FIRST YEAR OF BACHILLER SYLLABUS

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1. - INTRODUCTION

This project has been thought for students of First Year of Bachillerato (Humanities and Social Sciences). They have three lessons a week and English Language is one of their common compulsory subjects.

Students who attend Bachillerato classes have a high level of motivation, want to develop their attitudes and the range of their interests grows wider and wider. Our task as teachers is to encourage them in their way to become adults with social and moral values and, of course, to help them learn new concepts.

La Junta de Extremadura and its Counsellorship of Education have designed a project that supports these essential points:

- Everybody can have access to education.
- School must teach students the ability of self-learning, the capacity of deciding, the acquisition of moral values and, above all, must give them the tools to be members of a democratic society.
- New technologies must be present at school.

1.1 General objectives

A) To master the Spanish language and, where appropriate, the language of the Autonomous Community.

B) To express oneself fluently and correctly in a foreign language.

C) To critically analyse and assess the realities of the contemporary world and those events and factors that influence it.

D) To understand the basic elements of research and the scientific method.

E) To achieve levels of personal, social and moral maturity that will allow students to act responsibly and autonomously.
F) To take part in and be supportive of the development and improvement of their social environment.

G) To master fundamental, scientific and technological knowledge, and the skills corresponding to the option chosen.

H) To develop artistic and literary sensitivity as a source of educational and cultural enrichment.

1.2 Theoretical justification for the project

The aim of this project is to address the various arguments given to justify the learning of a foreign language at the Bachillerato level:

- To continue with the development of communicative competence in English as a foreign language, paying attention to all of its elements: linguistic competence, social-linguistic competence, discourse competence and strategic competence.

- To encourage intellectual development and access to sources of specific information in other areas of knowledge, consolidating the reading of texts in English as a source of leisure, entertainment and personal development.

- To maximise learner autonomy and address personal needs and interests for communicating in a foreign language, with the understanding that this will serve as a means to provide access to relevant information and data, with a view to the future.

From a pedagogical standpoint the notion of meaningful learning is considered fundamental, creating communication situations that establish connections with students’ previous knowledge and daily surroundings.

In post-compulsory educational courses, students will feel sufficiently self-assured when formulating foreign language rules of function and reflecting on the learning process; with this in mind, the emphasis of the project is centred on the content blocks related to linguistic reflection and learner autonomy.
The tasks have been focused on the development of the communicative competence.

2. - CURRENT LEGISLATION

- LOCE. **Royal Decree 832/2003** (evaluation, promotion and qualifications.)

- This project is mainly based on the **decree 86/2002** (Bachillerato Curriculum) of the Autonomous Community of Extremadura. Here we can find the way of organising the Curriculum with the following elements: objectives, contents (concepts, procedures and attitudes), evaluation criteria and methodology. All these elements are connected with cross-curricular subjects such as moral and civic education, education for peace and international cooperation, education for sex equality, environmental education, health education and consumer’s education.

3. - CONTEXTUAL ELEMENTS OF THE PROJECT

Students who attend first Bachillerato classes are 16/17 years old. Piaget placed them in a stage called “formal operational”. That is to say, they can think abstractly, solve logical problems and follow the scientific method. They base their moral judgements on their own personal values and they show a tendency called egocentrism. Adolescents are growing up and education must help them become autonomous individuals with the capacity of deciding about their own lives.

The school where we teach is placed in a middle class neighbourhood where our students’ parents show concern for their sons and daughters’ future, valuing education highly.
Our school is well organised and has all the materials necessary for the teaching of foreign languages: dictionaries, reading books, photocopies, video-recorder, CD player …and, of course, since we are in Extremadura, there are computers in every classroom (one computer every two students).

Four teachers who work together for the students’ benefit form the English Department.

4. - BASIC COMPONENTS OF THE PROJECT

4.1 Objectives

1. To reproduce oral and written texts and actively take part in exchanges where the foreign language is used fluently and correctly in real situations.

2. To interpret textual and contextual data in oral and written information that incorporate elements that define a wide range of texts and communication situations.

3. To read, comprehensively and autonomously, a variety of foreign language texts, using extensive reading strategies and techniques, as a means for discovering new information and broadening current knowledge, and as a form of entertainment.

4. To reflect on the different competences, which constitute communicative competence in unfamiliar communication situation, with the aim of improving the oral and written texts produced, in addition to understanding texts, produced by other people.

5. To broaden knowledge of social cultural features conveyed by the foreign language in order to promote better understanding between cultures and races.

6. To gain access to new knowledge of the foreign language, reflecting on the learning processes followed and applying them in new situations.
7. To discover other ways of organising experience and structuring social relations by critically assessing them and understanding that cultural norms and conventions possess a relative value.

8. To develop a receptive, yet also critical attitude, towards the cultural values that the foreign language transmits, and applying those conclusions for the improvement of our own reality.

9. To define personal learning styles and to use strategies which promote autonomy as a means to respond to individual interests and needs.

4.2 Contents

Concepts:

a) Language functions and grammar:

1. Describe physical appearance, personality, likes and interests. Compare and contrast different opinions. Express preferences:
   - Like/ enjoy/ hate …+ -ing or to + infinitive.
   - Want + noun/pronoun and want to + infinitive.
   - Verbs not used in the continuous form: believe, know, see …
   - Adjectives.
   - Phrasal verbs.
   - Prepositional phrases: good at, keen on, fond of …
   - Relative clauses.

2. Talk about habits in the past.
   - Verbal tense:
     + past simple and past continuous.
     + present perfect + just, yet, already.
     + past perfect.
   - Active and Passive
- Would/ used to + infinitive.
- Be/get used to + -ing.
- Could/ was able to.
- Liked/ loved/enjoyed/ didn’t like/ hated + -ing
- Use of the gerund.
- Adverbs of manner and degree.

3. Express arrangements with different time references. Make appointments. Make predictions.
- Preset continuous.
- Will/be going to.
- When/ as soon as + simple present or present perfect.
- Future continuous.
- Future perfect.

4. Express obligation, absence of obligation, necessity, capacity and possibility.
- Modal verbs: must/ mustn’t, should/ ought to, need/ needn’t, have to / deny have to, can/ be able to/ could, and can/ could/ may.

5. Express real possibilities and hypothesis.
- Conditional sentences type I, II and III.

6. Talk about what others said.
- Reported speech: Statements, questions, orders and suggestions
  - Introducing verbs: ask, declare, apologize, explain, invite, offer, say, suggest, tell …

7. Make deductions about past and present actions:
- Modal verbs: must, can, may, could, should + infinitive.
- Modal verbs: must, may, could, should have + past participle.

8. Express consequence, result and cause.

b) Vocabulary
- Vocabulary related to the units studied in class: personal experience.
- Family relationship, physical appearance, news, leisure time, interests, new technologies...

- Expressions.

c) Phonetics:

- Vowel sounds, consonant sounds, diphthongs, semi-vowels, semi-consonants, silent sounds and weak forms.

- Stress in words and sentences.

- Intonation

- Rhythm.

**Procedures:**

1. Use of oral and written language:

- Express opinions

- Match examples and their uses

- Analyse sample texts

- Classify text contents

- Organise ideas

- Write a composition

- Learn pronunciation

2. Comprehension of oral and written texts:

- Answer pre-set questions.

- Read and listen for gist.

- Match paragraphs to photographs.

- Match words to their definitions.

- True/false exercises.

- Answer questions about a text.

3. Systematic reflection on the language and self-correction:
- Complete the grammatical structure rule.
- Match examples with verb tense uses.
- Infer rules of use by using examples.
- Fill in the text.
- Finish phrases.

4. - Monitoring one’s own learning process:
- Personalise structures.
- Complete a text with the correct structure.
- Take part in a conversation.
- Use preparation strategies.
- Check and control completion of objectives and contents carrying out progress test.

**Attitudes**
- Respect fellow class mates’ opinions.
- Evaluation of the foreign language as a means of communication.
- Curiosity about other ways of life.
- Critical attitude towards technological advances.
- Interest in reading texts in English.
- Initiative in formulating rules of use for structures in English.
- Interest in learning rules.
- Reflect on the practical use of the structures learnt.
- Interest in monitoring the learning process.
4.3 Evaluation criteria

The evaluation tools will help us to obtain information on the students’ progress during the learning process and on the planning and decision taken during that process. Direct observation in the classroom is recommended in order to assess the teaching-learning process: questionnaires, analysis of tasks, diaries, workbooks, etc.

To check the level of achievement for objectives, we indicate the evaluation criteria established by the Curriculum Decree for the first course of Bachillerato, which indicate in each case the aspects of the achievement objectives under evaluation and their relation to the content blocks.

I. Communicative abilities:

1. - Extract global and specific information from listening texts, transmitted in face-to-face communication situations or via electronic audiovisual equipment, on topics related to the students’ everyday life, cultural and social aspects of the countries where the foreign language is spoken and general topics related to their studies and interests. Likewise, the aim is to extract global information from listening texts from different types of media with corresponding visual aids.

2. - Take part fluently in improvised conversations and in story telling, presentations, discussions and debates related to the students’ experiences, other topics of interest, and cultural and social aspects of the countries where the foreign language is spoken. Students will also use communication strategies and discourse types, which are appropriate to the given situation.

3. - Independently extract information contained in written texts based on real events related to students’ interests and daily life, as well as on literary texts.

4. - With the aid of relevant referent material, compose written texts that require planning and creative reflection about the content; attention will be paid to idiomatic correctness, coherence and appropriateness of expression.
II. Systematic reflection on the language:

1. - Make reflective use of linguistic, socio-linguistic, strategic and conversational knowledge, carefully applying self-correction mechanisms that reinforce individual learning.

2. - Apply the rules previously learnt in new situations in an autonomous way, monitoring one’s own learning process.

3. - Use spontaneously learning strategies that have been acquired, such as consulting various types of dictionaries or grammar reference materials, etc., to solve any problems which arise in communication or further explorations of the linguistic system and the social cultural environment.

4. - Analyse the self-learning process, reformulating rules, generalising and improving linguistic competence.

III. Social-cultural aspects:

1. - Analyse cultural characteristics in the area of foreign language use, through the examination of authentic document.

2. - Understand cultural diversity through the learning of a foreign language.

3. - Value the use of a foreign language as a means of international communication and consider their use in new technologies.

4. - Relate one’s own culture to the culture shown when learning a foreign language.

If we take into account the different objectives, contents and evaluation criteria that have been laid out here and look at how they interrelate, we must conclude that the most effective way to carry out the process of evaluation is through continuous, integrated, individualised and fair evaluation of the teaching process. In other words, due to the complexity of the different aspects to be covered, the methods for evaluation will numerous and varied: detailed observation of the students’ work in the classroom, evaluation of homework, participation in different
activities, all of which should be done in an integrated fashion, in response to the needs of the moment, the objectives and the type of activity fulfilled.

An important feature of the project is learner training for participation in the University Entrance Exams.

**Evaluation tools**

- Observation sheets.
- Quiz exercises.
- Periodic tests.
- End-of-unit tests.
- Term tests.
- Written tests.
- Oral tests.
- Questionnaires.
- Self-assessment sheets.
- Teacher’s log and student’s log.
- Observation of daily work in class.
- Creating dictionaries.

**Testing and evaluation**

First of all, I would like to make it clear both concepts:

1. – **Testing:**

   From my point of view it is an activity through which you can measure what a student can do in one or several lessons. A test not only measures students’ learning but also teachers’ teaching in the same period of time.

   I would programme a *formative* test instead of a *summative* one for the following reasons:
- The content of a formative test refers to a limited series of lessons, not to a course syllabus, as a summative test requires.

- The author of a formative test is the class teacher and he also acts as a marker, whereas in a summative test the author is a group representing an institution (teacher staff, inspector staff…) and the teacher may not act as a marker.

- The aim of a formative test is to form a student as a human being, through a complex process. The aim of a summative test is to mark the end of teaching and sum up what students have learnt. This type of test is concerned with the product.

- A formative test is subjective, difficult to prepare and correct but it is a tool for communication and reproduces real situations. On the contrary, a summative test is objective, easy to prepare and correct and classifies students.

  But it is obvious that there are not pure communicative textbooks because all of them are a mixture of methods. Bearing this in mind I would design a test related to what has been taught in the lesson plan and it would contain aspects of a formative and summative test.

  To reflect the marking in advance I would write the value of each activity next to it.

2. - Evaluation:

Many people think that it is the same thing as testing. However testing is only one component in the evaluation process.

According to Sheila Estaire, evaluation should be “an integral part of the teaching-learning process: an information-gathering, decision-making, dynamic procedure.” If this is the aim of evaluation it should take place all through each unit or block of work. Therefore evaluation provides a lot of information about classroom life. And now the question is: What can we evaluate?

- Students’ effort and progress in their communicative activities.
- Students’ effort and progress in their knowledge of the linguistic system.
- Tasks carried out.
- How students and teachers act, interact and participate every day.
- Achievement of objectives.
- Meeting of course requirements: homework, speak English, motivation, positive attitude…

On the other hand, there is a close relationship between evaluation and context. The concept of context refers to aspect such as social-cultural environment and political considerations, which include the policy of our educational system and people involved in the education process.

To end up, I will say that evaluation usually helps students learn in a better way, programme their own studies and helps teachers know and share students’ knowledge.

5. - METHODOLOGY

5.1 The role of the student

Students should be aware of their own role in the learning process. Therefore, students are expected to take part actively, both in carrying out the exercises as well as in the processes of reflection, hypothesis formulation and the drawing of conclusions.

- In oral activities, students are expected to take part in discussions and conversations in a variety of topics.
- In written activities, it is not enough to write simple compositions in Basic English. Students must pay attention to form and content, summarise complex texts, express complicated ideas and manage a mixture of facts and opinions.
- In reading activities, students should learn how to manage new techniques that allow for greater texts exploitation and comprehension.
- With regard to listening and comprehension activities, students should use strategies that help them reinforce the ability to recognise words, phrases and registers.
The act of learning to learn is regarded as one of the aspects of learner training that will most influence students’ future efforts to improve a foreign language.

### 5.2 The role of the teacher

The teacher should encourage and motivate students in order to create significant learning situations and should succeed in linking the new concepts and structures to be learnt with those covered previously.

Every student will deal with the same situation using different styles and strategies. The teacher should be aware of this but without losing sight of the model to be taught.

The reality of personal and educational activities is a complex issue, and as a result, it is not easy to determine which type of diversity should be promoted and which should be overcome. Only an adequate combination of differentiating and equalising strategies can bring us closer to our aim of the developing each student’s greatest potential. *Educating through diversity is more an attitude and a cultural conviction than a technical resource.*

Once again, it is important to remember that our aim is not only that the students master specific set of structures, vocabulary, functions, etc., but also that they successfully manage different communicative situations. We can understand the process in the following way:

- Activities that give them the chance to reflect upon the language, their learning, their own progress, etc.
- Information about possible alternatives related to themes, methodology, etc.
- Allowing for opportunities to choose and to put those choices into practice.
- Practising a type of flexibility that allows for different approaches of ways of working.

In a class with different levels of ability, it is advisable to follow certain strategies to solve problems:

- Using Spanish to explain or translate what is necessary.
- Providing extra exercises for those who finish first.
- Giving homework to those who need it.
- Using inductive or deductive methods, according to the needs of the class.
- Being positive when evaluating work, even if there are mistakes.

In short, we envision the teacher’s work as a task directive towards the facilitation of the learning process; moreover, we insist that he/she should play a mediating role in order to reflect the new challenges presented by education in general and, the learning of a second language in particular.

As a result, the teacher should adopt different roles to the work to be undertaken in the different sections of the material. Sometimes he/she will be the informer and instructor who provide necessary data or information to carry out the task. Other times, he/she will act as a guide to facilitate student participation, approving correct actions or results and proposing the revision of conclusions or tasks that have led to the incorrect answers. Finally, he/she will also act as an observer who takes notes of any relevant aspects to be considered, in order to contribute to student progress.

5.3 Treatment of diversity

It is clear that we are going to come across students with differing abilities within the same class. There will be students who have certain difficulties in reaching the level of ability specified by the objectives at each stage. There will also be others who easily achieve the capacities expressed in the objectives and therefore require extra work in order not to lose interest in the foreign language.

How can we deal with mixed-ability classes?

The variety of factors, which account for mixed ability among our students means that we need to find a variety of solutions to the problem.

On the one hand, we will look at ways of changing, this means in particular improving opportunities for weaker learners:
- Classroom management skills to ensure that all learners are involved as much as possible in the lesson.

- Motivating students so that the teacher can improve chances of success in learning.

- Catering for different learning styles so that the teacher can increase learning opportunities for all students.

- Learner training to make students aware of effective learning behaviours and strategies both in and out of class.

On the other hand, we look at ways of coping, i.e. practical techniques and teaching ideas suitable for a mixed-ability class, linked particularly to the specific problem of mixed levels and learning speeds in one class but also different knowledge of the world and interests. The following areas are covered:

- Grading tasks: student work on the same material but with tasks prepared by the teacher adjusted to different levels of difficulty.

- Self-access: students use different materials to practise different language items and skills according to their needs.

- Content teaching: different topics and subjects are introduced into the class to motivate students and also allow those with different strengths, interests and knowledge of the world to shine.

- Activities with different responses: students are involved in group works that require different responses from different students in order to be completed, thereby catering for mixed levels and varied skills.

- Open-ended activities: students do the same tasks but can respond at their own level.

- Dealing with different learning speeds: planning course content, dealing with fast finishers and homework tasks for weaker and stronger students.

- Assessment: when and how teachers and students themselves can evaluate their progress and assess their work.
5.4 Treatment of mistakes

With time, the rules that the students infer during the learning process will begin to approximate the real rules, although any mistakes made will be respected as apart of the learning process and will be used for the purpose of reflection. The objective is for students to increasingly value the importance of precision and correction as aspects that help to improve communication. The teacher will make note of any significant mistakes and show them to the students as points for their reflections, in order for them to improve in the learning process. Note will be made of errors in grammar, semantics, spelling, pronunciation, text structure and general communication.

LESSON PLAN ONE

Title: The Space Age.

Inter-curricular connections: Area of History.

Cross-curricular subjects: Moral and Civic Education and Education for Peace.

Time: First term, 5 sessions of 50 minutes each.

1. - Didactic Objectives:

- Write and talk about daily activities and understand other people’s daily activities.
- Know how to use appropriate verb forms to talk about actions in the present.
- Understand and evaluate other ways of life.
- Work on punctuation in writing: the use of the comma.
- Learn about the use of suffixes for the formation of new adjectives.
- Comprehend general and specific information in oral and written texts.
- Pronunciation: /s/, /z/, /iz/. Third person “s”.

2. - Contents:

2.1. Concepts:
Revision and consolidation of Present Simple and Present Continuous/ Adverbs and expressions of frequency/ Talk and express opinions on different ways of life/ The use of the comma/ Adjective formation with –ful and –less/ Adjectives: feelings/ Vocabulary related to space/
Phonetics: /s/, /z/, /iz/.

2.2. Procedures:
Expression of personal opinions/ Participation in spoken conversation/ Answer questions about oral and written texts/ Match words to their definitions/ complete grammatical structure rules/ Fill in a text/ Pronunciation: /s/, /z/, /iz/.

2.3. Attitudes: Consideration of English as a means of communication/ Interest for identifying overall meaning in oral and written texts.

3. - Activities:

3.1. Introductory activities: Talk about differences of life in space and on the earth.

3.2. Development activities:
- Teacher explanation: the teacher explains the main structures and vocabulary.
- Pair work: Students talk about life in space and their daily routine.
- Read a text about the space age, answer questions and learn important vocabulary.
- Listen to an interview about an international space station.
- Write a composition about free time activities.
- Complete the rules about the uses of the Present Simple and Continuous.
- Exercises about the Present Simple and Continuous.
- Practise adjective formation with –full and –less.
- Complete sentences with new vocabulary.
- Learn the pronunciation of /s/, /z/, /iz/.

3.3 Other activities:
- Remedial work: Extra activities about the use of the Present Simple and Continuous and an extra text about daily routines.

- Follow-up activities: Prepare a short speech about living on the moon.

4. - **Assessment:** The student

- Understands and values ways of life different from his/ her own.

- Knows how to express everyday actions.

- Knows and uses the correct vocabulary about feelings and forms adjective with –ful /-less

- Knows how to use commas.

- Knows how to pronounce third person “s”.

**LESSON PLAN TWO**

Title: the World of Sport.

**Inter-curricular connections:** Area of Physical Education.

**Cross-curricular subjects:** Moral and Civic Education and Consumer’s Education.

**Time:** First term, 5 sessions of fifty minutes each.

1. - **Didactic Objectives:**

- Express actions in the past tense.

- Express opinions on the world of advertising.

- Write a biography using linking words.

- Learn some compound adjectives.

- Learn some vocabulary related to sport.

- Find evidence to support arguments in a written text.

- Understand both general and specific information in an oral and written text.

2. - **Contents:**

2.1. **Concepts:** Past Simple and Past Continuous: forms and uses/ Compound adjectives/ Linking words: so, after, although, because/ Words linked to the world of sport./ Phonetics: /t/, /d/, /id/, -ed endings.
2.2. Procedures: Analyse the use of linking words/ Write a guided biography/ Listen and repeat pronunciation /Infer and complete rules of uses/Using the dictionary/ Use preparation strategies before working on an oral or written text/ Pronunciation:/t/ /d/, /id/.

2.3. Attitudes: Critical attitude towards the way in which advertising influences our lives/ Evaluation of the foreign language as a means of communication /Interest in gathering information on aspects which are part of our daily lives /Reflect on the practical use of the different structures learnt.

3. - Activities:

3.1. Introductory activities:

Talk about their favourite sport and recent sporting events.

3.2. Development activities:

- Teacher explanation: the teacher explains main structures and vocabulary.
- Pair work: the students talk about a famous sporting event.
- Read a text, answer questions about it and work with the new vocabulary.
- Listen to an interview with a footballer. Choose the correct answers.
- Write a biography.
- Do exercises with Simple Past and Past Continuous.
- Practise with compound adjectives and linking words.
- Learn phonetics: /t/, /d/, /id/.

3.3 Other activities:

- Remedial work: Extra exercises about simple past and continuous. Write a short biography.
- Follow-up activities: Record for a few minutes a football match and talk about it pretending to be a journalist.

4. - Assessment: The student

- Knows how to express different types of past actions.
- Knows how to use vocabulary about sports.
- Knows how to form compound adjectives.
- Knows how to write a biography.
- Has a critical attitude towards the use of advertising.
- Knows some linking words and their use.
- Knows how to pronounce the –ed endings.

LESSON PLAN THREE

Title: Time for Travel.

Inter-curricular connections: Area of Geography.

Cross-curricular subjects: Environment Education and Education for Peace.

Time: First term, 5 sessions of 50 minutes each.

1. - Didactic Objectives:

- Make plans for the future.
- Write an informal letter.
- Understand general and specific information in written and oral texts.
- Pronunciation: / /, / , / / and / .

2. - Contents:

2.1. Concepts:


2.2. Procedures:

Talk about photographs of different places / Express differences on different places / Answer questions on plans for the future / Analyse the structure of an informal letter / Write an informal
letter / Infer the meaning of words / Define a word from a text / Complete structures using the structures studied / Pronunciation: / /, / /, / / and / /.

2.3. Attitudes:
Attempt to give reasons for one’s own personal opinion / Assess positive aspects of different places / Evaluation of the importance of ecological activities and associations that protect the environment / Reflect on the practical use of the structures learnt.

3. - Activities:

3.1. Introductory activities: Talk about the students’ future plans and imagine some famous people’s plans

3.2. Development activities:

- Teacher explanation: the teacher explains the main structures and difficult vocabulary.
- Group work. Three or four students talk about their plans for their next holiday.
- Read a text about the plans that some students have after graduating at university. Answer some questions and do exercises with the new vocabulary.
- Listen to an interview with a member of the conservation society.
- Write an informal letter about one’s own holiday.
- Complete the rules about the rules of “going to “.
- Exercises with gerunds, make /do and adjectives for describing places.
- Learn the pronunciation of / /, / /, / / and / /

3.3 Other activities:

- Remedial work: Extra activities about “going to”, gerunds and do / make.
  Write a simple informal letter.
- Follow-up activities: Surf the Internet to find information about a city and design a brochure to attract tourists.
4. - **Assessment:** The student

- Knows how to use going to.
- Knows how to write an informal letter.
- Knows how to use the correct adjectives to describe places.
- Knows some important facts about eco-tourism.
- Knows how to pronounce / /, /, /, / and / /.

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**LESSON PLAN FOUR**

**Title:** Get Smart.

**Inter-curricular connections:** Area of Computer Studies.

**Cross-curricular subjects:** Education for Peace and Consumer's education.

**Time:** First term, 5 sessions of 50 minutes each.

1. - **Didactic Objectives:**

- Learn to enhance verb meaning by using modal verbs.
- Express ability, permission, obligation and necessity.
- Describe electronic devices
- Improve the students’ writing
- Pronunciation: / /, / / and /a:/.

2. - **Contents:**

2.1. **Concepts:**

Modal verbs can, could, must and have to / Language of computers and communication / Possessive adjectives and pronouns / Reflexive pronouns / Describing electronic devices / Word order (adjectives and adverbs) / False friends / Phonetics / /, / / and /a:/.  

2.2. **Procedures:**
Describe things / Say if a sentence about a text is true or false / Complete a chart / Rearrange words to form a correct sentence / Fill in a text with the correct word / Pronunciation: /,/,/ and /a:/.

2.3. Attitudes:
Value a foreign language as a means of communication / Reflect on the use of new technologies.

3. - Activities:

3.1. Introductory activities: In pairs, the student talk about the electronic devices they have.

3.2. Development activities:
- Teacher explanation: the teacher explains the main structures and vocabulary.
- In pairs talk about abilities in the past.
- Read a text about smart cards and work on it.
- Listen to some telemarketing.
- Write about new technologies paying special attention to word order.
- Complete the rules about the rules of modal verbs can, could, must and have to.
- Exercises with false friends.
- Exercises with possessive adjectives, pronouns, and reflexive pronouns.
- Learn the pronunciation of /,/,/ and /a:/.

3.3 Other activities:
- Remedial work: Extra activities with modal verbs, possessives and reflexives.
  More practice on word order.
- Follow-up activities: Prepare a short speech for the class explaining the advantages of smart cards.

5. - Assessment: The student
- Knows and uses the correct vocabulary to talk about new technologies.
- Knows how to express obligation, permission, necessity and probability.
- Knows how to write sentences following the English word order.
- Knows how to pronounce /b/, /v/ and /a:/.

LESSON PLAN FIVE

Title: The Cyber Future.

Inter-curricular connections: Area of Computer Studies.

Cross-curricular subjects: Consumer’s Education and Moral and Civic Education.

Time: First term, 5 sessions of 50 minutes each.

1. - Didactic Objectives:

- Express opinions and show agreement or disagreement with other opinions.
- Write a composition giving an opinion about a topic.
- Know how to make future predictions.
- Learn vocabulary related to the world of computer science.
- Grasp general and specific information from written and oral texts.
- Pronunciation: /b/, /v/ and silent “b”.

2. - Contents:

2.1. Concepts:
Expressions of future predictions / Expressions used for giving opinions / Vocabulary related to science and technology / Prepositions of time / Phonetics: /b/, /v/ and silent “b”.

2.2. Procedures:
Expressing agreement and disagreement with opinions on the future / Take part in dialogue making predictions / Use the brainstorming technique to prepare a written composition / Recognise topics covered in an oral text / Translate to the native language / Infer and complete rules / Pronunciation: /v/, /b/ and silent “b”.

2.3. Attitudes:
Reflection on the advantages and disadvantages of specific advances in our lives / Effort to discuss personal opinions in a coherent way / Interest in reading English texts on one’s own.

3. - Activities:

3.1. Introductory activities: Surf the Internet to find the weather forecast in English.

3.2. Development activities:
- Teacher explanation: the teacher explains the main structures and difficult vocabulary.
- Group work: the students talk about the future. They make predictions.
- Read a text about the future and work with it.
- Listen to an interview with an expert on virtual reality.
- Write about one’s own opinion.
- Practise with the Simple Future and prepositions of time.
- Learn the pronunciation of /v/, /b/ and silent “b”.

3.3 Other activities:
- Remedial work: Extra activities about the future and phonetics.
- Follow-up activities: Find more information about virtual reality in the Internet.

3. - Assessment: The student
- Knows how to write an opinion essay coherently.
- Uses strategies to prepare a composition.
- Knows vocabulary related to Computer Sciences.
- Knows how to use will.
- Knows how to pronounce /b/, /v/ and silent “b”.
LESSON PLAN SIX

Title: DNA.

Inter-curricular connections: area of Science.

Cross-curricular subjects: education for sex equality and health education.

Time: first term, 5 sessions of 50 minutes each.

1. - Didactic Objectives:
   - Express hypothetic situations.
   - Express condition and result.
   - Learn vocabulary related to Science and Medicine.
   - Understand the main idea of a text.
   - Write with unity and coherence.
   - Pronunciation: /h/, /t/ and /d/.

2. - Contents:

2.1. Concepts:
First Conditional / Temporal clauses / Quantifiers / Unity and coherence in sentences / Homonyms / Abbreviations / Vocabulary related to Science and Medicine / Phonetics / /h/, /t/ and /d/.

2.2. Procedures:
Relating personally to a text / Understanding the main idea / Finish conditional sentences / Analyse the coherence of a text / Match words to their definitions / Pronunciation: /h/, /t/ and /d/.

2.3. Attitudes:
Interest in learning and memorising the structures studied / Value the foreign language as a means of communication.
2. - Activities:

3.1. Introductory activities: Brainstorm with a partner thinking of words connected to genetics.

3.2. Development activities:

- Teacher explanation: the teacher explains the main structures and difficult vocabulary.
- Group work. Prepare a short talk on one aspect of genetics.
- Read a text about DNA and work on it.
- Listen to a text about cloning.
- Complete the rules about the first conditional and do some exercises.
- Practise with quantifiers and time expressions.
- Learn the pronunciation of /ʃ/, /t/ and /d/.

3.3 Other activities:

- Remedial work: Extra exercises with conditionals and time clauses.
- Follow-up activities: Read and work on a passage of Brave New World (Aldous Huxley).

3. - Assessment: The student

- Knows how to write and speak coherently.
- Knows vocabulary related to Science and Medicine.
- Knows how to use first conditional sentences and time clauses.
- Knows how to pronounce /ʃ/, /t/ and /d/.

LESSON PLAN SEVEN

Title: Out on the Town

Inter-curricular connections: Area of History.


Time: Second term, 5 sessions of 50 minutes each.

1. - Didactic Objectives:
- Express free-time preferences, comparing favourite things and places.
- Reflect on different types of films, analyse their elements and prepare a review.
- Deal with hypothetical situations.
- Understand and retain general and specific information from oral and written texts.
- Pronunciation: /ė/ and /ė/.  

2. - Contents:

2.1. Concepts:
Vocabulary related to free time and films / Comparatives and superlatives / Not as... as / Adverbs of degree / Second Conditional / Linking words: cause and result / Phonetics / / and / .  

2.2. Procedures:
Express preferences / analyse the content of a film review / Look for synonyms in a text / Fill in the gaps in a text / Interview a classmate / Identify mistakes.

2.3. Attitudes:
Respect different tastes / recognise the importance of using comparatives to express preference / Interest in monitoring the learning process by carrying out the proposed activities.

3. - Activities:

3.1. Introductory activities: Talk about the students’ favourite cafes and bars. Describe them.

3.2. Development activities:
- Teacher explanation: the teacher explains the main structures and difficult vocabulary.
- Pair work: the students talk about different places of entertainment and compare them.
- Read a text about theme cafes and work on it.
- Listen to an interview with some teenagers at a theme park.
- Write a formal letter.
- Practise with adverbs of degree.
- Practise with the second conditional.
- Use the new vocabulary.
- Learn the pronunciation of the diphthongs /aɪ/-/aɪ/.

3.3 Other activities:

- Remedial work: Extra activities with the second conditional.
- Follow-up activities: Find information about Disneyland and Disney World and compare them.

4. - Assessment: The student
- Knows how to express his/her free-time preferences.
- Understand the comparative structures and uses them.
- Recognises the form and use of the second conditional and uses it.
- Knows how to use the vocabulary about free-time activities.
- Knows how to pronounce /aɪ/-/aɪ/.

LESSON PLAN EIGHT

Title: Fame.

Inter-curricular connections: Area of History.

Cross-curricular subjects: Moral and Civic Education and Consumer’s Education.

Time: Second term, 5 sessions of 50 minutes each.

1. - Didactic Objectives:
- Express their opinions about fame.
- Speculate about situations that never happen.
- Express quantity and degree.
- Understand and retain general and specific information in written and oral texts.

- Pronunciation: /ˌʊ,ə/ /uː/ 

2. - Contents:

2.1. Concepts:

Third conditional/ Expressions of quantity/ Express degree with too or enough/ Talk and express opinions about fame/ Vocabulary related to fame/ Learn how to write sentences in a clear and simple way/ Phonetics /ˌʊ,ə/ /uː/ 

2.2. Procedures:

Expression of personal opinion / Answer questions about a written text / Find synonyms in a text / Listen to a song and find words that rhyme / Study grammar rules / Pronunciation: /ˌʊ,ə/ /uː/ 

2.3. Attitudes:

Importance of writing in a clear way / Critical attitude towards fame / Recognising the value of a foreign language as a means of communication. 

3. - Activities:

3.1. Introductory activities: In pairs, they prepare a short speech about a famous person.

3.2. Development activities:

- Teacher explanation: the teacher explains the main structures and difficult vocabulary.

- Group work: the students analyse a written text and they discuss about extra information.

- Read a text about Elvis Presley and work on it.

- Listen to a song.

- Write a composition about a famous writer.

- Practise with the third conditional.

- Practise with expressions of quantity, too and enough.

- Use the new vocabulary.

- Learn the pronunciation of /ˌʊ,ə/ /uː/
3.3 Other activities:

- Remedial work: extra activities with the three types of conditional sentences.
- Follow-up activities: look for the lyrics of a song and prepare some activities.

5. - Assessment: The student

- Knows how to express his/her opinion about fame.
- Knows how to express quantity and degree.
- Recognises the form and the use of the third conditional.
- Knows how to write in a clear way.
- Knows how to pronounce / /, / u: /

LESSON PLAN NINE

Title: The Paranormal.

Inter-curricular connections: Area of Science.

Cross-curricular subjects: Environmental Education.

Time: Second term, 6 sessions of 50 minutes each.

1. - Didactic Objectives:

- Express opinions and beliefs about paranormal phenomena.
- Know how to use the correct verb forms to describe recent events.
- Write a story using descriptive adjectives.
- Learn some phrasal verbs.
- Pronunciation: /h/ and silent “h”.

2. - Contents:

2.1. Concepts:

Present Perfect and Past Simple / Just, yet, already / For; since / Formulating adjectives with negative prefixes / Adjectives and adverbs / Verb patterns with want, need and help / Some
phrasal verbs / Modal verbs: present and past deductions / Descriptive adjectives / Phonetics: /h/ and silent “h”.

2.2. Procedures:
Put the events of a storyline into chronological order/ Add adjectives to a paragraph of a story/ Complete a vocabulary diagram/ Match examples to uses/ Choose the correct verb form from two possible options/ Match verbs with prepositions/ Carry out reflective activities about the language/ Pronunciation /h/ and silent “h”.

2.3. Attitudes:
Provide rational arguments to defend personal beliefs and respect those of others/ Recognition of the importance of adjectives in a story/ Awareness of the importance of word forming for broadening vocabulary.

3. - Activities:

3.1. Introductory activities: Talk about Harry Potter, the books and the films.

3.2. Development activities:
- Teacher explanation: the teacher explains the main structures and difficult vocabulary.
- Group work: the students talk about paranormal phenomena and report one to the class.
- Read a text about paranormal phenomena and work on it.
- Listen to an oral text about ghosts.
- Write a composition with descriptive adjectives.
- Complete sentences with Present Perfect or Past Simple.
- Practise with modal verbs.
- Learn the pronunciation of /h/ and silent “h”.

3.3 Other activities:
- Remedial work: Extra practice with Present Perfect and descriptive adjectives.
- Follow-up activities: Encourage students to read Harry Potter in English.
3. - **Assessment:** The student

- Knows how to give his / her opinion.
- Knows how to write a story using descriptive adjectives.
- Recognises the difference between Present Perfect and Past Simple.
- Knows the phrasal verbs studied.
- Knows how to pronounce /h/ and silent “h”.

**LESSON PLAN TEN**

**Title:** Crime and Punishment.

**Inter-curricular connections:** Area of History.

**Cross-curricular subjects:** Moral and Civic Education and Education for Peace.

**Time:** Second term, 6 sessions of 50 minutes each.

1. - **Didactic Objectives:**

- Broaden vocabulary related to the topic.
- Know how to write a summary following a guideline.
- Know how to express past actions with the correct verb form.
- Pronunciation: / /.

2. - **Contents:**

2.1. **Concepts:**

Vocabulary about criminal actions / Be- would get used to / Would- used to – Past Simple / Past Perfect / Phrasal verbs related to crime / Guidelines for summary making / Phonetics :/ /

2.2. **Procedures:**

Analyse an example of a summary and summarise a story / Use the grammatical structures and vocabulary to personalise new learning / Identify synonyms in a text / Use a dictionary to complete a table / Pronunciation: / /.
2.3. **Attitudes:**

Curiosity and interest for different points of view / Give opinions in a critical, rational manner

3. - **Activities:**

3.1. **Introductory activities:** In pairs, think of vocabulary related to crime.

3.2. **Development activities:**

- Teacher explanation: the teacher explains the main structures and difficult vocabulary.
- Group work: the students read a text about different crimes and talk about it.
- Read a text about crime and work on it.
- Listen to an interview about a youth court.
- Write a summary.
- Practise with verb forms referred to past actions.
- Learn the pronunciation of / /.

3.3 **Other activities:**

- Remedial work: Extra work about guided summary writing and phonetics.
- Follow-up activities: Let the students imagine they are bank robbers. They have to give the reasons why they robbed the money.

4. - **Assessment:** The student

- Is familiar with the rules of form and use of the Past Perfect.
- Knows vocabulary related to crime.
- Knows how to write a summary.
- Knows how to pronounce / /.
LESSON PLAN ELEVEN

Title: Racism.

Inter-curricular connections: Area of History and Philosophy.

Cross-curricular subjects: Education for Peace and International Cooperation.

Time: Second term, 8 sessions of 50 minutes each.

1. - Didactic Objectives:

- Broaden vocabulary related to the topic.
- Understand the use of the Passive Voice.
- Write sentences in the Passive.
- Tell stories and jokes.
- Pronunciation: / / and / :/.

2. - Contents:

2.1. Concepts:

Form and use of the passive voice / Have-get something done / Word building: nouns from verbs / Write a formal letter / Tell stories and jokes / Phonetics / / and / :/.

2.2. Procedures:

Decide whether to complete a sentence in the active or in the passive / Convert sentences from the active to the passive voice / Obtain specific information from a text / Pronunciation: / / and / /.

2.3. Attitudes:

Awareness of the importance of broadening vocabulary / Reflection on the practical use of the different structures learnt / Interest in monitoring the learning process by carrying out the proposed activities.
3. - Activities:

3.1. Introductory activities: A few students prepare some information about Nelson Mandela and report it to the class.

3.2. Development activities:
- Teacher explanation: the teacher explains the main structures and difficult vocabulary.
- In pairs, they tell each other a funny story or a joke.
- Read a text about Nelson Mandela and work on it.
- Listen to a joke.
- Practise with get / have something done.
- Make nouns from verbs.
- Learn the pronunciation of /ə/ and /ʌ/.

3.3 Other activities:
- Remedial work: Extra activities about the passive.
- Follow-up activities: Search for Human Rights in English and write them on a poster.

5. - Assessment: The student
- Accepts people who are different from him/ her.
- Knows how to use the passive.
- Knows how to broaden vocabulary by making nouns from verbs.
- Knows how to pronounce /ə/ and /ʌ/.
LESSON PLAN TWELVE

Title: Artists.

Inter-curricular connections: Area of History and Art.

Cross-curricular subjects: Moral and Civic Education

Time: Third term, 6 sessions of 50 minutes each.

1. - Didactic Objectives:

- Understand Reported Speech: Statements and questions.
- Learn vocabulary related to Art.
- Now how to write a dialogue.
- Pronunciation: Word stress.

2. - Contents:

2.1. Concepts:

Reported speech: Statements and questions/ Compound adjectives and nouns/ Dialogues/

2.2. Procedures:

Talk about a topic related to a text/ Infer the meaning of words from a text/ Complete sentences using the right word/ Talk about what other people said/ Pronunciation: word stress.

2.3. Attitudes:

Interest in learning the rules for the structures studied/ Interest in the world of Art.

3. - Activities:

3.1. Introductory activities: The students describe famous paintings in pairs.

3.2. Development activities:

- Teacher explanation: the teacher explains the main structures and difficult vocabulary.
- Group work: the students talk about the painters they know.
- Read a text about two famous painters and work on it.
- Listen to a dialogue.
- Write a dialogue.
- Practise with reported speech (statements and questions).
- Practise with compound adjectives and nouns.
- Learn how to stress words.

3.3 Other activities:
- Remedial work: Extra work on reported speech.
- Follow-up activities: Memorise and act a dialogue in front of the class.

4. - Assessment: The student
- Knows how to use the reported speech with statements and questions.
- Knows how to write a dialogue.
- Knows how to form compound adjectives and nouns.
- Knows how to stress English words.

LESSON PLAN THIRTEEN

Title: Britain.

Inter-curricular connections: area of Geography and Latin.

Cross-curricular subjects: Moral and Civic Education and Education for Peace.

Time: Third term, six sessions of 50 minutes each.

1. - Didactic Objectives:
- Talk and write about Britain.
- Know how to use quantifiers.
- Know neutral and extreme adjectives.
- Know how to write an opinion article.
- Understand Reported Speech: commands.
- Pronunciation: Stress in three-syllable words.
2. - Contents:

2.1. Concepts:
Expressions of quantity/ Reported speech: commands/ Reporting verbs/ Neutral and extreme adjectives/ Indefinite pronouns/ Linking words: contrast and addition/ Phonetics: stress in three-syllable words.

2.2. Procedures:
Write an opinion article using the necessary tools/ Infer the meaning of words from a text/ Match adjectives to synonyms/ Perform reflection activities on the language/ Correct mistakes in sentences/ Pronunciation: stress in three-syllable words.

2.3. Attitudes:
Recognition of the value of the foreign languages as a means of communication/ Recognising the importance of using adjectives in story-telling/ Reflection on the practical use of the structures learnt.

3. - Activities:

3.1. Introductory activities: The teacher shows different objects related to British life.
The students talk about them.

3.2. Development activities:
- Teacher explanation: the teacher explains the main structures and vocabulary.
- Group work: the students talk about the places they have visited.
- Read a text about Britain and work on it.
- Listen to some British teenagers talking about jobs and money.
- Write a composition using linking words.
- Practise with commands in Reported Speech.
- Practise with reporting verbs.
- Exercises with extreme adjectives.
- Learn intonation.
3.3 Other activities:

- Remedial work: Extra activities about Reported Speech and linking words.
- Follow-up activities: Read an extract from *How to be an Alien* by George Mikes and report a summary to the class.

5. **Assessment:** The student

- Knows the difference between Reported and Direct Speech and recognises the grammatical changes between them.
- Can use the structure of reported commands correctly.
- Understand the difference between neutral and extreme adjectives.
- Knows how to write a composition using linking words.
- Knows how to stress three-syllable words.

**LESSON PLAN FOURTEEN**

**Title:** Television.

**Inter-curricular connections:** Area of Philosophy.

**Cross-curricular subjects:** Consumer’s Education; Moral and Civic Education.

**Time:** Third term, 6 sessions of 50 minutes each.

1. **Didactic Objectives:**

- Read and talk about television.
- Know how to use modal verbs to express obligation and advice.
- Know how to write a personal description.
- Write a text with information for or against a specific topic.
- Know how to express Future Continuous and Perfect.
- Pronunciation: stress in compound adjectives.
2. - Contents:

2.1. Concepts:
Modal verbs of obligation and advice / Future continuous and future perfect/ Adjective suffixes: -al, -ive, -able, -ous/ Words that go together/ Phonetics: Stress in compound adjectives.

2.2. Procedures:
Describe photographs as a preview to the subject of a reading text/ Speak about TV programmes in a critical way/ Answer comprehension questions/ establish a comparison between the content of a text and reality/ Pronunciation: Stress in compound adjectives.

2.2. Attitudes:
Ability to express opinions about TV/ Evaluation of the need to organise ideas before writing them down/ Respect for individual turn taking during communication.

3. - Activities:

3.1. Introductory activities: The whole group talk about some photographs with people watching television.

3.2. Development activities:
- Teacher explanation: The teacher explains the main structures and vocabulary.
- In pairs, the students speak about their favourite TV programmes.
- Read a text about TV and work on it.
- Listen to an interview with some young people talking about a TV programme.
- Write a personal description.
- Practise with future perfect and future continuous.
- Practise with adjectives.
- Write sentences with modal verbs.
- Learn how to stress compound adjectives.

3.3 Other activities:
- Remedial work: Extra work with modal verbs and adjective suffixes.
Follow-up activities: Prepare a short speech presenting a TV programme.

3. **Assessment:** The student

- Knows how to write a composition organising his/her ideas and using the correct vocabulary.
- Knows how to use modal verbs.
- Knows how to talk about TV.
- Knows how to express future events.
- Knows how to pronounce compound adjectives.

**LESSON PLAN FIFTEEN**

**Title:** Internet Chat.

**Inter-curricular connections:** Area of Computer Studies.

**Cross-curricular subjects:** Consumer’s education and education for sex equality.

**Time:** Third term, six sessions of 50 minutes each.

1. **Didactic Objectives:**

- Write and talk about the Internet and computers.
- Know how to use certain phrasal verbs.
- Learn how to write messages.
- Know how to ask questions.
- Know how to express extra information.
- Pronunciation: Intonation.

2. **Contents:**

2.1. **Concepts:**

Vocabulary related to the internet chat/ Question forms/ Question tags/ Relative clauses/ Phrasal verbs/ Personal messages/ Phonetics: intonation.

2.2. **Procedures:**
Participation in conversations/ Answer questions about oral and written texts/ Match words with their definitions/ Write questions / Put words in the correct order/ Pronunciation: Intonation.

2.3. **Attitudes:**

Critical evaluation of the pros and cons of the Internet/ Effort to discuss personal opinion in a coherent way/ Value the foreign language as a means of communication.

3. - **Activities:**

3.1. **Introductory activities:** In groups, the students talk about the advantages and disadvantages of meeting people through the Internet.

3.2. **Development activities:**

- Teacher explanation: The teacher explains the main structures and vocabulary.
- Read a dialogue and work on it.
- Write personal messages.
- Listen to a song.
- Practise with phrasal verbs.
- Practise with relative clauses.
- Learn how to speak with the correct intonation.

3.3 **Other activities:**

- Remedial work: Extra exercises about relative clauses.
- Follow-up activities: The students send messages to other students in the class.

4. - **Assessment:** The student

- Knows how to use relative clauses.
- Knows some phrasal verbs.
- Knows how to write personal messages.
- Understands how to ask questions.
- Knows how to speak with the correct intonation.
6. - MATERIALS

Course books, workbooks, bilingual grammars, dictionaries, CD players, DVDs, PCs, satellite dish, reading books, magazines, comics, blackboards, charts, realia … etc.

7. - BIBLIOGRAPHY

- Decreto 86/ 2002 por el que se establece el Currículo del Bachillerato en Extremadura.

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Carlos Javier Rodriguez Oliva