachers throughout the country often express concern about the amount of hours that children spend in front of the television. According to recent statistics, teenagers watch between 2.5 and 3.2 hours of television every day.

Many children watch television in the mornings over breakfast but most viewing takes place after school in the evenings. **Peak viewing times** for teenagers are between seven and nine o'clock. They watch **soap operas**, music programmes and quiz shows.

Between the hours of four and six, when the programmes are specifically aimed at children, the viewing figures are much lower. Girls watch more **drama series**, documentaries and news programmes. Boys watch more science fiction and sport.

Television plays an important part in the lives of children. They are affected by the images they see and they find role models in their favourite programmes. What parents and their children have to consider is how much time should be spent watching television and which programmes are suitable or unsuitable.

1. Using an online dictionary, search for the meanings of the words in bold.
2. Answer the next questions from the text.
  - How many hours a day do teenagers in the UK spend watching television?
  - What time of day does most viewing takes place?
  - Do boys and girls watch the same kind of programmes?
3. In pairs, fill in the table with the good and bad sides of watching TV. Compare with your partner.

<i>GOOD SIDES</i>	<i>BAD SIDES</i>

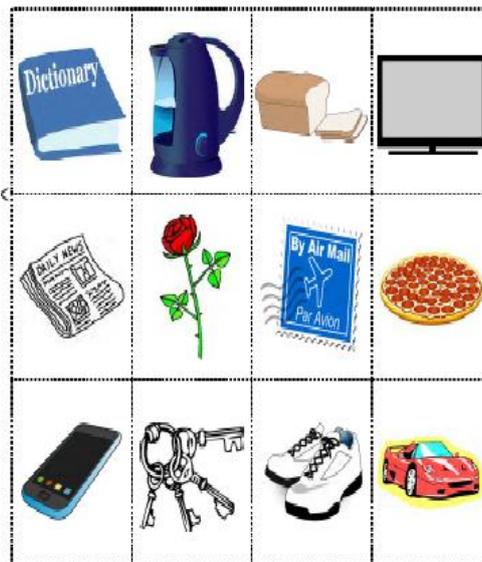
4. Using the Internet, choose one famous quiz show broadcast in the UK and make a summary of its format.

Lesson 4

**GRAMMAR**

**The passive voice**

1. In groups, describe the following objects using the passive voice.



<http://www.teach-this.com/images/resources/passive-descriptions.pdf>

2. Create newspaper headlines using the passive voice for these five topics.

<http://www.teach-this.com/images/resources/newspaper-headlines.pdf>

1. Murder at the beach \_\_\_\_\_
2. Winning the lottery \_\_\_\_\_
3. Sales of the new iPhone \_\_\_\_\_
4. Film star arrested \_\_\_\_\_
5. Creating a robot \_\_\_\_\_

Lesson 5

### VOCABULARY

#### TV programmes

## TV programmes

**Match the pictures with the TV programmes**

*cartoon – talent show – sports programme – wildlife documentary – film –  
the news – quiz show – weather forecast – music programme – commercial –  
talk show – reality show*

**ISLCollective.com**

2. Complete each gap with the name of a TV actor or actress.

<http://www.teach-this.com/images/resources/talking-about-tv.pdf>

.....is hilarious.

..... is overrated.

..... is talented.

..... is sophisticated.

..... is boring.

## LISTENING

### *TV Guide*

1. Listen to the conversation and answer the questions based on the information you hear.

<http://www.esl-lab.com/tvguide/tvguiderd1.htm>

1. When is the reality showing on TV? What channel is showing the programme?

- A. at 7:00 on channel 5
- B. at 7:30 on channel 7
- C. at 8:00 on channel 11

2. Why does the man not want to watch the reality show?

- A. He watched the same programme last week.
- B. He isn't interested in show's theme.
- C. He wants to go swimming instead.

3. How does the man feel about watching Star Wars on TV?

- A. He wouldn't mind seeing it again.
- B. He'd like to watch it if he had more time.
- C. He'd prefer to watch something else.

4. Which statement best describes the man's feelings about watching the home improvement show?

- A. He doesn't want to watch because his wife will expect him to fix things around the house.
- B. He thinks that he will be able to get a better job by learning from the show.
- C. He thinks it is easier to get someone else to repair their problems around the house.

5. What does the couple decide to watch?

- A. a TV drama.

B. a sports event.

C. a talk show.

2. If you were having a party at your house with some friends, what TV programs would you watch? What do you like and dislike about the following shows? Reality shows, documentaries, news, sitcom, soap operas, nature programs. Explain your reasons to your classmate.

Lesson 6

### SPEAKING

#### Recommend and express preferences

1. Describe the last film you saw at the cinema.
2. In pairs, read the dialogue. What type of film does Jimmy choose?

Jimmy: Hey, Zoe, have you seen any good films recently?

Zoe: Yes, three or four. And you?

Jimmy: No. What about this one? Is it good?

Zoe: Well...I recommend this one if you really like horror films.

Jimmy: No, I don't fancy that.

Zoe: Here you are. You might prefer this.

Jimmy: What's that? Frozen? No, I'm not a big fan of cartoon films. I'd prefer a comedy.

Zoe: A comedy.... Eh..... Ok, well, try this one. It has got a funny plot. I think you'll like it.

Jimmy: Ok, I'll trust you. Thanks.

Zoe: No problem. Enjoy it!

3. Read the key phrases and locate them in the dialogue.

**What about this one?    I recommend this one if...    You might prefer...**  
**I'm not a big fan of.....    Try this one.    I don't fancy that.....**

4. Think of two films you know – one good and one bad. Write down their names and genres. Then complete the mini dialogue and practice with a partner.

Lucas: *Have you seen ..... (name of a bad film)?*

Jake: *I'd only recommend that if you like bad .....(genre).*

Lucas: *Oh, right, I'd prefer a ..... (genre).*

Jake: *Ok, How about .... (name of a good film)? I think you'll like it.*

5. Look again at the dialogue in exercise 2 and practice a new dialogue with a partner. Talk about films or TV programmes you know. Use the key phrases.

## Lesson 7

### WRITING

#### Write a film review

1. Read the model text and answer the questions.
  - How many paragraphs are there?
  - Which paragraphs express opinions and which express facts?

### INTERSTELLAR

I'd like to recommend a film which I saw recently, called *Interstellar*. The director of the film is Christopher Nolan. It is a science fiction film and the setting is in New York. The main characters are Cooper, an engineer and Dr. Amelia Brand, a biotechnologist and the daughter of Dr. John Brand.

The things I liked most about the film were the characters and the theme of saving the future of the human race. Some of the scenes are memorable because they're really thrilling, but the style and plot are a bit frustrating because the characters have to decide between seeing their children again and the future of humanity. In conclusion, I really liked the film, although it hasn't got a happy ending. It is an interesting film with a strong message.

2. Write a film review following the structure of the example. Use the expressions in blue and the Internet to search for information about the film.



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