



UNIVERSIDAD DE JAÉN
Centro de Estudios de Postgrado

Trabajo Fin de Máster

**THE IMPORTANCE OF ROLE
PLAYS IN TEACHING ENGLISH AS
A VEHICLE TO FACE THE REAL
WORLD**

Alumno/a: Ruiz Gámez, María del Rocío

Tutor/a: Prof. D. Julio Ángel Olivares Merino
Dpto: Departamento de Filología Inglesa

Octubre, 2015

Acknowledgements:

Special thanks to my tutor, Olivares Merino J.A., for his constructive ideas and helpful assistance and thanks to my family and friends who have supported and trusted me.

INDEX

1. RESUMEN/ABSTRACT	5
2. THEORETICAL FRAMEWORK	7
2.1. INTRODUCTION	8
2.2. STATE OF THE ART	9
2.3. ROLE-PLAY AS A MAIN GOAL	13
2.4. TEACHERS' AND LEARNERS' ROLE	18
2.4.1. TEACHERS' ROLE	18
2.4.2. LEARNERS' ROLE	20
3. DIDACTIC UNIT	23
3.1. INTRODUCTION	24
3.2. JUSTIFICATION	24
3.3. CONTEXTUALIZATION, DESCRIPTION AND AIM OF THE DIDACTIC UNIT	24
3.4. TIMING	25
3.5. DIDACTIC OBJECTIVES	26
3.6. CONTENTS	27
3.7. VALUES AND CROSS CURRICULAR ISSUES	30
3.8. INTERDISCIPLINARY ELEMENTS	30
3.9. METHODOLOGY	30
3.10. LESSON PLAN	31
3.10.1. SESSION 1. ACTIVITIES	31
3.10.2. SESSION 2. ACTIVITIES	34
3.10.3. SESSION 3. ACTIVITIES	41
3.10.4. SESSION 4. ACTIVITIES	46
3.10.5. SESSION 5. ACTIVITIES	58
3.11 REINFORCEMENT AND EXTENSION ACTIVITIES	59
3.12. EVALUATION CRITERIA	62
3.13. INSTRUMENTS OF EVALUATION	63
3.14. MATERIALS AND RESOURCES	63

4. INSERTING A ROLE-PLAY ACTIVITY IN A CLASS OF SECOND YEAR OF NON-COMPULSORY EDUCATION	63
5. RESULTS AND CONCLUSIONS	67
6. BIBLIOGRAPHY	69
7. ANNEXES	71

1.-Resumen

El presente documento contiene la memoria del proyecto fin de master titulado "THE IMPORTANCE OF ROLE PLAYS IN TEACHING ENGLISH AS A VEHICLE TO FACE THE REAL WORLD"

El objetivo de este trabajo es dar a conocer la esencia y el funcionamiento del "role play", una forma lúdica, divertida y motivadora de enseñar un idioma extranjero. Llevando a cabo una actividad de Role Play, el alumnado puede adquirir un conocimiento más avanzado del idioma. El presente trabajo está dividido en dos partes: la primera trata sobre el desarrollo de los fundamentos teóricos sobre el recurso que nos compete. En primer lugar se resumirán las diferencias entre la enseñanza del idioma extranjero en el pasado y las innovadoras y motivadoras formas de enseñanza del presente; en segundo lugar se definirá el mecanismo del Role Play, sus funciones y objetivos; y finalmente se describirán detalladamente los diferentes roles del docente y del discente dentro del desarrollo de un role play. La segunda parte del proyecto se basa en la aplicación de un Role Play en una clase de Segundo de Enseñanza no Obligatoria. Con este trabajo, pretendemos visibilizar y fundamentar el valor de un Role Play en la enseñanza de un segundo idioma y, asimismo, a fomentar su uso en clase como una manera diferente de enseñar un idioma.

PALABRAS CLAVE: Atención centrada en el profesor, método de aprendizaje centrado en el alumno, método de traducción-gramatical, bilingüismo y role play

Abstract

The present document contains the Master Project Thesis entitled "THE IMPORTANCE OF ROLE PLAYS IN TEACHING ENGLISH AS A VEHICLE TO FACE THE REAL WORLD"

The aim of this work is to define what a Role Play is, a ludic, funny and motivating way of teaching a foreign language. Carrying out a role play activity, learners can acquire a lot of knowledge about the language. This work is divided into two parts: the first one is about the development of theoretical indexes about Role Plays. First of all, we will show the differences between the teaching of a foreign language in the past and the motivating and innovative ways of teaching at the present; secondly, we will explain what a Role Play is and what it is used for. Finally, we will thoroughly describe the different teachers' and learners' roles while they take part in a role play. The second part of this project is going to deal with the implementation of a Role Play in a class of second year of Non-Compulsory education. With this plan,

we want everybody to know what a Role Play is and fostering its use, give them the opportunity to use it in class as a different way of teaching a language.

KEY WORDS: teacher-centred, grammar-translation method, bilingualism, student-centred and role play.

2.-THEORETICAL FRAMEWORK

2.1.- Introduction

This work is going to be developed as a consequence of the high number of people who are interested in learning a new language through a funny, attractive and easy way. To be more concrete, these lines will focus on teaching and learning through a new technique called Role Play. According to H. W. Maier:

Role playing is one of the most mis-used and under-used techniques available to the child and youth care worker. This is because it is also one of the least understood of techniques. While we have all seen it, and even experienced it, in our training, we have seldom had the opportunity to really dissect it: to tear it apart and analyze it so that we come to know its value, power and usefulness. As a result we end up using role play when we're stuck, bored or desperate rather than using it because it is appropriate for this client, in this state, at this time.¹

It is true that teachers are the first ones that refuse doing a role play activity. Over the years, they have thought that the best option is teaching a foreign language in a traditional way, but all these ways have changed, the methodology has distorted and teachers have to think in some other forms and paradigms of teaching. For this reason, some of them have begun to introduce these attractive tasks in the classroom.

Role playing is an educational tool for learners and teachers. Students can be reluctant to do it, but if the teacher knows how to explain the task correctly, they will try and finally will like the activity even creating the desire to repeat it. Everything depends on the explanation, if you make the activity easy for comprehension, learners will understand it and will be involved in the proceedings. H. W. Maier states:

The issue, as the writer sees it, is not to engage students, trainees, or supervisees in role playing per se, but rather to assess what form of learning needs to be achieved, that is, role playing for what objectives. Is it primarily for the participants' skill acquisition (behavioral competence development)? Is it basically to enhance the learners' cognitive understanding (information intake and intellectual grasp)? Or is it essentially to enrich the trainees' affect experience²

It is essential to engage learners and motivate them so that they feel relaxed and comfortable doing the activity. They have to see that the teacher is the first person who likes and enjoys the task because he/she is like a model for them. Moreover, according to Anderson "demonstration is extremely useful...also provides them with a useful 'life listening' task, a model for the conversation they are going to have, and

¹<http://www.cyc-net.org/cyc-online/cycol-0102-roleplay.html> (last accessed 19/06/15)

²<http://www.cyc-net.org/cyc-online/cycol-0102-roleplay.html> (last accessed 19/06/15)

shows how the Target Language could be used” (2006: 6-7). It means that it is good to get two strong students to perform in front of the class so that the rest of them can see the demonstration with the appropriate intonation.

With reference to my project, it will be divided into two major sections. On the one hand, we will start with the theoretical fundamentals of role playing and we will discuss some aspects to be pointed out. On the other, we will also consider the implementation of our theoretical points in a didactic approach with a final task which will be a role play activity in a real teaching situation.

First of all, we will start with a brief explanation comparing two teaching styles: the differences between the teaching of a foreign language some years ago and nowadays. On this basis, we will analyze how role playing has been incorporated in classrooms and to what extent students feel motivated doing it. Continuing with the third point, we will define the advantages and disadvantages of role play activities in class. Definitely, there are more advantages than disadvantages, mainly because role playing is a powerful tool for learning a language since students are in contact with real life through an activity that develops oral skills and the interaction with peers. They lose their fear to speak aloud and gradually they feel comfortable until they finally like the task. Moreover, performing a role play, the teacher can teach them some expressions or details from the foreign country which will be eye-catching.

In point four, we will explain the roles of both teachers and learners in role playing.

Once the theoretical fundamentals are developed, we will focus on the implementation of these foundations in a didactic approach. We will explain a didactic unit related to a final task which will be a role play activity in a real classroom of Second Grade of Non-Compulsory Secondary Education.

The next point is going to show the acquired experience when the last task, in that case, the role play, is finished. So, we are going to describe step by step how the activity will be communicated to the learners, the process of explaining what they have to do and what roles were for each one and how we carried out the activity in class.

To sum up, with our work, we are going to summarize all the important details of this project, the expectations and feelings that I got during the performance and some positive and negative comments about the play and the students.

2.2.- State of the art

The interaction and production in English have always been a big challenge for all Spanish people for many years. During the last century, when we learned English at school, teachers were not specialized in this subject, so their job was to teach English through books without any improvisation and freedom. In these lessons nobody spoke English, the teacher being the first person who did not fulfill this duty, so the rest of the students did not either, because they did not see the example in the teacher.

According to Dr. Tzu-Pu Wang (2007: 23), in traditional teaching methods, the teacher has been the central role in the classroom, so this method can be called teacher-centred, the students only have to stay passively and pay attention to the class. It is a master class in which the teacher explains some contents and the students observe the lesson quietly. Then the teacher gives them some exercises, often with the same pattern: grammar exercises, lists of vocabulary to learn by heart, translation exercises, some dictations and very little interaction among students.

The methodology used, some many years ago, was based on everything went around the teacher; he/she was the person who had all the necessary knowledge to teach students all that they knew. According to Hadžimehmedagić & Akbarov³, “traditional method of teaching is "teacher-dominated interaction". Teaching is deeply teacher centred and teachers are the source of the knowledge, while learners are passive receivers that must memorize things”. It was an authoritative method because the learners had to be in silence and listen to the teacher calmly. In accordance with Boumová, “obedience and respect for the teacher, headmaster, etc are highlighted as priorities” (2008: 30). Moreover, if students follow the class properly and listen to the teacher’s explanation, they will be able to acquire the knowledge. Continuing with Boumová (2008: 12), “the traditional approach shows language primarily from the rule-governed point of view and concentrates on the knowledge of grammar and items of vocabulary”. It means that the production and the interaction in the classroom were in a second place.

In accordance with Boumová (2008: 10-11), in the last years, the teacher was seen as the main source of knowledge since a few people could study for they had to work in order to help their family to get money to eat or mainly to live. So people who could study had the power to teach something new and show their knowledge to the rest of people. These people were very influential. Apart from that, English subject was not very important because the main language which served as a vehicle to buy or sell something was Latin, firstly, and secondly, French. As a consequence, English was in a second place and the teacher who taught English was not specialized in this subject. The class was sometimes taught in Spanish with a little interaction in English. The lesson was focused on teaching grammar, remembering a list of vocabulary and being able to translate into Spanish. No interaction and no production in English were activated in the classroom.

The role of the teacher in the traditional teaching method is less flexible. The teacher is the person who controls the class and sets up the laws and rules. Also he/she is the person who dominates the situation and the activities and makes sure that everything goes well without noise or disturbances. In traditional teaching the teacher emphasizes the grammar and reading skills as well as translation exercises.

³<http://eprints.ibu.edu.ba/1901/> (last accessed 20/05/15)

Listening and speaking skills are considered of secondary importance. They are out of place in this kind of method. Seeing this type of methodology, we can think that the teacher prefers not to show her/his skills in English and be guided by a book with the solutions of the exercises. In the past, English language was not very demanded in Spain and the teacher who taught English in class did not have the suitable level to hold a class properly. His/her support was the book.

Apart from the role of the teacher, which has been authoritarian, we cannot forget the role of the students in the traditional teaching method. In a teacher-centred class, students are only passive learners who have to do the exercises given and listen to the teacher attentively. They have to behave correctly without making noise and in the classroom there is not any interaction in English among learners. So the consequence of this method is that students feel bored, frustrated and without motivation for the subject. As a consequence, in traditional teaching method, students become more selfish when they have to pass an exam or get high marks. The class is like an individual competition where each student has to be the best. So there is not a good atmosphere and the sense of friendship and cooperation is lost.

Moreover, the material used in class has always been the same: the student book. This kind of material does not give teachers freedom to hold a class correctly; they have to follow a book where there are lots of grammar and vocabulary exercises. So this material does not focus on interaction and production in English and it could be boring for students to follow. We should not forget the importance of communicating in English or in any other language in order to be understood by other foreign people in other parts of the world. Knowing the language surely gives you the opportunity to open new opportunities in your life: a new job, new friends, new places to see and know, and the like. In addition, when you speak a different language, your creativity increases and you become more critical with yourself. Obviously, in the past, this skill was unthinkable, but, nowadays, thanks to the progress that English, as a language, is having in our society, we will be proud of having a good level of it, if that is the case.

In traditional teaching it is thought that if a teacher had the class under control and he or she could get students to stay calmly listening to what she or he told, it would be a way of getting knowledge and they could learn more than with other methods. The traditional teaching methods consisted in showing new grammar and vocabulary, trying to make the students memorize them and then putting in practise what they had learnt translating some texts into Spanish. This is called the Grammar-Translation method. According to Nancy Thuleen, the Grammar-Translation Method was “a focus on learning the rules of grammar and their application in translation passages from one language into the other” (1996: 1). The grammar-translation method was used to learn Latin and Greek when both languages were very important in the past. This method was a good option for these both languages and it was thought that for learning another language like English, we had to follow the same method. According to Tim Bowen, “The basic approach is to analyze and study the grammatical rules of the language, usually in an order roughly matching the traditional

order of the grammar of Latin, and then to practise manipulating grammatical structures through the means of translation both into and from the mother tongue.”⁴

According to Richards and Rodgers (2001: 5), some of the characteristics of grammar-translation method are the following:

- To learn a language in a good way we can read its literature, see its grammar rules and vocabulary and start to translate the sentences in the text in our target language. This is the best way to learn the new language and be familiarized with it.
- To read a great quantity of books in the language that we want to learn and pay attention to the grammar and vocabulary used.
- No interaction and production in English. Little attention is paid to listening and speaking in the language learned.

As a consequence, students felt frustrated and selfish, their dependence on the teacher being quite high. With passing of time, this method has evolved into new more communicative methods. As Richards and Rodgers claim “towards the mid-nineteenth century, several factors contributed to a questioning and rejection of the Grammar-Translation Method. Increase opportunities for communication among Europeans created a demand for oral proficiency in foreign languages” (2001: 7)

After decades, Spain and the rest of European cities have changed their points of view about the importance of teaching English well and get familiar with this language because it is the passport towards a communicative and multicultural world. English is a powerful communicative tool. For this reason, the traditional teaching method, that we knew some years ago, turned into a more communicative and cooperative teaching method with lots of advantages and fresh air.

According to Dr. Tzu-Pu Wang, the cooperative learning method “is one of the teaching methods to improve language learning, academic achievement and social skills by students’ interaction” (2007: 23). With this innovative and modern method, students are allowed to touch English, use English as a tool without fear or shame. Students have totally freedom to have interaction with other partners. While they are using English and they are speaking in English, they are aware of the importance of communicating in English. Cooperative learning method emphasizes the idea of working in small groups to focus on learning from the peer, the students feel relaxed and the teacher can help in the case that someone needs his/her help. As Dr. Tzu-Pu Wang argues, there are five elements in each lesson: “(a) positive interdependence, (b) face-to-face interaction, (c) individual accountability, (d) social skills, and (e) group processing.” (2007: 24). The teacher can use resort to these elements so that his/her class can have a good rhythm and harmony.

Unlike the traditional teaching method, cooperative and communicative method shows a totally different role for teachers and learners. Richards and Rodgers remark them:

⁴<http://www.onestopenglish.com/support/methodology/teaching-approaches/teaching-approaches-the-grammar-translation-method/146493.article> (last accessed 22/05/15)

The role of the teacher in CLL differs considerably from the role of teachers in traditional teacher-fronted lesson. The teacher has to create a highly structured and well-organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time. (2001: 199)

A clear role of the teacher in this kind of method is to be the facilitator of learning because she or he is always moving among his/ her students in order to solve some doubts or problems, or simply, answering questions. To sum up, Dr. Tzu-Pu Wang adds more roles for teachers, as for example, “supporter, facilitator, observer, change agent, and adviser” (2007: 24). Chen also suggests that the “teacher’s role is to arrange the students in heterogeneous groups, to provide students with proper materials, and to design structural systematic teaching strategy”. (Mentioned in Tzu-Pu Wang, 2007: 24)

On the other hand, the learner’s roles in cooperative teaching method is also completely different from the traditional teaching method. Their role has become very collaborative; students have got the freedom of speaking in English without being punished. Moreover, they can feel that they have learnt from their peers and from their teacher in some cases and their autonomy has increased considerably.

The primary role of the learner is as a member of a group who must work collaboratively on tasks with other group members. Learners have to learn teamwork skills. Learners are also directors of their own learning. They are taught to plan, monitor, and evaluate their own learning, which is viewed as a compilation of lifelong learning skills. Thus, learning is something that requires students’ direct and active involvement and participation. (Richards & Rodgers, 2001: 199)

Thanks to this innovative and interesting way of teaching, teachers started to feel more free and they discovered a funny way of learning English: the communicative activity of Role Plays. It was little by little introduced in teaching because learners were reluctant to perform and carry out an activity like this. In some cases, Role Playing became monitorized activities and students learnt by heart a text which they performed in class. It was like a play. In other cases, learners memorized their dialogues and performed drills, so the chance of making mistakes was null.

Let us at this point explain what a Role Play is, what it is used for, as well as its advantages and disadvantages in classroom.

2.3.- Role-Play as a main goal

As we have underlined in the previous point, the teaching method has gone through a continuous change. With the passing of time, people have realized about the importance of having a good level of English and being able to speak fluently and properly this well-known and popular language all over the world. English can show you lots of ways to make your life easier. Moreover, when you learn an important language like this, you are able to find a job. The use of role playing is a good and funny way of learning English both practising and speaking it with your partners. Although,

you are learning grammar and vocabulary, you are also learning how to solve a problem or how to change your mind and think as if you were another person.

First of all, we must explain what a Role Play is. Before summarizing the points that concern its definition, it is better to consider the words individually and define each of them separately. On the one hand, "role" is explained by Ladousse as: "when students assume a "role", they play a part in a specific situation" (1987: 5). On the other hand, this author also explains the word "play", meaning that "the role is taken on in a safe environment in which students are as inventive and playful as possible." (1987: 5). A role-play activity is designed to extract the creativity of the students. According to Sheils, "the term role play is generally used to refer to a wide range of practice and communicative activities" (1993: 158). Performing a role-play task, learners can create their reality and experiment with the knowledge that they have of their own world. Moreover, they can develop more skills as for example the ability to interact with other people knowing the language. Thanks to role playing, the students can become more independent when communicating with other people and can be more creative because they must solve daily problems that may arise in real life. In accordance with Sheils, "the ultimate aim of role play (...) is to involve learners in fluent and creative expression in a way which can and should be enjoyable" (1993: 158).

We can consider a role-play task as an enjoyable activity. According to Claxton, role playing is "a planned interaction that involves realistic behavior under artificial or imagined conditions". (2008: 9). As Ladousse indicates, a role-play activity "does not threaten the students' personality. This "playing" in role will build up self-confidence rather than damage it" (1987: 5).

Apart from being a good technique for study, it is very flexible because we can leave space to the imagination and creativity. It is not like a grammar exercise or a fill-in-the-gap vocabulary exercise where you have to know exactly the grammar rules or the list of vocabulary. This is a good way of leaving students their space to think in English, to learn new vocabulary or some expressions. Moreover, this activity has a clear goal which is "to train students to deal with the unpredictable nature of language" (1987: 6).

It is important to let students act alone and talk about the situation presented and not correct every mistake that the learners make. If you correct them all the time, it can be counter-productive because if we get some shy learners to talk about the situation exposed and we started to stop them in order to show how they must say the word or sentence correctly, they will be reluctant to this task and they will be afraid of talking in public. So, we will get the opposite effect. The more freedom and autonomy they have doing this activity, the more productive the role play will be.

Role playing activities can become a chaos if it is not explained in the right way. Students need to appreciate everything is clear, and if a role playing task is not described correctly, it can become a disadvantage instead of an advantage for the success of the lesson. According to Glenn, a role play must begin with a warm up activity (2014: 6). Moreover, in accordance with Glenn, the best option is dividing the class into subgroups or pair groups to create a good atmosphere among learners (2014: 7). He continues informing that "after the warm up, the teacher presents the

actual role play topic, something s/he has decided the class need to learn, such as accepting other who are being excluded from a group, issues related to sharing of materials...) (2014: 7). Finally, the most important and useful choice to do after the role play: feedback. In feedback teacher shows his/her students what it works and what it does not work during the performance.

If we focus on the activity concerned, the role play, there are also different tasks inside the role play. One of them is to present them with a story without the end so that they provide it. This kind of task is for students who are in the first or second year of compulsory education. They have level of English but it is not too high to invent or improvise a complete conversation in English. In any case, the teacher must give her/his students some instructions and words or sentences in order to create the end of the story. She/he must give them guidance.

Furthermore, there are fill-in-the-gaps activities for low levels too in order to guess the answer for each gap. It is a sub-activity inside the role play. After doing this task, the students, who are not afraid of performing in public, can perform the dialogue as a play. In this case, this activity could be very funny and dynamic for the whole class.

Finally, there are role-play tasks as the main way to learn a foreign language and enjoy them. Role play is an innovative technique to learn new vocabulary or practise the vocabulary explained in the previous lessons. Moreover, learners can practise the grammar through real situations. The students may find in their future so they are more motivated to do the activity. This type of activities are good for high levels, for example first or second of non-compulsory education who are more mature and have the specific and suitable level for it.

In order to know how to do a perfect role-play activity, it is necessary to show the procedure step by step. Furthermore, if we think about the activity carefully and spend a little time preparing it, this will be very effective for students and they will learn a lot doing it.

First of all, we have to start thinking about a special situation for the role-play. According to Starko, the teacher has to bear in mind the learners' needs and interest (2009: 234). She or he has to think about a situation which deals with the most suitable grammar and vocabulary for them in order to practise and review. Starko continues remarking that "it is important (...) to choose a topic about which students have sufficient prior knowledge to take on roles knowledgeably (or to provide them with such background before attempting the role play)" (2009: 234). Moreover it is very important that the students like the choice of the situation. If we are not sure, we can select some topics and show them, in that case, they have to choose what they like more. In relation to the situation, if you do not consider yourself an original person or without many interesting and creative ideas, you can always read a book or watch a film and remove a good idea from there. This situation must include the grammar and vocabulary seen during the concrete topic. In this way, they know the grammar and vocabulary because they have learned it in their previous lessons and they can remember and memorize some structures to practise later. After this, the teacher prints or makes all the required material for a good role play. Doing this, they are motivated because the activity is really funny and interesting. It is a way of catching

their attention. Then, once in the classroom, the teacher lets the students arrange the class to have a good atmosphere to do the exercise. The class could be organized in circles, in pairs or in groups of five. It depends on how many students a class has and the personality of the group. If we have many shy learners, it will be better to promote pair groups: one shy learner with an outgoing learner who can help him/her to speak more fluently without fears. On the contrary, if in the class we have lots of leaders, it will be better to organize the class in groups and leave one leader in each. All groups must be homogeneous and heterogeneous: girls and boys, shy and outgoing persons and so on. Finally, if we have a class without lots of students and they have a good relationship altogether, the role play could be adapted to the whole class giving a specific role card to each student, and presenting a situation which involves the whole group. They feel that there is cooperation, friendship and loyalty among them.

The second step is the design of the role play. We must think about attractive and interesting ideas for our role-play task. We also have to keep in mind the students' level. If the level is low, we have to choose a situation which is easier than that which would be appointed for a class with a high level. Moreover, the procedure of the class with a low level can be slower than that for a higher level. It always depends on the students and circumstances of the class. Furthermore, if we have a low level class, the role play can help them to speak fluently. This kind of exercise works very well on shy students because the role play can motivate them and reinforce their autonomy and self-confidence.

The third step consists in the preparation of the language acquisition. If we have a high level in our class, the role play activity will be more difficult. So we have to predict the level of language depending on the class. A wise piece of advice that M. A. Kodotchigovagivesis "it is recommended to introduce any new vocabulary before the role play".⁵ Moreover, it is important to avoid developing role play scenarios because young students can be distracted and they may not pay attention to the activity. The method in a class with young students must be to ask them some questions for them to answer using vocabulary or grammar. In this case, the learners focus on the task.

To continue, the aim of the following step is to prepare all details for the good performance of the role play. This implies that you have to give them all the necessary and appropriate material for the situation you present. If, for example, the situation is at a supermarket, we will give them all the relevant information about prices, products, and so on. Students feel more confident doing the activity if they control all these little things and they have fun. Moreover we have to give them all the information clearly and in a concrete way so that they know which character is suitable for them. Consequently, they will acquire the role that the teacher wants to see in the activity.

The fifth step consists in assigning the roles to each student. If we have a class with a beginner's level, the teacher must be the first to perform in front of the students for them to see what they have to do. She/ he acts like a model for them. At the moment that the teacher asks for volunteers, some role play groups can appear. It all depends on the procedure of the role play activity. If we want the whole class to perform then it will be better to make different sub groups. Another important point

⁵<http://iteslj.org/Techniques/Kodotchigova-RolePlay.html> (last accessed 24/05/2015)

to take into consideration is the students' personalities. We have to think how we can divide the groups to create homogeneity because if we put together some shy learners, it will be counter-productive. While the activity is being done, the teacher must be discreet; she or he must take notes about possible mistakes. Thus, at the end of the activity, the teacher can give students some feedback with mistake and details they should take into consideration. This is a good way to see how to improve and learn from the mistakes.

The last step is the follow-up, which includes talking with the students and ask them what their impressions and feelings are about the activity, if they like it or not, if they have learnt something or not, how they see themselves. It is the opportunity to comment on some mistakes but not every single one because students can feel demotivated if they see that they make a lot of mistakes. It is better to recognize the effort and show gratitude for the good job they have made.

The role play is a funny and very enjoyable activity if we are ready to face a noisy classroom and see a lot of disturbances in class. We have to be ready to deal with some unpredictable things when we perform a role play. First of all, we have to think about the differences among all students. Some of them are shy and others could be very outgoing. But apart from that, some teachers are unable to organize a good role play because of the chaos that this activity implies. It is not the same to take the class under control with noisy students or to have a class with students who do not pay attention to the teacher. Noise is part of the role play activity.

According to Ladousse (1987: 25), we can find different hints for the good development of a Role Play in order to avoid disruptive classes. One of them could be to differentiate between noise –somehow normal- and chaos–to be avoided. Another one could be to start the class with pair work instead of group work. The reason for this hint is that if a student talks directly with his/her partner they will not be disturbed by the rest of the class and this student can get better concentration on the activity. Another hint would be to bear in mind that all students understand the situation and they are able to perform it in a good way. Finally it is very important to observe and follow each student because when they feel relaxed doing the activity they finally start to speak in their native language and this is counter-productive. So we, as teachers, have to control what they are doing and help them if it is necessary.

In a role play activity it is very common to make mistakes. It does not matter if the mistake is made by children or adults. A lot of people produce mistakes because it is part of the activity. Moreover it is a good way to learn the language better. When you realize about your mistake, it is not very usual to make it again. So when you are speaking in another language, your mind tends to say many words quickly and fluently and very often we make mistakes. Thus the teacher, as an observer, has to jot down everything which is wrong. However, at the end of the activity, when the teacher is going to provide with feedback, it is better not to say each of the error made by learners because they can feel frustrated and ashamed.

If we see that several students have made the same mistake, it is a good idea to put it on the board and explain it in order to understand why it is wrong. In other cases, the mistake is insignificant. Explaining errors is very important because you can show the students that they are going in the correct way and they are acquiring a good

knowledge of the language. An important point in correcting mistakes is that if you are going to explain an error, you never reveal the name of the learner who has made it because this student can feel embarrassed or angry with this. Children are more passive than adults or teenagers.

To finish the activity, you can give students some exercises which deal with the errors that they have made in order to practise more and see what is wrong.

2.4.-Different teachers' and learners' roles

2.4.1.- Teachers' role

In a role play activity, the methodology is not the same as in a usual class based on a teacher-centered method. In this case, the class is student-centered so the learners are the main participants in a class with an activity like this. Teachers, on their part, can have different roles during the task. In fact, she/he has to be able to control that everything goes right and she/he has to ensure that the activity is a success. In some cases, the role-play task does not work as good as she/he had expected, but if she/he gets the whole class or mostly the whole class taking part in the activity, it will be effective. Moreover, when the activity is over, the learners feel motivated and full of energy because they have get to carry out an activity they thought would be a waste of time. So when a teacher assesses this behaviour in the students, she/he can feel proud of his/her students.

Over the years, the role of the teacher as the way of teaching has changed. Teachers have incorporated more and more oral activities with different roles for learners. Although students are accustomed to ask the teacher the meaning of every word or sentence, in this case this methodology has changed too. Now the teacher plays a different role because the procedure of the class is totally different, being centered on the student as the main agent, the teacher remaining as a guider or facilitator.

When the teacher gives his/her students the opportunity to join a role play, at the beginning, they feel ashamed and worried because they do not know what they have to do in, but when the teacher explains and gives each one a role, they start to feel motivated and they like the idea of playing in class. The teacher, in that case, explains the procedure of the activity and what they are going to learn, for example, new vocabulary, new grammar, etc. On the other hand, the activity is focused on the review of all grammar and vocabulary they have seen before, even daily expressions. However, if we have some students that do not want to participate in the activity it is

better not to force them because it can be counter-productive and they can start to bother the other partners.

According to F. Liu & Y. Ding (2009: 143), there are different ways in which a teacher can manage a role play. The roles are going to be explained below:

- *Facilitator*. When a role play is performed by students with a low level of language, they tend to ask each word that they do not know. So, the role of the teacher is to be near them to facilitate how to solve the doubts that they have. The teacher in this case is like a dictionary. He/she gives all the information that students need and sometimes also time for the students to think about it and find the solution on their own. It is always more productive than answering word by word. The teacher has to give students freedom to say what they want and not to correct them until the end.

- *Spectator*. The teacher is on a second place as a good spectator. He/she watches the performance from another point of view and observes what their students are doing. Thus she/he can jot down some important mistakes or some good comments in order to tell the learners after the activity. A good advice when you are a teacher and you are doing a role play activity is not to stop the class in order to explain some mistakes that some students have made because when the activity is on its way, they are concentrated on it. If you stop them, they may feel demotivated and frustrated.

- *Participant* is another role for the teacher and probably it is the most important one in the activity because if the teacher acts as a student, the learners see him/her and follow his/her example. This lets the teacher be in direct contact with students and they feel more relaxed if he/she is next to them.

- *Supporter*. It is directly connected with the role explained above. The students need to feel that they get it right and the teacher can show them his/her enthusiasm. Being the person who has the power of encouraging the students, the teacher has to give them positive comments even if they have done a good job or not. The most complicated age for performing a role play is teenagers because they are suffering different changes in their bodies and in their minds, so we have to treat them carefully. We have to explain the activity step by step and we should show them that the activity is a funny way to learn a new language and, finally, they will like it. If you explain the activity quickly and you force them to do it, they will react badly. It is the same case for adults. When you ask adults to do a role play, the first reaction is watching all of them laughing and saying that they are not doing it because it is a waste of time. So, you have to explain the importance of the activity step by step telling them what they are going to do; you have to give the different roles for each one and; in some cases, they will have to develop the structure of the role play introducing new vocabulary, new

grammar and new sentences that the teacher has explained at the beginning of the class.

When a role playing activity is being performed, our role as teachers has to be motivating, we must also support our learners and encourage them to make them feel relaxed playing this activity. However, the activity must be carried out by them, so it is better not to interrupt them correcting any wrong vocabulary since they can become retracted.⁶

In my personal case, as I will explain later, I was at a high school where the students had to do a role play activity without any written support; they had to improvise their conversation. If we have a case like this, the teacher can see the development of their acquisition of knowledge better than if the students have prepared the conversation and they have learnt it by heart. Apart from that, the teacher can observe the weak and the strong students and reinforce their weakness as a feedback at the end of the class and during the next lessons. As we will see later, the role play was carried out in a high school in Linares; there were more strong students than weak students, so the activity worked well.

2.4.2.- Learners' role.

When the first role plays began to be put into practise in the classrooms, the flexibility of the activity was poor. Students had to follow some patterns to do a role play. In some cases, they had to follow verbal instructions that the teacher gave them with all the steps in order to get a good performance so that students learned what the teacher explained (vocabulary or some verb tenses, for example). Other cases were to follow role cards that the teacher gave students with some characteristics for each role and some indications about the descriptions, so the objective was to create a character who looked like the role card. In both cases, the freedom was limited and some students saw the activity as another boring task in a second language.

When a role play is carried out, the most important feature is to bear in mind that students are free to say or perform as they want. It is the best way to learn a foreign language without pressure or stress. At the end, the students will feel relaxed and happy because it allows him/her to be able to speak in public, speak the language that the teacher has asked them, and they will feel that the activity activates the funnyside of teaching. Furthermore, they will learn new vocabulary and expressions.

⁶<http://etoninstitute.com/blog/teacher-training/the-7-roles-of-a-teacher-in-the-21st-century>(last accessed 06/04/2015)

Apart from that, they will feel proud of doing a role play and will look forward to the next time.

Depending on the personal situation of each student it could be possible to find a specific role for them. Thus, they familiarize with their roles and feel more relaxed and comfortable. The roles can be selected according to the students' needs in their lives. For example, we can have roles as doctors and patients; in this case the teacher can give this role to a student who has some preoccupations. Experience in this kind of activities is an essential factor because if some students have already gone through some situations alike, the teacher can give them a role which is related to it. In this case, it is easy for students to play their role: take, for example, the commonplace situation in which a tourist asks for information in a tourist office. These situations do not need special learning or experience for they are everyday situations. They see them as familiar and their motivation is higher because these situations are relevant and, somehow, an anticipated practise or training for them in life.

Fantasy roles are very interesting to put in practise in class because they activate the students' imagination and creativity. They are absurd and fictitious but they work a lot with students, as Ladousse argues (1987: 13). The first time the teacher introduces the activity to the students they can react badly, but once they have understood the procedure of the activity and the role, their motivation increases and their imagination is liberated. It is a good way to activate their fantasy while the activity becomes fun and their fear to speak in another language disappears. Many teachers prefer not to give students fantasy roles because they think that these roles are not similar to real life and they are counter-productive but they are wrong, Ladousse continues informing (1987: 13). Children, teenagers and adults need to have a go using their imagination and fantasy. If we explain the activity correctly, they will do it and they will have fun. Ladousse remarks:

Once students understand what they are trying to do in role, their imagination is often liberated and the fantasy becomes a very enriching and useful linguistic experience. Imagination, which is surely as real as the rest of ourselves, has been banished from the classroom for far too long. (1987: 13)

When a role play task is being played we can observe different kinds of roles in students. It all depends on their motivation and enthusiasm.

- *Active role.* Learners have to be active in this activity because the teacher needs to see that all of them are involved in the role playing. It is a way of assessment. If the teacher sees that some students are not involved in the activity, she/he has to change the roles or the activity will not be productive. On the other hand, if students understand the

activity, they will feel motivated and will perform the role play in a good way.

- *Leader role.* Learners can be leaders of their group. If the class is going to be divided into pairs or trios in order to do the activity, we need leaders in each group. We need students that have the capacity to control the situation. No matter if the level of the language is low, the importance of role playing is to engage them and encourage them to continue talking.

- *Critical role.* While the role playing is being performed, we need to find critical learners who observe the course of the activity and we need that they are able to make some comments (positive or negative) about their performance.

Both teachers and learners have important roles in this activity. All of them will have to work together for the role playing to be a success and when the activity is over they will have learnt what was expected. Role playing is a powerful tool for encouraging and motivating students to talk in a foreign language without the specific level. They will feel relaxed and very proud of the work that they have done. It is a way to show them the real world through an enjoyable activity.

3.-DIDACTIC UNIT

3.1.-INTRODUCTION

This didactic unit, called “Festivals around world”, is the last one in the third term of the students of the Second Grade of Non-Compulsory Secondary Education, so it is a review of the previous lessons as seen during the year. The students have to recognize all verb tenses and vocabulary. However, when it is necessary, the teacher can help students with the doubts they have. Our didactic unit is composed by five sessions of fifty minutes approximately and the last session is the development of a role-play activity where students will practise all the points they have learnt.

3.2.- JUSTIFICATION

The Organic Law of Education 2/2006 of May 3rd defines a didactic unit as a short-term planning unit containing different series of activities and tasks designed for a particular group of students. It must include a final goal, key competences, objectives, contents, methodological orientations and evaluation.

The present didactic unit contributes to the development of General Objectives of the Stage and Area that will be shown afterwards. Furthermore, the contents are directly related with those of the different contents blocks of the Second Grade of Non-Compulsory Secondary Education and, as aforesaid, it is aimed to attain different objectives and competences included in the Royal Decree 1631/2006 and the Decree 231/2007.

3.3.- CONTEXTUALIZATION, DESCRIPTION AND AIM OF THE DIDACTIC UNIT

The development of this lesson plan has been devised for the Second Grade of Non-Compulsory Secondary Education students in a high school called “Escuelas Profesionales de la Sagrada Familia” in Linares. The class is formed by 18 students, 5 boys and 13 girls and one of them is a Moroccan student. The general level of students in the class is pretty homogenous, showing a B1 level, although there are a few students who show a lower level. They respond well to highly communicative activities and task-based lessons, since they are a very motivated and cooperative group and like to be involved in discussions and group work. They have a good relationship and they

are very responsible. Moreover, it is necessary to say that they are a bit nervous because of Selectividad.

In the group we can see differences among learners: there are some students who are more capable in doing some activities than others. However, we do not have any student with specific needs, though the methodology that we use in the class takes into account some reinforcement and extension activities for those who finish the activity faster or for those who has another pace.

They are sitting in pairs to develop their social interaction and create a good atmosphere in class. The couple has been chosen by the students themselves following some instructions in order not to leave any one alone, although, depending on the activity to be performed, the class will be organised differently.

The didactic unit is divided into five sessions, one of them is the final task which will be a role play performed by all students. They are going to practice listening, speaking, reading and writing so as to continue improving their skills and acquiring knowledge.

Our didactic unit is called “FESTIVALS AROUND WORLD” and it is a way of making our students familiar with different festivals and costumes from different parts of the world in order to open their mind and let them have a critical thought. In our didactic unit, which will be the last one in the third term, students will have to do some review exercises in order to remember what they have learnt during the year.

The different elements that the didactic unit contains -didactic objectives, contents, methodology and evaluation- contribute to the acquisition of a FL ultimate goal: communication

3.4.- TIMING

This didactic unit is included at the end of the third term of the year and it is divided into five sessions, each of them with fifty-five minutes of work time approximately, so that there is some time for questions, doubts or any other aspects that may arise. Listening exercises are included in each session in spite of the fact that the students wanted to focus on activities which included grammar, reading and vocabulary in order to be ready for Selectividad.

The following table is a summary of all theses contents:

DIDACTIC UNIT 12	FESTIVALS AROUND WORLD
-------------------------	------------------------

LEVEL	2nd Grade of Non-Compulsory Secondary Education
TOPIC	Festivals
SEQUENCING	3rd Term
NUMBER OF SESSIONS	5
FINAL TASK	A role play activity at a shopping center

3.5 DIDACTIC OBJECTIVES

The following table shows the different objectives that this didactic unit contains in relation to the general objectives of the stage, the foreign language objectives:

Didactic objectives	Stage Objectives		Foreign language objectives⁷
	RD⁸	D⁹	
To know how and when to use all different verb tenses	a	b	4, 5
To speak fluently about some different topics:	b, e	a	1, 6

⁷ GENERAL OBJECTIVES OF THE STAGE-Upper Secondary Education-[LOE 2/2006 (May, 3rd) & RD 1467/07 (November 2nd)]

⁸ GENERAL OBJECTIVES OF THE STAGE-Upper Secondary Education-[Decree 416/08 (July 22nd) – Andalusia-]

⁹ FOREIGN LANGUAGES. GENERAL OBJECTIVES OF THE ENGLISH SUBJECT-Upper Secondary Education-[RD 1467/07 (November 2nd), D 416/08 (22ND July) & Order of August 5th 2008]

food, clothes, travels, giving directions, etc			
To extract general and specific contents and information from a written text about special festivals	b, d	d	3,4, 5, 6
To remove information from a song and be able to recognize the different verb tenses.	b, d, k	c	3,4, 5, 6
To develop cooperative and oral skills in order to be able to complete the final task.	a, f, k	a	1, 6
To be able to use all the knowledge learnt in previous lessons to carry out the final task.	b, c, k	b	1, 6, 9

3.6.- CONTENTS

The different contents that the didactic unit shows are related directly to the previous objectives. The contents that we are going to work with are the following: LISTENING, SPEAKING AND INTERACTING; READING AND WRITING; LINGUISTIC AWARENESS AND REFLECTION UPON ONE’S LEARNING; SOCIOCULTURAL ASPECTS AND MULTICULTURAL AWARENESS. The aim of this didactic unit is to achieve the following goals:

LISTENING, SPEAKING AND INTERACTING	READING AND WRITING
<ul style="list-style-type: none"> ● Exchanging information with their 	<ul style="list-style-type: none"> ● Reading a text which includes all the

<p>partners in class about different topics</p> <ul style="list-style-type: none"> ● Trying to solve problems interacting together in order to find a solution ● Listening to a conversation about a topic called THE RESTAURANT ● Watching and listening to a video about: GIVING DIRECTIONS ● Expressing their opinions or ideas in relation to the video. ● Listening to a song. 	<p>grammar</p> <ul style="list-style-type: none"> ● Making a comprehension exercise about the text ● Doing different kinds of grammar exercises in order to review all the contents explained during the year ● Completing the end of the song with suitable vocabulary and grammar expressions
--	--

LINGUISTIC AWARENESS AND REFLECTION UPON ONE'S LEARNING	
LINGUISTIC KNOWLEDGE	
FUNCTIONS	GRAMMAR
<ul style="list-style-type: none"> ● To review all the verb tenses ● To use distinct verb tenses depending on the situation. ● To be able to orally present some topics 	<ul style="list-style-type: none"> ● Mixed tenses: <ul style="list-style-type: none"> ○ Present Simple vs Present Continuous ○ Past Simple vs Past Continuous ○ Present Perfect Simple vs Past Simple ○ Present Perfect Simple vs Present Perfect Continuous ● Future tenses: will, be going to, present continuous and future perfect

	<ul style="list-style-type: none"> ● Passive voice ● Reported Speech ● Conditionals ● Modals ● Defining and Non-defining Relative Clauses
VOCABULARY	PHONETICS
<ul style="list-style-type: none"> ● Related to everyday expressions ● Related to food, clothes, directions, travel agency, tourist office, hairdresser ● Expressing preferences 	<ul style="list-style-type: none"> ● Pronouncing the sound /ʊ/ Eg. Could, Would ● Pronouncing correctly the sound /id/ in past verbs. For example: started /startəd/; connected /kənektəd/. ● Speaking aloud in class ● Speaking with other partners ● Performing a role-play

LINGUISTIC AWARENESS	SOCIOCULTURAL ASPECTS AND MULTICULTURAL AWARENESS
<p>Reflection upon one's learning</p> <ul style="list-style-type: none"> ● Participating in pair and group work ● Promoting autonomy and confidence in own capacities to produce oral and written messages ● Being able to solve problems related to daily life activities and actions. 	<ul style="list-style-type: none"> ● Appreciating foreign languages as means of communication, in this case, the main language is English. ● Knowing some aspects of the English culture: music, monuments, important people and so on.

3.7.- VALUES AND CROSS-CURRICULAR ISSUES

According to the cross-curricular issues, this didactic unit is aimed at fostering two out of the different aspects that every didactic unit must take into consideration. These aspects are the development of Moral and Civic Education (rights & duties of democratic societies), since our students work in groups and pairs, so they have to work cooperatively and, consequently, they must accept and respect other people's opinion; and Education For Peace, due to the fact that they must solve problems peacefully when working together.

3.8.- INTERDISCIPLINARY ELEMENTS

It is important to say that this didactic unit is related to other interdisciplinary areas of Maths, Arts and Geography. The cooperation among these different areas and our didactic unit is necessary in order to comply with the different objectives and contents containing it. The area of Maths is related to our didactic unit because as a final task, learners have to calculate some prices and be in contact with numbers. Moreover, they have to be creative and compose their own posters and brochures for the final task so that the situation seems to be real (related to the area of Art, consequently). Finally, students have to be able to know about different places in the world for the final task, so this fully implies a connection with Geography.

3.9.- METHODOLOGY

In relation to methodology, this didactic unit is based on the development of critical thought, cooperative work and participation among students in order to achieve a suitable performance of the different tasks that they must fulfil. The last session in this unit is focused on task-based learning as a means of showing the implementation of all these main goals and to allow the students to develop the skill of learning to learn and be aware of their own learning process. The objective of this didactic unit is to review all the grammar and vocabulary seen in the previous didactic units explained during the year and prepare students to perform the last task with success and show them that they are capable of doing it. As we mentioned before,

this didactic unit is divided into five sessions and the work time has been devised for 50 minutes each day, so that there is some time for questions, doubts or any other aspects that might arise in every lesson.

3.10.- LESSON PLAN

3.10.1.- SESSION 1

1) Warm-up activity (10') Pair works.

The teacher asks students to give examples of different traditional and new events or festivals in their country. They can include national or international festivals. After giving examples, the teacher focuses her/his attention on one of the festival and asks students to say what they know about this festival (its origins, traditions, food, and so on).

Then, once each student has talked about a festival he/she knows, the teacher asks students about an unusual festival where they had been and they should discuss about it giving reasons.

2) Main activity (20') Individual work.

The teacher gives students a text (see figure number 1), about an important festival in the area. She or he gives them time to read calmly and afterwards, the students will have to underline the tenses that they know in the text in order to practise the grammar seen in previous lessons. Apart from that, if any students have doubts about vocabulary, there will be time to answer them.

When students have read the text and they have understood everything, it is high time to do some comprehension activities related to the text.

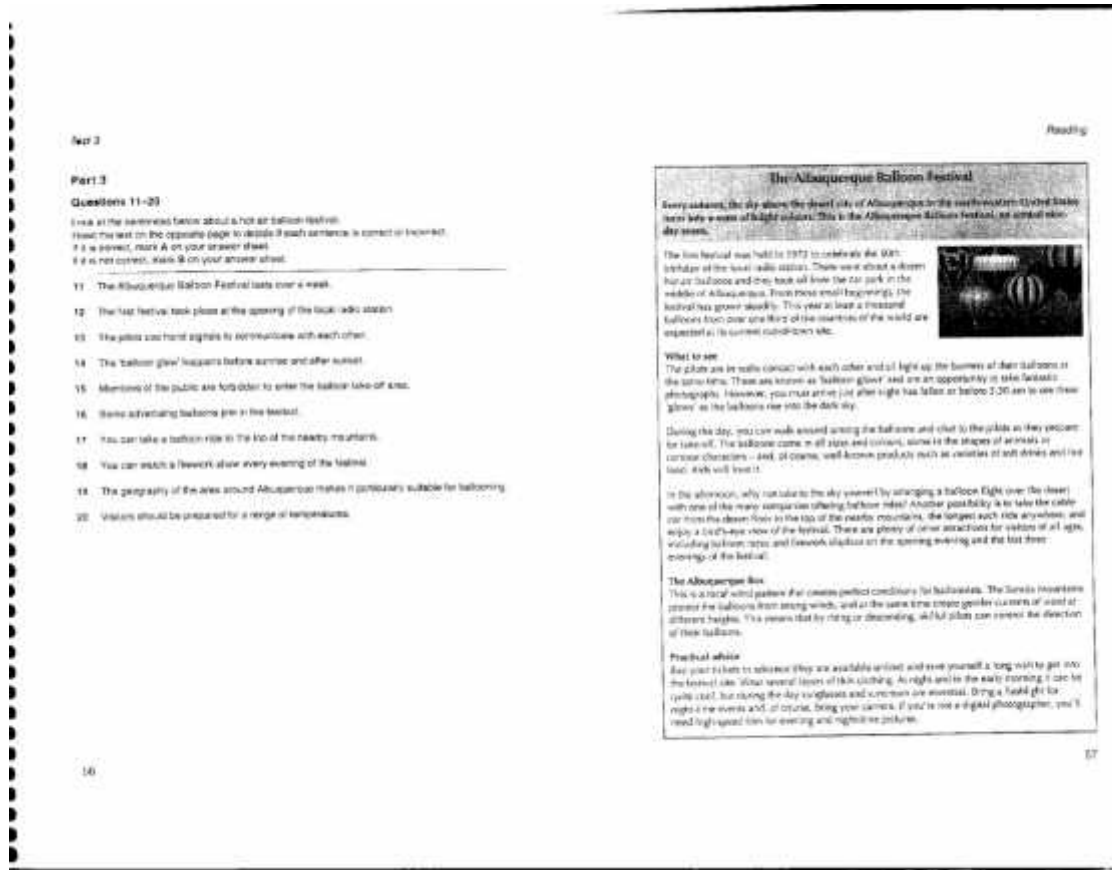


Figure 1: Taken from Cambridge University Press (2010). University of Cambridge ESOL examinations. Test 3, book 6.

3) Grammar exercise (10') Individual work.

The third activity consists in doing an exercise with a mixture of verb tenses in order to fix and review them. It is a long but useful exercise because while the students are doing it on their own, they can have some doubts and they can say them aloud so that the other students can pay attention to their doubts. So, in that case the teacher is the main source of knowledge and she or he has the power to solve these problems in front of the whole class. It is an individual activity because it is better to have them thinking carefully about the choice of the verb tense instead of being distracted by another peer.

Here is the exercise:

1. He(bring) his wife to the party tonight.
2. I(just/start) learning French. I(not/study) languages when I(be) at school.
3. When I(open) the door, I(see) a man bleeding.
4. What's the biggest lie she.....(tell/ever)?

5. What(you/do) when I(phone) you yesterday?
6. Stop making that noise!! You(use) that machine for 2 hours!!
7. After Martin(finish) his work this evening, we will go to the pub.....(you/come) with us?
8. He is good at(write) poems, but I(not/like).....(Read)..... them.
9. Tomorrow at 22:30 we(go) to bed.
10. I(never/be able to) dive under water.
11. What(you/visit) on your next holidays?
12. I have a lot of homework today, if you come before 12:00 I(not/finish/yet).
13. If you aren't in a hurry you(have to) run.
14. You(not/be able to) win the race if you(not/have) more discipline.
15. If I had studied veterinary I(buy) a farm.
16. We'll lock the doors as soon as you(sit) safely in the van.
17.(anybody/injure) in the accident last week?
18. Who.....(ring) the bell? I think it's my sister.
19. Next Sunday I(run) a marathon from 12:00 to 18:00.
20. When the police car(arrive),the thief ,.....(already/run) away.
21. I think drugs(be/never) abolished.
22. He would go to prison if the policeman(catch) him.
23. She(not/find) a solution to her problem yet.
24.(you/ever/sleep) in a tent? No, but I(take) a survival course this summer.
25. What are you doing? Oh!!(I/clean) the house for 3 hours I'm exhausted.
26. (you/like/listen)..... to soap operas?
27. You can phone Peter, it's 12 o'clock and I think he(already/wake up)
28. How long(you/live) in this house?

29. Unless you eat less, you(put on) weight.
30. Who(your mother/work)for?
31. When I(go) to London I(visit) Big Ben.
32. She.....(cut) the grass in the garden when she(hear) the bomb.
33. I.....(phone) everyday, I promise.
34. She(give) us her phone number,as she(promised) before.
35. Why(she/cry) when I(see) her in the street yesterday?
36.(you/come) with me to the cinema tomorrow?
37. My old car is making too much noise, it(break down).
38. I would buy a horse if you(lend) me the money.
39. When(you/fisrt/meet) John? I think it(be)ten years ago.
40. Isn't Mary here?No, she(wait) for you at the bus station.
41. I(not/play) football since I was 5 years old.
42. (At a factory) They normally.....(produce) more chairs than tables but this year they(producing more tables.
43.(you/know) that girl over there?The one that(sit) on the bench?
44. She(spend) 5 months in Israel.
45. I.....(take) you into town tomorrow if you(want.)

4) Follow-up (10') Individual work.

The final exercise consists in making a composition about a festival the student has gone to. The title will be: THE BEST FESTIVAL YOU HAVE EVER ATTENDED. In the composition they have to include the correct use of the grammar seen in this session. If the time is over, the teacher will ask students to finish the activity at home.

3.10.2.- Session 2

1) Warm Up (15') Pair works.

As an introduction to the second session, we are going to begin with a fifteen-minute discussion about the most famous band in the history of Britain: THE BEATLES. The teacher starts the class asking students if they know this famous group and show them some pictures of them. Once they know about The Beatles, the teacher asks some questions:

- Which are the most famous songs they played?
- What happened to the group?
- What do you think about their songs?
- Are the songs very different from the music nowadays?
- Do you like this music style?

In that moment, the teacher asks students to work in pairs and try to discuss these questions. No matter if they answer the question wrongly, it is an exercise to foster the interaction and to let them speak freely.

2) Main activity (15') Individual work.

As the main activity, they are now to listen to a song of this famous group. The song will be listened to twice. The students will listen to the song carefully and calmly, they do not have to fill any space but just listen in silence, trying to understand as much as possible. The second step is filling the gaps in the song: they have to put much attention to the missing word. Finally, the teacher will play the song once more so that all the students fill in all the gaps correctly. After doing that, the teacher will check the answers asking volunteers to say each missing gap.

The choice of the song ¹⁰ must be meticulous because verb tenses like future and modals must appear. The teacher will ask learners if they recognize any of the verb tenses and make them remember their use. The chosen song has been "WITH A LITTLE HELP FROM MY FRIENDS".

WITH A LITTLE HELP FROM MY FRIENDS.

¹⁰ <https://www.youtube.com/watch?v=vf7MrwldawY&list=RDUSSxS4eDyil&index=17> (last accessed 29/05/2015)

What would you think if I sang out of _____?

Would you stand up and walk out on me?

Lend me your _____ and I'll sing you a song

And I'll try not to sing out of _____

Oh, I get by with a little help from my friends

MMM, I get high with a little help from my friends

MMM, gonna try with a _____ help from my friends!

What do I do when my _____ is away? (Does it worry you to be alone?)

How do I feel by the end of the _____?(Are you sad because you're on your own?)

No, I get by with a little help from my friends

MMM, I get high with a little help from my friends

MMM, gonna try with a little help from my _____!

Do you need anybody? I need somebody to love

Could it be anybody? I want _____ to love!

Would you believe in a love at first _____?

Yes I'm certain that it happens all the time

What do you see when you turn out the _____?

I can't tell you but I know it's mine

Oh, I get by with a little help from my friends

MMM, I get high with a little help _____ from my friends

Oh, I'm gonna try with a little help from my friends!

Do you need _____? I just need someone to love

Could it be anybody? I want somebody to love!

Oh, I get by with a little help from my friends

MMM, I get high with a little _____ from my friends

Oh, I get high with a little help from my friends!

Yes, I get high with a little help from my friends

With a little help from my friends!!

3) Grammar exercise: future and modal verbs (10') Individual work.

In the first part of this third exercise, the teacher gives the students a worksheet with different tasks related to the grammar explained and seen at the beginning of the academic year and in the last years.

They will start with the first exercise of the worksheet. It is a fill-in-the-gap task¹¹ in which the learners have to pay much attention and discover what kind of future tense is suitable for this gap. The aim of this first exercise is students think about the correct future tense (will, be going to, present simple or present continuous) for each sentence.

Here is the exercise:

1. Are you going to the cinema? Wait for me. I _____ (go) with you!
2. Tomorrow morning I _____ (go) to Athens for a meeting.
3. Paul's sister _____ (have) a baby.
4. I've just phoned the centre and the doors _____ (open) at 1.00.
5. It's Julia's birthday next week, so we _____ (buy) her some flowers.
6. Do you think they _____ (like) the presents we got for them?
7. I feel really tired. I think I _____ go to bed. (go)
8. I _____ (visit) a customer at 5.
9. The flight _____ (leave) in the morning. Do you want me to take you?
10. Would you prefer tea or coffee? I _____ (have) some coffee, please.
11. The match _____ (end) at 3.00.
12. "Let's have dinner tonight." "Good idea. I _____ (bring) some wine."
13. I've already decided. I _____ (buy) a new car.
14. "My head hurts." "Sit down and I _____ (get) you an aspirin."
15. Philipp _____ (be) 15 next Wednesday.
16. They _____ (get) a new computer for their daughter.
17. In 2020, people _____ (buy) more hybrid cars.
18. Marvin _____ (throw) a party next week.
19. We _____ (fly) to Venice in June.

¹¹<http://rosa-arroyo.webnode.es/notes/exercises/> (last accessed 28/09/2015)

20. Look at the clouds! It _____ (rain) soon.

21. We _____ probably _____ (see) you in July.

The second exercise is also a fill-in-the-gap task¹², but including a higher level. In this exercise they will have to guess the correct future tense (will, be going to, present simple, present continuous, future perfect and future continuous) for each sentence.

The exercise is the next:

1. Hurry up! You _____ (miss) your bus.
2. Tomorrow morning at 10 o'clock I _____ (study) in the library.
3. By the time Nicole finishes university, she _____ (learn) four languages.
4. _____ (you / work) this summer?
5. I think she _____ (get) better marks this year.
6. Tell me about my future. _____ (I / ever meet) the love of my life?
7. They _____ (lie) on the beach at this time next year.
8. Are you sure of that? Then I _____ (go) to the party, too.
9. The concert _____ (start) at exactly 10 o'clock.
10. See you at the station! I _____ (wear) a red jacket.
11. Don't worry! I _____ (not leave) without you.
12. Speak lower! You _____ (wake) the baby up.
13. We certainly _____ (not finish) the work by this time tomorrow.
14. It's definite. My friends and I _____ (travel) to Colombia next summer.
15. Anne _____ (invite) some of her friends for dinner after work.

¹²<https://drive.google.com/file/d/0B5Ddg-8cb-jXRmRWcmY4enhSDQ/view?pli=1> (last accessed 29/09/2015)

16. _____ (she / remember) to call us this afternoon?
17. What _____ (you / do) at the weekend?
18. Look! That driver _____ (crash) into the lorry.
19. My brother _____ (not leave) by the time I get home, so I'll be able to speak to him.
20. I believe scientist _____ (find) a cure for AIDS in the near future.

The last exercise is completing a text with the correct form of the verbs which are in brackets. They will try to find out what future tenses are most suitable in each space.

Here is the exercise:¹³

Jeff's family usually comes to stay with us for Christmas, but this Christmas we _____ (visit) them instead. They live on the coast of Queensland in South Australia. I can hardly wait – I _____ (have) a fantastic time there. School holidays _____ (start) on Friday and we _____ (leave) the following morning. At this time next week, I _____ (swim) in the sea, and snorkelling with Jeff. He's an expert snorkeller, and he _____ (practise) with me every day. On the last day of our visit, Jeff's dad _____ (take) us to visit the Great Barrier Reef. I hope by then I _____ (improve) enough to snorkel at the reef and see the magnificent coloured corals and brightly coloured fish close up. The reef is 2,200 kilometres long and people say it's an underwater wonderland. Next year I _____ (learn) scuba diving, because only serious divers can dive in the deeper waters on the outer edges of the reef.

The second part of this third activity is to give them exercises about modal verbs. They have to remember the different modal verbs that exist: obligation, permission, probability, and so on. They are going to be given some fill-in-the-gap exercises and they have to think carefully about the correct choice of modal verbs for each gap.

¹³<https://drive.google.com/file/d/0B5Ddg-8cb-jXRmRWcmY4enhhSDQ/view?pli=1> (last accessed 29/09/2015)

Modal Verbs¹⁴

A-Choose the suitable modal verb.

1-I have no time. I _____ leave now or I _____ miss the bus.

2-I wish I _____ buy a new mobile phone but I don't have enough money.

3-She looks tired; she _____ take some days off.

4-Judy is not at home. She _____ have gone to Madrid, I don't know.

5-Tom _____ play tennis quite well. I usually play with him every weekend.

6-_____ we go out tonight, please? Yes, but you _____ be late.

7-I haven't decided yet where I _____ go in my next holidays. I think I _____ go to Paris.

8-_____ you water my plants while I am away? If they don't get enough water they _____ certainly die.

B-Insert a suitable modal verb.

1-Jack _____ come to our wedding, but we aren't sure.

2-_____ I buy the tickets for the concert? I see you're too busy.

3-We _____ pay the fees at the fixed time.

¹⁴<http://www.englishexercises.org/makeagame/viewgame.asp?id=2229> (last accessed 29/09/2015)

4-You _____ clean your room more often.

5-If it rains on Saturday, we _____ go to the beach.

6- _____ you speak German? No, I _____ .

7-Jane _____ not play the violin when she was five, but now she _____ play it very well.

8-You _____ not be so nervous. I think it _____ be very easy.

4) Follow-up activity

The last activity for session 2 is related to creativity. It consists in creating an end for the previous song. It could be happy, sad, frightening, whatever the students want. This is a relaxing activity and they can write freely but there is a condition. The condition is that they have to use the future tenses and some modal verbs in their story. This activity will be done in pairs; for this reason they can do it in a relaxed way and without any pressure.

3.10.3.- Session 3

1) Warm up (15') Group work.

The first activity in the third lesson includes two videos about asking for and giving directions. The students are going to watch and remember the use of some prepositions of place apart from expressions. This task is focused on the idea of the final activity in these sessions: the role-play. As we will state later, in the role-play some different activities are going to be used, one of them is related to asking for and giving directions. The students are going to be concentrated on what they are seeing in order to put into practise, with some questions, the way of asking for and giving directions, the goal of the activity. We cannot forget that this is a review of a previous lesson where direction expressions were taught, so they must remember this part.

The first video¹⁵ introduces us a woman and a man. The man wants to know the direction of the police station and the woman politely explains him. In this video, we can find expressions and vocabulary to give and ask directions in English in a funny way.

The second video¹⁶ is the continuity of the first one but the level of expressions and vocabulary is higher. In this one, we can see the same woman with another man who wants to go to a bank and she tries to explain him where is it.

The activity will be carried out individually and the learners will have to answer some questions made by the teacher in relation to the videos. Doing this, the teacher will know whether the students have paid attention to the videos or not. Moreover, they can practise their oral skills making questions as, for example:

Where is the police station?

Where is the bank?

2) Second exercise (15') Group work.

The next activity consists in practising the oral skills among students. This exercise will be in pairs. The teacher will give the learners a picture (see figure2)¹⁷ and they have to ask for directions in order to get the right direction to go to the place they want to. In that case, they will remember the preposition of movement: "next to",

¹⁵<https://www.youtube.com/watch?v=JYC6qRckNRE> (last accessed 31/05/2015)

¹⁶<https://www.youtube.com/watch?v=q9kDHZbYpPk> (last accessed 31/05/2015)

¹⁷

https://www.google.es/search?q=GIVING+AND+ASKING+FOR+DIRECTIONS&newwindow=1&rlz=1C1AVNA_enES580ES580&es_sm=122&tbm=isch&imgil=NIGDGOjREOfsfM%253A%253Bzf41VEs5V-fldM%253Bhttp%25253A%25252F%25252Flearnenglishteens.britishcouncil.org%25252Fskills%25252Flistening-skills-practice%25252Fgiving-directions&source=iu&pf=m&fir=NIGDGOjREOfsfM%253A%252Czf41VEs5V-fldM%252C_&usg=__zQSwirzrtBvyWY8mbwLjWMqHEKs%3D&biw=1366&bih=667&ved=0CDIQyjc&ei=rCJsVcbaNIG0UJ7vgagH#imgsrc=NIGDGOjREOfsfM%253A%3Bzf41VEs5V-fldM%3Bhttp%253A%252F%252Flearnenglishteens.britishcouncil.org%252Fsites%252Fteens%252Ffiles%252Fnull%252Flistening_map_a2_v1_1.jpg%3Bhttp%253A%252F%252Flearnenglishteens.britishcouncil.org%252Fskills%252Flistening-skills-practice%252Fgiving-directions%3B1563%3B1281 (last accessed 01/06/2015)

“behind”, “in front of”... and some expressions like “go straight”, “turn left”, “turn right” and so on.



Figure 2: Giving and asking directions.

3) Grammar exercises (15') Individual work.

In order to remember and practise the grammar seen during the whole year, they are going to do some activities based on conditional sentences and relative pronouns.

The first exercise will be a fill-in-the-gap activity. The students have to write the correct form of the verb in each blank space. They will be given a sentence with a situation in concrete, and below they will have to write the correct conditional, for this reason, they have to read the sentence carefully.

EXERCISE 1.- Using the words in parentheses, complete the text below with the appropriate conditional form.

1.a. She will take care of the children for us next weekend because her business trip was canceled.

1.b. But, she (take, not) _____ care of the children for us next weekend if her business trip (be, not) _____ canceled.

2.a. Tom is not going to come to dinner tomorrow because you insulted him yesterday.

2.b. But, he _____ (come) if you _____ (insult) him.

3.a. Marie is unhappy because she gave up her career when she got married.

3.b. But, Marie _____ (be) happy if she _____ (give, not) up her career when she got married.

4.a. Dr. Mercer decided not to accept the research grant at Harvard because he is going to take six months off to spend more time with his family.

4.b. But, Dr. Mercer _____ (accept) the research grant at Harvard if he _____ (take, not) six months off to spend more time with his family.

5.a. Professor Schmitz talked so much about the Maasai tribe because she is an expert on African tribal groups.

5.b. But, Professor Schmitz _____ - (talk, not) so much about the Maasai tribe if she _____ (be, not) an expert on African tribal groups.

6.a. I am unemployed because I had a disagreement with my boss and I was fired.

6.b. But, I _____ (be, not) unemployed if I _____ (have, not) a disagreement with my boss and I (be, not) fired.

7.a. Nicole speaks Chinese fluently because she lived in China for ten years.

7.b. But, Nicole _____ (speak, not) Chinese fluently if she _____ (live, not) in China for ten years.

8.a. I will not help you study for your test because you have spent the last two weeks partying and wasting time.

8.b. But, I _____ (help) you study for your test if you _____ (spend, not) the last two weeks partying and wasting time.

9.a. Eleanor and Ben are not going skiing with us this year because Eleanor just had a baby.

9.b. But, Eleanor and Ben _____ (go) skiing with us this year if Eleanor _____ (have, not, just) a baby.

10.a. I am completely exhausted, so I will not go with you to the movies tonight.

10.b. But, if I _____ (be, not) completely exhausted, I _____ (go) with you to the movies tonight.

11.a. She is not worried about the conference tomorrow because she is not giving a speech.

11.b. But, she _____ (be) worried about the conference tomorrow if she _____ (give) a speech.

12.a. Frank is not going to the graduation ceremony because he broke his leg snowboarding last week.

12.b. But, Frank _____ (go) to the graduation ceremony if he _____ (break) his leg snowboarding last week.

13.a. They are not releasing the prisoner next month because there was so much public opposition to his parole.

13.b. But, they _____ (release) the prisoner next month if there _____ (be) so much opposition to his parole.

14.a. The hotels filled up months in advance because the festival is going to include jazz artists from around the globe.

14.b. But, the hotels _____ (fill) up months in advance if the festival _____ (include) jazz artists from around the globe.

15.a. We are not worried about the recent string of robberies in the neighborhood because the police have started regularly patrolling the area.

15.b. But, we _____ (be) worried about the recent string of robberies in the neighborhood if the police _____ (start, not) regularly patrolling the area.

18

4) Follow-up (10') Pair work.

The last exercise is a game about conditionals (see figure number 2). It consists in creating a conditional through a given situation. First of all, students will work in pairs, and the teacher will state different situations, so that they create a conditional (first, second or third) on the basis of that information. Those students who get all conditional sentences correct and in shorter time will win the game.

¹⁸Taken from: <http://www.englishpage.com/conditional/conditional10.htm> (last accessed 23/05/15)

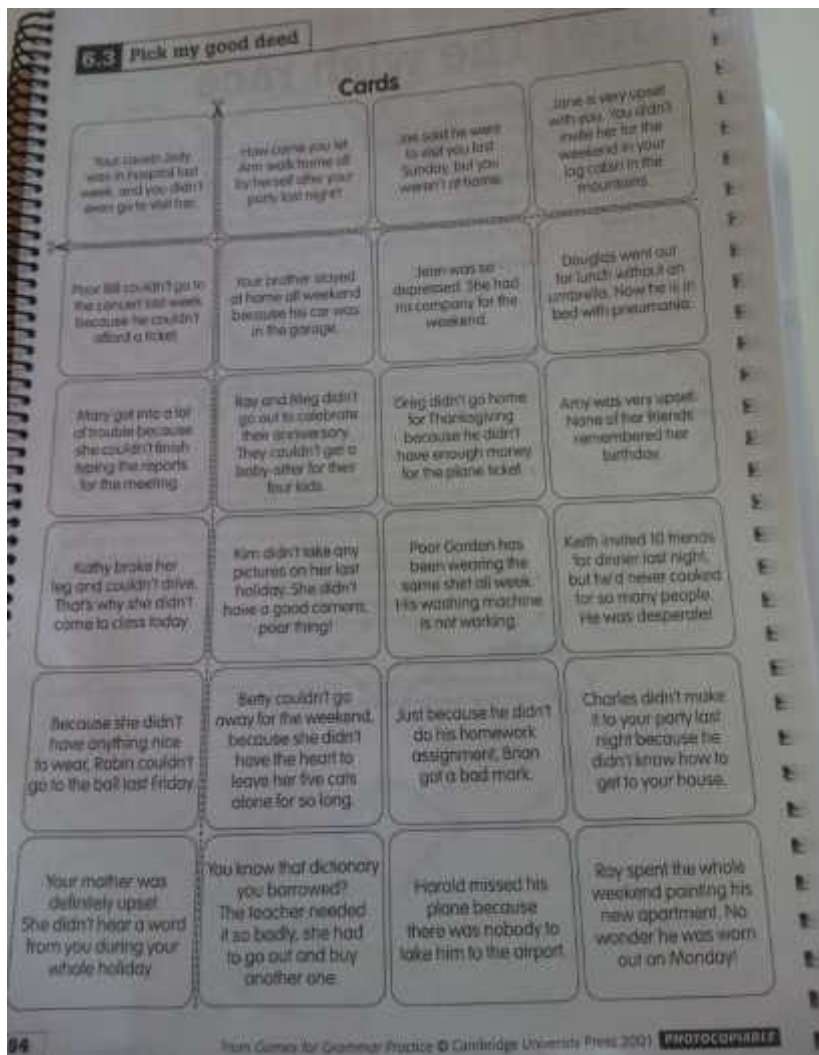


Figure 3: Photo taken from *Games for Grammar Practice: A Resource Book of Grammar Games and Interactive Activities* (Cambridge Copy Collection). Cambridge University Press. (2001)

3.10.4.- Session 4

1) Warm up (10') Pair work.

At the beginning of the lesson, the teacher should start the class with some questions about the topic that will be seen during the day. In this case, the topic will be restaurants and ordering food. So the teacher will make some questions and the students will have to answer in pairs. It is a good way not to be afraid of speaking loud. Some questions will be:

- Do you like fast food?
- Why or why not?

- What's your favourite restaurant?
- What food and drink do you like to have there?
- Do you prefer eating in restaurants or at home?
- Do you prefer homemade food or fast food?

Starting a conversation among students is the best way to focus on the next activity which will deal with it.

Apart from the conversation, students will do a pre exercise about some vocabulary¹⁹ which will appear in the listening. The exercise consists in matching the vocabulary with their main group.

The exercise is the following:

Banana cake
Cola
Ice cream
Water
Apple tart
Apple juice
Four cheeses pizza
Cheese burger
Chicken curry and rice
Orange juice
Chocolate cake
Seafood
Salad with bread

¹⁹http://learnenglishteens.britishcouncil.org/sites/teens/files/ordering_food_in_a_cafe_-_exercises_1.pdf (last accessed 23/05/2015)

MAIN COURSES	DESSERTS	DRINKS

2) Main activity (20') Individual work.

The students are going to do a listening activity²⁰ about ordering fast food in a restaurant. They are going to listen to it twice and after listening they have to do some exercises in relation to it. With this exercise, we want to get students pay attention and be able to understand almost everything. So some exercises will be a multiple choice task:

1. For his main course, Andi chooses

- a. a normal cheeseburger.
- b. a doublecheeseburger.
- c. a burgerwith chips.

2.- Fordessert, Andichooses

- a. ice cream.
- b. chocolate cake.
- c. banana cake.

3.- To drink, Andichooses

- a. applejuice.
- b. fizzywater.
- c. stillwater.

²⁰<https://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/ordering-food-cafe> (seen 23/05/15).

Another exercise will be to reorder the questions while they are listening to the recording twice. The exercise is the following:

- 1.- What would you like?
- 2.- A cheese burger or a double cheese burger?
- 3.- What's your table number?
- 4.- Would you like a drink?
- 5.- Anything else?

3) Grammar exercise (15') Individual work.

Continuing with the review of all the grammar, in this session we are going to do some exercises based on reported speech and passive voice: two of the most difficult parts of the English grammar for students. First of all, we are going to start with reported speech. In this exercise we will mix the different types of reported speech that have already been seen before: statements, questions and commands.

- 1) Complete the sentences in reported speech. Note whether the sentence is a request, a statement or a question and whether you have to change the tenses or not.²¹

1. He said, "I like this song."
2. → He said _____
3. "Where is your sister?" she asked me.
4. → She asked me _____
5. "I don't speak Italian," she said.
6. → She said _____
7. "Say hello to Jim," they said.
8. → They asked me _____
9. "The film began at seven o'clock," he said.
10. → He said _____
11. "Don't play on the grass, boys," she said.
12. → She told the boys _____

²¹<https://www.ego4u.com/en/cram-up/grammar/reported-speech/exercises?10> (last accessed 27/05/15)

13. "Where have you spent your money?" she asked him.
14. → She asked him _____
15. "I never make mistakes," he said.
16. → He said _____
17. "Does she know Robert?" he wanted to know.
18. → He wanted to know _____
19. "Don't try this at home," the stuntman told the audience.
20. → The stuntman advised the audience _____

2) Complete the sentences in reported speech. Note whether the sentence is a request, a statement or a question and whether you have to change the tenses or not.²²

1. "I was very tired," she said.
2. → She said _____
3. "Be careful, Ben," she said.
4. → She told Ben _____
5. "I will get myself a drink," she says.
6. → She says _____
7. "Why haven't you phoned me?" he asked me.
8. → He wondered _____
9. "I cannot drive them home," he said.
10. → He said _____
11. "Peter, do you prefer tea or coffee?" she says.
12. → She asks Peter _____
13. "Where did you spend your holidays last year?" she asked me.
14. → She asked me _____
15. He said, "Don't go too far."
16. → He advised her _____
17. "Have you been shopping?" he asked us.

²² <https://www.ego4u.com/en/cram-up/grammar/reported-speech/exercises?11> (last accessed 28/05/15)

18. → He wanted to know _____

19. "Don't make so much noise," he says.

20. → He asksus _____

3.1) Third exercise (15') Individual work.

The next exercise consists in reviewing reported speech and passive voice. So students have to be familiarized with both exercises and the teacher is going to give them some difficult exercises about each one.

First of all, the teacher is going to explain the first exercise that is going to be a mix of the different kinds of reported speech²³ seen in the previous lessons: statements, questions, requests and orders. Moreover, the students will have to choose between the past of ask, say or tell.

1.- Change the direct speech into reported speech. Choose the past simple of 'ask', 'say' or 'tell':

1. "Don't do it!"

She _____

2. "I'm leaving tomorrow"

She _____

3. "Please get me a cup of tea"

She _____

4. "She got married last year"

She _____

5. "Be quick!"

She _____

6. "Could you explain number four, please?"

She _____

7. "Where do you live?"

She _____

8. "We went to the cinema and then to a Chinese restaurant"

She _____

²³http://www.perfect-english-grammar.com/support-files/reported_speech_mixed_exercise_1.pdf (last accessed 05/06/15)

9. "I'll come and help you at twelve"

She _____

10. "What are you doing tomorrow?"

She _____

11. "Don't go!"

She _____

12. "Do you work in London?"

She _____

13. "Could you tell me where the post office is?"

She _____

14. "Come here!"

She _____

15. "I've never been to Wales"

She _____

16. "Have you ever seen 'Lord of the Rings'?"

She _____

17. "I don't like mushrooms"

She _____

18. "Don't be silly!"

She _____

19. "Would you mind waiting a moment please?"

She _____

20. "How often do you play sport?"

She _____

2.- Change the direct speech into reported speech²⁴. Choose the past simple of 'ask', 'say' or 'tell'

1. "Come quickly!"

She _____

2. "Did you arrive before seven?"

She _____

²⁴ http://www.perfect-english-grammar.com/support-files/reported_speech_mixed_exercise_2.pdf (last accessed 05/06/15)

3. "How was your holiday?"

She _____

4. "I would have visited the hospital, if I had known you were sick"

She _____

5. "Don't touch!"

She _____

6. "Do you usually cook at home?"

She _____

7. "They had never been to Scotland until last year"

She _____

8. "Make sure you arrive early!"

She _____

9. "I should have studied harder for the exam"

She _____

10. "Would you mind telling me how to get to the art gallery, please?"

She _____

11. "Please don't forget my book"

She _____

12. "Make sure you arrive at six!"

She _____

13. "Remember to study hard!"

She _____

14. "Where do you want to eat tonight?"

She _____

15. "I usually drink coffee in the mornings"

She _____

16. "Do you like studying English?"

She _____

17. "I'll come and help you on Saturday"

She _____

18. "Please buy some bread on your way home"

She _____

19. "Please give this to John"

She _____

20. "Could you give me the glass on the table, please?"

She _____

3.2) Passive voice exercises.

3.1.- Write the following sentences in the passive.²⁵

1. They first developed the polio vaccine in the 1950's.
2. To record you must press the red button and the black button at the same time.
3. You should make the sandwiches just before you leave.
4. People are sending blankets and clothes to the flood victims.
5. Alexander Graham Bell invented the telephone in 1876.
6. The technicians were repairing my fax machine when I arrived.
7. The crew will bury the sailor at sea.
8. Toyota sells cars in many countries.
9. They add sugar to fruit in order to make jam.
10. The tour guide showed us around the city.
11. She paid the workers three months' salary when she closed down her business.
12. The boss has offered him a rise for his hard work.
13. Did you take the car to the garage yesterday?
14. We will call you when your turn comes.
15. My parents may give my brother the car for the first time tonight.
16. Do they clean the rooms every day?
17. They are painting their house this week.
18. Everyone in our school knows her well.
19. They are going to redecorate the room.
20. She didn't tell anyone about the phone call.

²⁵ <http://inglesliliana.blogspot.com.es/p/grammar-activities-for.html> (last accessed 06/06/15)

3.2.- Passive voice with two objects²⁶:

1.- They gave Susan a prize.

.....
.....

2.- We sent my cousin a birthday card.

.....
.....

3.- I've bought you a present.

.....
.....

4.- I'll make some coffee for you.

.....
.....

5.- I lent my neighbour some money

.....
.....

6.- I'll offer Mary a job.

.....
.....

7.- I fetched a plate for him.

.....
.....

8.- She offered her seat to an old lady

.....
.....

9.- The waiter gave the menu to my wife.

.....
.....

10.- We will send you a letter with your exam results.

.....
.....

11.- A friend sold me a rock concert ticket.

²⁶ <https://clasejoseangel.files.wordpress.com/2009/03/the-passive.pdf> (last accessed 06/06/15)

.....
.....
12.- The waiter showed my father the bottle of wine.
.....
.....

13.- She didn't lend her dictionary to me.
.....
.....

14.- María left her apartment to her daughter.
.....
.....

15.- I ordered a vegetarian meal for my friend
.....

3.3.- Impersonal passives²⁷

1. My whole family thinks that ghosts exist.
2. People think that money is the most important thing in life.
3. Specialists say that the business was not good.
4. Children said that the rock star had only sung three songs.
5. Astronauts confirm that the rocket was broken.
6. Some people believe that the prisoner has had second chances.
7. My boss expects that the job will be done soon.
8. The witness admitted that the crime had happened in front of him.
9. A lot of children think that Santa Claus is real.
10. The bodyguards assume that the fight was a trap.
11. The police proved that the thieves stole the money.
12. Politicians believe that the global warming is dangerous.
13. The company reported that the new models will be totally made in Madrid.
14. The NASA confirms that the space shuttle fell into the Pacific Ocean.
15. The country expects that the workers finish the stadium before the World Cup.

²⁷<http://www.aprenderinglesfacil.es/2010/05/exercises-voz-pasiva-impersonal-iii.html> (last accessed 06/06/15)

16. They assume that the security system failed.

3.4.- Causatives: Rewrite the sentences.²⁸

1. A watchmaker repaired my watch.
2. A hairdresser cut my hair.
3. A shoemaker mended my shoes.
4. A dentist checked my teeth.
5. An electrician installed a burglar alarm.
6. A builder fitted stronger locks to the doors.
7. The passport office renewed my passport.

4) Follow-up. (10') Pair work.

The teacher will suggest a game (see figure 3) about food and drinks. The students will be divided into groups. The teacher will give them a set of picture cards and they will have to place them face down on the table. Students will pick a card and their team has to ask yes/no questions to guess what is on the card. The student who has more points wins.

With this game, they can practise and remember the vocabulary related to food and drinks including the verbs associated with food.

²⁸<http://inglesliliana.blogspot.com.es/p/grammar-activities-for.html> (last accessed 06/06/15)

clients. There will be seven places where two or three students will be performing their role. The objective of this tasks is to make the students use the grammar and vocabulary seen during the whole academic year and feel comfortable using them. This is a good way to remember everything they learnt while they are having fun. The role play lasts approximately forty-five minutes.

3) Follow-up (10') Group work.

The last exercise is a feedback about the mistakes that students have made during their performance. The teacher is going to jot down some important mistakes on the blackboard without pointing anybody and they have to think about how this mistake can be corrected.

3.11.- REINFORCEMENT AND EXTENSION ACTIVITIES

We have also designed different activities for those students who are faster and for those who work and learn slowly, so that some kind of reinforcement and extension exercises are necessary. These activities will be the following in relation with the different sessions:

REINFORCEMENT ACTIVITIES

SESSION 1:

Write a little description about a typical festival in your area. Include some advantages and disadvantages.

SESSION 2:

Write a little story about what you have felt while you were listening to the Beatles' song. Include some modal verbs.

SESSION 3:

Write some sentences using conditionals and relatives. Moreover you have to add some prepositions of place in each sentence.

SESSION 4:

Write a composition about the differences between eating at home or eating in a restaurant. In the composition the student has to include, at least, one or more types of reported speech.

SESSION 5:

Write your opinion about the experience that you have lived during the development of the Role Play. Give some advice in order to consider for the next Role Play.

EXTENSION ACTIVITIES

SESSION 1:

Write about the most unpleasant festival you have gone to and give reasons.

SESSION 2:

Listen to another song by The Beatles and put the following paragraphs, corresponding to the lyrics, in order:

So I should have realized a lot of things before
If this is love you've got to give me more
Give me more, hey heyhey, give me more

I should have known better with a girl like you
That I would love everything that you do
And I do, hey, hey, hey, and I do

That when I tell you that I love you, oh
You're gonna say you love me too, oh
And when I ask you to be mine
You're gonna say you love me too
You love me too, you love me too
You love me too

Whoa, oh, I never realized what a kiss could be
This could only happen to me
Can't you see, can't you see

That when I tell you that I love you, oh
You're gonna say you love me too, oh
And when I ask you to be mine
You're gonna say you love me too

Whoa, oh, I never realized what a kiss could be

This could only happen to me

Can't you see, can't you see

SESSION 3:

Read while you listen to a conversation²⁹ about asking and giving directions and write a conversation which is similar to this one. Include verbs, prepositions of place and movement and vocabulary of the places in a town.

Manuel: Hi, Kara?

Kara: Yes.

Manuel: Hi it's Manuel. I was wondering, could you direct me to the university library?

Kara: Yes of course. Where are you coming from and how are you going to get there?

Manuel: I am going to go by car from my house.

Kara: Ok. Let me think! Ok, turn right out of your house and when you get to the T-junction at the end of the road, bear left on to the A1M. Keep on that road for 5 miles. Once you have gone over the bridge, take the 2nd turning on your right.

Manuel: That's the road where the Chinese restaurant is, isn't it?

Kara: Yes, that's right. Anyway, continue up the road for about another mile and when you get to the roundabout take the 2nd exit.

Manuel: The exit towards Hatfield?

Kara: Yes. Then I suggest that you park your car and walk, as the library is the 1st one-way street on the left. It's signposted.

Manuel: Thank you, you have been very helpful.

Kara: That's ok, see you later.

Manuel: Bye

SESSION 4:

Write the correct verb in each space, you have to be able to recognize the correct verb tense in each sentence.

1. you ever (go) to Sevilla? Yes, I (be) there in 1982 with my school.
2. While we (clean) the house, the boys (prepare) dinner,

²⁹ <http://www.aulafacil.com/cursos/l22886/idiomas/ingles/ingles-first/reading-conversation> (last accessed 14/07/15)

so everything _____ (be) ready in a _____ minute.

3. Italians immigrants _____ (live) in America for a long time. They _____ (arrive) in the 19th century and many of them _____ (establish) in New York.

4. I _____ (meet) my girlfriend's parents tomorrow evening and I _____ (be) very _____ nervous.

5. It _____ (rain) heavily, so we _____ (not can) go out.

6. Someone _____ already _____ (pick) all the mushrooms in that part of the _____ forest, so we _____ (not find) any.

7. A cat _____ (get) into the room and all the dogs _____ (start) to bark.

8. Oh look, a dog _____ (eat) your lunch, but I think he _____ (not like) the bread in it.

SESSION 5:

Design your own Role Play. Think about the topic of a Role Play that you want to perform and give reasons why we have to perform your task.

3.12.- EVALUATION CRITERIA

Evaluation is the process through which both the students and the teacher analyze the success of the different activities performed in class. For this reason, it is considered as a dual system since it covers, on the one, the learning process, and on the other hand, the teaching process.

The evaluation criteria allow the teacher to recognize and observe to which extent the activities, explanations and tasks carried out in class have been successful or not. Consequently, the evaluation criteria of this didactic unit directly related with the previous objectives are the following:

- Whether or not students are able to use the verb tenses correctly.
- Whether or not the students can interact with other classmates and share information about any topics
- Whether or not they can extract general and specific information from a written text about special festivals.
- Whether or not the students are able to understand the song and extract information from it.
- Whether or not the learners are able to work cooperatively.
- Whether or not the students can use all the knowledge in the final task.

3.13.-INSTRUMENTS OF EVALUATION

It is also important to mention the different instruments through which the evaluation takes place. The different instruments used here are the following:

- Oral feedback provided by the classmates and teacher
- Successful conversation with another student
- Correction of the activities of use of English, Reading and Listening
- Correction interaction while the final task is being done

In this part of the didactic unit, it is necessary to include the different percentages that each part is going to have at the time of assessing. The marking criteria that we have established are the following:

- Activities performed in class: 30%
- Participation: 20%
- Final task: 50%

3.14.- MATERIALS AND RESOURCES

The different materials used in our didactic unit and through which we want to attain successful results by means of enjoyment are: board, mp3 files, the projector, worksheets, handouts and some travel brochures.

To sum up with our didactic unit, we have to say that it can suffer some changes depending on the class. It is necessary to take into account that each didactic unit must be adapted to the different characteristics of the groups and needs of the students. It has to provide the students with a means of learning according to what they are capable of doing.

4.- INSERTING A ROLE-PLAY ACTIVITY IN A CLASS OF SECOND YEAR OF NON-COMPULSORY EDUCATION

As I commented before, a role play activity is an innovative way of teaching a foreign language and it can be very productive if it is done correctly. For this reason, the activity has been carried out in real life, in a real high school called “Escuelas Profesionales de la Sagrada Familia” and in a real class with real students.

The high school is situated in Linares, a city of Jaen, in a complicated neighborhood. I say complicated because there are lots of unemployed people and they have a disruptive character so in this high school I have found students of all types and all personalities.

When I decided to carry out this activity in this high school, the first thing that I did was observing each course, each class and the students. It was not a problem for me because I had to teach in many courses of different levels and I realised that the best class to carry out my work was the class of Second Grade of Non-Compulsory Secondary Education. This class had eighteen students, most of them had good level of English and they could speak English fluently. Apart from that, they were responsible, attentive and they were interested in my project. All the time, they paid attention to me, and they did what I asked them.

To conduct the activity, I had to follow some steps until the end. The first one was to explain what a role play is, what it is used for and what I wanted to get with the activity. All the students agreed with me and they were very cooperative. I explained the procedure of the activity three weeks before so that they would prepare some dialogues and the necessary material for the activity: clothes, brochures, restaurant material, and so on. Moreover, I gave each group a description of the situation and the grammar that I wanted them to include in their dialogue. I did not want them to write exactly the conversation and then learn it by heart; I wanted them to improvise in order to see the progress of the whole year. They did not matter if they had lots of exams in that period, they agreed with me and I saw that they were the best students that I have ever had.

During this period, I had to prepare more material for the class and for each situation. As Anderson argues it is very important to incorporate some props in a role-playing activity. "Laminated menus (Traditional restaurant), a cardboard microphone (TV chat show) or business cards made by the students ... will often encourage students to involve far more body language than they otherwise would, which often improves their acting". (2006: 7). In my case, I decorated the classrooms with brochures of different countries and cities for the travel agency, a menu for the restaurant, some food items for the supermarket, some items for the hairdresser's and some funny cards and little candles for the fortune teller. The atmosphere of the classroom was perfect to carry out our role play.

The time was over and the expected day came, all my learners were happy and motivated, many of them were dressed up with funny clothes and the atmosphere was good.

The activity was developed in different groups: in pairs or in trios. I gave them the opportunity to join with whoever they wanted but in general they were balanced. In many groups there were weak students with strong students.

The role play was called "Crazy Shopping Center" because there were many different shops and in all of them crazy things happened. In this role play, we could find different shops as: a clothes shop, a restaurant, a tourist office, a travel agency, a supermarket, a fortune teller and a hairdresser.

Each of the students played his/her role for 8-9 minutes. They were able to improvise and improvise a conversation. Some dialogues were better than others but it also depended on the level of English of each student. I was very proud of them because they tried without fear or pretexts and we had a good time.

In those conversations, they could incorporate what we had seen in the previous lessons: vocabulary related to give and ask for directions; grammar, as, for example: future, perfect, passive, relative tenses and so on; prepositions of place and lots of ideas which they came to their minds. It was a free activity in which could perform in a relaxed way. I gave them some pieces of advice about what to say or express in their conversation and they asked me some doubts about it, but everything was perfect.

When they saw each other in their own role, they believed in what they were doing more and more, they forgot their fears and felt relaxed and proud of it. Thanks to the previous sessions, they could build in their minds a suitable conversation. It is true that some of the students were weaker than others and their conversations were very poor in vocabulary or grammar in relation to the rest of the class, but they could deal with this challenge.

Here are some photographs of my students performing:



HAIRDRESSER'S



SUPERMARKET



CLOTHES SHOP



FORTUNE TELLER



RESTAURANT



TRAVEL AGENCY

At the end of the activity, we talked about the positive and negative things and we also commented on different mistakes made in general. So I gave them feedback and they recognized they had learnt a lot doing this activity.

It has been one of the most beautiful and special moments for me and I was very excited to see such responsible students carrying out an activity without expecting anything, only the experience. They enjoyed, for sure.

What we wanted to get with this activity is to have all the students in contact with the target language, with the production in a foreign language and they were familiarized with this kind of recommendable tasks. Furthermore, performing this enjoyable activity, you can connect the real world where everybody needs to speak English through some role playing tasks. These tasks show us some situations that we are not used to experiencing in our real life.

Doing a role play is one of the most resourceful ways to teach a second language to people who are afraid of learning it, the best way is doing a Role Play. I encourage all teachers and professors to make use of it in their lessons. It is a ludic, funny and entertaining way to learn this language and then you can give your student

feedback about it. In my own experience, I have had the opportunity to see how much knowledge the learners acquire with it.

5.- RESULTS AND CONCLUSIONS

As I underlined in the previous paragraph, the activity was a wonderful experience for me and for my students. When I introduced the activity, they thought that they were not able to do it, but when the task finished all of them were surprised about the capacity they had shown when completing an activity like this perfectly. All of them were proud of themselves and the result was incredible.

I cannot forget that some students performed better than others because their knowledge of the language was higher, but the most important fact is that they were responsible, they wanted to do it and their motivation was perfect. They had a good time while they were performing and they forgot all their problems and worries. This is the main goal apart from learning.

A CD with the recording of the students performing the task is attached to this Master's dissertation. Considering the contents, you will notice some differences among the students. In general, the activity was developed correctly and finally the learners had a lot of fun doing it.

It was a brilliant experience that I will never forget because both my practical tutor and my students treated me as another teacher, they relied on me. They were the best students that a teacher can have. Without any doubt, I will repeat the experience again and again.

In relation to my project, I have to say that it has been an interesting topic for I have learnt a lot about this field and I know that in the future, when I become an English teacher, I will carry out this activity because it is fun, attractive, and students can learn through it.

Role play is a powerful tool of knowledge and learners can improve their oral skills, also losing their fear to speak aloud because they realize that the task is fun and all their partners are working in it, simultaneously. Moreover with a role-play activity the students can improve the grammar and daily expressions.

Furthermore, role playing activities have more advantages than having fun or learning a foreign language. When you perform a role playing task, you improve your self-confidence, your autonomy and your capacity to think about important things increase. You are able to lose your fear to speak aloud or in front of your partners because they are in the same place than you and they have to do the same as you. Role playing activities show you many different situations in which you have to perform to solve the problem, so your mind is ready to act and get it. You become more independent and responsible.

Another advantage can be the capacity to listen to other people and try to get a goal in cooperation with them. You need someone to help you to solve an issue, thus you need to be concentrated on what your partner is saying.

The most important advantage for me is the creativity that this activity generates. You are given a lot of situations with many problems to solve and you have to use your logic and creativity to solve them. For this reason, this is a good activity when children are grown up, because they start to be aware of the world which is around them. If you use this activity with adults, it can also be beneficial for them because they can have some of these situations and need an answer to solve them.

To compile and summarize all these suitable ideas, role playing activities are the best way to carry out in a lesson, no matter the age if you know how to perform one of them. You have to be able to get the attention and attract their curiosity to your role play. Doing it, the activity will be a success.

I suggest everyone should try it because they have amazing results. Apart from that it is a good way to introduce new vocabulary or explain again some vocabulary which does not work properly. I would like to say one more time that the best way to learn a new language is ROLE PLAY.

7.-BIBLIOGRAPHY

- ❖ ANDERSON, J. 2006, *Role plays for today: Photocopiable activities to get students speaking*. United Kingdom: Delta Publishing.
- ❖ BHATTACHARJEE, Y. 2012, "Why Bilinguals Are Smarter", in *Sunday Review: The New York Times*. http://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html?_r=2 (last accessed 19/06/2015)
- ❖ BOUMOVÁ, V. 2008, "Traditional vs. Modern Teaching Methods: Advantages and Disadvantages of Each", in *Masaryk University. Faculty of Arts. Department of English and American Studies. English Language and Literature*. https://is.muni.cz/th/86952/ff_m_b1/MgrDiplomkaBoumova.pdf
- ❖ BOWEN, T. 2012, "Teaching approaches: the grammar-translation method", in *One Stop English*. <http://www.onestopenglish.com/support/methodology/teaching-approaches/teaching-approaches-the-grammar-translation-method/146493.article> (last accessed 22/05/15)
- ❖ BROWN, H.D. 2000, *Principles of Language Learning and Teaching*. New York: Longman. <https://www.englishclub.com/tefl-articles/history-english-language-teaching.htm> (last accessed 06/04/2015)
- ❖ CLAXTON, N. 2008, *Deliberating Across the Curriculum Using deliberative Techniques in the English as a Foreign Language Classroom*. New York: International Debate Education Association.
- ❖ DORATHY, A.A & MAHALAKSHMI, S.N 2011, "Second Language Acquisition Through Task-based Approach – Role-play in English Language Teaching", in *English for Specific Purposes World*. Volume 11. http://www.esp-world.info/Articles_33/Doc/TBLT_Dorathy.pdf (seen 15/03/15)
- ❖ GLEEN, C. 2014, *Role Plays and Creative Activities. Teaching Social Skills and Self-Understanding*. London: Rowman & Littlefield Publishing Group.
- ❖ GOŁĘBIEWSKA, A. 1990, *Getting Students to Talk: a Resource Book for Teachers with Role-Plays, Simulations and Discussions*. (Ed) Wingate, J. Cambridge: Cambridge University Press.
- ❖ HADZIMEHMEDAGIC, M. & AKBAROV, A. 2013, "Traditional vs Modern Teaching Methods. Advantages and Disadvantages", in *3rd International Conference on Foreign Language Teaching and Applied Linguistics*. <http://eprints.ibu.edu.ba/1901/> (last accessed 20/05/15)
- ❖ KODOTCHIGOVA, M.A. 2002, "Role Play in Teaching Culture: Six Quick Steps for Classroom Implementation", in *The Internet TESL Journal*. Volume 3. Number 7. <http://iteslj.org/Techniques/Kodotchigova-RolePlay.html> (last accessed 25/05/2015)
- ❖ LADOUSSE, G.P. 1987, *Role Play*. (Ed) Maley, A. Oxford: Oxford University Press.

- ❖ LIU F. & DING Y. 2009, “Role-play in English Language Teaching”, in *Asian Social Science*. Volume 5. Number 10. http://www.google.es/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=0CDsQFjAD&url=http://ccsenet.org/journal/index.php/ass/article/download/3988/3534&ei=qbn9VLg_guVR0eGBsAY&usg=AFQjCNGrO-XgGI4cP9be1_yeR9hReDLAFw (last accessed 15/03/2015)
- ❖ MAIER H.W. 1989, “Role Playing: Structures and Educational Objectives”, in *The Journal of Child and Youth Care*. Volume 4. Number 3. <http://www.cyc-net.org/cyc-online/cycol-0102-roleplay.html> (last accessed 19/06/15)
- ❖ O’DELL, F. & HEAD, K. 2003, *Games for Vocabulary Practice: Interactive Vocabulary Activities for All Levels*. Cambridge: Cambridge University Press.
- ❖ RICHARDS J.C. & RODGERS T.S. 2001, *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- ❖ SHEILS, J. 1993, *Communication in the Modern Languages Classrooms*. Strasbourg: Council of Europe Press.
- ❖ STARKO, A.J. 2009, *Creativity in the Classroom*. New York and London: Routledge Taylor & Francis Group.
- ❖ THULEEN, N. 1996, “The Grammar-Translation Method” in *Website Article*. Volume 24. <http://nthuleen.com/papers/720report.html> (last accessed 05/04/2015)
- ❖ TOMPKINS P.K. 1998, “Role Playing/Simulation”, in *The Internet TESL Journal*. Volume 4. Number 8. <http://iteslj.org/Techniques/Tompkins-RolePlaying.html> (last accessed 10/04/2015)
- ❖ WANG, T.P. 2007, “The Comparison of the Difficulties between Cooperative Learning and Traditional Teaching Methods in College English Teachers”, in *The Journal of Human Resource and Adult Learning*. Volume 3. Number 2.
- ❖ ZAOROB M. L. & CHIN E. 2001, *Games for Grammar Practice: A Resource Book of Grammar Games and Interactive Activities* (Cambridge Copy Collection). Cambridge: Cambridge University Press.

- LEGISLATION

- ❖ GENERAL OBJECTIVES OF THE STAGE-Upper Secondary Education-[LOE 2/2006 (May, 3rd) & RD 1467/07 (November 2nd)].
- ❖ GENERAL OBJECTIVES OF THE STAGE-Upper Secondary Education-[Decree 416/08 (July 22nd) –Andalusia-].
- ❖ FOREIGN LANGUAGES. GENERAL OBJECTIVES OF THE ENGLISH SUBJECT-Upper Secondary Education-[RD 1467/07 (November 2nd), D 416/08 (22ND July) & Order of August 5th 2008.

7.-ANNEXES

GENERAL OBJECTIVES OF THE STAGE

-Upper Secondary Education-

[LOE 2/2006 (May, 3rd) & RD 1467/07 (November 2nd)]

Upper Secondary Education should make it possible for students to develop the following capacities/abilities:

- a) To exercise a democratic citizenship from a global viewpoint and to acquire a responsible civic awareness inspired by those values in the Spanish Constitution and by human rights so as to foster the joint responsibility for creating a fair and equitable society, one which favours sustainability.

- b) To strengthen their social and personal maturity so that they can act responsibly and autonomously and in order that they can develop their critical awareness. To foresee and resolve personal, familiar or social conflicts peacefully.

- c) To boost the genuine equality of both rights and opportunities between men and women, analysing, critically assessing present-day disparities and favouring the principles of true equality and non-discrimination of disabled people.

- d) To consolidate the reading habit, that of showing effort and that of becoming responsible in one's studies, recognizing these as necessary variables to succeed in their learning and as a means of personal growth.

- e) To deepen into the knowledge of both the oral and written mediums of the Spanish language. The same would apply in the case of another official language in the particular Autonomous Region.

- f) To comprehend and produce accurate and fluent messages in, at least, one foreign language.

- g) To utilize the new technologies of information and communication reliably and responsibly.

h) To get to know and critically assess the realities of our contemporary world, their background and the reasons for their evolution. To take part jointly and severally in the development and improvement of their social environment.

i) To master scientific and technological knowledge and the basic skills within the student's discipline as well as their applications and incidence upon the physical, natural and social world.

j) To understand the essential elements and key procedures of investigation and scientific research. To recognize and appraise the contribution of science and technology to the changes in life conditions and also to consolidate their sensitivity and respect for the environment.

k) To strengthen their enterprising spirit by means of creativity, flexibility, initiative, teamwork, self-confidence and critical awareness.

l) To develop artistic and literary sensibility as well as their aesthetic judgement as sources of educational and cultural enrichment.

m) To use physical education and sports to favour one's own personal and social growth.

n) To consolidate preventive and respectful attitudes within the field of road safety education.

GENERAL OBJECTIVES OF THE STAGE

-Upper Secondary Education-

[Decree 416/08 (July 22nd) –Andalusia-]

Together with the objectives listed above, Upper Secondary Education in Andalusia must make it possible for students to develop the following knowledge, capacities, habits, attitudes and values:

a) To develop skills in order to act autonomously whether within the family or the social groups to which they belong, showing tolerant and supportive attitudes, rid of inhibitions and prejudices.

b) To appraise autonomous learning as well as teamwork and also to assess with critical awareness those inequalities extant, favouring the principle of genuine equality between men and women.

c) To be able to apply scientific research techniques to face the very many different situations they might come across whilst developing the curriculum.

d) To know and appraise the different peculiarities of Andalusian talk in all its possible varieties and to understand linguistic and cultural diversity as a right and values of peoples and individuals in our ever-changing and global world.

e) To get familiarized with, assess and respect Spain's and Andalusia's natural, cultural and historical heritage, promoting its preservation and improvement.

FOREIGN LANGUAGES. GENERAL OBJECTIVES OF THE ENGLISH SUBJECT

-Upper Secondary Education-

[RD 1467/07 (November 2nd), D 416/08 (22ND July) & Order of August 5th 2008]

Foreign Language Learning at this stage will have as its goal the development of the capacities below:

1. To be able to produce and take part in oral exchanges not only spontaneously, comprehensibly and respectfully but also fluently accurately, making use of those strategies required by the communicative situation.

2. To extract global and specific information from oral texts and to be able to follow the thread of present-day subjects when offered within everyday communicative contexts or by the media.

3. To produce different types of written texts, deploying both a clear and well-organised structure and a style which fits the prospective readers as well as the communicative intention.

4. To comprehend distinct kinds of written texts on a range of general and specific issues with the idea of assessing them critically, making use of the reading strategies needed for the resolution of tasks; identifying the essential elements in the text; and grasping its function and discourse organization.

5. To be able to read texts aimed at diverse purposes and which appeal to students' interests and needs with growing autonomy, appreciating their value as sources of information, enjoyment and pleasure, and also personal growth.

6. To use their knowledge about the linguistic system and the rules of language use in order to understand oral and written texts, first, and then produce them accurately and coherently; and to reflect upon the way in which the foreign language works for the purpose of communication.

7. To acquire and develop a number of learning strategies -including the new technologies of information and communication-, and utilize all possible means at their reach in order that the foreign language is used with growing autonomy and so that progress in its learning is obtained.

8. To get to know the major socio-cultural traits of the foreign language for a better understanding and interpretation of cultures different from their own and also of the language under study.

9. To appreciate the value that a foreign language has as a tool to gain access to other types of knowledge and cultures, appraising its importance as a means for communication and international understanding in an intercultural world where similarities and differences between the different cultures can be observed and identified.

10. To consolidate self-evaluation strategies for the acquisition of communicative competence in the foreign language, showing initiative, self-confidence and responsibility while in the process.