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Visual Persuasion: the implementation of graphic advertising to improve Secondary students' oral skills in an EFL context. A genre-based learning approach, trabajo fin de estudios de Andrea Ramírez Ortega, dirigido por Juan Manuel Molina Valero (publicado por la Universidad de La Rioja), se difunde bajo una Licencia Creative Commons Reconocimiento-NoComercial-SinObraDerivada 3.0 Unported. Permisos que vayan más allá de lo cubierto por esta licencia pueden solicitarse a los titulares del copyright.
VISUAL PERSUASION: THE IMPLEMENTATION OF GRAPHIC ADVERTISING TO IMPROVE SECONDARY STUDENTS’ ORAL SKILLS IN AN EFL CONTEXT. A GENRE-BASED LEARNING APPROACH

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Titulación

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1. THEORETICAL FRAMEWORK: a review on my post-degree experience

Tell me and I forget, teach me and I may remember, involve me and I learn

Benjamin Franklin

1.1. Introduction

This final project aims at analysing the multiple ways in which my post-graduate training, both during my Practicum and the theoretical subjects, have contributed to the acquisition of a solid theoretical framework in education and second language acquisition as well as a range of teaching and learning strategies.

The present study is divided into three parts. The first one represents a critical review of my Master experience in terms of the formal and practical instruction I have received. It basically includes a descriptive and personal reflection of each of the subjects I have coursed during the present academic year 2014-2015. The second part presents a whole year syllabus for the English subject, designed for 2nd year of Bachillerato students, based on my own experiences and impressions during my Practicum. In the last section, I propose an innovation research project dealing with the implementation of visual advertisements to enhance EFL 4th year students’ oral skills, following a genre-based learning approach.

In the first part of my project, I will summarise the most significant theoretical conclusions I have reached regarding the theoretical and practical training I have been taught in the different modules of this Master.

Consequently, the different disciplines coursed during the year can be divided into two groups. The first block includes those common subjects that have provided us with a general panorama of the teaching and learning process through three different
perspectives: the different factors that influence on students’ cognitive development and learning processes, the sociocultural context in which the teaching practice is set and the evolution of the Spanish education laws and the educational hierarchy, together with the current design and planning of lessons and syllabi.

The second block complements the first one in the sense that it has given us specific training on the field of English Language teaching, in terms of teaching methods and techniques, cognitive and neurological processes in the learning of a foreign language, implementation of ICT in the English class, development of the Intercultural Competence, the role of teacher as researcher, how to innovate in a current EFL context, among many others.

1.2. Generic module

1.2.1. Aprendizaje y desarrollo de la personalidad

The future Secondary Education teacher should start from an objective and well-founded knowledge of the intellectual and personal characteristic of students to whom the teaching-learning process in which they are involved is intended. He/she must also know the individual differences between them due to the diverse factors that are concerned in this process. Therefore, he/she must be aware of the current classroom dynamics, peer interaction and its possible deviations.

Based on these theoretical premises, the subject Learning and Personality Development has as main theoretical concepts the foundations of human development and learning, that is, the Psychology of Education. It has provided me with a general background of the teenager development, both physical and intellectual, and how these interpersonal and intrapersonal factors influence on their learning capacity. The teenagers’ personality, along with motivation and peer relationships, has been another
important pillar of this subject, thanks to which I have learned some important keys to know adolescents’ personality; their attitudes both towards themselves and the world surrounded them, and their emotions and possible reactions to problems.

This little approach to the psychological side of teaching has also helped me to understand the different learning styles of students, what Howard Gardner calls “frames of mind” (Gardner: 1983) as well as the importance of giving each of them a particular and personalized approach, depending on their learning style and working pace.

Perhaps what I have enjoyed the most during this subject has been the part devoted to the special educational needs and how to adapt a teaching Curriculum to those students who require special educational attention. We studied examples of autism, high capacity students, and how to deal with students suffering from attention deficit hyperactivity disorder. This last part, has allowed me to develop a specific competence to identify and to know how to intervene in all those differential situations that affect students, whether by personality dysfunctions or more directly related to the learning abilities.

The practical sessions we have done weekly have helped me to solidify the theoretical principles of the subject. Thus, some of the more than fifteen practices we did were performed on the executive functions, education and emotional intelligence, the diverse cognitive styles and the different learning interpersonal factors, such as memory and attention. The practice I found more useful for my teaching planning was that of the token economy and contingency contracts. Both of them represent two complementary psychological techniques of behaviour modification based on the principles of operant conditioning behaviour and on the systematic reinforcement of target behaviour.
1.2.2. **Procesos y contextos educativos**

The subject *Processes and Educational Contexts* is part of the general theoretical module of this Master. It has a theoretical and practical support in the area of Teaching and School Organization and a strong interdisciplinary with the other two subjects of the general module. Thus, this course has provided me with theoretical and methodological skills and pedagogical strategies needed to understand those essential elements of the teaching-learning process.

Regarding the theoretical part of the course with Professor Fermin Navaridas, and taking as main reference his book (Navaridas: 2013) we have seen aspects related to the classroom organization and structure, as well as management and lesson planning, aspects such as attention to diversity, evaluation climate of cooperation, guidance and pedagogical intervention and in-class conflict resolution. The interaction and communication processes in the centre, the educational administration, planning and the evaluation and assessment of Secondary Education students have been three of the basic foundations of this subject. I have been also provided with a set of basic tools for school organization and planning, as well as with the knowledge and practical application of the different roles and functions that a teacher should develop in the classroom. At the same time, it has given me a study of the historical evolution of the Spanish educational system and legislation until the current moment.

One of the strengths of this course has been the study and analysis of the structure and contents of the main documents used in secondary schools, such as the *Educational Project* (Proyecto educativo del centro, PEC), the *General Annual Program* (Programación General Anual, PGA) or the *Curricular Project* (Proyecto Curricular del centro, PCC). All of them represent basic elements in the classroom management and knowledge of the centre and its operation, together with the
governing body. This has been particularly useful to me in the realization of my Practicum and in my own self-awareness of the working and management of a real educative context.

The practical part, taught and coordinated by Professor Raul Santiago, has been mainly focused on those specific pedagogical strategies for teaching and learning in Secondary Education, especially regarding the role of Information and Communication Technologies (ICT) and other teaching resources and its implementation in the classroom. It has also enabled us to practice the theoretical parts of the subject in real-based educational contexts, since we have been able to practice current and innovative teaching models, such as the Flipped Classroom one (104), with the design of activities, materials and recreation of flipped sessions. In my view, the most useful ICT resources we have been provided with in the practical sessions are, among many others: EduCannon, EdPuzzle, FlipQuiz, Socrative, and the creation of Wiki Spaces, as a way of establishing an interaction between teacher and student, as well as sharing filled and information in an easy and visual way.

1.2.3. Sociedad, familia y educación

Society, Family and Education is a theoretical and common subject belonging to the general module, which has provided us with an overview of the sociological role of social education as well as its main socio functional elements. This sociological subject has also given me the chance of acquiring specific skills about how to deal with students’ social environment, the contact with the families and the closest institutions to develop the educational profession. I have also realised, apart from the everyday life in schools, how to relate education to the social environment, understanding the educational role of the family institution in the acquisition of skills
and, and to relate teaching practice to the rights respect, individual freedoms, equal opportunities between sexes and a non-discrimination treatment towards people with disabilities. It has been particularly interesting witnessing the historical perspectives from the different social functions of education, as regards employment, changes in the family system, production and reproduction of society and educational inequalities concerning class, gender and ethnicity.

Other significant elements of this subject have been all the multiple practical sessions that have carried out weekly, which consisted of open debates on education and social issues in which the whole class participated, sharing different (and sometimes opposite) perspectives on the topic. In this way, the way of working has been, in my opinion, a very advantageous way for all of us, since we have worked in groups throughout the whole course. This has allowed us to strengthen our relationships, learning to work collaboratively, making group decisions, distributing time and tasks, taking responsibilities and learning to reach agreements among ourselves. Some of the topics we have had to research about in this subjects are: marriage rates and structure of current families, culture and socialization, the “social elevator”, schooling and its main changes, gender inequalities: the glass ceiling and the salary gap, intercultural education and the schooling of foreign population.

As for the materials used, thanks to the daily collaboration in making a group portfolio as a final project, we had the opportunity to look over several sources: newspaper articles\(^1\), documentaries, films, essays, blog entries, debates, reports, etc.

This has allowed me to immerse myself deeper in the sociology of education field.

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\(^1\) From all the articles I have read for this subject, there are three that have changed my mind absolutely, all of them dealing with the role of gender and ethnical inequalities in today’s secondary classes. Published in well-known newspapers and international magazines and quoted later on, the first one is written by García Castaño, F.J; Rubio Gómez, M. and Bouchra, O. (2008), the second one by Pliego Prenda, N. and Valero Díaz, M. (2011). The third article was published in “El País”, in October 2010 and it deals with stereotypical and sexist roles in Primary and Secondary textbooks.
and to get familiarised with the historical evolution of the family and the incidence of the family background in education.

1.3. Specific module

1.3.1. Aprendizaje y enseñanza de la lengua extranjera: inglés

This annual subject has been split into three parts. The first one, given by Professor Juan Manuel Molina Valero introduced us to the theoretical world of second language acquisition and the information required to contextualize an EFL syllabus: Spanish legislation, key competences, minimal contents, objectives, etc. We also studied the different linguistic theories that have dealt somehow with language teaching, from Skinner’s Structuralism to Hymes’ Communicative Competence theory (1966) and Krashen’s (1982) input one. This historic and linguistic panorama has allowed me to face English textbooks in a different way, analysing the linguistic trend it is behind and underlying the main linguistic principles it follows. By means of some research articles we were introduced to the issue of the bilingual brain and the relation between neurolinguistics and second language acquisition, the development of L2 lexical fluency and the different issues of grammar in foreign language teaching. We also analysed the well-known teaching method by Richard Vaughan and the reasons why it has become as one of the most successful worldwide.

The second part is related to the development of Intercultural Competence and how to enhance it in an EFL context. Professor Andrés Canga Alonso provided us with several articles to introduce us some basic concepts such as cultural awareness, cultural mediator as well as some tips to avoid miscommunication in the English class. The assessment of intercultural competence in language teaching was another important pillar of this part of the subject. We read Briam’s (1997) proposal analyzed
Scarino’s (2009) assessment cycle, consisting on four main steps: conceptualising, eliciting, judging and validating. I also worked on an article by professor Claire Kramsch (2011) dealing with the symbolic dimension of the intercultural, which provided me with a great understanding of the symbolic competence of language and how its power of challenging established meanings and redefining the real can be implemented in an English class.

One of the things I have enjoyed the most in this part of the subject, a part from designing and presenting my intercultural task, has been the different ways there are to introduce culture to our students and to promote the intercultural competence in our classes, for instance, telling them some cultural anecdotes of our own experience and the different ways there are to avoid cultural misunderstandings. Similarly, when introducing intercultural competence in writing, which is perhaps the most difficult skill to practice this, teachers can think about taking some of those innovative techniques, like e-mail tandem, eTwinning or Comenius Project, to make their classrooms an intercultural experience for everybody, where culture exchange represents the key to achieve a meaningful knowledge.

Finally, the third part of the subject was about the implementation of ICT resources in the English class, including innovative methodologies, online applications, teaching models (see SAMR model link) and visual resources. We were taught different web tools for measuring the word frequency in a text (LexTutor), for creating infographics (Gap Minder), for adapting texts to the different levels (Rewordify), for making amazing and visual presentations as innovative alternatives for PowerPoint, for providing images with movement (StopMotion), etc.

The Content Language Integrated Learning (CLIL) and the multiple ways in which it can be used in EFL context was another important support in this final part. Thus,
basing in Fernández Fontecha’s proposal (2012) we designed our own CLIL framework for the English class, including inphographics and original materials. The main objective of this task was changing the traditional way of giving linguistic contexts and making them remain unnoticed for the learner, so that he/she can learn without noticing it. The proposal my group design for this task consisted on making the class a radio station, in which each student has a particular role to develop (journalist, blogger, advertiser, musical technic, host, interviewer, interviewee, etc.).

In relation to that, we made some in-class debates about how to improve the English classroom methodology. One of the most fruitful brainstorming debates consisted on giving ideas to get EFL learneres speak English constantly in gropwork. Finally, we devoted our last days of class to practice the Task-Based Learning methodology in language teaching, analysing its main advantages and different manners of implementing on the English class (Long: 2000).

1.3.2. Complementos para la formación disciplinar: inglés

Complements for the Disciplinary Training in Foreign Language proposes a global vision on the history of the English language teaching, from the early linguistic approaches and methods to the most current and innovative trends. This course also provides a context for reflection on the required training for Secondary Education English teachers, as well as some basic strategies and pedagogical tools.

Guided by Professor Agustín Llach, we started by defining some basic theoretical concepts such as language teaching, language learning, foreign language education as well as establishing the main differences between three of the most significant concepts in the subject: approach, method and technique. The main focus of attention of the subject has been the evolution and history of foreign language teaching by the
different methods of teaching English: first, the linguistic approaches (Grammar Translation, Audio-lingual and Direct Method), then the humanistic ones (Silent Way, Suggestopedia, Community Language Learning and Total Physical Response), later on the communicative methods (Communicative Language Approach and Task-Based) and finally content approaches (CLIL). The last part of the course was devoted to the teacher training field, including some notions about the teacher profession, language policy, how to be a good language teacher and finally, we were provided with some useful strategies and tools for developing learners’ Communicative Competence. We also studied Krashen’s (1982) hypothesis of comprehensible input, according to which meaningful learning of conceptual content turns out to be crucial for learning to take place.

I have a great recollection of studying this subject, both for the content given but especially for the methodology followed. Each of one were assigned a specific method of the above mentioned and, by means of an oral presentation, we were asked to present our own conclusions and research to the classmates, including a simulated English session following one particular method. In my case, and using Richards & Rodgers (2001) manual on approaches and methods in English teaching, I chose Suggestopedia for my presentation. I divided my presentation into different parts: the definition and historical background of the method, its origin and influences, objectives, main theoretical principles and characteristics, types of learning and teaching activities, materials, teacher’s role vs. learner’s role, advantages and disadvantages of the method and finally, a practical session following this humanistic methodology. In general the results were optimal, and I learned a lot of new concepts and ideas, very useful and practical for my Practicum and some of which were expanded in other subjects.
1.3.3. **Innovación e introducción a la investigación educativa**

*Teaching Innovation and Introduction to Research in the Foreign Language*  
*teaching* has been the only subject of the specific module that we coursed after the Practicum. Broadly speaking, the subject aims at studying some teaching innovation and research proposals in our field, and well as applying new methodologies and basic techniques of research and innovation in the teaching and learning of the English language, being able to design and develop educational projects for this purpose.

Both Professors Jiménez Catalán and Canga Alonso imparted the subject, which was divided into two parts. The first part of the subject consisted on two weeks in which Jiménez Catalán provided us with a great and wide theoretical panorama of teaching research in an EFL context. During this time, we studied the basic terminology and concepts in EFL classroom research, including the different methods of data collection and analysis, the research traditions in the field, sources in research, typed of studies, steps for a good research, among many other things. We were introduced to the statistical perspective of experimental studies as well as to the diverse roles that the English teacher plays when carrying out research.

Likewise, in the other part of the subject, Dr. Canga Alonso focused his lessons on the practical application of the theoretical panorama we acquired. We were also provided with some academic articles by teaching researchers to widen our perspectives on the issue, discussing in class and making short in-class presentations. One of the articles, by Bell (2006: 173-183), focuses on the use of diaries and logs as two of the several methods of data collection in professional research activity, together with the different methods and variations in diary use and design. A design of an innovative and interactive tool for EFL classroom was one of the main tasks we were asked to carry out. I really enjoyed that part since I could put into practice some
“innovative” ideas I have thought during the previous weeks of the subject. I finally designed an online application by means of which students can upload their contributions to work on the design of an online dictionary. This tool will take part of the methodology and assessment of the syllabus programme I later propose.

This part of the subject has also been a kind of guide in the understanding and guide of the innovation and research project that is included in this paper, both in terms of planning and in the development of specific parts such as the literature review, the summary, the key words, the introduction and the conclusion. Thus, we have studied some research tools and have worked on how to write a research paper, which sections should be included and what information should be comprised in each of them (Bell: 2006). To do this task, we have analysed and compare some innovative research projects of previous years, commenting on their good points and drawbacks. Even though we have not had the chance to apply these ideas to our teaching practice, they have been useful in the elaboration of the innovation project that follows.

1.4. Conclusion

After this review of each of the subjects that have contributed to my teaching training in this Mater, both the generic and specific module have definitely contributed to create a faithful perspective of the education system and the main aspects of the teaching and learning of a second language. Therefore, I have gained an important critical awareness on the endless strategies, methods that EFL offers. In brief, and as a final reflection, I would like to reaffirm the essential role of my teaching training period at IES Duques de Nájera thanks to which I have been able to use effectively all the knowledge acquired before and for the support and help I received by the whole teaching staff which has given my the enough motivation and eagerness of devoting my professional future to the teaching profession.
1.5. References


**Online sites:**

- The Flipped Classroom: [http://www.theflippedclassroom.es](http://www.theflippedclassroom.es)

- The SAMR model compilation. Educational Technology and Mobile learning. In the link:


**Article:** *El 75% de los personajes de los libros de texto de secundaria son masculinos* Un estudio de 56 manuales de 1º y 2º de ESO señala que fomentan "los estereotipos sexistas" (El País, 16 de octubre de 2000). In the link:

2. COURSE SYLLABUS

2.1. Introduction: justification and legal framework

Many factors have been taken into consideration when designing, planning and organizing this syllabus, not only the sequencing of a series of objectives, content and activities, but also it has been focused on a reflection process that has allowed the teacher to consider other relevant aspects such as the suitable educational context, the learning goals, students’ sociocultural level, together with the rest of variables involved in the teaching and learning process. The main objective is, then, to improve learning strategies and future decision-making processes in learners.

I have chosen the Second year of Bachillerato to base my Teaching Programme because I consider it to be an important period in learners’ educational process. In general terms, bachillerato learners are characterized by a higher degree of motivation in comparison to Compulsory Secondary Education ones. They have normally continued their formation as a consequence of a personal decision so they usually constitute groups in which the teaching practice is quite comfortable and opens up a greater range of possibilities for the teacher.

In this context, the present syllabus is framed within the subject Foreign Language II for the Second year of Bachillerato. The entire legal framework has its foundations on the Spanish Educational Law (Ley Orgánica de Educación 2/2006 del 3 de mayo) as well as on the Royal Decree 45/2008 27th June, which establishes the Bachillerato Curriculum in the Autonomous Community of La Rioja (BOR no 88, 03/09/2008).

Similarly, an aspect that has also been taken into consideration in the planning of this teaching syllabus represents the fact that learning of a foreign language involves much more than just a theoretical and practical explanation of it, since during this process another factors and variables take part. One of the most relevant ones is the
interrelation between different cultures that is involved in one language, in this case English. For that reason, this teaching programme also aims encouraging the beginning of students’ Intercultural Competence, so that, among many other factors, students can be able to develop their own critical judgement by means of the establishment of intercultural relations between the subject taught in class and the linguistic reality.

2.2. **Context**

This teaching programme is designed to be taught at IES Duques de Nájera, located in street Duques de Nájera no 100, in the capital city of Logroño.

In this context, the whole syllabus is planned for the Second year of Bachillerato; more specifically for the Social Sciences and Humanities group. It is a very homogeneous class, with more female presence and with no foreign student. In general they have average intellectual abilities and very good working pace. Their learning attitude is quite active and there is an optimal working environment as well as a high degree of motivation for learning and keep improving.

Sessions will take place in a specifically designated classroom for this group, class number 21 located on the ground floor of the building. This is a sufficiently large classroom to accommodate 32 students. The windowpanes are made of an opaque material, so that learners cannot see what happens in the street, to possible avoid distractions among students.

As regards the class distribution, tables and chairs are mostly arranged in pairs (except a case in which there are three linked tables) so that students will always sit in pairs following the alphabetical order.

On the other hand, concerning the equipment, the classroom has a conventional
whiteboard, a pull-down screen, a laptop (with password only available for the school staff) on the teacher's desk, projector located on the ceiling, which is used to show the class whatever is displayed on the computer screen. Likewise, in the teacher's desk it is a locked drawer where the remote control that activates the canyon is kept.

According to the schedule set by the centre, English classes are held three times a week, on Tuesdays, Thursdays and Fridays. Thus, the teaching programme later proposed is divided into 15 units, each of them with about eight-nine full sessions, fifty minutes each, during the nine month-period of the academic year.

The textbook used in this course is *Top Marks for Bachillerato 2*, written by Juan Manuel Rubio Santana and Elizabeth Grant, and published by Burlington Books. It is a 2007 edition and students are already familiar with this course books editorial and format since, in the previous year, they also used the same book, but adapted to their level (*Top Marks for Bachillerato 1*). The book includes two CDs ROOM with several listening and pronunciation exercises as well as a complementary book with extra activities, the so-called "Workbook". It also includes an introductory unit at the beginning of the book as a review and strengthening of the linguistic contents studied the previous year (paying particular attention to verbal tenses), so that students will begin the course refreshing what they have already learned.

The assessment system established for the English subject is the continuous and comprehensive evaluation, which involves doing practical tests on a regular basis throughout the school year. These tests are conducted in order to assess and mark the each student’s learning process and to improve it as the year progresses.

In this way, three main tests are conducted at the end of each term, one in
December, in February and the other one in April. As English is a formative subject, the student who fails the two first terms will have the opportunity to retake the whole subject in the third evaluation global test.

To finish with, the title I have chosen for the didactic unit that is going to be in detail developed is: "Up to date" and corresponds to the eleventh unit of the whole syllabus, intended to be taught at the beginning of the third term.

2.3. Objectives

2.3.1. Stage Objectives

The chapter IV, article 33, of the Organic Law (LOE 2/2006 on May 3rd) of Spanish Education lists and includes the main objectives and skills that the Bachillerato stage is expected to develop in students. These goals and objectives are neither focused on any specific subject or area, nor they refer to a particular grade in this last stage of High School education. They constitute a list of achievements related to the integrative personal fulfilment that students must acquire along the general formation, to which they are exposed the different subjects.

In this section I have chosen those objectives that I consider to be the most relevant for the English language and those that I consider important for the syllabus I have designed.

1. *Consolidar una madurez personal y social que les permita actuar de forma responsable y autónoma y desarrollar su espíritu crítico. Prever y resolver pacíficamente los conflictos personales, familiares y sociales.*

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2 This early organization of the final exams is due to the proximity of the University Entrance Exams, which these students will face in June. Thus, the third term final exam will be done in April so that students will have almost a month to prepare for them, as well as practising the writing skills, expanding their vocabulary and solving possible doubts with the teacher.
2. Afianzar los hábitos de lectura, estudio y disciplina, como condiciones necesarias para el eficaz aprovechamiento del aprendizaje, y como medio de desarrollo personal.

3. Dominar, tanto en su expresión oral como escrita, la lengua castellana y, en su caso, la lengua co-oficial de su Comunidad Autónoma.

4. Expresarse con fluidez y corrección en una o más lenguas extranjeras.

5. Utilizar con solvencia y responsabilidad las tecnologías de la información y la comunicación.

6. Conocer y valorar críticamente las realidades del mundo contemporáneo sus antecedentes históricos y los principales factores de su evolución. Participar de forma solidaria en el desarrollo y mejora de su entorno social.

7. Acceder a los conocimientos científicos y tecnológicos fundamentales y dominar las habilidades básicas propias de la modalidad elegida.

8. Afianzar el espíritu emprendedor con actitudes de creatividad, flexibilidad, iniciativa, trabajo en equipo, confianza en uno mismo y sentido crítico.

9. Desarrollar la sensibilidad artística y literaria, así como el criterio estético, como fuentes de formación y enriquecimiento cultural.

2.3.2. Area Objectives

The area objectives are stated in the Decree 45/2008 on June 27th (BOR n. 88 on July 3rd 2008) where the curriculum of Bachillerato for the Autonomous Community is established and are the following:
1. Expresarse e interactuar oralmente con fluidez y precisión haciendo uso de estrategias adecuadas de comunicación

2. Comprender la información global y específica de textos orales emitidos en contextos comunicativos habituales y por los medios de comunicación

3. Escribir de manera comprensiva distintos tipos de textos de forma clara y bien estructurados en un estilo adecuado a los lectores a los que van dirigidos y a la intención comunicativa.

4. Comprender diversos tipos de textos escritos de temática general y específica e interpretarlos críticamente utilizando las estrategias de comprensión adecuadas a las tareas requeridas, identificando los elementos esenciales del texto y captando su función y organización discursiva.

5. Leer de forma autónoma textos con fines diversos adecuados a sus intereses y necesidades, valorando la lectura como fuente de información, disfrute y ocio.

6. Utilizar los conocimientos sobre la lengua y las normas de uso lingüístico para hablar y escribir de forma adecuada, coherente y correcta, para comprender textos orales y escritos, y reflexionar sobre el funcionamiento de la lengua extranjera en situaciones de comunicación.

7. Adquirir y desarrollar estrategias de aprendizaje autónomo empleando todos los medios a su alcance, incluidas las tecnologías de la información y la comunicación con el fin utilizar la lengua extranjera de forma autónoma y para seguir progresando en su aprendizaje.

8. Conocer los rasgos sociales y culturales fundamentales de la lengua extranjera objeto de estudio para así comprender e interpretar culturas distintas a la propia.

9. Valorar la importancia de aprender una lengua extranjera como medio para acceder a otros conocimientos y culturas, y reconocer la importancia que tiene
como medio de comunicación y entendimiento internacional en un mundo multicultural, tomando conciencia de las similitudes y diferencias entre las distintas culturas y adoptando una actitud de respeto y tolerancia.

10. Afianzar estrategias de autoevaluación en la adquisición de la competencia comunicativa en la lengua extranjera, con actitudes de iniciativa, confianza y responsabilidad en este proceso.

2.3.3. Unit objectives

The unit objectives are those specific and focused goals that each unit of the whole academic course intends to achieve in the students. In this way, each of the fifteen units I am going to develop in the following sections for my syllabus contains a list of the explicit and particular goals each unit aims to achieve.

2.4. Contents

As stated in the Royal Decree 45/4008, 27th June, which establishes the Bachillerato Curriculum in the Autonomous Community of La Rioja (BOR nº 88, 03/09/2008), the minimal contents that of the subject English Language II for the Second year of Bachillerato are divided into four main modules of contents:

- MODULE I. Listening and Speaking
- MODULE II. Reading and Writing
- MODULE III. Linguistic Knowledge: language functions and grammar, vocabulary and phonetics.
- MODULE IV. Sociocultural aspects and intercultural competence

These big four modules of minimal contents will be further developed in each unit of my Teaching Programme.
2.5. Methodology

The methodology that will be followed along this syllabus combines the Communicative skills of students with functional and structural elements of the English language. Likewise, as proposed by the Common European Framework of Reference for Languages, adopting a communicative perspective in the classroom gives a more open, flexible and reflective learning, allowing the full performance of the four basic language skills.

Thus, I will try to get a real atmosphere so as to facilitate communication, foster and encourage students’ participation, which aims at getting a meaningful learning of the contents. Thus, knowledge will be built by the student and taken as his/her own. On the other hand, the methodology and teaching and learning strategies will be oriented towards a progressive learner’s autonomy, his/her active participation and involvement in the task.

In the case the English class, this meaningful learning methodology turns out to be essential, since it will not only allow teachers to show students the importance of the learning process, but also they will be able to make sense of the contents (what I'm studying) and, most outstandingly the purposed and practical applications of these contents.

To carry out this syllabus, Howard Gardner’s model of Multiple Intelligences will also be taken into account, by means of which it is necessary considering the different students’ cognitive styles, since each of them has a certain way of thinking and diverse ways of processing information.

Another important aspect in terms of the methodology of the sessions is the treatment of mistakes. The error will be considered as a mere step forward in the
learning process, freeing it from any possible negative connotation and making it clear in the class that mistakes serve to learn from them.

The type of interaction used in each session will be the teacher-student, student-teacher and student-student (in cases of work in pairs, in groups, debates, games, exchange of views, representing real situations, etc.).

To recap, the learning strategies that will be used in the methodology of this Teaching Programme are the followings:

- Combination of theoretical and practical methods in order to get a good group dynamics and an optimum working environment.
- Creativity and participation will be encouraged.
- Promotion of the critical use of the media as a source of information, as well as the technology as a learning tool.
- Information openness in everything related to the evaluation criteria and the implementation of activities that will be taken into account for the final grade.
- Use of diverse materials and resources: visual and interactive support in the presentation of theoretical contents.
- To guide the teaching-learning process on the way to the achieving of an intrinsic motivation that seeks the learning orientation towards the overcoming and commitment of proposed goals.
2.6. Course syllabus: content sequence

The development of this Syllabus will be structured in tables, one per unit. Each of them will be divided into different sections containing the goals of the unit, the main contents according to the four main modules that the LOE establishes, the materials, the methodology and the assessment of each particular unit.

I have assigned to each unit of the syllabus a particular title, containing an English idiomatic expression related to the main linguistic content of the unit, so that students will learn at the end of the year, fifteen extra idiomatic expressions.

Regarding the term division, the 15 units will be distributed in three groups, according to the term they correspond.

- Units 1, 2, 3, 4 and 5  \rightarrow  **first term** (September-November)
- Units 6, 7, 8, 9, and 10  \rightarrow  **second term** (December-February)
- Units 11, 12, 13, 14 and 15  \rightarrow  **third term** (March-May)

Finally, as for the assessment of this syllabus, formative evaluation at the end of some sessions (two or three per term) will be followed, in order to check if students have acquired the expected knowledge and if the goals have been achieved. Likewise, I will also apply summative evaluation at the end of each unit using a triangulation approach consisting on: a test to check if the vocabulary and grammar points have been learnt, writing activities and oral interaction during the whole unit. Participation, homework, motivation towards the activity, class behaviour and datelines compliance will also be factors to take into consideration for students’ assessment.

The general assessment criteria will be exposed in coming points, so from now on, if some particular unit follows specific ways of assessment, they will be mentioned in their corresponding table.
# UNIT 1: SINCE THE YEAR DOT

## GOALS
- To use the Past Simple and Past Perfect, distinguishing their main differences, uses and specific time expressions.
- To listen to an oral conversation with no difficulties in its understanding.
- To get the general idea of a listening comprehension.
- To read a text with no difficulties in its understanding, answering their corresponding post-reading questions.
- To write a narration of an historical event with a proper paragraph structure, with grammatical cohesion and coherence.
- To distinguish the pronunciation of the different past morphemes and to identify the stress words in some sentences.
- To learn in a specific context some new vocabulary words and expressions related to describing past events and with the semantic field of the myths and legends.
- To distinguish between last and latest, using them in appropriate contexts and avoiding Spanish translation.
- To critically self-assess students’ own mistakes.

## ASSESSMENT
- Introductory test to have general information of the students’ previous knowledge.
- At the end of the unit: test of 50 irregular verbs

## CONTENTS

### Module 1: Listening, spoken production and spoken interaction
- Listening a conversation between two friends about some of their childhood recollections. Getting the general idea and grasping specific details about it. To interact in pairs sharing some specific childhood recollection they have, commenting on its importance and background. Expose the main ideas to the class.
- Watching a Ted talk that deals with the way languages have evolved along time.

### Module 2: Reading and writing
- Reading about some of the most curious prehistoric human tribes.
- Reading strategies: scanning the purpose of the author in a particular text.
- Writing: the narration of an historical event. Sequence connectors.

### Module 3: Linguistic knowledge
- Grammar
  - Review and use of past and perfect tenses: Past Simple, Past Perfect
  - Review of the Past and Past Participle of regular and irregular verbs.
  - Use of specific time expressions: Since/For/Just/Already/Ever
- Vocabulary: myths and legends
- Adjectives to describe a past event
- Connectors of sequence
- Easily confused words: last vs. latest
- Self-assessment: error identification
- Phonetics: pronouncing regular verbs > the /ed/ past morpheme in the voiced alveolar plosive /d/, the voiceless alveolar plosive /t/ and the consonant cluster /id/.

### Module 4: Sociocultural aspects and intercultural awareness
- Rooted and strange superstitions in some English-speaking cultures

## MATERIALS
- Internet access for the videos and listening activities,

## METHODOLOGY
- Communicative Language Approach
- Task-based Approach
# UNIT 2: UP TO MY EYES IN WORK!

## GOALS
- To assimilate, distinguish and use the present and continuous tenses in English, differentiating between their corresponding time expressions.
- To learn specific vocabulary about the world of jobs and business, and use it in an appropriate context.
- To use more formal synonyms to certain expressions, in order to avoid repetition.
- To use the English adverb in a proper manner, taking into account the order and distinguishing between the different degrees, depending on the speaker’s purpose.
- To differentiate between “work” and “job” avoiding Spanish translation.
- To pronounce English fricative-alveolar consonants, found in many plural morphemes: /s/, /z/ and /iz/
- To listen to a radio podcast about a job interview without difficulties in its understanding.
- To interact in the debate, being able to give arguments and reasons to defend each group position.
- To watch an Internet video and to do some oral comprehension activities.
- To write an application letter using a proper formal register and following a particular structure.

## ASSESSMENT
A rubric for the in-class debate will be used to assess students’ oral skills, the aspects to assess will be:
- Activity preparation
- Group work and the content of the exposition
- Capacity of convincing and defend one’s arguments
- Use of complete sentence and grammatical correction
- Clarity in the expression

## CONTENTS

### Module 1: Listening, spoken production and spoken interaction
- Listening to an extract of a real job interview on the BBC English radio. Commenting on the main parts of the interview
- Oral comprehension of different linguistic registers: a job interview
- In-class debate (two groups): aim: discussing about the advantages and disadvantages of full-time jobs.
- Video: how the working class conditions have changed in the different countries. Oral comprehension activities.

### Module 2: Reading and writing
- Reading about the 20 most frequent questions in a job interview and how to answer them in a politically correct manner.
- Reading about the job section of a British newspaper: comparing the different job offers
- Reading strategies: learning to identify keywords in a text
- Writing: an application letter

### Module 3: Linguistic knowledge
- Grammar
  - Review and use of present and continuous tenses: Present Simple, Present Perfect, Present Perfect Continuous.
  - Use of specific time expressions: ago, by the time, last, when, before.
- Vocabulary: jobs and business.
- Ways of saying “I’m busy”.
- Adverbs: degree and order in the sentence
- Easily confused words: work and job
- Phonetics: pronouncing plurals distinguishing between the voiced alveolar fricative /z/, the voiceless alveolar fricative /s/ and the plural morpheme /iz/

### Module 4: Sociocultural aspects and intercultural awareness
- Funny jobs around the world.
- The evolution of working class conditions in the different countries.
- Getting to know the British Press

## MATERIALS
Internet access for the videos and listening activities, laptops, digital book, textbook, tape recorders for the pronunciation part.

## METHODOLOGY
Communicative Language Approach
Task-based Approach
UNIT 3: WHEN PIGS FLY

GOALS
- To use English future tenses, differentiating in their different uses, purposes and time expressions.
- To talk about plans, make predictions and spontaneous decisions, establish schedules using the different Future tenses.
- To listen to a video without difficulties, and to complete some comprehension questions.
- To interact and discuss with well-structured arguments about a particular topic.
- To listen to a new linguistic register, an interview, getting the general idea and catching as many details as possible.
- To be aware of some of the English most common sayings and their Spanish equivalence.
- To read an original literary fragment from an American novel, with no difficulties in its understanding.
- To write a for and against essay about an open topic, following a specific written structure and making a proper use of paragraphs, punctuation and connectors of addition.
- To assimilate and use new specific vocabulary about the different means of transport and the four main natural elements: Fire, Water, Earth and Air.
- To learn in context several English idioms containing the word “air”.
- To be able to form nouns by adding suffixes, and using them in appropriate linguistic contexts.
- To recognise and pronounce properly the diphthongs found in the words “near”, “beer”, “care” and “fair”, identifying the stressed syllable in each of them.

CONTENTS
Module 1: Listening, spoken production and spoken interaction
- Listening to a Ted Talk video: is time travel possible? Complete a multiple-choice activity.
- Group discussion about the content of the video: sharing opinions about the benefits of time travel for mankind.
- Listening to an interview between a journalist and a medium. Complete a true/false activity, and justify the answers.
- Pair work: discussing about the following questions: it is possible to guess the future?

Module 2: Reading and writing
- Reading a text about the origins of the expression “when pigs fly”. Compare some English and Spanish popular sayings.
- Reading a fragment of Jack Kerouac’s novel On the Road (1948).
- Reading strategy: how to face a literary text
- Writing a for and against essay: advantages and disadvantages of travelling by plane.

Module 3: Linguistic knowledge
- Grammar
  - Review and use of future tenses: Going To, Will, Future Perfect Simple, Future Continuous, Present Continuous.
  - Use of specific time expressions: by the time, next, one day, this time tomorrow, after.
- Idioms with “air”: up in the air, have a nose in the air, a breath of fresh air, etc.
- Word formation: suffixes to create nouns: -ness, -ity, -ence, -tion and -ment
- Connectors of addition
- Phonetics: the diphthongs /ɪəә/ and /ɛəә/: practising with words near, beer, care, fair.

Module 4: Sociocultural aspects and intercultural awareness
- Origins of certain English and Spanish expressions and sayings.
- Means of transport around the world.
- Reading an original American novel.

MATERIALS
Internet access for the videos and listening activities, laptops, digital book, textbook, tape recorders for the pronunciation part.

METHODOLOGY
Communicative Language Approach
Task-based Approach
**UNIT 4: IT’S A PIECE OF CAKE!**

**GOALS**
- To listen to a radio debate about genetically modified food, with no difficulties and doing some oral comprehension exercises.
- To read in an autonomous way an article about the influence of diets in children and teenagers’ behaviour, completing some fill-in the blanks exercises.
- To fully understand an original-version film in English, getting as many expressions and vocabulary as possible.
- To read a newspaper article, getting familiarised with the press format and highlighting the main information.
- To read a blog entry about some of the most typical Canadian dishes and its history, making comparisons with students’ L1 food.
- To write a film review about the movie watched in class: *Charlie and the Chocolate Factory*. Using some writing strategies to write a critical review.
- To learn and use the English defining relative clauses, as well as its corresponding relative pronouns and assimilating the exceptions and identifying when the pronoun can be ignored.
- To learn and use some new vocabulary about food, diets and nutritional research.
- To pronounce properly the voiceless glottal fricative English sound /h/, identifying the cases in which it is pronounced or not.
- To learn and translate several English sayings, proverbs and idioms related with food.
- To be able to express agreement and disagreement in a pair discussion about GM food.

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<td>- To watch an extract about the film “Charlie and the Chocolate Factory” to get some food vocabulary</td>
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<th>Module 3: Linguistic knowledge</th>
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<td>- Connectors of purpose I (to, in order to, so as to)</td>
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<td>- Sayings and proverbs about food: food for thought, you are what you eat, hunger is the best sauce, etc.</td>
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<td>- Language functions: expressing agreement and disagreement</td>
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<td>- Typical Canadian dishes</td>
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<td>- British sayings about food.</td>
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**MATERIALS**
Internet access for the videos and listening activities, laptops, digital book, textbook, tape recorders for the pronunciation part.

**METHODOLOGY**
Communicative Language Approach
## UNIT 5: ONCE IN A BLUE MOON

### GOALS
- To listen to an astronaut’s conference about his life experiences in the outer space. Commenting on the main points he covers.
- To watch and understand a Ted Talk dealing with the possibility of existing live outside the Earth, with no difficulties and reaching a conclusion.
- To discuss in pairs an open question, expressing their views and perspectives, giving reasons and arguments.
- To read a National Geographic article about a theory that denies the first Lunar Mission. Complete some exercises relating to.
- To write an e-mail to a friend or a relative telling about a particular topic and using informal language and expressions, as well as an appropriate writing format.
- To learn and use the non-defining English relative clauses, differentiating with the relative ones.
- To learn and use new vocabulary about the outer space, the planets and the astrology.
- To learn and translate some English idioms containing colours.
- To identify the voiced palatal and bilabial approximate consonant sounds /j/ and /w/ in some words such as: probably, year, they, slow, where, two.
- To differentiate between the meaning and use of the easily confused words: hard (adjective) and hardly (adverb).
- To express feelings and personal relations.

### CONTENTS

#### Module 1: Listening, spoken production and spoken interaction
- Listening to a retired astronaut’s conference taking about his experience in the outer space and some curious anecdotes he lived.
- Watching a Ted Talk: *is there live outside the Earth?*
- Pair work: discussing an open question: *would you like to travel to another country? Why? Why not?*

#### Module 2: Reading and writing
- Reading a National Geographic article about some theories that say that the first Lunar Mission (Apollo 11) was a fake, giving arguments and showing impossible shots of the event.
- Writing an e-mail to a friend or a relative
- Writing strategies: informal language

#### Module 3: Linguistic knowledge
- Grammar
  - Non-defining relative clauses → relative pronouns
  - Vocabulary: outer space, planets.
  - Idioms and expressions with colours: once in a blue moon, to get grey hair, to be in the pink, a red-carpet treatment, to have a white flag.
  - Connectors of purpose II: so that
  - Vocabulary booster: phrasal verbs with bring: bring on, bring forward, bring in, bring up, bring down
  - Phonetics: the voiced palatal approximate /j/ and the voiced bilabial approximate /w/
  - Easily confuse words: hard and hardly
  - Language functions: expressing feelings and personal relations.

#### Module 4: Sociocultural aspects and intercultural awareness
- The importance of astrology in African societies.

### MATERIALS
- Internet access for the videos and listening activities, laptops, digital book, textbook, tape recorders for the pronunciation part.

### METHODOLOGY
- Communicative Language Approach
- Task-based Approach. Grammar Translation
UNIT 6: TO COST AN ARM AND A LEG

GOALS

- To listen to an Irish woman talking about how she spent a whole month living with just 1€ a day.
- To do an in-class oral presentation about an open topic: could you live with 1€ a day?
- To read a text dealing with different amazing and surprising ways of saving money. Looking for synonyms and summarising the main points.
- To do a test to check the degree of shopaholics. Comment on the results and share with the class.
- To write a formal letter, asking some information and getting familiarised with the format, learning different polite expressions.
- To learn how to use and differentiate the gerund and infinitive form of English verbs.
- To learn some new vocabulary about shopping and consumerism. In online dictionaries, look for synonyms for the adjectives “cheap” and “expensive”, in order to avoid repetition in both writing compositions and spoken production.
- To learn connectors of clause and result.
- To learn some English expressions related to money.
- To give advice

ASSESSMENT

A rubric for the in-class oral presentation will be used to assess students’ oral skills, the aspects to assess will be:

- Activity preparation
- Content of the exposition and originality of the ideas
- Use of complete sentence and grammatical correction
- Clarity in the expression

CONTENTS

Module 1: Listening, spoken production and spoken interaction
- Listening to an Irish woman’s experience who lived a whole month with just 1€ a day
- Individual in-class oral presentation: could you live with 1€ a day?

Module 2: Reading and writing
- To read a test: 25 amazing ways of saving money
- Reading: doing a test: are you a shopaholic? Group discussion about the results.
- Writing a formal letter.
- Writing strategies: formal language, polite expressions.

Module 3: Linguistic knowledge
- Grammar
  - Gerunds and infinitives (useful expressions to identify them).
  - Vocabulary: shopping, consumerism, different ways of saying “cheap” and “expensive”
  - Connectors of cause and result: due to, therefore, as, since, because, as a result, owing to, consequently, for this reason, because of.
- Expressions related to money: tight one’s belt, other side of the coin, to break the bank, to go broke.
- Word formation: prefixes re-, in-, mis-, inter-, non-, over-, bi-, en-, co-
- Phonetics: raising and falling intonation: how to sound polite
- Language functions: to give advice

Module 4: Sociocultural aspects and intercultural awareness
- Politeness around the world: how to behave politely depending on your destination.

MATERIALS

Internet access for the videos and listening activities, laptops, digital book, textbook, tape recorders for the pronunciation part.

METHODOLOGY

Communicative Language Approach
Task-based Approach
## UNIT 7: TAKE IT EASY

### GOALS
- To listen to a radio programme that discuss whether we should pay for museum taxes or not.
- To listen to an interview, getting the general idea and completing some true/false comprehension exercises.
- Pair work: compare two pictures representing different ways of relaxing. Relating with students’ experiences and share the conclusions to the class.
- To read a newspaper article about British tourism in Spain.
- To learn how to speculate about the outcome of a text.
- To learn how to write a summary, identifying key words and scanning the main points of information.
- To learn and use the different modal verbs in the present, differentiating their different uses and purposes: should, must, have to, need, can, be allowed to, will, ought to, may, might, be able to, etc.
- To learn and use new vocabulary about the different hobbies, free time activities and holidays.
- To use properly linkers of contrast.
- To assimilate English adjective order, following some clues and tricks to memorize the rule.
- To differentiate between the high back rounded /u:/ and /u/ English vowels, practising with several words and sentences.
- To learn different phrasal verbs with “take”, translating into Spanish.
- To make choices and decisions.

### CONTENTS

#### Module 1: Listening, spoken production and spoken interaction
- To listen to a radio programme about museum taxes and culture prizes.
- To listen to an interview of the manager of the Ritz hotel, talking about the services they offer.
- To compare two photographs about opposite ways of relaxing. In-class discussion about the topic.

#### Module 2: Reading and writing
- To read an article from a British magazine about British tourist in Spain.
- Reading strategies: speculating about the outcome of a story.
- To read an extract of a newspaper article which talks about the “oxygen bars”
- Writing a summary of a text.
- Writing strategies: how to write a good summary: key words and scanning reading.

#### Module 3: Linguistic knowledge
- **Grammar**
  - Simple modal verbs
- **Vocabulary**: leisure time, hobbies, ways of relaxing, going on holidays.
- **Connectors of contrast**: in spite of, despite, even though, although, however, nevertheless, whereas, etc.
- **Adjective order**: OSAS. COM (opinion-size-age-shape-colour-origin-material)
- **Phonetics**: differences between high back rounded vowels: /u:/ and /u/
- **Phrasal verbs with take**: take in, take up, take though, take upon, take back, take along.
- **Language functions**: making choices and decisions

#### Module 4: Sociocultural aspects and intercultural awareness
- Three opposite ways of tourism: India, China and USA
- Gap years around the world

### MATERIALS
- Internet access for the videos and listening activities, laptops, digital book, textbook, tape recorders for the pronunciation part.

### METHODOLOGY
- Communicative Language Approach
- Grammar Translation
## UNIT 8: DON’T JUDGE A BOOK BY ITS COVER

### GOALS
- To listen to an education conference about language stereotypes in the world. Sharing students’ opinion about the topic and commenting on different real situations.
- To watch a BBC video about some astonishing optical illusions, to concern the class that sometimes things are not what they seem to be.
- From several pictures, discussing and speculating about what may have happened to the people that appear in them.
- To read a text about gender equality, identifying paragraphs and doing a fill-in the gaps exercise.
- To read an interview, identifying the author’s purpose and conclusions.
- Writing a composition about an advert, following a specific structure and using cleft sentences.
- To learn and use the different perfect modal verbs and to express preferences using had better.
- To learn and use some new vocabulary about social concerns, stereotypes and gender roles
- To learn and use linkers to clarify in writing
- To distinguish in use and category between only and alone
- To learn some adjectives that go with prepositions
- To organise information in a conversation, learning how to break speech into units for a better pronunciation.
- To make deductions and speculations about the past.

### CONTENTS

#### Module 1: Listening, spoken production and spoken interaction
- To listen to a social science teacher giving a lecture on the most common language stereotypes in the world.
- To watch a BBC video about top 10 amazing optical illusions.
- To discuss about what may have happened in three different situations displayed in photographs.

#### Module 2: Reading and writing
- To read a text about gender equality
- To read a magazine interview with an advertising designer who talks about gender stereotypes in current advertising.
- Writing: commenting on an advert.
- Writing strategies: cleft sentences, expressing opinion in a subtle way.

#### Module 3: Linguistic knowledge
- Grammar
  - Perfect Modal verbs: should have, must have, can have, can’t have, need have, etc.
  - Had better vs. Prefer
- Vocabulary: current social topics: stereotypes and gender roles.
- Connectors of clarification: what is to say, specifically, in other words, to put it another way, I mean
- Easily confused words: only and alone
- Adjective + preposition: afraid of, associated with, fond of, cruel to, pleased with, fond of, proud of, excited about
- Phonetics: organising information in a conversation: how to break speech into units.
- Language functions: making deductions and speculations about the past.

#### Module 4: Sociocultural aspects and intercultural awareness
- Language stereotypes around the world

### MATERIALS
- Internet access for the videos and listening activities,

### METHODOLOGY
- Communicative Language Approach
- Task-based Approach
UNIT 9: THE BENEFIT OF THE DOUBT

GOALS
- To listen to a real trial on American TV, reading the subtitles and identifying key vocabulary. Making predictions about the outcome of the situation.
- In groups, represent an in-class trial, by interpreting different real roles.
- To read an extract from an original British short story, commenting on the characters and plot.
- To read an article about the dangers of publishing personal information on social networks. Commenting on the main information covered.
- To write an Internet profile.
- To learn and use how to report statements and questions using reported speech, proper reporting verbs and identifying those temporal expressions that change.
- To learn and use new vocabulary about law and crime
- To express emphasis by using some new writing linkers.
- To distinguish between crime and offender, in meaning, use and translation.
- To create new adjectives by adding certain suffixes.
- To pronounce properly the consonant clusters at the end of some words: jump, next and glimpsed.
- To ask for information by using indirect questions.

ASSSESSMENT
A rubric for the in-class trial simulation will be used to assess students’ oral skills and performance the aspects to assess will be:
- Activity preparation and role representation
- Ability of persuasion and of defending each position
- Collaborative work and group interaction
- Use of complete sentence and grammatical correction
- Clarity in the expression

CONTENTS
Module 1: Listening, spoken production and spoken interaction
- To watch a real trial on an American TV channel, with subtitles.
- Group work: to simulate an in-class trial by representing roles: judge, attorney, jury, witness, defendant, spectators, court clerk.

Module 2: Reading and writing
- To read an extract from a Sherlock Holmes short story, by Sir. Arthur Conan Doyle
- To read an article from The Guardian about the dangers of publishing personal information on social networks.
- Writing an Internet profile.
- Writing strategies: talking about yourself.

Module 3: Linguistic knowledge
- Grammar
  - Reported speech I (statements and questions). Some reporting verbs. Temporal expressions.
  - Vocabulary: law and crime. Different kinds of fakes and punishments. Participants on a trial.
  - False friends and cognates: crime and offender
  - Connectors to express emphasis: indeed, clearly, what is more, especially, particularly.
  - Word formation: suffixes to create adjectives: -ful, -less, -ical, -ar, -ome, -ous, -y, -ish
  - Phonetics: consonant clusters at the end of words: jump, next, glimpsed.
  - Language functions: asking for information using indirect questions

Module 4: Sociocultural aspects and intercultural awareness
- Non-sense and funny laws that are still implemented in the USA
- British detective novel

MATERIALS
- Internet access for the videos and listening activities, laptops, digital book, textbook, tape recorders for the pronunciation part.

METHODODOLOGY
- Communicative Language Approach
- Task-based Approach
### GOALS
- To listen to a conversation of two people discussing the importance of learning languages.
- To represent an interview with role-play (interviewer-interviewee) about the possibility of studying abroad. Asking for opinions and then, reporting the answers using reported speech.
- To read a magazine article about the experience of a Dutch boy who spent one gap year travelling by doing couch surfing. Complete a comprehension exercise of sentence completion.
- To read a tourist guide which talks about the popular site Trip Advisor and other online tools to find and compare hotel prices.
- To write a complaint, using appropriate writing strategies and a corresponding linguistic register for the genre.
- To learn and use how to report commands, suggestions, requests and advices using reported speech and proper reporting verbs (tell, order, ask, warn, advice, suggest, etc.).
- To learn several new words related to the world of travelling.
- To learn the American English variety in comparison with the British one, with some examples of words that mean the same but are said in different way.
- To learn and translate several idioms with “feet”.
- To identify the different ways of pronouncing the mid back rounded English vowels /o/ and /ɔ/.
- To learn and use in writing compositions some connectors to exemplify and some conversational devices to keep a conversation.
- To ask for opinion.

### CONTENTS

#### Module 1: Listening, spoken production and spoken interaction
- Listening to a conversation between a language teacher and a student talking about the importance of speaking and learning foreign languages: group discussion about the issue and the implications that it has to Spanish.
- Representing an interview: do you like to study abroad?

#### Module 2: Reading and writing
- To read a text from a magazine: my experience doing couch surfing.
- Reading a tourist guide: Trip Advisor and other online tools to find the best holiday accommodation.
- Writing a complaint.
- Writing strategies: clues and advices to write a good complaint. Complaining verbs and expressions.

#### Module 3: Linguistic knowledge
- Grammar
  - Reported Speech II (commands suggestions, requests and advices). Some unusual reporting verbs.
  - Vocabulary: travelling around the world, ways of travelling.
  - British and American English.
  - Idiomatic expressions with feet: feet of clay, back on one’s feet, to rush off one’s feet, to have itchy feet.
- Connectors to exemplify: as, such as, like, for instance, for example, particularly...
- Phonetics: different ways of pronouncing the mid back rounded vowels /o/ and /ɔ/.
- Conversation devices to maintain a conversation: so do I, neither do I, me too, I suppose so, neither both, etc.
- Language functions: asking for opinions.

#### Module 4: Sociocultural aspects and intercultural awareness
- Different kinds of accommodation in London: hotels, hostels, apartments, Bread and Breakfast, etc.
- The Erasmus Programme: what is it?

### MATERIALS
- Internet access for the videos and listening activities, laptops, digital book, textbook, tape recorders for the pronunciation part.

### METHODOLOGY
- Communicative Language Approach
- Task-based Approach
## UNIT 11: UP TO DATE!

### GOALS
- To listen to a Ted talk dealing with the importance of choosing the information we receive from the Internet and the mass media, commenting on the main points covered.
- To watch a video about the influence of social media in people’s brains. Trying to figure out the meaning of some words.
- To listen to a radio programme and do several oral comprehension activities.
- To identify and distinguish between the different kinds of British newspapers, in terms of format, style, audience.
- To identify the passive voice in English, distinguishing from the impersonal passive and doing some rephrasing exercises.
- To learn and use the causative construction.
- By means of a self-elaborated video, to review the clauses of purpose in English, doing some fill in the blanks exercises.
- To write a speech on the topic governments should use the power of advertising and shocking images to change the behaviour of young people.
- To recognise and pronounce some homophonic sounds in English, identifying the stressed syllable in each word.
- To learn and use some verb collocations with bring and take.
- To express purpose

### CONTENTS

#### Module 1: Listening, spoken production and spoken interaction
- To listen to Ted Talk about how to choose the news we watch on TV
- Watching a video about five ways in which social media is changing people’s brain. Commenting on the main contents.
- To listen to a radio programme about advertising and health
- In-class discussion: what are the skills that a good journalist should have?

#### Module 2: Reading and writing
- To read a text about the story of three journalists who lied in their reports and got caught
- To read some texts about the power of advertising, following the PAU examination format.
- Writing a speech on a particular topic
- Writing strategies: how to give be persuasive.

#### Module 3: Linguistic knowledge
- Grammar
  - The passive voice, impersonal passive, the causative construction.
- Vocabulary: the press, mass media, advertisement, technology, Internet, digital world.
- Connectors of purpose: review
- Phonetics: homophonic sounds in English
- Expressions with *bring* and *take*
- Language functions: expressing purpose.

#### Module 4: Sociocultural aspects and intercultural awareness
- English different newspapers: tabloids, yellow press, quality journals, magazines and colour supplements.

### MATERIALS
- Internet access for the videos and listening activities, laptops, digital book, textbook, tape recorders for the pronunciation part.

### METHODOLOGY
- Communicative Language Approach
- Grammar Translation
# UNIT 12: IT RINGS A BELL

**GOALS**
- To listen to a radio programme about classical music and the appearance of a new music genre. Completing some true/false comprehension exercises.
- To watch a video of a musical casting for a Canadian talent show. Writing down some expressions they mention.
- In pairs, to compare and discuss about some photographs that reflect physical changes in popular artists.
- To read a text about the history of onomatopoeias. Looking for synonyms and antonyms in the text.
- To read an article about some of the most popular tribute bands. Compare them with Spanish ones.
- To write about the description of a singer (any artists) students admire.
- To make comparisons by using comparative and superlative structures. To be aware of the exceptions.
- To learn and use English rules for doing inversion in some grammatical construction.
- Use connectors and useful expressions in writing for expressing comparisons.
- To learn and translate some English collocations with the verb “go”, being able use them in context.
- To pronounce properly the syllabic consonants in some words.
- To describe a person, focusing on physical appearance and personality by using certain new adjectives.

**CONTENTS**

**Module 1: Listening, spoken production and spoken interaction**
- Listening to a radio programme about classical music and the recent musical genre called “crossover”
- Watching a video of a casting for a Canadian talent show.
- Pair work: *Do you recognise them?* Comparing childhood photographs of well-known artists. Talking about their main physical changes.

**Module 2: Reading and writing**
- To read a text about the history of onomatopoeias
- To read an article about some of the most popular tribute bands.
- Writing: describing a singer you admire

**Module 3: Linguistic knowledge**
- Grammar
  - Inversion in English
- Vocabulary: music, performances, spectacle.
- Connectors of expressing comparisons opinion: *in comparison with, there is some similarities between, if you compare, whereas, the former, the later, etc.*
- Collocations with “go” *have a go, on the go, go broke, go mad, go bald, go from bad to worse.*
- Phonetics: syllabic consonants: *listen, bottle, politician.*
- Adjectives to describe a person: appearance and personality
- Language functions: describing people: physical aspect and personality

**Module 4: Sociocultural aspects and intercultural awareness**
- Great music band of all times.
- Traditional music instruments around the world.

**MATERIALS**
- Internet access for the videos and listening activities,
- laptops, digital book, textbook, tape recorders for the pronunciation part.

**METHODOLOGY**
- Communicative Language Approach
- Grammar translation.
## UNIT 13: A DROP IN THE OCEAN

### GOALS
- To listen to a real survey carried out in London about some recycling habits English people have.
- To do a self-questionnaire about one’s impact on the environment, commenting in class the results.
- To make an in-class discussion about a general and open topic to give personal opinions and arguments for and against.
- To talk, in pairs, about the advantages and disadvantages of public transport in big cities.
- To read a text about a general hypothesis, making a rephrasing exercise and looking for synonyms.
- To read a magazine article about an environmental issue, trying to get the general idea of each paragraph.
- To write an argumentative essay, using specific writing strategies to involve one’s view on the text.
- To learn and use properly the subordinate conductional sentences, differentiating between the three main types of conditional sentences.
- To use connectors in writing to express personal opinion and preferences.
- To learn how to make emphasis in the pronunciation of certain monosyllabic words.
- To differentiate between the meaning and use of the words *too* and *enough*.
- To learn and use a list of nouns that take prepositions, being able to translate them into students’ L1.
- To formulate facts, conditions and hypothesis and to make speculations about the past, using the English conditional structure.

### CONTENTS

#### Module 1: Listening, spoken production and spoken interaction
- Listening to a survey about some recycling habits people have.
- Test: *what is your carbon footprint?* In-class discussion about the results.
- Group work: *What can we do to reduce our carbon footprint?*
- Pair work: advantages and disadvantages of public transports in big cities.

#### Module 2: Reading and writing
- To read a text about what would happen if the water of oceans suddenly run out of.
- To read a National Geographic article about the less well-known renewable sources of energy.
- To write an argumentative essay on the possibility of building an eco-town in your country.
- Writing strategies: how to involve yourself in a text.

#### Module 3: Linguistic knowledge
- Grammar
  - Conditionals (if, unless, as long as, provided that, providing, even if)
  - Vocabulary: recycling, being eco-friendly, globalisation, ways of earning energy.
  - Connectors of expressing personal opinion: *I believe, I feel strongly that, under my perspective, in my view, I maintain that, it seems to me that, etc*
  - Phonetics: prominent function words: how to make emphasis: to *you, well, do it then*
  - Easily confused words: too / enough
  - Nouns followed by prepositions: *delay in, devotion to, fear for, fondness of, story about, report on, memory of, reaction to, love of, etc.*
  - Language functions: formulate hypothesis and making speculations

#### Module 4: Sociocultural aspects and intercultural awareness
- Ecologic measures around the world: the case of Switzerland.

### MATERIALS
Internet access for the videos and listening activities, laptops, digital book, textbook, tape recorders for the pronunciation part.

### METHODOLOGY
Communicative Language Approach
Grammar Translation
GOALS
- To listen to an interview with an article about modern house design, making a rephrase exercise and some sentence completion ones.
- To watch an original short film (with English subtitles) about the home return of three students. Looking for the meaning of certain given expressions.
- To do a debate about a related topic: the houses of the future.
- To read a text about the famous low cost furniture company IKEA. Looking for synonyms in the text.
- To read a magazine article about how to decorate a flat with less than $100.
- To write in an appropriate style and format the description of a particular place using narrative devices of coherence, cohesion and grammatical accuracy, and following a paragraph division structure.
- To learn and use properly English desiderative subordinate sentences using I wish and if only.
- To learn new vocabulary about the house.
- To use some related expressions to express possibility and probability, both in oral and written production.
- To identify and pronounce the stress in some English compound words.
- To learn and differentiate between three verb collocations with “make”, “do”, and “take”.
- To learn and translate some English idiomatic expressions and popular sayings related to homes.
- To get familiarised with two English varieties: Indian and Australian, identifying some of their peculiarities and special words.
- To make wishes, regrets and hypothesis.

CONTENTS
Module 1: Listening, spoken production and spoken interaction
- Listening to an interview with an architect about recent and fashionable trends in house design.
- To watch a short film about three students who come back home after two years working abroad.
- Class debate: how will be the houses of the future?

Module 2: Reading and writing
- To read a text about the secret of IKEA’s success
- To read a magazine article about how to decorate a flat with less than $100
- Writing: description of a place

Module 3: Linguistic knowledge
- Grammar
  - Wish clauses
- Vocabulary: the house: parts and rooms. Types of houses.
- Useful expressions to express possibility and probability: it is highly probable that, it would appear, there is a strong chance that, etc.
- Phonetics: stress in compound words: hair raising, hard working.
- Verb collocation: do, make and take
- Idiomatic expressions and sayings with home: way home, to make oneself at home, a home truth, man’s home is his castle, etc.
- Language functions: making wishes, regrets and hypothesis.

Module 4: Sociocultural aspects and intercultural awareness
- Types of houses around the world
- English varieties: Indian and Australian English

MATERIALS
Internet access for the videos and listening activities, laptops, digital book, textbook, tape recorders for the pronunciation part.

METHODOLOGY
Communicative Language Approach
Task-based Approach
Grammar Translation
# UNIT 15: THE FINAL COUNTDOWN

## GOALS
- To listen to a song, trying to transcribe the lyrics and identifying key vocabulary and expressions.
- To listen to a speech giving advice, differentiating between its purpose and conclusion.
- To watch an original version video without subtitles of an educative psychologist talking about some other university alternatives for Bachillerato students.
- To interact and share opinions about a topic.
- To read a chapter from a literary work, trying to guess the meaning of some words and expressions by means of the context.
- To read with no difficulties a newspaper column about university life, doing a true/false exercise.
- To write a farewell speech.
- To have a general grammatical review of all the most important points covered in the year.
- To learn and use some new vocabulary about different festivals around the world.
- To have a clear understanding of the different kinds of linkers and connectors in writing.
- To differentiate between some false friends.
- To distinguish and pronounce properly one-stress phrasal verbs.
- To say goodbye in many ways, according to the addressee, the purpose and the degree of politeness.

## ASSESSMENT
- In this final unit, students will be asked to do a final exam, following the PAU format in order to review the whole subject.

## CONTENTS

### Module 1: Listening, spoken production and spoken interaction
- Listening to Europe’s famous hit “The Final Countdown”
- Listening to a undergraduate student speech: *how to survive in the first year of university*
- Watching a Ted talk about many other alternatives to the university
- In-class talk: *our university plans*

### Module 2: Reading and writing
- To read an extract about “Boy”, by Roald Dahl entitled “goodbye school”
- To read a newspaper column about university life
- Reading strategies: guessing the meaning of words by means of the context.
- Writing a farewell speech.

### Module 3: Linguistic knowledge
- Grammar: general review of the whole syllabus
- Vocabulary: festivals around the world
- Review of all the writing linkers and connectors
- PAU preparation: tips for rephrase and summarising.
- False friends: *term, apply for* and *terrific.*
- Phonetics: one-stress phrasal verbs: *dream of, live for.*
- Language functions: ways of saying goodbye

### Module 4: Sociocultural aspects and intercultural awareness
- Greetings and farewells around the world

## MATERIALS
- Internet access for the videos and listening activities, laptops, digital book, textbook, tape recorders for the pronunciation part.

## METHODOLOGY
- Communicative Language Approach
- Task-based Approach
UNIT 11: UP TO DATE!

SESSION: 1
DATE: Thursday 5th March 2015
DURATION: 50 minutes

OBJEKTIVES

1. To check students’ previous knowledge of vocabulary about advertisements and journalism.
2. To translate the vocabulary into Spanish.
3. To watch an introductory video with no difficulties in its understanding.
4. To read a text aloud with understandable pronunciation and intonation, and do the corresponding reading comprehension activities.
5. To relate the material shown in class with students’ own personal experiences.

CONTENT

Module I. Listening, spoken production and spoken interaction
   a. Listening to a video
   b. Exchanging short messages dealing with personal experiences and opinions about how mass media are changing our minds, as well as the importance of being always up to date.

Module II. Reading and writing
   c. Reading about a specific text and short comprehension questions

Module III. Language knowledge
   d. Vocabulary about the main topic of the unit: advertisement, media and journalism

Module IV. Socio-cultural aspects and intercultural awareness
   e. Reading about a current and real-based event that happened in the USA, and relation with students’ own experiences and opinions.
### INTRODUCTION TO THE UNIT ➔ **warm up activity**

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3, 5</td>
<td>Skills: listening and speaking</td>
<td>Content: a, b, d.</td>
<td>T-S</td>
<td>Computer, screen, Internet access and link to the video</td>
</tr>
</tbody>
</table>

1. Students are introduced to the topic of advertising; journalism and the importance of being always up to date.
2. Introductory video “5 Crazy Ways Social Media is Changing Your Brain Now”. First, some vocabulary that appears on the video is explained to the students, encouraging them to figure out their definition and then, their Spanish translation.
3. Watching the video in class, with English subtitles: twice
4. Ask for students’ opinion. Pair work

### DEVELOPMENT

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Skills: speaking and reading</td>
<td>Content: c, d, e</td>
<td>T-S</td>
<td>Reading comprehension text</td>
</tr>
</tbody>
</table>

5. Read aloud the text “When no news is real news- the journalists who lied and got caught”
6. Mistakes in pronunciation are corrected after the text has been read
7. Comment on the unknown vocabulary

### RECAP

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>4, 5</td>
<td>Skills: reading, writing and speaking</td>
<td>Content: c, d, e</td>
<td>T-S</td>
<td>Reading comprehension text</td>
</tr>
</tbody>
</table>

1. Complete the exercises corresponding to the reading comprehension
2. Ask the students to finish it at home, in case they haven’t finished the exercises in class
3. The last three-four minutes of this first session will be devoted to encourage students to relate this piece of news to some of their own experience and to their own culture: Possible questions:
   - What do you think about this kind of crimes?
   - Have you ever heard of a similar situation in Spain?
   - What are, in your opinion, the skills that a good journalist should possess?
RESOURCES

• **Link to the video**: “5 Crazy Ways Social Media is changing your Brains Now”:
  https://www.youtube.com/watch?v=HffWFd_6bJ0&spfreload=10
• **Reading**: “When no news is real news- the journalists who lied and got caught” from the textbook: *Total English Intermediate B1* (page 15) ³.

SESSION: 2
DATE: Friday 6\(^\text{th}\) March 2015
DURATION: 50 minutes

**OBJECTIVES**

1. To broaden students’ vocabulary about the press and the media: definitions, synonyms and their proper use in paragraphs and sentences.
2. To translate the vocabulary into Spanish.
3. To read and understand a newspapers article and complete the proposed activity.
4. To get familiarised with British press and the different kinds of newspapers.
5. To work collaboratively to briefly summarise the information that appears in a newspaper article and divide it into different sentences.

**CONTENT**

**Module II. Reading and writing**

a. Reading an article from a British real newspaper
b. Write down the main information about that article

**Module III. Language knowledge**

c. Vocabulary about the main topic of the unit: the press and the media

**Module IV. Socio-cultural aspects and intercultural awareness**

d. Getting familiarised with British press, the different kinds of newspapers and how to look for a specific piece of news on the Internet

³ Appendix 1: Reading activity: “When no news is real news- the journalists who lied and got caught”
INTRODUCTION

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>Skills: reading and listening</td>
<td></td>
<td>Handout “the press and the media”</td>
<td>25’</td>
</tr>
<tr>
<td></td>
<td>Content: c</td>
<td>T-S</td>
<td>Internet access and computer screen</td>
<td></td>
</tr>
</tbody>
</table>

1. Students are given a photocopy dealing with theory and practice about the press and the media (related to the radio, television, newspapers and ways of publishing, etc.).
2. The teacher asks the students to read the first page of the handout, first individually and then aloud. Pronunciation mistakes are corrected and repeated correctly by the class.
4. The teacher explains carefully the different kinds of English newspapers: tabloids, yellow press, quality newspapers, journals, magazines and colour supplements, as well as their corresponding official websites.
5. Each kind of newspaper is shown with a picture on screen, so that students can associate visually.

DEVELOPMENT

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>3, 4</td>
<td>Skills: speaking and reading</td>
<td></td>
<td>Handout “the press and the media”</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>Content: c, d, e</td>
<td>T-S</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. After explaining the theory, students are asked to complete exercises 1, 2, 3, 4 and 5.
2. The teacher asks for some volunteers to correct each exercise.

RECAP: creativity task

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Skills: reading and writing</td>
<td></td>
<td>Handout “the press and the media”</td>
<td>20’</td>
</tr>
<tr>
<td></td>
<td>Content: a, b, d</td>
<td>S-S</td>
<td>Some British newspapers</td>
<td></td>
</tr>
</tbody>
</table>

1. Students are asked to make up five groups of six people in each other (group work).
2. Each group is provided with a different English newspaper (from the ones that have been explained previously). From the handout, they are asked to answer the last exercise (nº 59.6). The task consists of completing some provided sentences taking the newspaper as reference.
3. Give them some time to organize the task in class and start doing it. Time for solving possible doubts.
4. Ask them to finish their task at home and to deliver it to the teacher during the week after.
5. Tell the students that this activity will be taken into account for their final assessment.
6. Last minute: remind the students to print the theoretical explanation of the passive voice that is uploaded to the “RACIMA” website for the following session.
RESOURCES

- **Handout** “the press and the media”: from *English Vocabulary in Use, upper-intermediate* (pages 120-121)

- **Different original English newspapers** to show them in class.

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**SESSION:** 3  
**DATE:** Tuesday 10\textsuperscript{th} March 2015  
**DURATION:** 50 minutes

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**OBJECTIVES**

1. To get a full understanding and use of the passive voice in English  
2. To distinguish those special features regarding the impersonal type of passive

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**CONTENT**

**Module III. Language knowledge**

a. Review and consolidation of the past verbal tenses in English  
b. The passive voice

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**PLANNING**

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**INTRODUCTION → the passive voice**

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>Skills: reading and writing</td>
<td>Content: b</td>
<td>T-S</td>
<td>Set of photocopies: the passive voice</td>
</tr>
</tbody>
</table>

1. Students are asked to have a look at the set of photocopies about the passive voice: read it and ask questions to the teacher in case they don’t understand some aspect.  
2. The main grammatical rules about the passive voice in English are explained in the blackboard, paying particular attention to those new features (two objects, impersonal passive, different agents, etc.).  
3. From the set of photocopies, the first exercise is done in class (sentences 1 to 15), as an example. It is done directly in an individual manner and feedback is provided immediately after one student turns each sentence into the passive structure.  
4. Tell the students that the rest of the photocopies are for them just to review at home and to practice for the exam.

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\textsuperscript{4} **Appendix 2:** The Press and the Media
DEVELOPMENT

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>Skills: reading and writing</td>
<td>Content: a, b</td>
<td>T-S</td>
<td>Handout: rephrase</td>
</tr>
</tbody>
</table>

1. Each student is given a handout with several sentences to “rephrase” in such a way that it has the same meaning as the sentence that it is printed above. This kind of exercises is completely oriented to the PAU examination.
2. Students are asked to correct the activity by themselves: each of them says aloud the resulting sentence and the feedback is given by the rest of the classmates.

RECAP

<table>
<thead>
<tr>
<th>OBJ.</th>
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<th>MATERIAL</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>Skills: reading, speaking and writing</td>
<td>Content: a, b</td>
<td>T-S</td>
<td>Handout: the passive voice: exercises</td>
</tr>
</tbody>
</table>

1. Another handout with some more practice of the passive voice is delivered to each student.
2. They are asked to start doing the exercises, till the end of the class.
3. The remaining exercises will be corrected next day, in class.

RESOURCES

- Handout: set of photocopies about the passive voice
- Handout: rephrasing handout
- Handout: handout with exercises for practising the passive structure

SESSION

- SESSION: 4
- DATE: Thursday 12\textsuperscript{th} March 2015
- DURATION: 50 minutes

OBJECTIVES

1. To self-assess students’ own homework.
2. To get a full understanding and use of the causative construction in English.
3. To distinguish the different causative verbs, apart from the use of \textit{get} and \textit{have}.
4. To translate, with no difficulties, complete sentences with complex grammatical
structures into Spanish. Review of verbal tenses and grammatical structures.

5. To read a text aloud with understandable pronunciation and intonation, and do the corresponding reading comprehension activities.

CONTENT

Module II. Reading and writing

a. Reading a text (following PAU examination model) about different ways of advertisements and advertising in European capitals

Module III. Language knowledge

b. Review and consolidation of the verbal tenses in English
c. The passive voice
d. The causative construction: to have/get something done
e. Translation: source language-target language

Module IV. Socio-cultural aspects and intercultural awareness

f. Learn about British and American culture: advertisement.

PLANNING

INTRODUCTION

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Skills: reading, writing, speaking Content: b, c</td>
<td>T-S</td>
<td>Handout: the passive voice: exercises</td>
<td>5’</td>
</tr>
</tbody>
</table>

1. Students are asked to correct the homework (the photocopy with some practice on the passive voice) from the previous session. The teacher chooses some students randomly to correct the exercise aloud. Feedback is given by the whole group. Doubts are solved on the blackboard.

DEVELOPMENT: the causative construction

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>2, 3</td>
<td>Skills: listening, reading Content: b, d</td>
<td>T-S</td>
<td>Handouts: the causative construction</td>
<td>15’</td>
</tr>
</tbody>
</table>

1. Two handouts are given to each student containing the basic rules of the causative construction in English, as well as some special features and new causative verbs.
2. The teacher asks the students what they know about this grammar point, so that the main rules can be exposed. A volunteer writes the basic tips of the causative on the blackboard.
3. The teacher finally adds some new causative verbs, apart from have and get. They are: make and let something done.
4. Time for practising: students are asked to do the two exercises that appear in the two handouts.  
5. The solutions will be uploaded to the “Racima” website that afternoon so that each student can correct them at home and ask possible doubts in class.

### DEVELOPMENT → translation

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>3, 4</td>
<td>Skills: writing, Content: b, c, d, e</td>
<td>T-S</td>
<td>Handout: translation and digital screen</td>
<td>8’</td>
</tr>
</tbody>
</table>

1. Students are given a list of ten different sentences in Spanish. They are asked to translate them into English.  
2. The solutions are shown in the digital screen and corrected aloud.

### RECAP: reading comprehension activity

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Skills: reading, writing, Content: a, f</td>
<td>T-S</td>
<td>Reading comprehension text</td>
<td>22’</td>
</tr>
</tbody>
</table>

1. Students are given a text with several reading comprehension activities. The text is related with the main topic of the unit, since it deals with the way advertisements has become a powerful force in several parts of Europe, even more than the radio or the press.  
2. Individually, and following the instructions that are given in the PAU examinations, students are asked to start reading and doing the proposed tasks. The last exercise (the writing composition) will be delivered at the end of the unit, as part of the assessment.  
3. The exercises are oriented to the PAU examination:  
   - True/false statements  
   - Complete sentences with information from the text  
   - Find synonyms

### RESOURCES

- **Handout**: the causative construction  
- **Handout**: some more causative verbs (make and let)  
- **Handout**: translation exercise (Spanish-English)  
- **Reading comprehension text + proposed activities “campaign?”**

---

5. Appendix 3: The Causative Construction  
6. Appendix 4: Reading comprehension: Campaign?
SESSION: 5  
DATE: Friday 13\textsuperscript{th} March 2015  
DURATION: 50 minutes

\textbf{OBJECTIVES} 

1. To learn and use some verb collocations with \textit{bring} and \textit{take}  
2. To know about how to use bubble networks when studying phrasal verbs.  
3. To translate the new vocabulary into Spanish.  
4. To watch a video about social media and how it is nowadays distributed, with no difficulties in its understanding.  
5. To write some tips about the multiple perspectives Spanish media offers us, in a proper way, with no grammatical mistakes and taking into account narrative devices (coherence, cohesion, structure…).  
6. To relate the material shown in class with students’ own personal experiences, by means of a discussion.

\textbf{CONTENT} 

\textbf{Module I. Listening, spoken production and spoken interaction}  
\textbf{a.} Watching and listening to a Ted video about the importance of knowing how to read the news due to the massive information we are constantly exposed to by mass media and the recent Internet spread.  
\textbf{b.} Establishing a debate regarding the main topic of the video, sharing aloud students’ impressions and opinions.

\textbf{Module II. Reading and writing}  
\textbf{c.} Writing some tips about the importance of contrasting different perspectives and viewpoints when dealing with a recent piece of information via Internet or press.

\textbf{Module III. Language knowledge}  
\textbf{d.} Verb collocations with \textit{bring} and \textit{take}  
\textbf{e.} Vocabulary from the video, related to the main topic of the unit: advertisement, news, media and journalism
INTRODUCTION à expressions with *bring* and *take*

<table>
<thead>
<tr>
<th>OBJ. 1, 2, 3</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills: reading, writing</td>
<td>Content: d T-S S-S (pair work)</td>
<td>Handout with expressions with <em>bring</em> and <em>take</em></td>
<td>25’</td>
<td></td>
</tr>
</tbody>
</table>

1. Students are given a handout with some theory and practice on some expressions with *bring* and *take*.
2. The theoretical part is read aloud by some students. The teacher writes down all those new phrasal verbs and idiomatic expressions that appear in the handout on the blackboard.
3. In pairs, students are asked to complete the exercise in the back side of the photocopy.

DEVELOPMENT à “How to Choose your News”

<table>
<thead>
<tr>
<th>OBJ. 4</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills: listening, speaking</td>
<td>Content: a, e T-S</td>
<td>Computer, internet access, digital screen and link to the video</td>
<td>15’</td>
<td></td>
</tr>
</tbody>
</table>

1. Before showing a video, some new vocabulary that appears in the video is given to the students. All together try to find out their meaning and Spanish translation.
2. Introduce the students the webpage [http://ed.ted.com](http://ed.ted.com) as a very useful resource to find high quality videos in original version, with available English subtitles.
3. Introduce the video by asking the students what they know about the importance of choosing the information we receive from the Internet and the mass media.
4. The video “How to Choose your News” is shown in class, twice (with no subtitles). The students are asked to take as many notes as they can about what it is said in the video.

RECAP

<table>
<thead>
<tr>
<th>OBJ. 5, 6</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills: writing and speaking</td>
<td>Content: b, c T-S S-S (pair work)</td>
<td>Computer, internet access, digital screen and link to the video</td>
<td>10’</td>
<td></td>
</tr>
</tbody>
</table>

1. In pairs, and after watching the video, the last ten minutes of this session will be devoted to comment on it, using the new vocabulary students have acquired.
2. Students are asked to write down what they think about the video under the title: “*With the advent of the Internet and social media, news is distributed at an incredible rate by an unprecedented number of different media outlets*”
3. In pairs, they should comment on it and share their own impressions.
4. Several guided questions will be proposed to focus on the discussion.
   - *Can we get a conclusion from this video?*
   - *Do you think the situation depicted in the video is happening also in our country? Why?*
RESOURCES

• **Handout:** “Expressions with bring and take” from, *English Vocabulary in Use, upper intermediate*, pages 182-183.

• **Video:** “How to Choose your News” \(\rightarrow\) [http://ed.ted.com/lessons/how-to-choose-your-news-damon-brown](http://ed.ted.com/lessons/how-to-choose-your-news-damon-brown)

SESSION: 6  
DATE: Tuesday 17\textsuperscript{th} March 2015  
DURATION: 50 minutes

OBJETIVES

1. To learn about the purpose clauses in English, as well as the main linkers and connectors that are used in that subordinated sentences (*so as to, in order to, to, so that, for*, and its corresponding negative forms).

2. To watch and listen to a self-elaborated video about the multiple ways of expressing purpose in English, by means of a story of relationships between all the different purpose connectors.

3. To learn the structure of a speech: *governments should use the power of advertising and shocking images to change the behaviour of young people*

4. To write a composition (120-150 words) of the previous topic using both these linkers and the vocabulary acquired during the whole lesson, as well as the speech structure.

CONTENT

Module I. *Listening, spoken production and spoken interaction*

a. To watch and listen to an explanatory video of how to differentiate those purpose connectors with no difficulties in its understanding.
Module II. Reading and writing

b. To write a complex composition with a specific structure: a speech, and about a current and interesting topic, with reasonable clarity, grammatical correction, lexical coherence and with a proper register, as well as graphic textual elements that makes communication easier (punctuation, paragraphs, etc.).

Module III. Language knowledge
c. Consolidation and use of functions and structures associated with different communicative contexts: purpose subordinate clauses, introduced by: so (that), (in order) to, in order not to, so as to, so as not to, for.

PLANNING

<table>
<thead>
<tr>
<th>INTRODUCTION: video</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJ.</td>
</tr>
<tr>
<td>ACTIVITIES: description</td>
</tr>
<tr>
<td>INT.</td>
</tr>
<tr>
<td>MATERIAL</td>
</tr>
<tr>
<td>TIMING</td>
</tr>
</tbody>
</table>

1. To deal with the clauses of purpose in English, an introductory video is shown to the class.
2. The teacher introduces the students the online Application PowToon, as a great and original way of designing presentation. It is a very visual alternative to the classical PowerPoint.
3. The video is projected in the digital screen, just once, and students are asked to take notes on the basic grammatical rules that are explained in the video.

DEVELOPMENT: purpose clauses

<table>
<thead>
<tr>
<th>DEVELOPMENT: purpose clauses</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJ.</td>
</tr>
<tr>
<td>ACTIVITIES: description</td>
</tr>
<tr>
<td>INT.</td>
</tr>
<tr>
<td>MATERIAL</td>
</tr>
<tr>
<td>TIMING</td>
</tr>
</tbody>
</table>

1. Students are given a handout with four exercises in order to practice the clauses of purpose in English and the different connectors.
2. Ten minutes are devoted to complete the exercises and the remaining five ones to correct the whole handout aloud and to solve possible doubts.
RESOURCES________________________________________________________

Handout with exercises: **Clauses of Purpose**

Video: “The Never Told Story of the Clauses of Purpose” (uploaded to You Tube and self-elaborated with the didactic application for creating presentations: PowToon)  ➔ [https://www.youtube.com/watch?v=ztETpeCwsIs&spfreload=10](https://www.youtube.com/watch?v=ztETpeCwsIs&spfreload=10)

Handout with tips and exercises to write an speech (Communicate, Listening & Speaking Skills, course book, MacMillan, page 44)  

**SESSION** 7

**DATE**: Thursday 19th March 2015

**DURATION**: 50 minutes

**OBJECTIVES**

1. To recognise some homophonic words in English
2. To recognise and pronounce English diphthongs /ai/, /oi/ and /au/ properly and identify the stressed syllable in each word.
3. To listen to a radio programme about advertising and health, with no difficulties in understanding, and do several oral comprehension activities.
4. To express opinions about advertising in schools and present them in an organised and clear manner to the rest of the class.

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7 Appendix 5: How to write and speech
CONTENT

Module I. Listening, spoken production and spoken interaction

a. General and specific understanding of a specific messages produced by mass media (radio programme).

b. Production and interpretation of different stress patterns (diphthongs) rhythm and intonation, needed for the expression and comprehension of opinions and feelings.

c. Distinction of homophonic words

d. Talking about diverse viewpoints about a known topic, participation in debates and discussions and expressing detailed information using appropriate examples and defining one’s perspective clearly and with a critical attitude towards other’s one.

Module III. Language knowledge

e. Acquisition of new vocabulary (phrase bank) related to advertising

PLANNING

INTRODUCTION: pronunciation ➔ homophones and diphthongs

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>Skills: listening, writing</td>
<td>Content: b, c</td>
<td>T-S</td>
<td>Computer, digital blackboard</td>
</tr>
</tbody>
</table>

1. The teacher shows some words in the digital blackboard. To practice homophones, students are asked to pronounce those words aloud (some, our, hear, flower, you’re, wear, right) and write another word with a different spelling but the same pronunciation.

2. From another list of words, they are asked to identify the words that are homophones and to write an alternative spelling for each one under the correct heading.

3. The teacher projects a chart and some words in the digital blackboard (drown, boy, five, dry, oyster, cow, soil, plough, might, allowed, quiet, concert, conductor). To learn the diphthong sounds and their corresponding phonetic symbols, students are asked to copy the chart in their notebooks and classify those words in the three columns according to the diphthong they contain ➔ /aɪ/, /ɔɪ/, /aʊ/
DEVELOPMENT: listening

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Skills: listening</td>
<td></td>
<td>Handout: advertising and health CD room and CD player</td>
<td>15'</td>
</tr>
<tr>
<td></td>
<td>Content: a</td>
<td>T-S</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Students are given a handout about advertising and health. They are asked to do, in first place, exercises 1 and 2.
2. A listening comprehension is reproduced in class (twice) so that students can complete activity 3 from the same handout.

RECAP: expressing opinions

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Skills: speaking</td>
<td></td>
<td>Handout: advertising and health</td>
<td>10'</td>
</tr>
<tr>
<td></td>
<td>Content: d</td>
<td>S-S</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Time for speaking. Students are asked to do, in pairs, exercises 4 and 5.
2. In the last minutes of the session, a volunteer couple will present their conclusions to the rest of the class, as an example.

RESOURCES

- Handout Homophones and diphthongs (self-elaborated)  

SESSION: 8
DATE: Friday 20th March 2015
DURATION: 50 minutes

OBJETIVES

1. To review students’ knowledge about what has been explained and practised during the lesson, especially everything concerning the passive voice and the causative construction.

---

8 Appendix 6: Homophones and diphthongs
9 Appendix 7: Advertising and Health
2. To self-asses and correct students’ own homework
3. To listen to a radio podcast with no difficulties in understanding, and answer the corresponding listening comprehension activities.
4. To establish a common debate to talk about public opinion, commenting on five different controversial pictures.
5. To relate the material shown in class with students’ own personal experiences.

CONTENT

Module I. Listening, spoken production and spoken interaction
   a. Listening to a podcast about a radio programme that talks about different methods of promoting classical music among teens and about the concept “crossover”.
   b. Exchanging personal experiences and opinions about certain social concerns.

Module III. Language knowledge

Module IV. Socio-cultural aspects and intercultural awareness
   d. Knowing a little bit about five different slogans and social campaigns that have been launched in the United Kingdom.
   e. Getting familiarised with British advertisement.

PLANNING

INTRODUCTION: review → unit 6

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Skills: reading, listening, speaking</td>
<td>Content: c</td>
<td>T-S</td>
<td>Computer, screen, Internet access and Prezi presentation</td>
</tr>
</tbody>
</table>

1. To finish with the unit, students are shown a Prezi presentation (The Passive News) summarising the main aspects regarding the grammatical structures of the unit (the causative and the passive voice).
2. They are allowed to interact with the teacher, to take some notes and to answer the diverse exercises that are included in the presentation.
DEVELOPMENT: correcting homework

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Skills: writing, reading</td>
<td>T-S</td>
<td>Textbook (page 66)</td>
<td>5’</td>
</tr>
</tbody>
</table>

1. Students are asked to correct their homework individually (page 66 exercises 4, 5 and 6).
2. The answers are said aloud and doubts are proposed and solved.

DEVELOPMENT: listening

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Skills: listening, writing</td>
<td>T-S</td>
<td>CD player and CD room (the one of the textbook)</td>
<td>10’</td>
</tr>
</tbody>
</table>

1. Before listening to the podcast, some vocabulary that appears in the listening is listed in the digital blackboard. The students try to define those words in English, by means of an example, a synonym or a definition, and then they are translated them into Spanish.
2. The students are asked to listen to a radio programme, just once and answer the corresponding comprehension questions.
3. The activity is corrected aloud.

RECAP: it’s time to talk!

<table>
<thead>
<tr>
<th>OBJ.</th>
<th>ACTIVITIES: description</th>
<th>INT.</th>
<th>MATERIAL</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>4, 5</td>
<td>Skills: speaking</td>
<td>S-S</td>
<td>Prezi presentation and the five printed pictures to comment on</td>
<td>15’</td>
</tr>
</tbody>
</table>

1. The class is divided into 5 groups. Each of them is given a different picture, representing a social issue (prejudices, the role of women, the importance of saving the planet, dangers of social networks and handicap barriers) with a shocking quote.
2. Each picture is also projected in the digital screen, so that all students can comment on the rest of the topics, by describing them and by commenting on their ironic symbolism.
3. The teacher, together with Rhys (the language assistant) starts the debate by asking each group to think some tips about their corresponding photograph. They are required to use the impersonal passive (it is believed, it is considered, people are thought…).
4. Each group chooses a spokesperson, and after several minutes of deliberation, each of them presents their own conclusions, examples and suggestions to the class.
5. The last minutes are devoted to create a common debate in which each student will be able to comment on all the pictures.
RESOURCES

- **Prezi** presentation about the passive voice and the causative construction (self-elaborated): [http://prezi.com/dgqefs6ptgd/?utm_campaign=share&utm_medium=copy](http://prezi.com/dgqefs6ptgd/?utm_campaign=share&utm_medium=copy)

- **Five pictures** for the debate (self-chosen) \(^\text{10}\).

\(^{10}\) **Appendix 8**: Pictures for the oral production activity
2.8. Assessment criteria

As abovementioned, assessment will take place at the end of every unit through a test that includes reading comprehension, oral comprehension (listening) and written expression, as well as a part specifically addressed to the grammar and vocabulary which has been seen the unit.

Oral expression and interaction will be assessed progressively in those sessions that are specifically aimed at practising this skill. Participation, behaviour and task compliance will also be three pillars to be taken into account for the assessment of each student.

Finally, as stated in the Royal Decree 45/2008 (27th June), which establishes the Bachillerato Curriculum of the Autonomous Community of La Rioja (BOR nº 88, 03/09/2008), the assessment criteria\(^\text{11}\) that will be followed in this syllabus are:

1. Comprender la idea principal e identificar detalles relevantes de mensajes orales, emitidos en situaciones comunicativas cara a cara o por los medios de comunicación sobre temas conocidos, actuales o generales relacionados con sus estudios e intereses o con aspectos socioculturales asociados a la lengua extranjera, siempre que estén articulados con claridad, en lengua estándar y que el desarrollo del discurso se facilite con marcadores explícitos.

2. Expresarse con fluidez y con pronunciación y entonación adecuadas en conversaciones improvisadas, narraciones, argumentaciones, debates y exposiciones previamente preparados, relacionados con otras áreas del currículo o con aspectos sociales y culturales de los países en que se habla la lengua extranjera, utilizando las estrategias de comunicación necesarias y el tipo de discurso adecuado a la situación.

\(^{11}\) I have only selected those criteria that are going to take part of the assessment of this syllabus.
3. Comprender de forma autónoma la información contenida en textos escritos procedentes de diversas fuentes: correspondencia, páginas Web, periódicos, revistas, literatura y libros de divulgación, referidos a la actualidad, la cultura o relacionados con sus intereses o con sus estudios presentes o futuros.

4. Leer de manera autónoma la información contenida en textos escritos referidos a la actualidad, a la vida cultural o relacionados con sus estudios e intereses presentes o futuros.

5. Escribir textos claros y detallados con diferentes propósitos con la corrección formal, la cohesión, la coherencia y el registro adecuados, valorando la importancia de planificar y revisar el texto.

6. Identificar, poner ejemplos y utilizar de manera espontánea y autónoma las estrategias de aprendizaje adquiridas y todos los medios a su alcance, incluidas las tecnologías de la información y la comunicación, para evaluar e identificar sus habilidades lingüísticas.

7. Comprender datos e informaciones que favorezcan el desarrollo profesional, que sean propias de la civilización de países donde se habla la lengua extranjera y en el ámbito de la comunicación internacional.

8. Analizar, a través de documentos auténticos, en soporte papel, digital o audiovisual, aspectos geográficos, históricos, artísticos, literarios y sociales relevantes de los países cuya lengua se aprende, profundizando en el conocimiento desde la óptica enriquecida por las diferentes lenguas y culturas que el alumnado conoce.
In a more detailed way, the following percentage division will rule the summative evaluation that will be carried out in an individual and objective way of each unit:

<table>
<thead>
<tr>
<th>80 %</th>
<th>50 %</th>
<th>Final test: end of the unit (grammar and vocabulary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 %</td>
<td></td>
<td>Listening activities</td>
</tr>
<tr>
<td>15 %</td>
<td></td>
<td>Reading and writing activities</td>
</tr>
<tr>
<td>10 %</td>
<td>➔</td>
<td>Homework, workbook and handouts</td>
</tr>
<tr>
<td>10 %</td>
<td>➔</td>
<td>Participation, attitude (behaviour) and motivation towards the subject</td>
</tr>
</tbody>
</table>

2.9. Resources

For the development of this syllabus some resources and materials will be required: basic, complementary and auxiliary ones that will support the implementation of the teaching programme, encouraging students to enhance not only the four basic linguistic skills but also their motivation and attitude towards the subject.

As explained in the methodology, students will follow as a guide a textbook and a workbook, to have a physical and theoretical source of information. However, Information and Communication Technology (ICT) materials will also be employed to present the information displayed in class and to make use of the endless ways in which technology can be applied to an EFL context.

“Dictionarize yourself” is one example of an ICT innovative tool, I have self-elaborated in the subject Innovación Docente e Iniciación a la Investigación Educativa. This didactic device aims at creating an online dictionary with the most relevant words, idioms, phrasal verbs and collocations that students may come across during the whole academic year in the English class. By means of a website
students could interact with the teacher and sending their contributions to the dictionary, completing a question form it includes with some fields they will be asked to fill: name of the student, word, English definition, Spanish translation, linguistic category, sentence and a recording of the proper pronunciation of the word.

This tool will be implemented as part of the syllabus methodology not only as a final task project but also as a resource for the English class, as the textbook, in which students will be asked to contribute weekly and divided into different groups. It also represents a way of making learners aware of their own work, since they will be able to appreciate it on the virtual dictionary. This project also implies hard work from the two parts: the students and the teacher, so maybe they can feel more motivated and rewarded.

2.10. Attention to diversity

In order to achieve a finest attention to diversity in this syllabus, an eclectic methodology will be followed, since different learning styles are found in students as well as different styles of teaching in teachers. Therefore, these materials pay more attention to diversity. Four main areas of diversity have been considered in the development of the whole year:

The ability of learning to learn:

Each student has his own ability to learn, and all of them are capable of achieving a minimum level regardless the working pace that they might have. For this reason, it has been designed diverse activities that offer wide opportunities both to strengthen the capacities of students with difficulties and to facilitate the improvement to those with more level.
The motivation to learn:

Student’s motivation towards learning is a very complex issue, especially when dealing with a foreign language, and it depends on several factors. On one hand, the level of success or failure followed so far and on the other hand, the learning process. This will significantly influence on both the level of individual motivation and on the most logical and practical way to introduce them the contents. Thus, I have chosen curricular topic adapted to students’ age, experience and background, focusing on their personal and professional interests and they making them attractive and motivating.

Students’ interests:

The effort in learning a language varies greatly among students, depending on their interest and need. Therefore, I include great a variety of topics, trying to make them interesting interest and specifically designed to meet the different levels of knowledge and learning styles (graduation activities, spelling and grammar appendixes, updated materials, glossaries, etc.). Everything intended to meet the diverse classroom needs.

Learning styles

It has also taken into consideration students’ preferred sensory modality (visual, auditory or kinesiology), that is, the possible ways to put into practice what they have learned. In this way, when presenting the linguistic structures and functions, in all the units have been taken into account the different learning styles, offering students multimodal opportunities: tables, pictures to open debates, comprehension questions, diagrams and exercises, review units, etc.
2.11. References


Common European Framework of Reference for Languages, Teaching Assessment.

2001. CUP: Cambridge

Ley Orgánica 2/2006, de 3 de mayo, de Educación


Proyecto Educativo de Centro del IES Duques de Nájera.

Real Decreto 45/2008 de 11 de junio, por el que se establece el currículo de Bachillerato de la Comunidad Autónoma de La Rioja (BOR nº 88, 03/07/2008).


**Online sites:**

- Common European Framework of Reference for Languages:
  

- *Dictionarize yourself*: self-created tool for task-based learning:
  
  http://www.dictionarizeyourself.blogspot.com.es

- Ley Orgánica 2/2006, de 3 de mayo, de Educación:
  
  http://www.boe.es/boe/dias/2006/05/04/pdfs/A17158-17207.pdf

- Real Decreto 45/2008 de 11 de junio, por el que se establece el currículo de Bachillerato de la Comunidad Autónoma de La Rioja
  

Abstract

Advertising is actually available to everyone: we live in a world full of this kind of commercial communication. Several studies have researched on the role of language and the sociocultural dimension this genre is served.

However, could all this linguistic, social and cultural potential be used in the English class to enhance EFL learners’ oral skills?

This teaching research project proposes an experimental study dealing with the implementation of visual advertising as a motivating element to improve participants’ oral skills. Two groups of Spanish students of 4th ESO will take part in the experiment, conducting weekly oral tests around a graphic element. Nevertheless, only one of them will make use of ads around which the different activities of production and oral interaction will be introduced.

The results are expected to show a marked improvement in fluency, pronunciation, critical thinking, sociocultural awareness as well as in the coherence of spoken discourse. Finally, several lines of further research related and applicable to future research projects are proposed.

Keywords: advertising – oral skills – advertisement - genre-based learning – visual.
**Resumen**

La publicidad es una realidad al alcance de todos: vivimos en un mundo plagado de este tipo de comunicación comercial. Diversos estudios señalan el papel del lenguaje, la imagen y la dimensión social y cultural de los que se sirve este género.

Sin embargo, ¿se podría aprovechar todo este potencial lingüístico, social y cultural a la clase de inglés para mejorar la producción oral de los estudiantes de inglés como lengua extranjera?

Este proyecto de investigación docente propone un estudio experimental acerca de la implementación de la publicidad visual como elemento motivador para mejorar las habilidades orales de los participantes. Dos grupos de estudiantes españoles de 4º ESO participarán en el experimento, realizando pruebas orales semanales en torno de un elemento gráfico. Sin embargo, solamente en uno de ellos se introducirán anuncios visuales alrededor del cual tendrán lugar las distintas actividades de producción e interacción oral.

Los resultados se espera que muestren una notable mejoría en la fluidez, pronunciación, capacidad crítica, consciencia sociocultural así como en la coherencia del discurso hablado. Finalmente, se proponen algunas líneas de investigación relacionadas y aplicables a futuras investigaciones.

**Palabras clave:** publicidad- destrezas orales – anuncio - aprendizaje basado en géneros- visual
3.1. Introduction

Creative without strategy is called art.
Creative with strategy is called advertising.

Jef I. Richards

In contemporary society, advertising is part of our daily life. Taking Cook at his words, “we cannot walk down the street, shop, watch television, go through our mail, logon the Internet, read a newspaper or take a train without encountering it” (Cook, 1992: 1). That is true, we are entirely surrounded by this commercial way of communication. Obviously, advertising has a main function, which is to sell things. However, other important purposes can be extrapolated from it, which as Williamson (2000) points out, adverts “replace in many ways that traditionally fulfilled by art or religion. It creates structures of meaning” (11-12). Advertising represents, then, an issue that both causes and reveals existing social behaviours; it can be used in many different contexts as a great and limitless source of information regarding history, cultural values, and social evolution throughout generations.

For this reason, in an educational setting, advertising can be a stimulus and a motivating tool for EFL learners, especially when improving their oral skills. By means of advertisements, discussions of urgent issues\textsuperscript{12} can arouse in the class, encouraging students to not only to express themselves in the target language but also to share their own opinions, discrepancies and perspectives, making unconscious connections with their L1 previous background of the topic and then, enriching

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\textsuperscript{12} Issues that Cook exposes in his work such as the destruction of the environment, the wealth gap (both within and between countries), the merits of socialism and capitalism, the growth of a world culture, the struggle of feminism and patriarchy, the status of art and culture, the consequences of mass communication and high technology (1992: 12).
themselves regarding intercultural competence and socio-cultural values. As Cook exposes in his work, “few genres can generate so much controversy” (2001, 2).

According to him, “ads use fictions, word play, compressed story-telling, stylised acting, photography, cartoons, puns and rhythms in ways which are often memorable, enjoyable and amusing” (2001: 3-4). Indeed, the words and details of ads often come to people’s minds more readily than those of other genres, such as novels, poems and plays, and they are often recalled with more laughter and enthusiasm.

As we see, advertising represents a powerful device concerning its peculiar use of language, its linguistic strategies to persuade and the socio cultural implications and boundless interpretations and reactions it evokes to all audiences. So, why and how should advertisement texts be included in the design of EFL course books and properly exploited in an EFL context?

Having this in mind, the experimental research later proposed is specifically focused on the visual dimension of advertising and its possible didactic purposes in an EFL context, since, as I will try to show later on, the role that visual images play in an advert turns out to be a decisive contributor to the persuasive nature that characterizes this genre.

Therefore, this paper aims at studying whether the implementation and use of commercial print advertising as taking part of the foreign language curriculum can cause an improvement in learners’ oral skills, especially what fluency, motivation and critical awareness concerns. Taking sociolinguistics as the general theoretical framework in which I have based my project, the experimental proposal I later develop follows the genre-based learning approach.

With this intention, we will first give a general review of the literature regarding
the most important topics covered in this project to cover the so-called “state of the art”, highlighting and comparing the relevant results of previous studies. Then the methodology comprising the tests, the description of the participants as well as the instruments and the working plan details will be proposed. Finally, the expected results will be commented on, together with proposals and future lines for further research.
3.2. Literature review

3.2.1. Sociolinguistics and advertising

In general terms, advertising needs sociological and real data in order to perform their discursive strategy of persuasion. In this sense, by means of advertisements, it is created a portrait of society that is at the same part of a persuasive communication that seeks to convince, warn or simply inform.

As appreciable in figure 1, an ad is not a tangible or stable entity; it is the dynamic synthesis of many components, and comes into being through them, and each comes into existence through the interaction of others. In this way, and according to Cook, “a society is its senders, receivers, discourses and situations. A participant is identified by his language, paralanguage, position in society, and knowledge of other discourses” (2001: 6).

This last idea complements with Thornbury’s one (2005: 6-7) who argues that “language is not realized as isolated sounds, or words or sentences, but as a whole text, spoken and written, and L2 language learners have to cope with texts because they live in a world of texts”. Obviously, students live surrounded by infinite text
typologies, and advertisements represent one of them, so they are used to getting along with them and it is easier catching their attention through this kind of genre.

Thus, teachers can take advantage of the possibility this implies and play with the linguistic and non-linguistic\textsuperscript{13} elements of an advert to develop their language and sociocultural competence, as well as encourage them to speak in class. As Wardhauh mentions, “when people see a text, they do not only follow the written language, but they reflect and standardize it in their cultural experience, even though the process a new meaning is produced” (2003: 46-47). In other words, their interpretation is greatly related to an individual’s culture, which involves sense of values, social roles and life styles in communities.

In the second language learning setting, and as Williams and Rates highlight in their research, “because English is often taught separately from the context where it is used in society, learners need to know the function of language for communication” (2007: 2). I totally agree with him in their statement, since it is undeniable that language reflects society and, consequently, society consists on various cultures.

In this way, and as the theoretical framework of my innovation project, I will base on the interaction of society and language, in the advertising context, as two independent variables with the aim of examining the multiple possibilities of the implementation of ads in the English class.

For this reason, in the study of advertising, sociolinguistics plays a crucial role in such a way that according to many researchers, adverts can only be interpreted in the social context of the frame they evoke. Therefore, analyzing commercial advertisements contributes to the study of language in use in a particular society.

\textsuperscript{13} As Trudgill (2001: 78) points out, “language is a means to express or send messages, but there is also a nonlinguistic communication in a society. Much of the language is used by making linkages between symbols and people’s mental images, which is the function of a code.
Stamatelou (2015: 32) has also research on the relationship between publicity and sociolinguistics, supporting the idea that, it is non-sense dealing with the isolated decontextualized bits of language of written advertisements, but we have to examine the way these bits of language contribute to the making of complete advertisement texts. According to her, “this task involves exploring the relationship between the linguistic patterns of complete advertising texts and the social contexts in which they function” (2015: 32).

I think this is an important aspect teachers should take into account when considering the implementation of advertising in their EFL contexts. To prioritize an interactive approach to the analysis of this genre, which considers the dynamism inherent in the advertising linguistic context. Concerning this interactive and social nature of advertising, it is important to quote Trugil’s contribution to this:

Advertisements not only send messages but also offer people an action of interpretation. They construct the meaning by comparing them with the culture inside themselves. In other words, they reflect ideology and produce new meanings through the social codes on communities (2001: 34)

3.2.2. Genre-based learning

The concept of “genre” has been defined and used as the basis of many research projects along time by many linguistic sciences and for literary studies. Broadly speaking, it can be defined as “a distinctive category of discourse of any type, spoken or written” (Swales, 1990: 33), a class of communicative events which share some set of communicative purposes (58) that serves as “responses by speakers or writers to the demands of a social context” (Johns, 2002, 3).

According to Cook, it is part of a person’s cultural competence to divide the
discourse of their society into units, to give those units names and to assign them to categories, also called “genres” (...) they may be described in terms of their social function, but equally societies may be categorized in terms of the genres they use (Cook, 2001: 7).

In line with the definitions above, the Australian linguist David Nunan also stated:

Genre is a purposeful, socially constructed oral or written communicative event, such as a narrative, a casual conversation, a poem, a recipe, or a description. Different genres are characterized by a particular structure or stages, and grammatical forms that reflect the communicative purpose of the genre in question (1991: 308).

Narrowing the topic down and following Hyland’s words (2003: 5) “in recent years, genre has become one of the most important and influential concepts in language education”. In a more recent Hyland’s work he argues that “genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations” (2007: 4).

Compiling the previous approaches to the notion of genre, the “genre-based approach” is derived. Hyland (2003: 18) gives an accurate definition of genre-based pedagogies, arguing that these offer students “explicit and systematic explanations of the way language functions in social context”, addressing this way the traditional EFL deficit about the ways meanings are socially constructed.

As cited before, the importance of genres in a theory of communication is based on the need to describe both texts and contexts, and extrapolating the information to the society in which this particular context is understood. This has a great potential for the language teaching. Using this genre-based approach in the class will allow learners to display their own language awareness, taking part of the specific context it reflects
and getting involved in the social reality it evokes.

However, in the language teaching happens what Burns (2001: 203) postulates when examining the effects of a genre-based approach to the EFL context. In his study, he suggests that in the classroom context, the range of genres dealt with is fairly restricted, as they will be those that are pedagogical in their purpose and powerful within the context of the school curriculum.

This also happens in the EFL context. For this reasons, recent investigators remind us of the benefits of giving genre a more central classroom role when we teach a language. Bagher (2014: 39) quotes in his work Dudley-Evans when he asserts that “a genre-based perspective focuses on language at the level of the whole text while at the same time taking into account the social and cultural context in which it is used” (Dudley-Evans 1989: 51). In fact, and I agree with it, focusing on genre enables curriculum designers to group together texts that are similar in terms of purpose, organization and audience (adapted from Paltridge, 2001: 4).

As Bagher points out (2014: 39), the genre-based approach to teaching second language skills, with communicative purposes, originated from the work of Halliday (1985), Swales (1981) and Bhatia (1993). Following these three authors the main aim of this approach is “to raise learner’s awareness of both the rhetorical organization and the linguistic features closely associated with the genre” (Bagher 2014: 39). As the last summarises from the three author’s perspectives, the genre-based learning approach may also provide students with an understanding of why a discourse is structured in a specific manner, through a consideration of its social context and its purpose.

In this way, all these approaches to the genre-based pedagogies seem to agree in
considering this method as having a considerable impact on the way we see language use and on literacy education around the world.

More specifically, and following this line, Wardhaugh (2003) proposes a genre-based approach in the English class to promote the implementation of advertisement as didactic tools, arguing that “these materials have a lot of cultural information. It requires a comprehensive understanding of the social context and the function of language is focused through texts. It also motivates learners because the texts they are dealing with are authentic from a real society” (Wardhaugh, 2003: 31).

To finish with, a considerable amount of literature has been published on the effects of genre-based tasks on EFL learners’ linguistics skills. However, as Bagher (2014: 40) assumes, “genre studies have predominantly addressed writing instruction, and very few empirical studies have focused on the effect of genre-based teaching on oral skills including listening comprehension performance and speaking fluency of EFL learners”. This is precisely the research gap I want to cover with the research project I propose later on.

Purnomo (2008) and Bagher (2014) are two recent investigators who have examined the effects of this genre-based approach in EFL oral skills, both of them aimed at proving whether this approach may empower them to perform better on speaking tests. The results of this two research projects coincide in the obtained results. In general terms, at the end of the treatment all the groups which took part in both researches were able to speak significantly better and more fluently than at the beginning of the experiment. Learners’ active participation in class also experienced a great improvement, due to, as the statistics point out, higher levels of motivation towards the new materials provided in class.
3.2.3. Advertising in an EFL context

In the coming section, I will review some of the existing literature concerning how advertising texts can be implemented in EFL teaching, as well as the several reasons authors give to support this implementation. But first, let us compare some of the definitions researchers give about their own advert perceptions.

As Goddard (2006) points out, advertising is “a form of discourse, a system of language use whereby, on a daily basis, huge numbers of readers have fleeting “conversations” with the writers of countless texts (Goddard, 2996: 5). As appreciable, this author focuses the definition on the discursive nature of adverts, as well as on the relation between advertising and language and on the interconnection that exits among the participants of advertising communication.

Then, the combination of Cook’s (2001) and Williamson’s (2000) perspectives on the definition of advertising gives the following result:

Some ads make a show of environmental concern, of support for social justice, of wishing to improve public health (Cook 2001, 2). This social conscience may give rise to different judgements, opinions and critical awareness. Pervading all the media, but limited to none, advertising forms a vast superstructure with an apparently autonomous existence and an immense influence (Williamson 2000: 11).

In this case, these authors’ views mingle one of the main characteristics of advertising, which is the ability to extrapolate topics, as well as its social concern, and media influence.

Finally, Stamatelou (2015: 27) also has her own definition, according to which “commercial advertisements are written texts with which advertisers want to capture readers’ attention to get them to register their communication either for the purposes
of immediate action or to make them more favourably disposed to the product, service or idea” (STAMATELOU, 2015: 27). In this last case, the capacity of get readers’ attention and the focus on purpose that characterises this genre are the basis of Stamatelou’s view on advertising.

When it comes to the implementation of advertisements in an EFL context, the theoretical literature turns out to be systematic and few developed. In fact, may researchers such as Stamatelou (2015: 27) and Picken (1994: 2) agree in the idea that the in EFL textbooks the advertising texts are under-exploited qualitatively and quantitatively.

As far as I am concerned with all the literature I have analysed for this research, the study of commercials has been traditionally studied and investigated for marketing purposes. However, several writers have touched a variety of ways of implementing and introducing it in the English class, as part of the curriculum, taking advantage of all the didactic and pedagogical potential this non-fiction material has.

First of all, I share Williamson’s opinion on the reasons for introducing adverts in the English language teaching, and I even consider it as one of the main advantages that advertisements represent in the EFL classroom: “Since English is being diversified with the rapid change of modern society, advertisements immediately reflect the change of English itself” (Williamson, 2000: 170). Consequently, advertisements is a reliable source that reflects the changes and the evolution not only of a particular language, but also of its culture, society, history, laws, etc. In the EFL context, this represents a great improvement, since this kind of flexible and up to date materials allow students to develop the sociocultural awareness in the target language, being able to relate it with their previous knowledge and their own personal experiences, enhancing this way the four main skills required in current English
Curriculums. This intercultural approach to advertising is in consonance with Davis (1997) perspective:

Ads are valuable sources of information about a culture, both for what they show (paralanguage: slices of everyday life), and for the cultural values that they reflect. The subject matter of ads also ties in well with many common topics in language teaching, such as sports, transport, food, clothing, and environmental issues (DAVIS, 199: 13-14)

In his work, Cook (2001) has also contributed to support the integration of adverts in EFL syllabuses, stating the following reasons:

- Ads are multimodal, since they can use pictures, music and language, either singly or in combination, as the medium permits.
- Ads contain and foreground extensive and innovative use of paralanguage
- Ads foreground connotational, indeterminate and metaphorical meaning, thus effecting fusion between disparate spheres.
- Ads provoke social, moral and aesthetic judgements, ranging from the most positive to the most negative.
- Ads seek to alter addressees’ behaviour, but this is understood by default, and need not occupy spare time (Cook 2001: 219-221).

Similarly, Stamatelou (2015: 27-28) gives several other reasons supporting the study of commercial advertising texts in EFL, especially in the Western society. Some of the most relevant ones are, in my view, the followings 14:

- The frequency of time a person is exposed to advertising texts, as well as their prominence and quantity in our society makes us being very familiarised with

the genre. Consequently, we unconsciously tend to pay more attention to them than to texts that people value more highly such as literature and law.

- The fact that advertisement texts are creative, due to their using people’s commonly shared language resources in ways that affect them and mean something to them may stimulate learners’ creativity, so they may enjoy advertisements and be motivated by them in the learning of a foreign language, English in this case.

According to McCarthy and Carter (1994) advertisements are a “valuable source of habits, customs and social behaviour the knowledge of which takes place through learning about language, namely, through discourse analysis” (1994: 150).

Then, I agree with Stamatelou when she highlights that (referring to ads) with kind of material “learning becomes a process of devolving self-awareness of the world outside the classroom” (2015: 28). In this context, I understand for “self-awareness” the process of students’ self-reflection about their consumer attitudes and also the ability to make connections between the same or similar advertisements around them either in their L1 or in L2. Consequently, using this apparently non-pedagogical material in an EFL context might also contribute to students’ language learning, because by developing this self-awareness, learners become motivated. In this way, “learning English stops being limited to the classroom but escorts learners in their daily life” (Stamatelou 2015: 28).

Related to this last idea, the interconnection between motivation and original materials is a linked issue which has been addressed by many researchers. Matthew Peacock is one of them. In his study (1997: 144) he describes a classroom research project to investigate whether authentic materials increase students’ motivation, in comparison with artificial ones. After an observational study of two groups working
alternatively on these materials (songs, poems, magazines and also advertisements) over a seven-week term, from the data collected he concluded that “authentic texts bring learners closer to the target language culture, making learning more enjoyable and therefore more motivating” (Peacock, 1997: 152).

Language and cultural concerns are also two main reasons for the implementation of advertising in the English class. There is indeed agreement among researchers regarding this implicatures. However, I will focus on Goddard’s’ argument that ads leave messages behind them about the culture that produced them so, according to her, teaching English in EFL classrooms using both written and graphic advertisements not only contribute to raise learners’ self-awareness but also it develops their language learning, because it involves the highlighting of linguistic sociocultural domains.

As I have mentioned in previous lines about the advertising frequency in input that in this era of globalization and technological revolution we are exposed to, it has direct effect on learners’ prior knowledge of their L1 and can help them relating those authentic materials to past recollections and then examine them into meaningful units for further analysis. So, paraphrasing Goddards’ theory (2006), that implies that learners may meet the same or similar advertisements to those they have analyzed at discourse level in their classroom on their native language and in their target one all over the world through several channels such as print or audio. Also, learners may meet the same taught discourse features in other genres with the same or different function. This is due, as Goddard (2006: 51-2) points out to the fact that “because advertising needs to attract people’s attention, advertisers make connections between ads and other texts well known in their culture, using for instance poetic devices, linguistics features of everyday language or playing with the language code”.

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To finish with this section, Picken (1999) has also reflected upon this “intertextuality” nature of advertising, that is, this ability they offer to make connections between different genres and cultures. He has considered another alternative, asserting that “even when ads are not exploiting other texts, they may well be exploiting a culture in other ways, especially the values that are shared by members of a community” (Picken, 1999: 252). In some cases, the ads will simply reflect a community’s values but here, Fairclough (1989: 207) has argued that it goes further than this, and that “advertising has actually provided models for consumer needs, values, tastes and behaviours”.

3.2.4. Graphic advertising

As Picken (1999: 251) suggest in his essay, the first objective of advertising is to attract people’s attention and to be memorable. One way of doing this is to play with the language code and use rhetorical figures, like repetition, substitution and word play. Also patterns of repetition alliteration, assonance and rhyme can be found in headlines and slogans.

However, in advertising, we can go beyond words. Images and the visual dimension can play a powerful role in suggesting how interactions occur and who the participants are in a particular communicative situation, as well as using them as text builders, and not understanding them as a complementary part of the text.

In fact, recent research has highlighted the creative play that ads use to attract attention and to contribute positively to the readers’ response by using visuals:

As soon as people are pictures, they become representative of the social groups they are seen to represent, groups such as gender, sexuality, age, ethnicity, social class, occupation and region. But the people are also not simply static pictures. They are part of the way the text interacts with us, the readers (Goddard 199: 114).
According to Messaris (1997: vii), “there are three major roles that visual images can play in an add: “they can elicit emotions by simulating the appearance of a real person or object; they can serve as photographic proof that something really did happen; and; and they can establish an implicit link between the thing that is being sold and some other image(s)”.

He also says in his work that the iconicity of visual images is not just a matter of content: “whereas the appearance of the people or places in a picture may be its most obvious iconic element, the picture’s formal features also may bear an iconic relationship to our real-world visual experiences” (Messaris 1997: xv).

According to their features, Messaris (1997: viii) distinguishes between two modes of communication applicable to advertising, in terms of either semantic or syntactic properties:

A semantically oriented description focuses on how the elements of a particular mode (images, words, musical tones, or whatever) are related to their meanings. A syntactically oriented description is concerned with the interrelationships among the elements themselves as they combine to form larger meaningful units (Messaris 1997: viii)

Taking this dichotomy into consideration, I will design my experimental research proposal following the semantically-oriented properties of images in advertising, since they have, as previously mentioned, the capacity of being connecting to the things they refer to only by virtue of a social convention.

Kraft (1987) has also discussed about iconicity of visuals in persuasive communication, arguing that is of especial interest because many viewers tend to be less aware of form or style than of the content of the images (Kraft, 1987). Thus, form
can be used as relatively more subtle or indirect way of suggesting certain meanings and evoking viewers’ reactions to them.

As conclusion, and as Davis (1997: 14) states, providing a visual context, ads make it easier for learners to understand the language.
3.3. Research questions and hypothesis

The present study aims at investigating the effectiveness of the implementation of visual advertisements to enhance oral skills in a fourth year of secondary EFL classroom, following a genre-based learning approach. In this way, the gap this research is intended to cover is mainly based on the influence of genre-based approach and speaking fluency in marked educational contexts.

With this purpose in mind, and from the reviewed literature above, my study is designed to address the following research questions:

- Does the in-class use of advertisements as didactic tools in oral activities enhance 4th Year of Secondary Education students’ high-levels of Communicative Competence in speaking tests?

- Does the visual dimension of advertisements enable students to interrelate the information, both verbal and non-verbal, contained in these new materials with their previous experience and culture, improving this way their fluency and pronunciation in the target language?

Based on this question, I put forward the following hypothesis:

H1: The experimental group will get higher score in the given oral tests than the control group after the treatment. A noticeable improvement on the learners’ critical and cultural awareness will be also expected to come out.

Of course this hypothesis supports a positive relationship between the independent variable (i.e. the treatment) and the dependent variable (i.e. students’ performance in speaking tests).
3.4. Methodology

This research represents an experimental-quantitative study designed to enhance Spanish secondary students’ oral skills through the implementation of visual advertisements following a genre-based learning approach in an EFL context.

In order to contextualize my research, and according to Richards & Smith (2002), an experimental method is “an approach to educational research in which an idea or hypothesis is tested or verified by setting up situations in which the relationship between the different participants or variables can be determined” (2002: 191-2).

More specifically, this research is called “formative evaluation research because it is done for an ongoing program to find out the strengths and weaknesses and to improve and develop further program implementation” (SUTOPO, 2002: 114).

Then, the project I propose includes role-play, collaborative work, group discussion and in-class debates, all surrounding the provided materials, advertisements in this case.

3.4.1. Participants

The sample of the study consists of 40 students in the fourth year of Secondary Education enrolled in a State high school from La Rioja. All the participants will be divided into two different groups (in relation to the class group they belong) for the experimental research. The sample comprises 14 males and 26 females. Their mother tongue is Spanish and their age ranges from 15 to 16 years old.

As above mentioned, the participants will be allocated in the two groups (either control or experimental) according to the usual class they take part. Their level of English is B1 according to the Common European Framework of Reference for Languages. To guarantee the equal conditions for both groups, students will have the
same English language instructor.

Regarding the treatment administered, the experimental group will use printed advertisement texts as the basis for their oral tests, whereas the control group will follow the traditional methodology, using an artificial photograph to base students’ interactions.

3.4.2. Instruments and data collection

This experimental research uses recorders and a self-elaborated rubric as the techniques of data gathering. In order to be more objective and to avoid abrupt language level differences among participants, they will be asked to complete an online level test at home, before beginning with the project. In this way, for a homogeneous selection of the participants, and by means of this online level test, the researcher will gather general information about the informants regarding their English proficiency level, learning motivation and language instruction.

Then, I expose a brief explanation and description of the data collection tools used in the present study:

**Online level test** 15

This online level test has been designed by the official Cambridge English Language Assessment website. It includes 25 multiple-choice questions and the participants’ task consists of choosing the best sentence to complete the conversation.

As appreciable, this level test has a marked oral profile and it is specifically addressed to assess oral skills. After completing the test, and in line with to the score obtained in it, participants will receive their corresponding level of English according

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15 The online level test can be directly accessible by clicking on the following link: [http://www.cambridgeenglish.org/test-your-english/for-schools/](http://www.cambridgeenglish.org/test-your-english/for-schools/) (accessed June 6th 2015).
to the Common European Framework of Reference for Languages. The researcher, then, will receive their scores and will be able to check whether participants have indeed similar levels of English.

**Rubric**

The rubric has been self-elaborated. In order to design it, I have based both the categories and the levels of proficiency (1-4) in the B1 level (both oral production and oral interaction), which establishes the Common European Framework of Reference for Languages. This represents the proficiency level of English participants are supposed to have, or at least, the level they are going to reach by the end of Secondary Education.

Finally, the categories I have selected to include in the rubric in order to assess oral skills in my experiment are the followings: use of complete sentences, clarity in expression, accuracy, coherence, pronunciation, interaction, enthusiasm, originality of ideas, capacity to make connections with other (extra) curricular topics, range and fluency.

**Recorders**

As the main goal of this experimental research is to enhance oral skills, the teacher will use recorders in every step of the study, that is, each time learners will be involved in an oral activity. The main purpose of the use of this instrument is both getting evidence of participants’ work and being able to see their evolution and improvements regarding their oral skills, according to the linguistic features that will be taken into account when assessing the tests (see *appendix 9*), so that my initial hypothesis can be easily verified.

\[16\]

The rubric I will use as the main data collection tool for this experimental study is included in *appendix 9* I have elaborated it using the online application web: [http://rubistar.4teachers.org/index.php](http://rubistar.4teachers.org/index.php)
3.5. Procedure

This research study will take place in a 3-month period, in the second term of an academic year, from February to April, approximately. For most of the tasks, students will work in pairs or in small groups of three. As stated in previous sections, the project I propose includes role-play, collaborative work, group discussion and in-class debates, all surrounding the provided materials, advertisements in this case.

The “experiment” will be carried out by means of weekly oral sessions, which will take part of the general methodology and assessment of the English subject. From these oral sessions, only once a month, that is, a total of 3 sessions will be considered as oral tests, influential for participants’ final grade. The rest will be devoted to practice and to prepare for the tests.

In this way, the two groups, both the experimental and the control one, will devote each Thursday (sessions of 50 minutes) to practice the oral skills. However, the first one will work with real advertising texts whereas the control group will follow the traditional method of working with artificial materials for practising the oral production and interaction.

As shown in appendix 10, the activities proposed for both groups revolve around the same general issue, which corresponds to the topic of the lesson that students will be dealing with in that particular moment, so that they can use the acquired vocabulary, idioms, expressions and grammatical structures in the oral activities.

The working plan for the experimentation (for the two groups) is approximately the following:

In the first month both groups will work on the topic of food, healthy habits and diets. As a way of getting in touch with the new methodology, they will be asked to
work in pairs, sharing their own impressions about a particular picture/advert. Some guided-questions are given to focus the discussion.

The second month will be devoted to the subject of urban areas, streets and how to describe different places. In this phase of the experiment, both groups will practice oral skills with pictures related to the topic. The day of the test, as shown in appendix 10 the control group (in groups of three) will comment on two simulated pictures of opposite places, whereas the experimental one will base the oral session in a real advert, showing a pedestrian crossing of a very particular street, in which the logo of a famous product is visually represented. Some focused questions will also be included in both cases to guide the participants in their discussion.

During the third month, an in-class debate will be organised as a final-term project. The subject will be gender roles and stereotypes, according to the lesson planning. In that case, each group will be divided at the same time into two groups, one of them will defend a “for” position, whereas the other one an “against” position, and the same with the other group. The teacher will be the moderator. In the control group, they will debate about the topic using a photograph as the main visual source. Contrarily, the experimental group will set up the debate around a real advertisement, dealing with the same topic.

After several weeks of experimentation with these new and authentic materials, in comparison with the traditional ones, a final oral test is done to the same students. Will they evidence some improvement regarding oral skills, such as fluency, pronunciation, interrelation of topics and sociocultural awareness?
3.6. Expected results and discussion

First of all, both the fluency and the proficiency in the oral production and interaction of the experimental group are expected to increase through the implementation of visual advertisements in the oral sessions. Likewise, and according to the rubric, the obtained results of those participants’ belonging to the experimental group are also expected to be considerable better than those of the control group, adhering to those linguistic aspects that will be part of the assessment criteria: use of complete sentences, clarity in expression, accuracy, coherence, pronunciation, interaction, enthusiasm, originality of ideas, capacity to make connections with other (extra) curricular topics, range and fluency.

At the same time, and as Stamatelou (2015) highlights in her work, the students who have used this authentic material will understand learning as a “process of developing self-awareness of the world outside the classroom” (2015: 28).

This self-awareness process is expected to arise by students’ oral speeches, whether they have self-reflected about their consumer attitudes or if they have been able to make connections between similar advertisements around them, either in their L1 or in their L2. On the other hand, I should take into account that, during the implementation of my experiment, participants may come across some problems when facing an advertising text, perhaps due to the newness of the materials. This research, then, will solve them by providing the students with a certain context for each ad, explicit instruction about the required tasks and more practical examples.

Regarding the first research question beforehand proposed, the in-class use of advertisements is also awaited to enhance students’ level of Communicative Competence (CC) in speaking test, whereas in the control group, no significant improvement of CC is expected, nothing beyond the task completion and in-class
participation in the proposed activities.

Finally, the students of the experimental group are expected to become more motivated towards the materials than the control group ones. This can be checked in their reactions and attitudes when doing the oral test. This visual dimension of advertisements is also expected to enable them to interrelate information with their own culture and society, being able to elaborate a more fluent and coherent discourse. In this way, the second initial hypothesis will also be confirmed.

The success of this experiment will depend on many factors, apart from the new and authentic materials that will be provided to students in the form of visual advertisements and slogans. Some of these factors that will determine that final accomplishment of my study are: learner’s motivation or their attitude towards the subject. Of course, and as it has been stated in previous sections, by the implementation of visual adverts for oral sessions and debates, both students’ motivation and attitude are expected to improve. However, the student’s physical and intellectual daily conditions should also be taken into account.

Finally, and as for the boundaries of the study, in order to minimize the effect of external factors in this research, certain limitations will be made. First of all, only the learners who obtain an A2-B1 level of proficiency in the level test will be chosen to take part in the study. Secondly, it will only be used advertisements concerning or dealing with curricular topics, as in the examples previously shown: food, urban world and stereotypes. Finally, the focus of the project will be on speaking skills, other aspects of the English language such as the grammar or the vocabulary will be neither assessed nor studied in this experiment. They will take part in the assessment criteria and specific contents of the rest of the curriculum.
3.7. Budget

The recorders required to carry out this experimental research represent the only item to be included in the budget of the study, in case the school didn’t have access to some of them. The rest of the materials and tools needed are expected to be found in the school (digital screen, Internet access, among others). Similarly, as great part of this study lies on the visual dimension of advertisements, which will be implemented by means of printed cards, several colour printers and photocopiers will also be needed to print those materials.

3.8. Conclusions and lines for further research.

Don't use words too big for the subject. Don't say infinitely when you mean very; otherwise you'll have no word left when you want to talk about something really infinite (C.S Lewis)  

This final section will summarize the findings of the current research, which aims at enhancing oral skills among Spanish secondary students of English L2 by the application of visual advertisements.

According to the literature review, advertisement represents an unexploited tool for EFL with great didactic potential, since it is an endless source of real-based information which reflects the culture, language, ethics of each particular society. Thus, the advantages and multiple uses of this application would be vast, and teachers should be aware of them when preparing and organising the materials for the oral sessions.

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Consequently, the results of the study are expected to show that the use of these authentic materials in the English class will provide students with more opportunities to improve their oral skills, broadening their cultural and social perspective and offering them a great variety of possibilities for discussing and commenting on.

From my perspective, the oral skill is one of the most important and basic ones in the training of every foreign language learner. It represents the only direct way of communication with the real linguistic world, as well as the tool to demonstrate real knowledge of a language. Unfortunately, this skill often remains unnoticed in Spanish EFL Curriculums, which tend to focus the whole syllabus in the other linguistic aspects such as the grammatical rules, the subject vocabulary, the writing aspect and the reading comprehension one.

That's the reason why I have chosen the oral skill for my research project, with the goal of slightly contribute to the field and to the multiple ways current research lines on pedagogy and second language teaching can improve it.

To finish with, and once I have set out an experimental study regarding the implementation of visual advertisements to enhance oral skills in Secondary students, and having analysed all the endless qualities they this apparently non-didactic tool may have in an EFL context, a related topic for further research has come to my mind.

The study of television advertisements to improve Secondary students listening skills can also be another interesting topic to be discussed and put into practice. We should not forget that, at the end of the day, this commercial type of communication everybody is more than used to represents a sample of original language, very accessible for teachers and with multiple possibilities for improving skills and with especially with a great, and maybe unexploited, potential in the English class.
I think that this topic or any other project work which tackles with the use of advertisements in linguistic pedagogical contexts deserve experimentation and analysis, which is, if possible, my aim in a forthcoming future.
3.9. References


Kraft, R. N. (1987). The influence of camera angle on comprehension and retention of


98
Cambridge: Cambridge University Press


**Websites**

Cambridge English Official Website: [http://www.cambridgeenglish.org/test-your-english/for-schools/](http://www.cambridgeenglish.org/test-your-english/for-schools/)


4. APPENDICES

APPENDIX 1 → “When no news is real news - the journalists who lied and got caught”
The press and the media

The term the **mass media** in English refers basically to TV, radio and newspapers: means of communication which reach very large numbers of people. This page looks at some useful words for talking about the **mass media** and about **publishing** in general.

**Radio and television**

- Types of programmes: documentaries, news broadcasts, current affairs programmes, soap operas [continuing stories about the lives of a set of characters], quizzes.
- Sitcoms [comedy centring around a set of characters in a particular situation], drama, chat shows, detective stories, sports programmes, weather forecasts.
- Music programmes, game shows [where contestants compete for prizes], variety shows, commercials [adverts].

A **serial** is a story that continues from one **programme** or **episode** to the next. A **series** is about the same **characters** or has the same **format** each week but each programme is complete in itself.

Films originally made in a different language may have **subtitles** so you can read a translation of what the characters are saying or be **dubbed**, so you hear what they are saying in your own language.

**Newspapers and publishing**

- **Parts of the newspaper**: headlines, news reports, editorial [an opinion article written by the editor], feature articles, e.g., about fashion or social trends, horoscope, cartoons, crossword, small ads, business news, sports reports, scandal, the letters page.

A **popular** or **tabloid newspaper** focuses more on sensation than real news whereas a **quality newspaper** professes to be more interested in real news than in sensation. A **tabloid** usually has a smaller format than a **quality paper**, it has larger **headlines** and shorter stories and, in Britain, it prefers stories about film stars, violent crimes and the royal family. A **journal** is the name usually given to an academic **magazine**. A **colour supplement** is a magazine which comes out once a week (often on Sundays) as an addition to a newspaper. A **comic** is a **magazine**, usually for children or teenagers, with lots of picture stories and/or cartoons.

**D**

Make sure you know the verbs in these sentences.

- The BBC World Service **broadcasts** throughout the world.
- I can receive / pick up broadcasts from Moscow on my radio.
- They’re showing a good film on TV tonight.
- This book was **published** by CUP and it was **printed** in Cambridge.
- The film was **shot** / **made on location** in Spain.
- They cut/censored the film before showing it on TV.
- This article/programme has been badly **edited**.

See Unit 99 for the language of newspaper headlines.
Exercises

59.1 What sort of TV programmes do you think these would be?
1 Murder at the Match
2 The Amazing Underwater World
3 World Cup Special
4 The $10,000 Question
5 Last Week in Parliament
6 Hamlet from Stratford

59.2 Give the name of one programme you know in your country of each type mentioned in B.

59.3 Match the media job on the left with its definition on the right.
1 make-up artist
2 foreign correspondent
3 sub-editor
4 publisher
5 continuity person
6 columnist
7 camera operator
8 critic
writes a regular article in a newspaper or magazine
shoots films
writes reviews
is responsible for the production and sale of a book
reports on events in other countries
lays out and adds headlines to newspaper pages
makes up the faces of people who appear on TV
ensures scenes in a film connect smoothly

59.4 Fill in the gaps below with the most appropriate word from the opposite page.
1 You get better reception if you use a ___________ rather than an ___________.
2 You can hear BBC news ___________ all over the world.
3 A short wave or a VHF radio can ___________ many interesting stations.
4 Although our ___________ was expensive, we’ve taken some priceless film of our children.
5 Children often prefer looking at ___________ to reading books.

59.5 Match two words to make a common collocation.
affairs cassette chat colour control current dish forecast news newspaper opera remote report satellite show soap supplement tabloid video weather

59.6 Choose any newspaper (it could be in your own language if you can’t find an English one) and complete the following sentences.
1 The main story today is about ___________.
2 The editorial is about ___________.
3 There are readers’ letters on page ___________ and they deal with the following topics:

4 The most interesting feature is about ___________, a crossword on page ___________, a cartoon on page ___________, and some small ads on page ___________.
5 The most interesting business story is about ___________ and the largest sports article is about ___________.
6 The most striking photograph shows ___________, ___________ and ___________.
7 There are advertisements for ___________ and ___________.
8 An article about ___________ on page ___________ made me feel ___________
APPENDIX 3  \textarrow{The Causative Construction}

\textbf{THE CAUSATIVE: HAVE / \textsc{GET} SOMETHING DONE - LOS VERBOS CAUSATIVOS: HAVE / \textsc{GET} SOMETHING DONE}

\begin{tabular}{l}
\textbf{have / \textsc{get} + objeto + participio pasado} & \textbf{I had / \textsc{got} my watch mended} \\
\end{tabular}

\textbf{A} Usamos un verbo causativo cuando no es el sujeto el que realiza la acción sino otra persona.

\textit{She always has her food delivered.} (en lugar de traerlo ella, pide a alguien que se lo traiga)

\textit{I got my photograph taken} for my passport. (otra persona hace la foto por mí)

\textbf{B} Si quiséramos mencionar quién hace la acción, podemos añadir \textit{by} + el agente al final de la frase.

\textit{Susan had her car repaired} by a mechanic. (Susan pidió al mecánico que le arreglara el coche.)

\textbf{C} El verbo causativo puede usarse prácticamente en cualquier tiempo incluyendo los continuos.

\textit{We're having our house painted} this week.

\textit{Jack will be getting his letters sent} by fax from now on.

\textbf{D} La interrogativa y negativa se forman como con cualquier otro verbo.

\textit{Do you have your car serviced} regularly?

\textit{Did he have his house redecorated} last year?

\textit{Will you have your eyes tested} next week?

\textit{I'm not getting my hair cut} today.

\textbf{Nota 1:}  Fíjate que \textit{have} y \textit{get} empleados como verbos causativos, necesitan el verbo \textit{do} para interrogar y negar en el presente y el pasado simple.

\textbf{Nota 2:}  Debemos mantener el orden \textit{have / \textsc{get} + objeto + participio pasado}, es decir, el objeto entre el verbo causativo y el participio pasado. De lo contrario, cambiaríamos el sentido de la frase.

\textit{He had his office cleaned.} (Alguien le limpia su oficina.)

\textit{He had cleaned his office.} (El había limpiado su oficina.)

In the following sentences, make suggestions according to the situations given. Use the causative of the verbs in brackets.

1. This watch has stopped. It's broken. (fix)
   You should \textit{have} the watch fixed.

2. We have so many books and nowhere to put them. (build new shelves)
   You should have \textit{had} \textit{them} \textit{built}.

3. I can't carry this heavy shopping bag on my own. (deliver)
   You can \textit{get} \textit{it} \textit{delivered}.

4. The floor looks dirty and dull. (polish)
   Perhaps you could \textit{have it} \textit{polished}.

5. Sarah's poems are very good. People would love them. (publish)
   She could \textit{get them} \textit{published}.

6. John doesn't like the tiles on the kitchen floor. He would like a different colour. (change)
   He should \textit{have them} \textit{changed}.
APPENDIX 4 → “Campaign?”

Test 5. (Advertisements and Advertising)

Section 1. Reading. Read the text and do the exercises.

Campaign?

Advertisements are all around us, not just on TV, radio and in the press, but also at sports grounds, in shop windows, and on posters, carrier bags, badges, T-shirts, buses, hot air balloons. Whether we like it or not, advertising is a powerful force, and all countries have rules about what is acceptable advertising.

In parts of Europe, naked women are common in advertisements, but not in Britain and the USA. In some countries of Islam, it is illegal to use photos of women - only line drawings are acceptable. So different countries advertise the same product in different ways. The campaign for Impulse body perfume showed a man who bought flowers for a woman he had never met before because she was wearing Impulse. In France, the women was naked on a beach; in Britain, a romantic relationship was suggested; in Japan, the meeting was respectable and restrained; in the Arab countries, no version was acceptable and the advertising campaign was dropped.

Britain, like many countries, has strict rules controlling advertisements for alcohol. For example, people shown drinking must clearly be 25 or over, and the ads must not suggest that a particular drink offers the key to success in personal relationships, or that it will make you more attractive or popular. Spirits cannot be advertised on TV in Britain; in other countries, such as Norway, alcohol cannot be advertised at all.

Advertisements are supposed to be truthful, so advertisers avoid saying their product is the best; they usually say it is «better». So the slogan for British Airways promises «We'll take more care of you», and Polaroid encourages you to use their camera and film to «Make life more colourful». The message behind most advertisements is «This product will change your life» - by making you richer, healthier, happier, more attractive, more popular, more efficient, more successful. Do you believe the message?

Has a product ever changed your life?

Exercise 1. Comprehension. Decide if the statements below are true (T) or false (F) or you don’t know (DK).

1) You come across advertisements only on TV and in the press.
2) Some countries have strict rules controlling advertisements.
3) In Britain naked women are common in advertisements.
4) In some countries of Islam, it is illegal to use photos of women.
5) Alcohol cannot be advertised on TV in Norway.
6) Advertisements always persuade people to buy products they do not need.
7) Different countries advertise the same product in the same way.
8) All advertisements say that only their product is the best.
9) The message behind most advertisements is to buy the product if we don’t want to be left behind.
10) Pictures of attractive people are used to draw attention to a product, and the suggestion is that we’ll be desirable if we use that product.

Exercise 2. Find the information from the text to complete the sentences.

11) Advertisements are supposed to be...........
12) Advertisers avoid saying their product is the .......
13) All countries have rules about what is ...........advertising.
14) In Britain, people shown drinking must be ... years old or over.
15) Spirits cannot be advertised on TV in .......

**Exercise 3. Vocabulary. Match the underlined word in each sentence (16-20) with the definition from the list in the box.**

16) In some countries of Islam, it is illegal to use photos of women-only line drawings are acceptable.
17) Men can't help acting on impulse.
18) In the Arab countries, no version was acceptable and the advertising campaign was dropped.
19) 'This product will change your life'- by making you richer, happier, more efficient and more successful.
20) Advertisements are supposed to be truthful.

   a) body perfume  
   b) respectable  
   c) against the law  
   d) working well and quickly  
   e) true to the facts  
   f) lost or failed

**Section II. English Usage.**

**Part 1. Vocabulary. Match the words with the close meaning in the box.**

a) thing made by person or machine  
   b) of a particular sort, not like others  
   c) a sign or notice that tells people about a product  
   d) a particular product, or its name  
   e) make person believe or think something  
   f) an important or main idea

1) advertisement  
2) message  
3) persuade  
4) product  
5) special

**Part 2. Vocabulary and Grammar. Choose the correct answer.**

If a Star Used It, Would You Buy It?

If you saw an actor eating a Choco Bar, .... (6- will/would) you buy one? Last year when everyone saw Gabriel Hoppes eat one in the film Run Into Trouble, people bought lots .... (7- much/more) Choco Bars than before. Was that an advertisement? Well, the makers of Choco Bars paid a lot of money to have Gabriel eat one of their bars and not some other .... (8- brand/mark). It is a new way to advertise, called 'product placement'; the advertising people like it because we don’t see it as an advertisement. After all, their job is to get us to buy things. How do they .......(9- persuade/offer) us?

One way is to get someone famous to say they use or like a ...... (10- production/product). Choco Bars used a film-star, Dentacreme uses a pop star, Samia. The slogan in the advertisement is a line from one of her songs, so when you hear the song you think of Dentacreme. There is a .......(11- topic/message) in all advertisements, and in this one it is: if you .......(12- will buy/bought) their product you would use same toothpaste as Samia, a beautiful, exciting pop-star. Some advertisements use ...... (13- an expert/specialist), someone who knows about the product, and someone we recognise. In the Tube Bikes advertisement we see Sean Elliott, the champion cyclist. This time the message is, he knows about bicycles, you can trust him, so buy a Tube Bike and become a champion.

You don’t have to be famous to be in an advertisement. Some ads are saying ‘everybody’ .......(14- like/likes) this, you must like it too’.

Other advertisers know that you don’t want to be like everybody ...... (15- else/also). You want something that is just for a ...... (16- little/few) people.

Some advertisements use romance to persuade you, like Stratton jeans, and many cigarette companies. If you ...... (17- wear/wore) Stratton jeans, they suggest, somebody would love you.

Advertising is widely used in newspapers, on radio and television, in the forms of various exhibits and numerous booklets. But good quality products don’t need ....... (18- to have advertised/to be advertised). The more copies are sold, ...... (19- very/the more) attractive the paper becomes for the advertisers. Advertising is just praising of this or that thing or company, showing its advantages. An advertisement gives detailed .......(20- information/informations) about the name of the company, its services, the advantages of these services, the prices, the address.

**Section III. Writing. You are asked to write an advertisement (120-150 words) about your school. It will be made for the parents of children, who are going to the 1st grade.**
Final task: giving a speech

1. Look at the poster and answer the questions.
   1. What message do you think the poster is trying to get across?
   2. Who do you think it is directed at?
   3. Did this image make an impact on you?

2. Listen to a student’s speech about the task below. How could it have been better?

3. Think of an opening line for your speech that will clarify the subject. Think of a closing line that will leave the listener thinking.

Strategy

Read the last two sentences from the speech on page 43 about advertising violent toys.

Should children be free to watch whatever they want? Most of us would agree that they should not.

This type of rhetorical question is a common way to finish a speech or presentation. Why do you think the answer to the question is given in its full rather than its contracted (“they shouldn’t”) form?

Task

You are going to give a speech on the proposal:

Governments should use the power of advertising and shocking images to change the behaviour of young people.

Remember to...

- give the arguments for and against the proposal.
- include an opening sentence.
- write a good opening sentence using key words for argument.
- use a rhetorical sentence to close your speech.
- give your speech without reading directly from your notes.
- stress the key words and arguments in your speech.

4. Write a speech on the subject. Include functional expressions from page 43.
1. Identify the words which are homophones and write an alternative spelling for each one under the correct heading:


<table>
<thead>
<tr>
<th>HOMOPHONE</th>
<th>ALTERNATIVE SPELLING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Pronounce the following words. Write another one with a different spelling but the same pronunciation, as in the example

- You’re → your
- Some _____________________
- Our _____________________
- Hear _____________________
- Wear _____________________
- Right _____________________

3. Copy the chart and write the words below in the correct column. Then, listen and underline the syllable that is stressed in each word:

MIGHT – ALLOWED – QUIET – CONCERT – CONDUCTOR

<table>
<thead>
<tr>
<th>/AI/ (CRY)</th>
<th>/OI/ (JOY)</th>
<th>/AU/ (OUT)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 7 ➔ Advertising and Health

Listening: advertising and health

1. Read quotations 1 and 2 from the book Fast Food Nation. Match them to A and B below.
   1. 'Children spend about seven hours a day, 150 days a year in school. These hours have in the past been largely free of advertising.'
   2. 'Eight-year-olds are considered ideal customers; they have about 65 years of purchasing ahead of them.'
   A. a potential opportunity
   B. a wasted opportunity

2. What do you think the listening is going to be about?
   a. diet in modern society
   b. what children do at school
   c. the frustrations of marketing executives
   d. the financing of education in the US

3. Listen to the radio programme. Check your answer to 2 then decide if the statements below are true or false. Correct the false sentences.
   1. The listening explains how advertising became a part of US school life as a way of increasing choice for school children. __________
   2. Parents were involved in the negotiations with advertisers. __________
   3. The adverts were shown on school buses, in sports grounds and in the school. __________
   4. A large percentage of advertising in schools is for junk food. __________
   5. Critics worry that the advertising campaigns could have dangerous long-term consequences for students. __________

4. Work in pairs to answer the questions, then check your answers with another pair.
   1. In what ways could the campaign be considered positive?
   2. What are the two main arguments against the scheme?
   3. Does anything similar happen in your country?

5. Do you think advertising in schools is a good idea? Discuss in pairs. Use the Language note to help you.
APPENDIX 8 ➔ Pictures for the oral activity

"DON’T JUDGE A BOOK BY ITS COVER"

FOR SOME, IT’S MT. EVEREST

ON INTERNET, SOME THINGS ARE NOT WHAT THEY SEEM TO BE

SAVE PAPER. SAVE THE PLANET

WOMEN OF THE FUTURE WILL MAKE THE MOON A CLEANER PLACE TO LIVE
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>USE OF COMPLETE SENTENCES</strong></td>
<td>Always (99-100% of time) speaks in complete sentences.</td>
<td>Mostly (80-98%) speaks in complete sentences.</td>
<td>Sometimes (70-80%) speaks in complete sentences.</td>
<td>Rarely speaks in complete sentences.</td>
</tr>
<tr>
<td><strong>CLARITY IN EXPRESSION</strong></td>
<td>Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.</td>
<td>Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.</td>
<td>Often mumbles or cannot be understood OR mispronounces more than one word.</td>
</tr>
<tr>
<td><strong>ACCURACY</strong></td>
<td>Uses good accurately a repertoire of frequently used ‘routines’ and patterns associated with more predictable situations.</td>
<td>Uses reasonably accurately a repertoires of often use &quot;routines&quot; and patterns, almost associated with real situations.</td>
<td>There are some difficulties in using accurately a repertoire of common patterns, but the situations exposed are correct.</td>
<td>Inability to be accurate and precise in the topic. Limited repertoire of patterns associated with non-predictable situations.</td>
</tr>
<tr>
<td><strong>COHERENCE</strong></td>
<td>Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.</td>
<td>Clear organizational pattern. Main points are distinct from supporting details. Smooth transitions differentiate key points.</td>
<td>General structure/organization seems adequate. Difference between main points and supporting details is blurred. Logical flow, but no clear signposts for transitions.</td>
<td>Serious difficulties in linking the elements of a sentence. Lack of structure. Ideas are not coherent. No transitions. Difficult to identify introduction, body, and conclusion.</td>
</tr>
<tr>
<td><strong>INTERACTION</strong></td>
<td>An interesting approach taken to topic. Speaker used techniques such as visual aids and props, anecdote, surprising facts, direct audience participation.</td>
<td>Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.</td>
<td>Difficulties in initiating, maintaining and closing face-to-face conversation. Some eye contact was made. Effort to keep audience's attention but with difficulties in the interaction.</td>
<td>Little eye contact was made. Techniques used to engage audience were minimal, or mainly ineffective. Difficulties in answering the proposed questions.</td>
</tr>
<tr>
<td><strong>ENTHUSIASM</strong></td>
<td>Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.</td>
<td>Very little use of facial expressions or body language. Did not generate much interest in topic being presented.</td>
</tr>
<tr>
<td><strong>ORIGINALITY OF IDEAS</strong></td>
<td>Choices demonstrate insight and powerfully enhance to play</td>
<td>Choices demonstrate thoughtfulness and completely enhance role play</td>
<td>Choices demonstrate awareness and developing acceptably enhance role play</td>
<td>Choices demonstrate little awareness and do little to enhance role play</td>
</tr>
<tr>
<td><strong>CAPACITY TO MAKE CONNECTIONS WITH OTHER (EXTRA) CURRICULAR TOPICS</strong></td>
<td>The speaker is able to connect the topic proposed with some of his/her L1, relating with the his/her previous experience and own culture.</td>
<td>The speaker understands the message and gets to relate with some important aspects of his/her own experiences and culture.</td>
<td>There is some attempts to interrelate the topic, making some references to his/her own culture and previous knowledge.</td>
<td>The speaker finds unable to make connections and to interrelate the materials proposed and to go beyond.</td>
</tr>
<tr>
<td><strong>RANGE</strong></td>
<td>Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.</td>
<td>The vocabulary of the presentation was appropriate for the topic. Sentence structures were usually correct. The presentation content was usually grammatically correct. Most of the topics covered are current.</td>
<td>The vocabulary of the presentation is almost appropriate for the topic. The presentation content is occasionally grammatically correct. Some of the topics covered are up to date, but with some difficulties in the performance.</td>
<td>Very little language to get by, with poor vocabulary range to express him/herself, several hesitation moments. The topics are few developed and quite blurring.</td>
</tr>
<tr>
<td>FLUENCY</td>
<td>Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.</td>
<td>Occasional pauses and some hesitations. Grammatical and lexical planning are quite good and prepared.</td>
<td>Frequent pauses and hesitations in speech. Difficulties in talking comprehensibly.</td>
<td>Does not flow. Express word by word, no attending to punctuation and with difficulties in</td>
</tr>
</tbody>
</table>
APPENDIX 10
A PROPOSAL OF VISUAL MATERIALS FOR SPEAKING TESTS

MONTH 1: FOOD

* Control group

Look at these two pictures

- Describe them: what are they doing?
- What are the advantages and disadvantages of working in these situations?
- Would you like to work as a cook?

* Experimental group

Look at this advert

- Describe it: what product does it intend to sell?
- How does the advertiser achieve the purpose of selling the product?
- Do you think the message of the advert is shocking enough?
- Taking the ad as reference, list five healthy habits to keep our mouths and teeth healthy.

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18 The pictures of the control group have been taken from the visual materials that are found Cambridge official examination papers: First Certificate in English (1st Edition: 2008). University of Cambridge, ESOL examinations. The pictures of the experimental group belong to the official website of the corresponding products (Colgate, McDonalds and Clorox).
MONTH 2: URBAN WORLD

* Control group:

    Look at these two pictures.
    - Describe each one: what are the main differences between them?
    - Comment on the advantages and disadvantages of living in both places.
    - Which of the two places do you prefer as a holiday destination? Why?

* Experimental group

    Look at this advert
    - Describe it: what product does the advertiser wants to sell?
    - To what kind of audience do you think this advert is mostly addressed to?
      - What city do you think is represented in the ad? Why?
      - What do you think about urban art?
MONTH 3: GENDER ROLES AND STEREOTYPES

* Control group:

Look at this picture
- Describe it: what are these people doing?
- Comment on the situation reflected in the picture
- Is there any gender stereotype reflected in the picture?

* Experimental group

Look at this advert
- Describe it: what product does the advertiser wants to sell?
- What is the message the advertiser wants to transmit? How it is achieved?
  - What gender stereotype is reflected in the advert?
- Do you know some other examples of this kind of advertising?
- What connotations does the word “power” implies in the message?