APPENDIX 1: Practicum III Portfolio

4. Observation task: Cooperative Learning

According to Zhang (2010), Cooperative learning is a method "in which students work together in small groups to accomplish shared learning goals". Its relevance in the classroom is marked by the benefits this method brings. Zhang explains that students working in cooperative teams not only attain higher levels of achievement but they also improve their relations with other students, their self-esteem, their long-term retention and their depth of understanding of course material.

The introduction of cooperative learning is important in the context of the Sagrado Corazón de Jesús School as this method is included, not only in the Orientaciones Metodológicas of the Aragonese Curriculum, but also in the course plan for the subject. Moreover, students' sitting arrangements in some of the classes are individual and learners have few opportunities to interact with their classmates. For these students the opportunity to work cooperatively is highly motivating.

During my placement period I could observe the implementation of cooperative learning in the 1st year of Bachillerato and 4th year of Secondary Education. However, cooperative work is not a constant in my mentor's lessons, but something that complements a more traditional teacher-fronted approach (See appendix 1). Moreover, I also had the opportunity to implement cooperative learning myself in the four groups of 4th ESO, an experience that gave me an inside view of this instructional method.

At the beginning of my placement period, I could observe that my mentor formed the groups randomly, only taking into account the student's seating in order to make the groups seating arrangements easier. However, when I started teaching cooperatively, I wanted to form heterogeneous groups in terms of academic abilities but also background and gender as, according to authors like Stahl (1994), students tend to interact and achieve better in this type of groups and they become more tolerant towards their classmates' viewpoints. Moreover, I decided to keep the same groups in the different lessons I taught.

Based on my observation of cooperative work, I think that working on heterogeneous groups was a positive experience for most students. High achieving students in the group tended to help the ones that had more difficulties contributing to the learning of both, high

and low achievers. However, it is also true that this heterogeneous nature of the groups caused problems in some teams in which at some points more disruptive students impeded the progress of the rest on the group. Nevertheless these problems were rare and they were easily solved with the teacher's mediation.

As far as the atmosphere of the classroom is concerned, the ambience during the cooperative lessons was very good. In the questionnaires about cooperative learning that students completed, most of them agree that the work environment in their groups was quite positive or very positive. Moreover, students also think that when they work cooperatively, the tasks look more like a game. In my observation, I could see that this is translated into a more relaxed climate, more motivation, and less anxiety, factors that are very important when learning a foreign language. An increase of participation when the teacher asked a question could also be observed when student worked cooperatively. According to Zhang (2010), this increase in participation is explained by the fact that students have the opportunity to rehearse their answer before saying it in front of the whole class and to receive feedback from the rest of the classmates.

In terms of participation within the group, it can be said that, although in most groups participation was equal, some students tended to ignore their tasks and didn't contribute to it. This created some arguments within the groups between the students that worked and the ones who did not. This problem has also been reflected in the questionnaires about cooperative worked filled in by the students that pointed out the fact that there were students that did not contribute to the tasks as one of the main disadvantages of cooperative learning.

As far as the use of the target language for interaction within the group is concerned, it was observed that students tended to use English to interact with their classmates mostly when they were being watched by the teacher or immediately after 35 the teacher reminded them that they had to speak in English. This is a consequence of the fact that students do not usually work in pairs or groups, and although they are used to interact with the teacher in the target language, they are not used to do it with their classmates.

Time management was another of the points in my observation. For some tasks or activities, especially those that included the writing of a text, students were not able to finish on time.

In order to solve the difficulties that have just been described: inequality of participation in some groups, lack of use of the target language and poor management of time,

when I implemented my lessons each member of the cooperative team was given a role that he or she had to play. According to Smith (1996) the assignment of roles that are relevant for the task contributes to the smooth functioning of the groups. The roles in this case included ensuring the participation of all the members of the group, being responsible for the team adjusting to the given time when performing a task, reminding the rest of the members of the group that they should use English for the interaction within the group, and finally, making sure that all the members of the group focused their interest in the task or activity set by the teacher.

As far as the teacher is concerned, I could observe how the role of the teacher changed drastically when a cooperative approach to teaching and learning was adopted. In cooperative learning, the teacher, as Zhang (2010) explains, becomes a facilitator. Contrary to what happened in teacher-fronted lessons, the teacher was not the centre of the classroom and she was not in control of everything happening during the lesson. Moreover, the student's role also changed from being a passive receiver to an active and autonomous learner.

It is also relevant to remark that at some points during the lesson, cooperative work can become very loud, as students have to interact within the groups in order to carry out the tasks. When my mentor needed to attract the students' attention she used a whole-brain-teaching technique, that is, class-yes. According to Biffle (2013), this is a technique used to gain the student's attention instantly and is applicable to any school level, as students do not find it childish. In my observation I could see that, although this technique is quite useful in some classes, there was a group that said that they felt they were being treated like children.

Finally, with regard to my mentors instruction giving in cooperative learning we can say that apart from the resources she usually employs, such as the use of simple language or the repetition of instructions in a different way, she ensures the comprehension of the instructions by asking a member of each group to explain the rest of the group what they have to do. In this way, the language used by the classmate is easier to understand by the student and instruction becomes clearer.

To conclude, it can be said that when cooperative work is implemented, some problems can emerge. Some of these problems are stated by student in the questionnaire about cooperative learning that they completed. Examples of this include the fact that they are sometimes more easily distracted when working as a group, that there can be some problems

to reach agreements or that there are student's that do not collaborate in the completion of the task.

However, the advantages of cooperative learning exceed the problems, and students seem to agree with this as most of them state that they would like to repeat the experience of cooperative learning. The advantages presented by student include the fact that they think that work is more enjoyable when it is done in groups or that more ideas come up. But maybe the most relevant advantages are the ones pointed out by Zhang (2010), who states that cooperative work increases the opportunities for receiving input and producing output, it creates an effective climate where students are more likely to participate and finally it fosters the students` responsibility on their own learning.

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Appendix 1

Observation task: Cooperative Learning.

Observation task. Cooperative work

Students:

 1. Students' reaction when they have to work cooperatively:

- ✓ Very positive
  Positive
  Neutral
  Negative
  Very negative

2. Group formation:

- ✓ Random
  Homogeneous
  Heterogeneous

3. Classroom atmosphere :

- ✓ Very positive
  Positive
  Neutral
  Negative
  Very negative

 4. Student's participation within the groups:

- ✓ Participation is equal
- ✓ One student does not participate
  Two students do not participate
  One student does all the work

5. Time management within the groups:

     All tasks are completed in the assigned time
- ✓ Most tasks are completed in the assigned time
     Half the tasks are completed in the assigned time
     Less than half the tasks are completed in the assigned time

6. Use of the target language within the groups:

• English was used when….

     English is specially used when the teacher is watching or when the teacher reminds the
     students that they have to interact in the target language.
     English is use when performing the task.

- Spanish was used when….

  Spanish is used to comment on the different opinions about the task.

7. Student's role:

  More active role of the students, they are responsible of their own learning.

Teacher:

1. Classroom management techniques used during the cooperative classes:

  Whole-Brain Teaching technique to attract the students' attention and make them stop talking: Class-yes.

2. Way in which instructions are given:

   Visual aids are used
   - ✓ Instruction is repeated in different ways
   - ✓ Understanding is checked
   - ✓ Use of simple language
   Instructions are followed by demonstration
   - ✓ Others: The teacher asks one of the members of the group to explain the rest of the team what they have to do.

3. Teacher's role:

  Facilitator. Answers the students' questions and makes sure the groups are working.

General:

1. Problems that emerged:

  - Poor time management in some groups.

  - Lack of cooperation in some groups.

  - One member in a group that does not do anything.

 2. Advantages/Disadvantages of cooperative work:

  - Motivation.

  - More participation

  - Change of interaction patterns.

The Implementation of Cooperative Learning in the Teaching of Writing

Evaluación e Innovación Docente e Investigación Educativa en Inglés – Máster Universitario en Profesorado de Educación Secundaria

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TABLE OF CONTENTS

1. INTRODUCTION

1.1. Justification

The present study focuses on the introduction of cooperative work in the teaching of writing in order to improve the students' process of writing and the resulting text on the one hand, and the classroom atmosphere and the students' relations on the other.

Traditionally, writing has been an out of class activity in foreign language teaching. However, this skill is considered by authors like Morley (2005) as difficult to learn, as it is not a skill that we acquire naturally and it can be left behind as the other skills progress if L2 learners are not explicitly taught how to write.

Two different approaches can be distinguished in the teaching of writing; the first of them is the product approach, which focuses in the process of the learning, "what it is that the learner is expected to be able to do as a fluent and competent user of language". Process approaches, on the contrary, focus on the classroom activities that are supposed to promote adequate language use (Nunan, 1991:86).

Nunan also claims that teaching writing should be aimed at the process, explaining that the teaching of writing should be focused on the different activities done inside the class which are thought to improve the development of the language use. This author also adds that writing is a long and complex process and concludes that "the final text will only emerge through successive drafts". Moreover, authors such as Tribble (1996) state that in order to be successful at writing, the writer has to engage in a series of processes, as writing is not a simple linear progression. In this way, writers will have to go back to earlier phases in order to redefine meaning.

It is also important to remark that Tribble (1996) distinguishes three phases in the process of writing. The first of them is prewriting, which involves those tasks that prepare the student to write. The next one is composing and writers, the phase in which the writer translates the plans and ideas of the previous stage in provisional text. And

finally, revising and editing, as students have to read through what they have written in order to make corrections and ensure clarity and grammatical accuracy.

In the context of the School *Sagrado Corazón de Jesús* and the IES *Miguel de Molinos*, writing was practiced mostly outside the classroom, and little attention was paid to the process of writing. During our placement period we tried to incorporate the teaching of writing to the classroom following the process approach.

Moreover the process approach was combined with the implementation of cooperative work during the writing lessons. As authors such as Hedge (1988) state, group writing has advantages for both, the teacher and the students. On the one hand the teacher has less pieces of writing to monitor and assist with, being able to spend more time on the final draft. On the other hand students gain help from each other in planning and drafting, and obtain experience in identifying problems in writing.

Furthermore, some researchers argue that by combining the teaching of writing as a process and collaborative writing the final product of the learners will be better than the one the students write individually, even if it has been written through a process-oriented approach. Syafini & Tengku Nor Rizan (2009) state that after a cooperative learning treatment, student's performance in writing improves in terms of content, organization, vocabulary, grammar and mechanics. As a consequence of the positive effects that the incorporation of cooperative learning had on the writing during their study, these authors consider this methodology a viable alternative in the teaching of writing.

In addition, authors such as Storch (2005) claim that learners who work cooperatively when writing a text produce "shorter but better texts in terms of task fulfilment, grammatical accuracy, and complexity" than the texts produced by learners who work individually. She also claims that collaboration gives the students the opportunity to share their ideas and provide each other with feedback. Thus, writing lessons should be centered, not only on the process approach to writing, but also on the implementation of collaborative learning, so that the students have the opportunity to share ideas and give feedback to each other within their group of work in order to produce a better written product, the main objective of all writing sessions.

1.2. Context

The present study was carried out as part of the course '*Evaluación e Innovación Docente e Investigación Educativa en Inglés*' in the '*Máster Universitario en Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanzas de Idiomas, Artísticas y Deportivas*'. It deals with cooperative writing introduced to the writing lessons in three different schools as a tool to improve the writing texts that the students produce and the classroom's atmosphere as well as the students' relations.

This study was carried out in three different contexts including two different schools. The first was IES Miguel de Molinos, a state school in Zaragoza. In this school the study was conducted with third year of ESO students. There were nineteen students in class, all following a bilingual itinerary. The second school was Sagrado Corazón de Jesús, a state-funded school also in Zaragoza. The study was aimed at two different stages of Secondary Education. On the one hand it was carried out in two different groups of first year of ESO students who were following a bilingual itinerary. In this stage there were nineteen students in each class. On the other hand, it was carried out in two different groups of fourth year of ESO students who were not following a bilingual itinerary. In this stage, a total number of forty-three students participated in the study.

Both schools are placed in the Actur neighbourhood. This district is highly populated, including people with very different backgrounds. As a consequence of this, there are some differences among the students and the families that that can be found in the School *Sagrado Corazón de Jesús* and the *IES Miguel de Molinos*. The economic situation of the families represented in the *Sagrado Corazón de Jesús* corresponds to high-middle class, and there are less than a 5% of immigrant students in the school. In contrast, *IES Miguel de Molinos* has a higher percentage of immigrant students, and the school presents plenty of cultural differences. The economic situation of the families represented in this school corresponds to middle-class. Thus, different backgrounds, different types of families and different learners can be found in the two schools.

2. STUDY

2.1. Hypothesis

The hypotheses that work as a starting point for this study are the following:

- If cooperative learning is incorporated to the writing lessons, the students' performance when targeting the task of writing a text will improve significantly in terms of content and grammar and vocabulary accuracy.

In terms of content improvement, the cooperative generating stage will promote the production of different ideas among the students. Moreover the revision stage will contribute to the improvement of the accuracy as far as grammar and vocabulary are concerned.

- If cooperative learning is introduced to the writing lessons the students' relations and the classroom atmosphere will also improve.

In terms of the improvement of the relationship between students, positive group results can create a strong feeling of belonging, which might be reflected in the classroom atmosphere by means of maintaining and enhancing their relations.

2.2. Research tools and procedure

In order to find out the effect of the implementation of the cooperative work in the writing lessons in terms of the improvement of the final written text on the one hand, and the students' relationship on the other, the next procedure was followed: Firstly, students were asked to write an individual text outside the class, as this is the way in which this skill is usually performed in the schools. Then, students had to write a similar type of text, but this time they did it during a lesson dedicated to the teaching of writing and following a process approach. In order to write the second text, students worked in heterogeneous cooperative teams in terms of language level (mixed ability groups). Both writing compositions were corrected by the teacher using a rubric (see Appendix 1 for the three rubrics).

Once both types of text, the individual and the cooperative ones, were corrected, the results were compared. In this way we could see how the implementation of

cooperative work when teaching writing affects the final written texts in different aspects including content, grammar, vocabulary or structure among others.

On the other hand, in order to collect data about the student's impression towards cooperative learning, students were asked to fill in a questionnaire (See appendix 2) including questions related to their personal experience when writing cooperatively, group and time management, decision making and reflection on their own preferences. With this method we tried to observe how the atmosphere in the classroom is affected by cooperative work and if students are interested in the implementation of this method.

2.3. Analysis of results

2.3.1. First year of ESO (*Sagrado Corazón de Jesús*)

In the context of first year of ESO in *Sagrado Corazón de Jesús* the project was implemented in two different groups. There were nineteen students in each group, and in both cases students were following a bilingual itinerary. They were asked to write two emails, the first one at home as homework and the second one was written introducing cooperative learning to the writing lesson (groups of four students). In both cases students were asked to imagine that they were doing an English course abroad, so the context was the same for the two emails.

The first email was addressed to their parents. Students told them about their experience abroad, and they focused on the description of the city and the activities they were doing there, as well as on the comparison between the two cities, their home city and the city where they were doing the course. In the second email, this time written cooperatively in class, they addressed a friend of them, focusing on the likes and dislikes of the English course, on the description of their teacher and the classmates doing the course with them and also on the improvement of their English language, whether their English was better now or not.
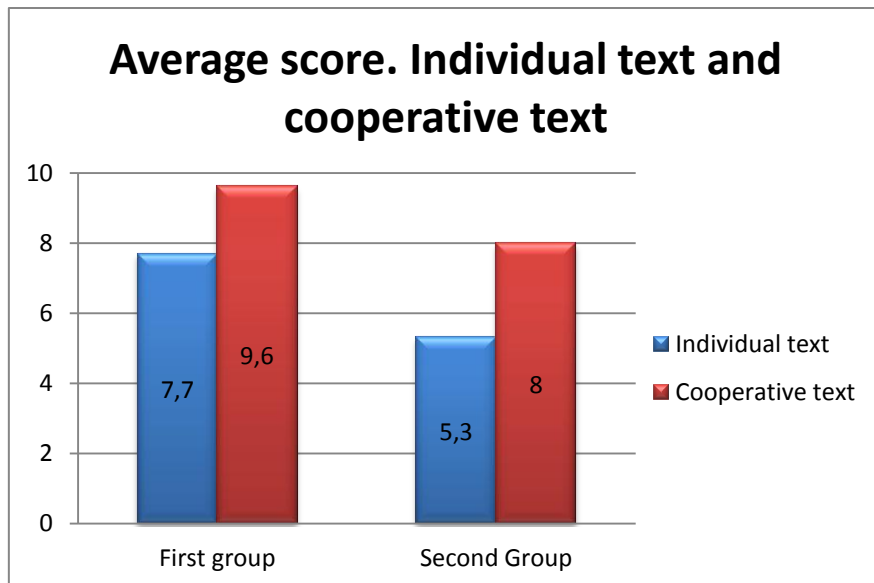
● Average Score of both final texts

In both groups the students obtained higher marks in the text they wrote during the writing session in which cooperative learning was introduced to the writing process. The final text written cooperatively in both cases had an improvement of around two points in the final mark in the first group and around three points in the final mark in the second group. Although in both cases the students' performance improved, several differences can be appreciated between the two groups. The two emails were corrected using the same rubric, taking content, structure, grammar, vocabulary and use of English into account. The highest mark that the students could obtain was 20 out of 20 according to the rubric. A simple rule of three was applied to the grades of the students in order to obtain results over 10.

In the first group none of the students obtained a grade lower than five points over ten in the text they were asked to write individually. The average score of the class in the individual email was 7,7 over 10. Although this score can be considered as satisfying, the students' performance when they were asked to write the second email cooperatively in groups of four was outstanding. The average score of the class in the cooperative text increased up to two points, 9,6 over 10.

In the second group results were similar to the ones in the first group, but in this class seven students failed their individual written composition. The average score in the individual text was in this case 5,5 over 10. It is interesting how cooperative learning introduced to the writing class improved the score on the students' final text. The average grade of the text the students wrote in groups increased up to three points, 8 out of 10. None of the cooperative texts obtained a grade lower than 6,5.

As can be seen in the graphic below, cooperative writing introduced to the process of writing had a direct impact in the students' performance, rising the final text's average score in the two groups.

Average score. Individual text and cooperative text

First group: Individual text 7,7; Cooperative text 9,6
Second Group: Individual text 5,3; Cooperative text 8

● <u>Average score of the different aspects indicated in the rubric</u>

As the data analysed above shows, there was a clear improvement on the students' performance when cooperative learning was introduced to the task of writing the final text. This same improvement can be appreciated in the different aspects that were taken into account to evaluate the students' written texts, both individual and cooperative; structure, content, vocabulary, grammar and use of language. In both groups each of these aspects improved significantly when the students were asked to write the text in groups, but some differences can be appreciated between the two groups. The same procedure to obtain the students' marks was followed. A simple rule of three was applied to obtain results over 10 points.

In the first group none of the average aspects' grade was lower than 7,32 in the individual text that students were asked to write. In terms of the cooperative text, the students' performance on all the five aspects taken into account to evaluate the text improved, so the average grade of the five aspects improved too. The aspects that presented a higher improvement in this group were structure, vocabulary and use of language. The graphic below shows the results obtained by the students in the five aspects presented in the rubric.

Average score of the aspects evaluated - Group 1
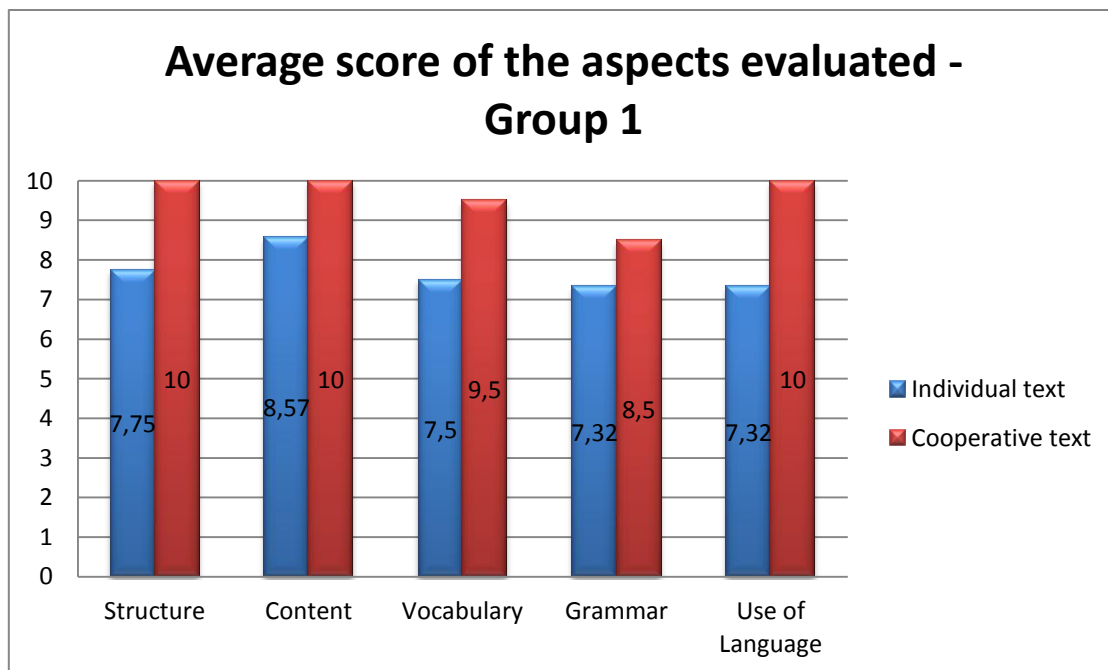
In the second group the average grade of the aspects shows different results. In this group the class obtained an average mark lower than 5 in the grammar point of the individual email, obtaining higher grades than 5 in all the four aspects that appear in the rubric. In contrast, the group work results were satisfying, and none of the aspects obtained a lower grade than 7. The three aspects that had a higher improvement within this group were content, grammar and use of language.
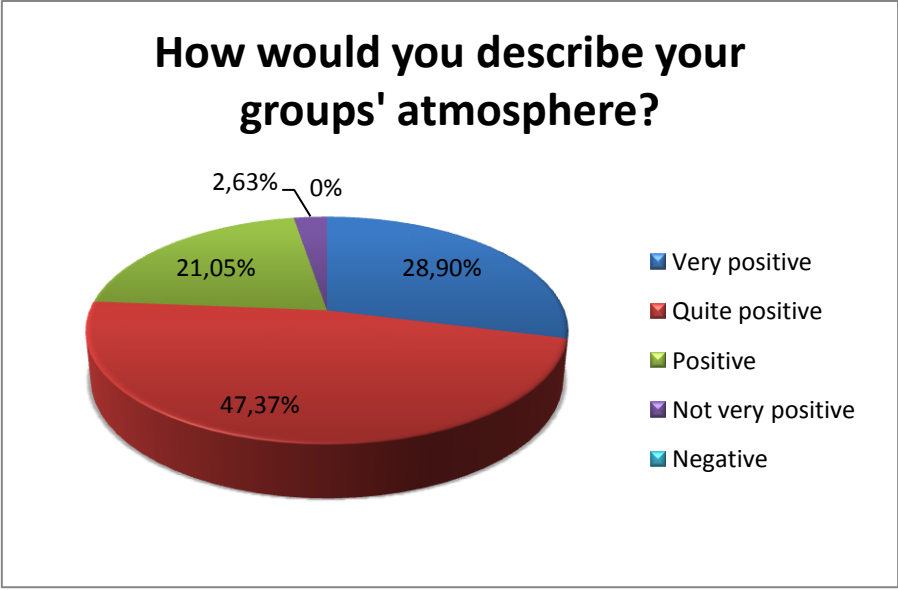
None of the collaborative text obtained a low grade. The main reason could be that each of the five groups had a high-level student within its ranks, so according to the results, this high-profile student had a direct impact on the final grading of the group's cooperative text. The graphic below shows the results obtained by the students in the five aspects evaluated with the rubric.

Average score of the aspects evaluated - Group 2
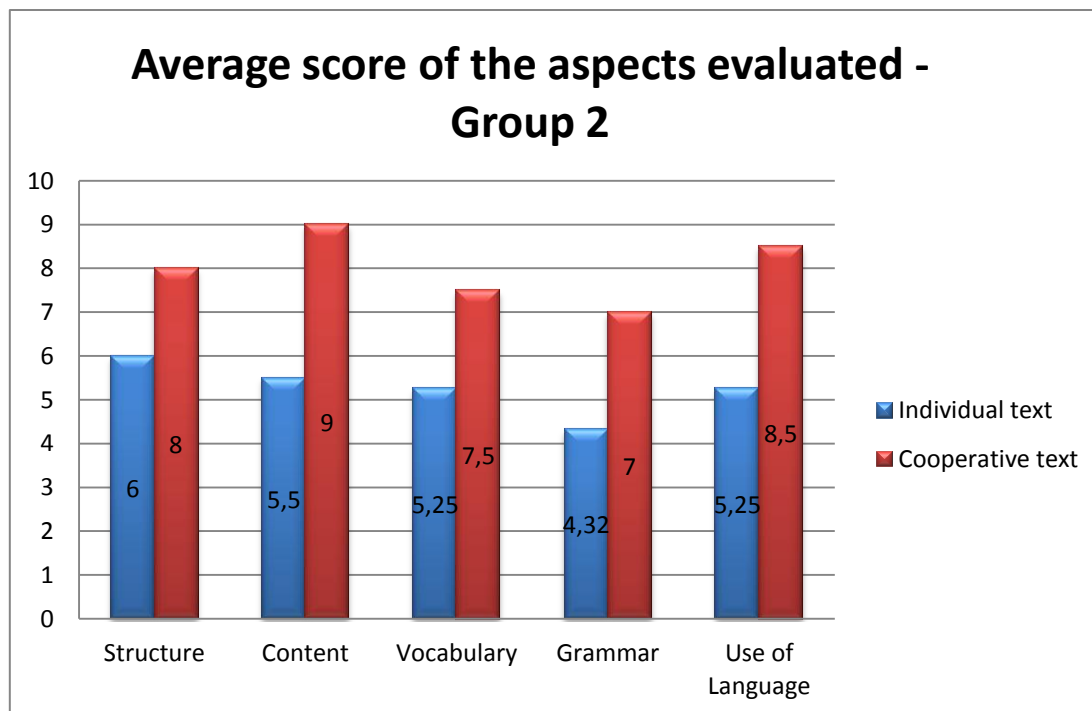
● <u>Students' attitude towards Cooperative Learning</u>

In order to evaluate the students' attitude and thoughts towards cooperative learning introduced to the writing lessons they were asked to fill in a questionnaire. Among the questions the students had to answer there were some open questions in which they could express their feelings towards cooperative learning, and some others were fixed.

As can be seen in the graphic below, almost all the students considered that cooperative learning introduced to the writing lesson was a positive experience, and only the 2,63% of the students in both groups thought that this technique was not very positive. Some of the students' replies when asked why were that the negative thing was their own attitude towards cooperative learning, but not the group's attitude or atmosphere.

How would you describe your groups' atmosphere?

- Very positive
- Quite positive
- Positive
- Not very positive
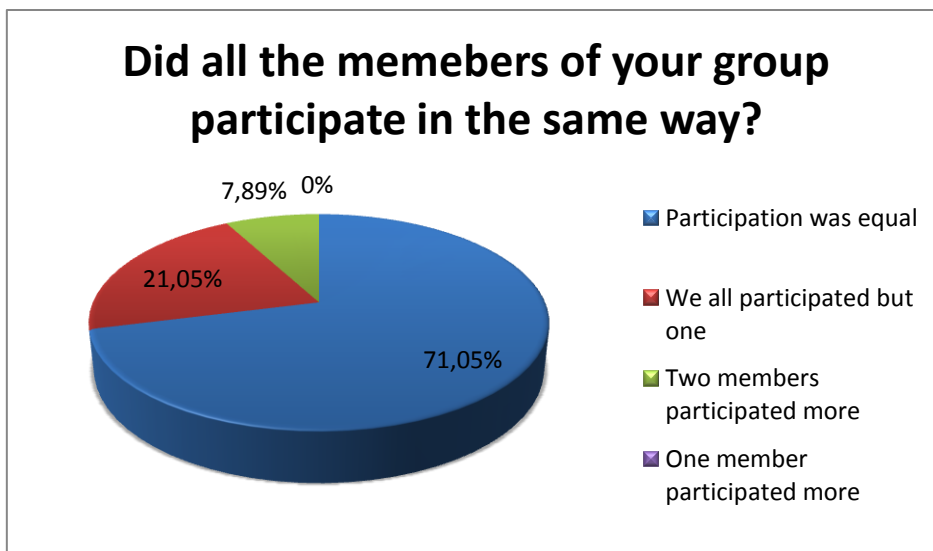- Negative

2,63% 0%
21,05%
28,90%
47,37%

The graphic below shows that most of the students thought that cooperative learning has more advantages than disadvantages, or only advantages. None of the students thought that applying this technique implied only disadvantages, and only a 5,25% of the students believed that cooperative learning has more disadvantages than advantages. These students justified their answers by saying that some members of the group did not get involved in the process of writing, so sometimes participation was not equal among groups.

In your opinion, Cooperative Learning has advantages or disadvantages?

5,26%
18,42%
0%
76,31%

- Only advantages
- Only disadvantages
- More advantages than disadvantages
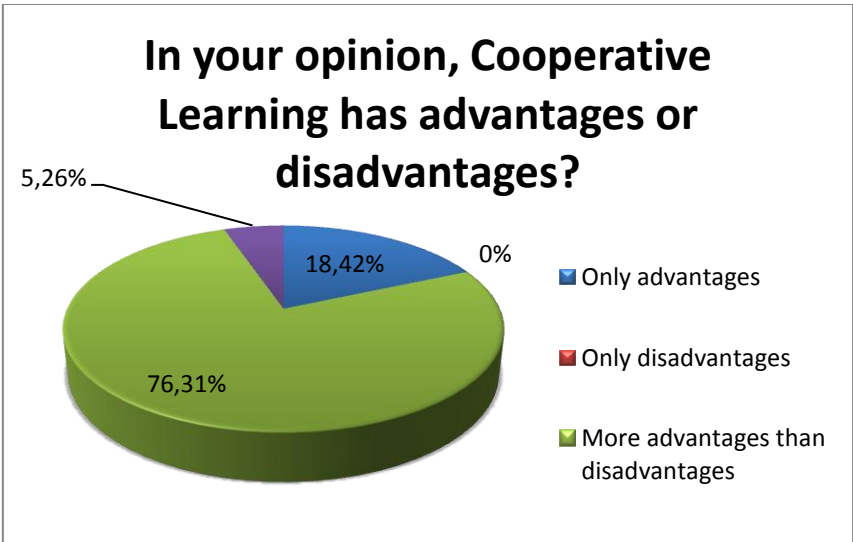
In this next graphic it is possible to see the students' opinions when they were asked whether they preferred to work individually or in groups. A clear majority of students (71,05%) answered that they prefer to work in groups, as the atmosphere of the class is better, they can interact with their classmates and they can help each other. Only a 21,05% of the students answered that they preferred to work individually, and there was a 7,90% of the students who were not sure, and their opinion was influenced by the formation of the groups (whether they are in the same groups as their friends or not).
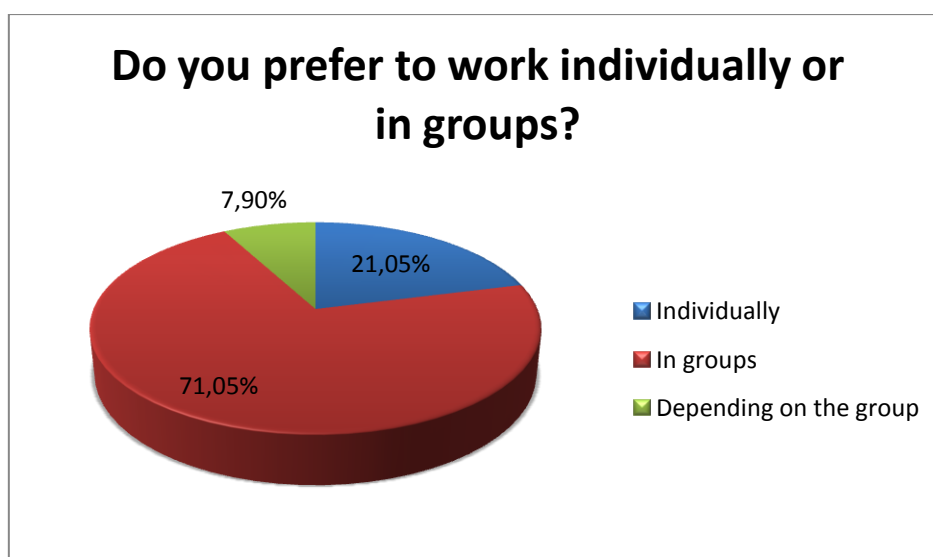
The graphic below measures the students' participation in each group according to what the students answered about their group partners' participation. A high number of students (71,05%) answered that participation was equal inside the group, and all the members participated in the same way. Some students answered that one of the members was silent for the main part of the time they were working in groups, and only a 7,89% of the students answered that two members participated more than the other two. These last results correspond to those groups who were formed by students who apparently did not want to work with some other students that formed part of their group.

Did all the memebers of your group participate in the same way?

7,89% 0%

21,05%

71,05%

- Participation was equal
- We all participated but one
- Two members participated more
- One member participated more

To sum up, the main part of the students in the two groups answered that cooperative learning was quite positive, and according to their opinion, this technique has more advantages than disadvantages. Most of the students indicated that they prefer to work in groups, arguing that working in groups helps a lot, because they can share opinions, and they can help each other in order to produce a better result. Participation seemed to be equal among the groups, and the main part of the students (86,84%) would like to repeat the experience of writing a collaborative text. Thus, taking into account the data analysed and the students' answers to the questionnaire it can be argued that in this particular context cooperative learning introduced to the writing class improved both, the students' final performance, and the classroom's atmosphere.

2.3.2. Fourth year of ESO (*Sagrado Corazón de Jesús*)

In the context of fourth year ESO in the school *Sagrado Corazón de Jesús* the implementation of cooperative learning in the writing lessons contributed to the improvement of the results in the final written texts produced by students. This experience was carried out in two different classes with very similar results, incrementing the average marks in all the aspects included in the rubric that was used for the correction of the text, which included: Salutation and closing, structure, grammar, content, vocabulary and language use.

The type of text aimed in the cooperative writing lesson was an application letter. Students were asked to write a first application letter for their ideal jobs for the future out of the class as homework. Then, during the lesson the teacher provided students with a context in which they had to write a similar letter, this time for a volunteer program for the summer. During the lesson students wrote the text following a process approach, generating and organizing ideas first; then focusing on a model and composing; and finally revising and editing. Moreover, different activities were proposed for them to see the structure of application letter and the conventions they have to follow when writing this type of text.

● Average comparison of results

Comparison of results - Writing class 1
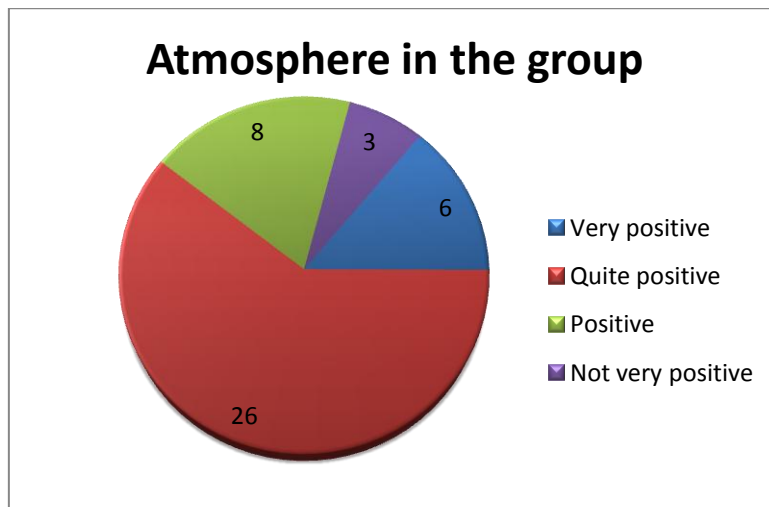
Comparison of results - Writing class 2
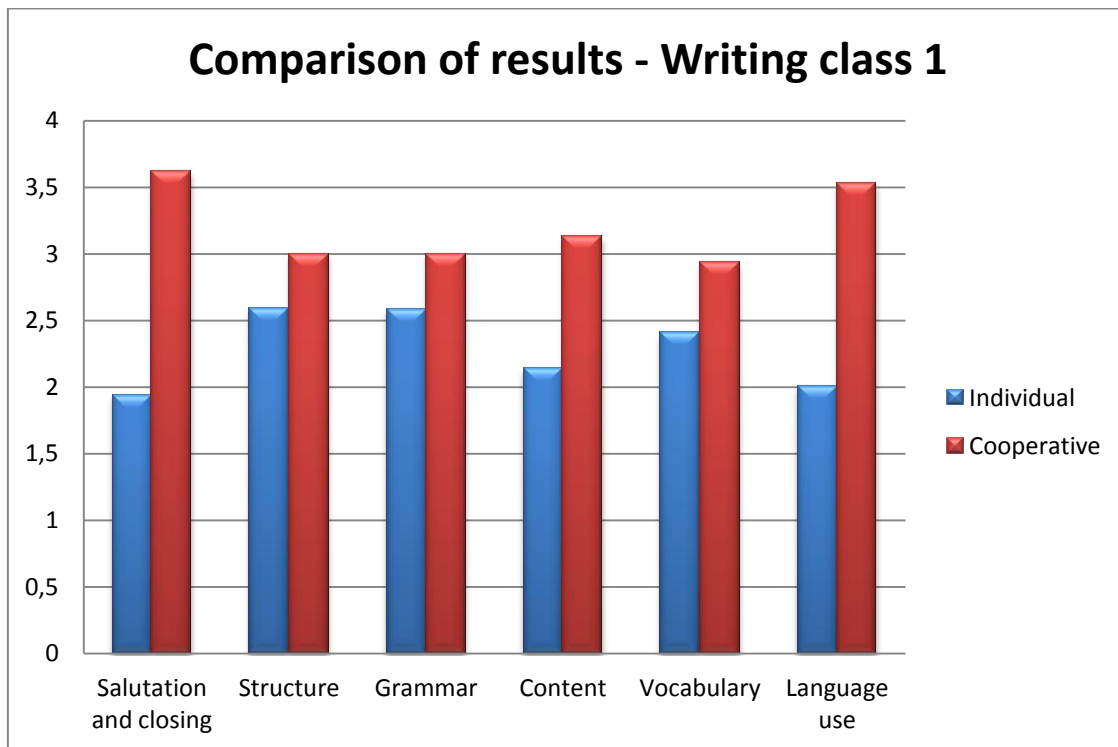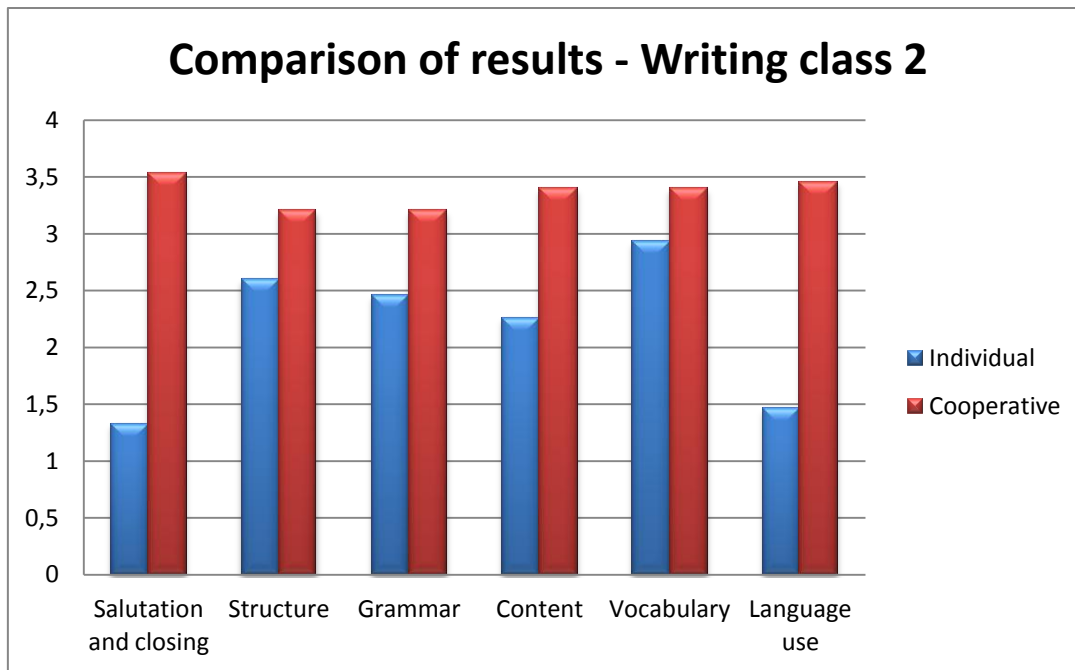
As it is shown in the graphics above, the students' texts when working cooperatively, and when process approach was followed, improved significantly. The aspects in which this improvement is more prominent are the salutation and closing and the language used. This can be explained by the fact that, before the teacher ask them to write this type of text as homework, students had no idea of what and application letter was. With the activities performed during the lesson and the model provided students were able to see the conventions of this type of text and apply them to the application letter they had to write cooperatively.
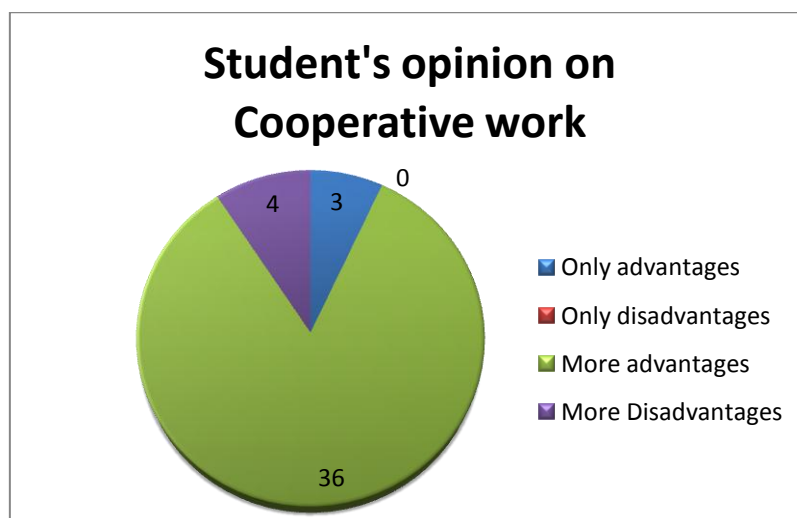
Although in a smaller proportion, accuracy in grammar and vocabulary also improved significantly when students worked cooperatively. The fact that not only one person, but four were paying attention to the writing of the text was the reason why fewer mistakes were committed. Moreover, the fact that revision was encouraged at the end of the writing process, a step students usually skip as they underestimate its importance, also contributed to the reduction of vocabulary and grammar related mistakes.

Finally, the content of the letters also improved. This can be explained by the fact that in cooperative work the collaboration of the students contributes to the emergence of more ideas. Students became aware of this as some of them included the rise of more ideas as one of the advantages of cooperative learning.

● <u>Students' attitude towards Cooperative Learning</u>

Atmosphere in the group

8   3

6

26

- Very positive
- Quite positive
- Positive
- Not very positive

In terms of the students' opinion stated in the questionnaires filled in after the implementation of cooperative work, cooperative writing was a good experience. As shown in the graphic above, most of them agreed that the atmosphere in their groups was very positive (13,95% of the students), quite positive (60,46% of the students) or positive (18,60% of the students). Only three students expressed that the experience was not very positive in their groups. As these results show there were no major problems within the groups during the writing lessons. However, the fact the different groups were formed taking into account the level of the students in the target language (mixed ability groups) and not their personal relations, made the relations in two of the groups a bit tense as the members of the group where not use to interact with each other.

Student's opinion on Cooperative work

0

4   3

36

- Only advantages
- Only disadvantages
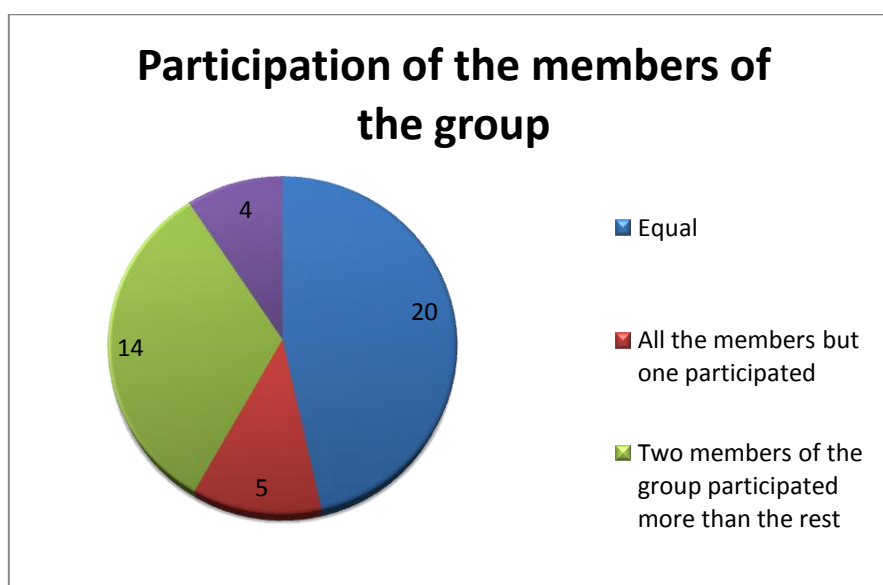- More advantages
- More Disadvantages

It is also important to state that, as the graphic above shows, most students, 36 out of 43, agree that cooperative learning has more advantages than disadvantages, and even 3 students say that this method only has advantages. Students' answers to this question were consciously meditated and some of them were quite mature for their age. One of the advantages of cooperative work pointed out by most of the students, as it has been said before, is the sharing of ideas that takes place when they work cooperatively, which provides new point of views contributing to a more complete final result in terms of content. Other students point out to the commitment with the task. Commitment on the part of the students tends to be higher when working cooperatively as the whole group's failure or success depends on all the members of the group. They also pointed out to the fact that they could help each other while performing the tasks.

On the other hand, students also pointed out several disadvantages of working cooperatively. One of them was that students got more distracted than when working on their own. Moreover, some students also pointed out the difficulty of taking decisions when there are different opinions on the group. However, the disadvantage that was more repeated among the students was the fact that in some groups there were members who did not collaborate in the performance of the task, and as a consequence the rest of the members in the group had to work more.

Out of the 43 students surveyed, it is also relevant to highlight that only 14 of them preferred working on their own. These students pointed out that they prefer to have freedom when completing their task or that they concentrate better when working on their own. It is also relevant to state that out of these 14 students 5 of them would prefer to work in groups if they had the opportunity to choose who they were working with, as they would chose the classmates with whom they would work comfortably. However, this contradicts other observations made by the students as they said that one of the disadvantages of cooperative work is that it leads to distractions. If students could choose the members of their groups they would choose their friends and as a consequence the problem of distractions would be even worse.

The rest of the students stated that they preferred working in groups, as they think that more ideas emerge and it is a more enjoyable way to work. However, it is also true that students put some conditions to this fact as if they work cooperatively they prefer a good group in which everyone contributes equally to the task. Participation is

the completion of the task could be considered a problem in some of that groups because, as it is shown in the graphic below, as in the question *"Did all the members in your group contributed equally?"* less than half of the students asked positively. This problem can be caused by the fact that students are not used to work in groups, and although a lot of emphasis was put in the importance of equal participation, students need some time to adapt to this new methodology.

Participation of the members of the group

- ■ Equal — 20
- ■ All the members but one participated — 5
- ■ Two members of the group participated more than the rest — 14
- 4

### 2.3.3. Third year of ESO (*IES Miguel de Molinos*)

In *IES Miguel de Molinos* the project was implemented in one group of third year ESO students. There were nineteen students in the group all following the bilingual itinerary. None of them had special necessities and they had a high level of English when compared to the other two classes of the same high school. In this case, students were asked to write two reviews, the first one at home, as homework, and the second one in class through cooperative learning. It was not the first time students were requested to do this written task. They had already done reviews (book reviews) in previous courses. In the first review students wrote about a film they had recently seen. In the second one, this time in class working cooperatively in groups of four people and one of them of three students, they had to write a film review. It would have been more appealing for students to do the process the other way around, first the book review

individually at home and later the film review in groups. It is also important to remark that originally it was planned to carry out the written tasks about a different topic, but as I was expected to use the teacher's materials, I finally introduced cooperative learning in film and book reviews.

● <u>Results of both final texts</u>

Most of the students had better marks in the final review, the one in which cooperative learning was introduced to the writing process. The same rubric was used to evaluate both reviews. Six linguistic features were taken into consideration in the rubric for the assessment: vocabulary, structure, register, coherence, grammar and content. The latter makes reference to some basic information required to contextualize a film or a book: the author or director, the characters, the setting and the time.

As can be appreciated in the graphic below, which shows the number of students who improved their written productions, nine out of nineteen improved while 6 remained the same mark and four got worse marks.


students' performances

- Better
- Same
- Worse
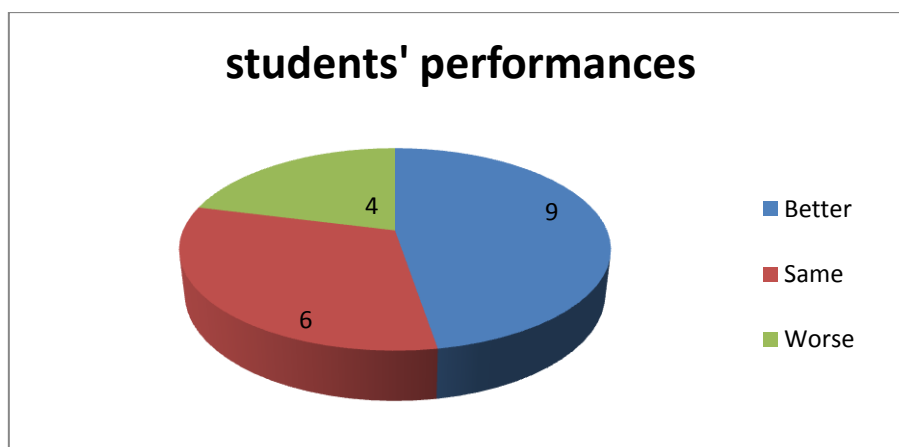
● <u>Score of the different aspects evaluated</u>

There was improvement in the students' outcomes when cooperative learning was introduced in the process of writing. However, improvement was not as significant

as in the other contexts. That may have been caused by the fact that students had already written reviews in previous courses so this was not a new task for them. Moreover, they had high marks in the first review, so there was not much room for improvement when working cooperatively. As can be seen in the chart, most aspects improved, while the structure remained the same.
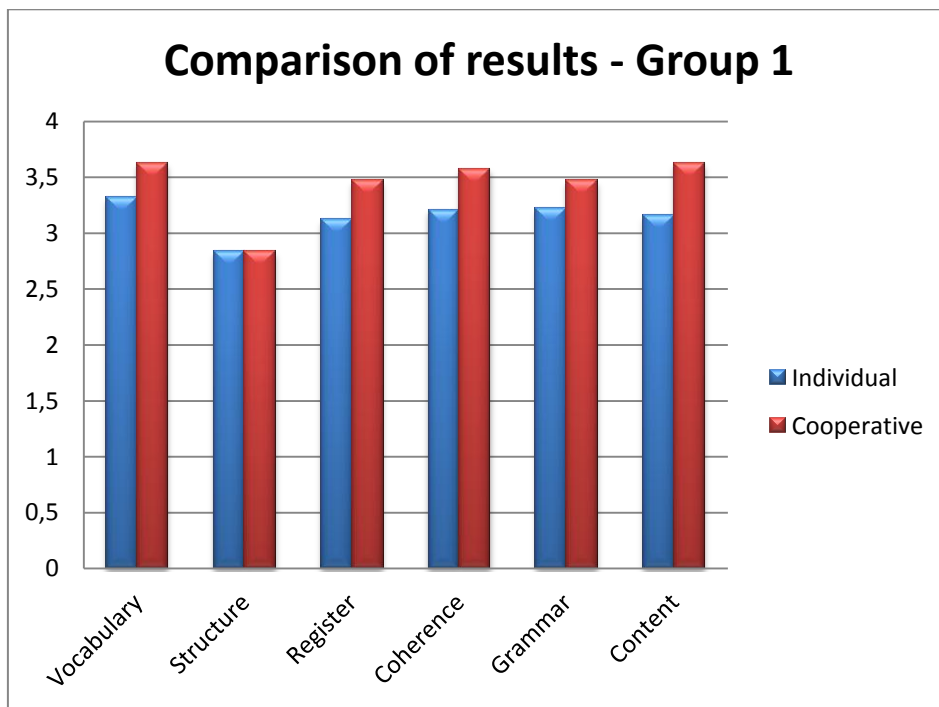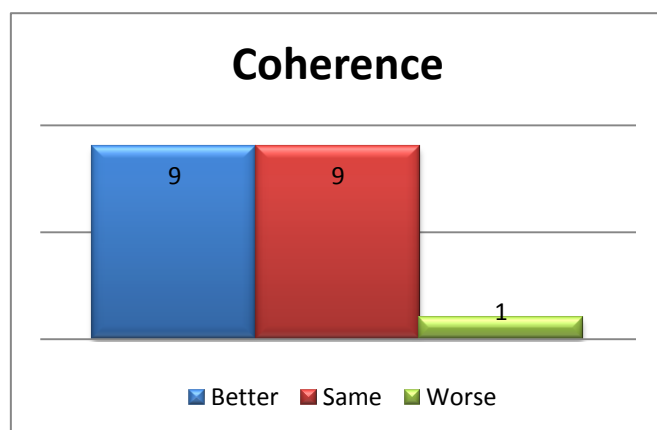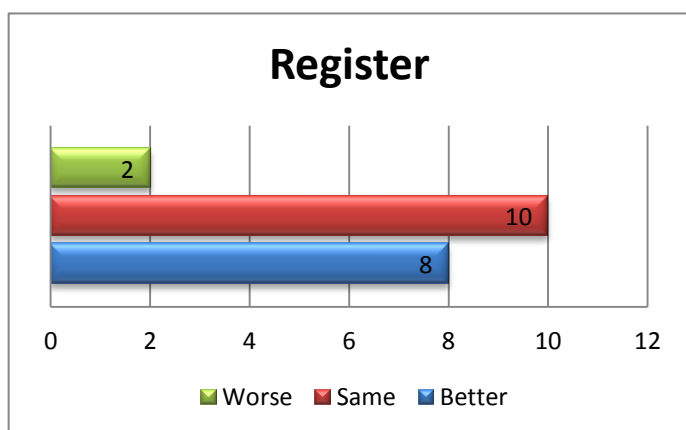

Regarding vocabulary, most of the students' performances remained the same through the introduction of cooperative work in the written process. Eleven students had the same marks in the film and in the book review. Six had better marks in the final review while two got worse results.
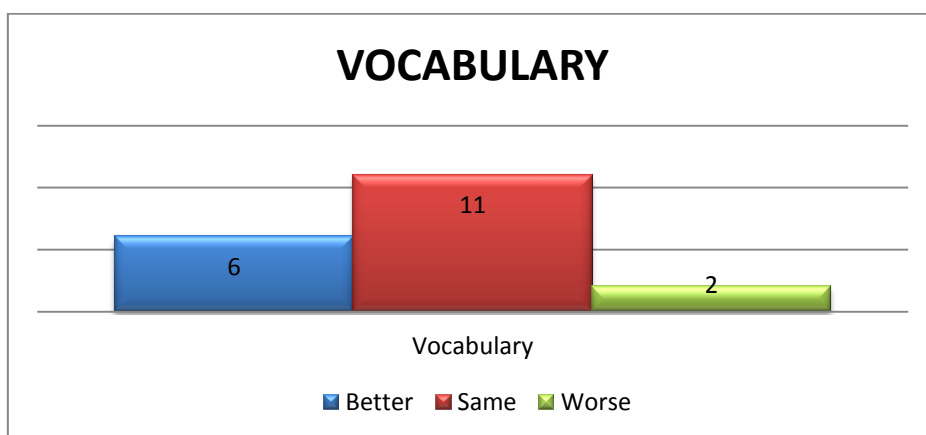
In terms of structure, most of the students' results remained the same as well. Nine students had the same marks in both reviews whereas five improved their written outcomes and five had worse marks in the final review.

STRUCTURE

Better 5
Same 9
Worse 5
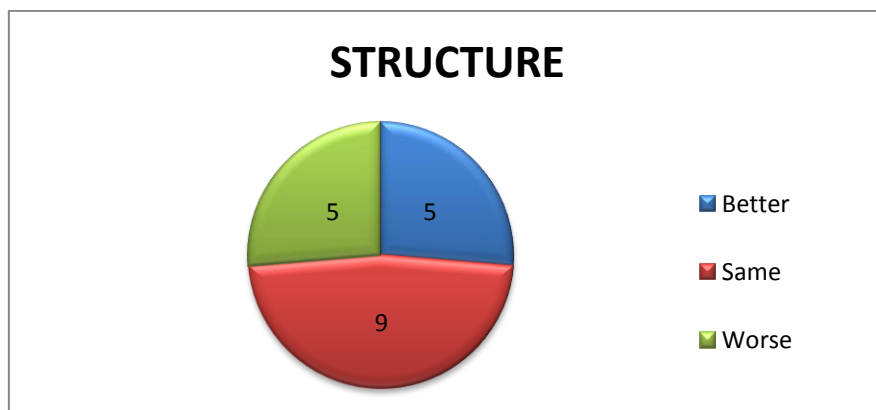
As far as register is concerned, students either improved their results through cooperative work or they remained the same, which also happened with coherence. Eight students improved the register used in their reviews, ten neither improved nor got worse results and only one of them had a worse mark regarding this feature. Concerning coherence, nine students produced more coherent reviews, nine had the same marks and just one student produce a less coherent text in the last review.

Register

Worse 2
Same 10
Better 8

Worse | Same | Better

Coherence

Better 9
Same 9
Worse 1

Better | Same | Worse

Results concerning grammar were also the same in the first and in the second rubric. Seven students improved their use of grammar in the second review while nine

neither improved nor got worse marks and three of them got worse results regarding this linguistic feature.

GRAMMAR

Better   Same   Worse

Worse
16%

Better
37%

Same
47%

Finally, in terms of content, results improved in most of the cases. Nine students provided more appropriate content in the cooperative review than in the individual one whereas eight of them provided the same or similar information in the second and in the first review and two students offered less information in the final review.

CONTENT

2

8

9

0   2   4   6   8   10

Worse   Same   Better
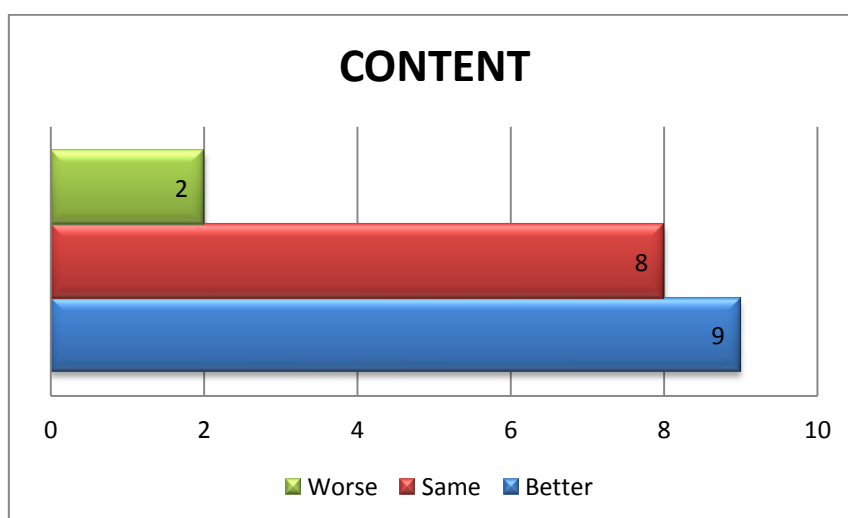
In general, it could be said that in most of the linguistic features evaluated students either improved their written outcomes through the introduction of cooperative learning or they made similar productions when working cooperatively with no much

improvement on them. As stated previously, the reason why most of the students' performances had the same grade in the individual and cooperative review is because they already had high marks in the first review and therefore, there was not much room for improvement.

● <u>Students' attitude towards Cooperative Learning</u>

With the purpose of evaluating the students' attitude towards cooperative learning, students were asked to fill in a questionnaire. Some of the questions contained they had to answer were open, so students had the chance to express their opinions about the implementation of cooperative learning in the writing process.

Most of the students considered cooperative learning as a useful method to share knowledge and combine skills in the process of writing. The vast majority of them said that they would repeat the activity and they graded it with high marks in most of the cases. As can be seen in the chart below, one student rated the activity with a ten, thirteen of them rated it between nine and ten, five of them gave the activity between an eight and a nine and one of them gave it a seven.
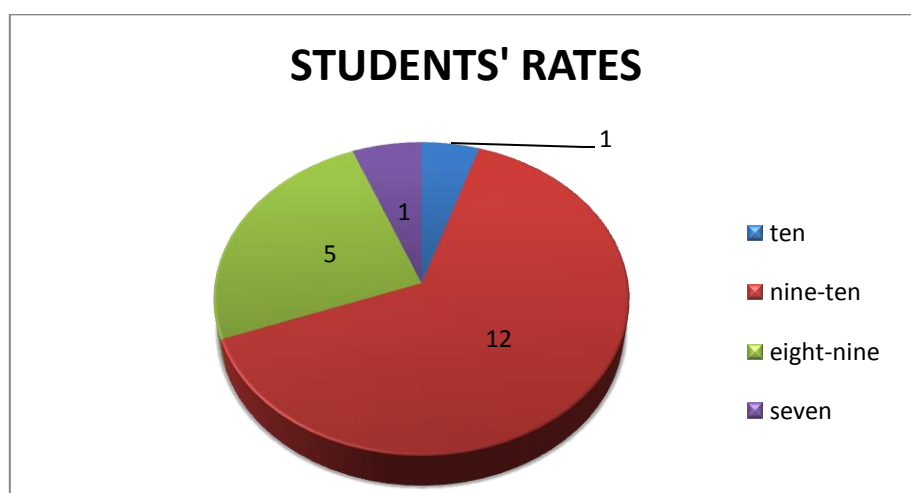
The questionnaires also reflect the students' preference towards working in groups rather than working individually. As can be observed in the graphic, sixteen students preferred to work in groups whereas two of them said that they preferred

working individually and one of stated that it depends on the groups, if he/she works together with his/her friends or not.

Do you prefer to work individually or in groups?

- In groups
- Individually
- Depending on the group
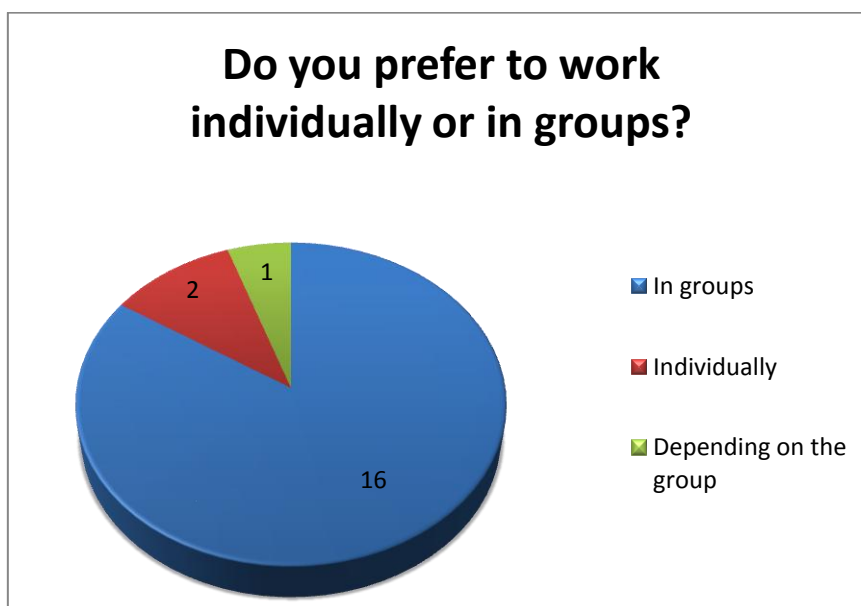
2.4. Evidence

The data analysed in the previous section of this project proves that our first hypothesis is met. The data collected demonstrates that if cooperative learning is incorporated to the writing lessons, the students' performance when targeting the task of writing a text improves. This is not only true in terms of the overall mark given to the students' compositions, but also regarding each of the criteria taken into account when evaluating the written products, which include structure, content, grammar, vocabulary, use of language among others.

However, the improvement in the *Sagrado Corazón de Jesús* context is significantly higher than the one of the *IES Miguel de Molinos*. While in the first context all the students obtained better marks when working cooperatively, in the second context only around half of the students were able to get better results when cooperative learning was introduced in the writing lessons. This could be explained due to the fact that students in *IES Miguel de Molinos* had already seen how to write a review, so the grades students obtained in the individual composition were already quite high, and there was not much room for improvement.

Regarding the second hypothesis, the data analysed show that the classroom's atmosphere improves too. Students said cooperative work was more enjoyable and pleasant. They also stated that cooperative work had several advantages including the sharing of ideas with other classmates, obtaining different points of view, helping others and being helped and commitment with the task, as the final mark of the group depends on the work of each of the group's members. Moreover, most of the students answered yes when they were asked whether they would like to repeat this experience.

Nevertheless, some of the students argued that even if they liked the cooperative experience they prefer working on their own. In this way they are able to take their own decisions and to work at their own pace.

3. CONCLUSION

To conclude, writing is an important skill in the teaching of English as the writing of texts in the target language is one of the objectives stated in the Aragonese Curriculum. As indicated at the beginning of the project, writing has been considered as a difficult skill to teach and to learn. In the context of our placement period the teaching of writing was not the most adequate one, as little attention was paid to the process of writing, while the focus was on the final product. Taking the results obtained into account, the cooperative learning applied to writing lessons can be considered as a viable way to teach this skill.

It can be said that this study proves that by means of cooperative learning the written product that the students obtained through process-oriented approach to writing is better than the one they produce when working individually. Taking into account the students' opinion it can also be considered that the atmosphere of the class when working cooperatively improves too. Following these conclusions the two hypotheses formulated at the beginning are met.

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APPENDIX 1 – RUBRICS

RUBRIC 1 – Writing an email to a friend. *Sagrado Corazón de Jesús* 1st **year of ESO**

CATEGORY	4	3	2	1
Structure	Perfect organisation and structure. There are no difficulties to read the text. Structure is very clear and the text is perfectly organised.	Organisation is good. The text is structured following the email characteristics. It is possible to understand the text.	The organisation of the ideas needs some work. Structural problems are present and there are some difficulties to understand the text.	The structure of the email is poor. It is not well-structured and the structure itself makes it difficult to understand the text.
Content	The content of the email is perfect. Wide range of deas about the topic. Ideas about the topic are clear.	The content of the email is appropriate to the topic. Good ideas are presented.	Content needs some kind of improvement. Although there are ideas related to the topic there are some others that are not.	The email is not adapted to the content. It deals with other topics and issues.
Vocabulary	The vocabulary used is excellent. The vocabulary used in the email is varied and different, and is related to the topic.	The vocabulary used is good, although in some cases there are repetition of words and expressions.	The vocabulary used needs some kind of improvement.	Poor use of vocabulary. There are no words and expressions that were taught in class.
Grammar	Sentences and grammatical units are complete and well-formed. Excellent use of grammar with no mistakes.	Good grammatical structures appear in the email, but the text contains some grammatical mistakes.	Grammar needs some kind of improvement. Several mistakes are made.	Sentences are not correct. Poor grammatical use, with lots of mistakes.
Use of Language	Excellent use of language. It is clearly adapted to the genre of the text (informal language)	Good use of language, adapted to the text\'s genre but sometimes it is vague.	Language use needs some kind of improvement. It is not precise and only sometimes it is adapted to the text.	Language is not adapted to the type of text. Poor use of informal language.

RUBRIC 2 – Writing an application letter. *Sagrado Corazón de Jesús*, **4th year of ESO**

CATEGORY	4	3	2	1
Salutation and Closing	Salutation and closing have no errors in capitalization, punctuation or form.	Salutation and closing have 1-2 errors in capitalization, punctuation or form.	Salutation and closing have 3 or more errors in capitalization, punctuation or form.	Salutation and/or closing are missing.
Structure	Paragraphs are well-constructed and organized following the conventions of application letters.	Paragraphing is generally done well.	Paragraphing needs some improvement.	Paragraphing needs lots of work.
Grammar	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Content	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Vocabulary	Words are used correctly and the vocabulary used is appropriate to application letters.	1-2 words are misused. The vocabulary is mostly appropriate to application letters.	Most of the vocabulary used is unsuitable for an application letter.	The vocabulary used obstructs the reading comprehension.
Language use	The letter is written following the characteristics of formal language (no abbreviations, no phrasal verbs...)	The letter is mostly written following the characteristics of formal language (no abbreviations, no phrasal verbs...)	The letter has instances of formal language.	The language used in most of the letter is not formal.

RUBRIC 3 – Writing a film and a book review. *IES Miguel de Molinos*, **3rd year of ESO**

CATEGORY	4	3	2	1
Vocabulary	Many words and expressions dealing with the topic are used.	Some words and expressions dealing with the topic are used.	A few words and expressions dealing with the topic are used.	There are no expressions dealing with the topic.
Structure	Most of the sentences are well structured following the conventions seen in class.	Some of the sentences are well structured following the conventions seen in class.	A few of the sentences are structured following the conventions seen in class.	None of the sentences are structured following the conventions seen in class.
Register	The register used is the appropiate for this kind of genre.	The register used in most of the text the appropiate for this kind of genre.	The register used is the appropiate for this kind of genre in some parts of the text.	The register used is not the appropiate for this kindd of genre.
Coherence	The contents expressed are coherent.	Most of the contents expressed are coherent.	Some of the contents expressed are coherent.	A few of the contents expressed are coherent.
Grammar	Grammar is always adequate to the expected level of English and to the type of genre.	Grammar is usually adequate to the expected level of English but not much to this type of genre.	Grammar is sometimes adequate to the expected level of English but not much to this type of genre.	Grammar is never adequate to the expected level of English and to this type of genre.
Content	Much relevant information about the author/director, the characters and the setting/time is included.	Some relevant information about the author/director, the characters and the setting/time is included.	Few relevant information about the author/director, the characters and the setting/time is included.	No relevant information about the author/director, the characters and the setting/time is included.

APPENDIX 2 – QUESTIONNAIRE

Facultad de Educación
Universidad Zaragoza

CUESTIONARIO TRABAJO COOPERATIVO

Experiencia general

1. ¿Cómo describirías el ambiente de trabajo en tu grupo?

- Muy positivo
- Bastante positivo
- Positivo
- No muy positivo
- Para nada positivo

2. ¿Qué ha sido para ti lo positivo de la experiencia de trabajar cooperativamente? ¿Y lo negativo?

_____

_____

_____

3. ¿Cuál de las siguientes frases refleja tu opinión sobre las ventajas/desventajas del trabajo cooperativo?

- El trabajo cooperativo solo tiene ventajas.
- El trabajo cooperativo solo tiene desventajas.
- El trabajo cooperativo tiene más ventajas que desventajas.
- El trabajo cooperativo tiene más desventajas que ventajas.

4. ¿Cuáles son para ti esas ventajas/desventajas?

_____

_____

_____

5. ¿Prefieres trabajar solo o en grupo?

_____

_____

_____

Gestión del grupo

6. ¿Fue tu grupo capaz de gestionar el tiempo de forma adecuada?

- Siempre.
- La mayoría de las veces.
- Algunas veces.
- Nunca.

7. ¿Participaron todos los miembros del grupo de manera igualitaria?

- Sí, todos contribuimos por igual.
- Participamos todos por igual excepto uno.
- Dos miembros del grupo participaron más que el resto.
- Uno de los miembros del grupo participó más que el resto.

8. ¿Cómo se tomaron las decisiones en tu grupo? ¿Respetaste las opiniones de tus compañeros?

_____

_____

_____

Observaciones finales

9. ¿Te ha gustado la experiencia de trabajar cooperativamente? ¿La repetirías?

_____

_____

_____

10. ¿Cómo podrías haber mejorado tu contribución al grupo?

_____

_____

_____

Ponle a tu grupo una nota final entre 1 y 10:

unizar.es

APPENDIX 3: Practicum II Portfolio

1. The teaching and learning of writing in 4th ESO in the school Sagrado Corazón de Jesús

Traditionally, writing has been an out of the class activity in foreign language teaching. Although in the context of 4th ESO in the school Sagrado Corazón de Jesús writing is practiced both inside and outside the classroom, few attention is still paid to the process of writing, while the focus is on the final result, that is, the text that the students hand over to the teacher for correction.

As Nunan (1991:86) explains, two approaches to the teaching of writing can be distinguished. The first of them is the product oriented approach, which focuses on the result of the learning process, "what it is that the learner is expected to be able to do as a fluent and competent user of the language". Process approaches on the contrary focus on the classroom activities that are supposed to promote adequate language use. According to Numan the product oriented approach went well with the structuralist, bottom-up approach to language processing and production, as this approach favours activities in which the learner imitates, copies and transforms models of correct language. This usually occurred at the sentence level, and in the 60's and the 70's students were expected to master the sentence level before they could write coherent paragraphs. That is the reason why sentence formation and grammar exercises were the main goal of writing lessons.

However, product oriented approaches to writing do not fit that well with more recent views of language, more focused on the discourse level. Moreover, Nunan (1991) supports the idea that writers cannot produce final text on the first attempt, but they have to go through different draft in order to get a final version. These ideas are on the basis of the process approach to writing. Nunan (1991) states that in this approach "focus in the first instance is on quantity rather than quality". Writers in this approach are encouraged to, first of all, write their ideas no matter the form or the shape.

During my placement period I could see that the teaching of writing is, most of the times, set aside as a homework activity and in this way, attention cannot be focused in the process of writing. Even when writing is practiced inside the classroom the amount of time dedicated to the activity is very small, and as a consequence student have to write directly a final version of the text.

For Tribble (1993), one of the most important factors leading to successful writing, besides the knowledge of the mechanics of writing and the command of the language systems, is "the extent to which a writer is able to draw on a range of appropriate processes when he or she is engaged in the creation of written texts.

However, during my observation, writing was treated like something linear, and not as a process in which the students have to return to earlier stages of writing in order to refine and improve the meaning that they are trying to construct. This is reflected in the fact that during the exam, although students are provided with a blank sheet of paper to use for the draft of the writing part, most students do not use it. This can be explained as a consequence of the fact that student are not used to the process of drafting, due to the lack of focus on the process there is during the teaching of writing.

Tribble (1996) distinguishes three phases in the process of writing: Pre-writing, composing and drafting and editing and revising. According to this author in any of these phases writers have to return to previous parts in order to redefine the meaning they are trying to convey. This author also emphasizes the importance of understanding the context and the content of the text that is being written, and relates these important factors to the questions that according to Hedge (1988) skilled writers consider in real life:

- What is the purpose of this piece of writing?

- Who am I writing this for?

Through my observation of writing teaching and learning, I realized that these questions were not taken into account when students had to write a text. Students are not provided with a communicative context that in some way justifies the writing of the text. It is also true that, in some cases, some attention is paid to the content before starting writing. This was the case when students had to write a news report. After reading a model, the teacher told the students the information they had to include when writing this type of text: What, where, when, etc. However, in my opinion, this type of text requires more pre-writing activities, like the ones proposed by Morley (2011) in her stages to write a lesson plan, which include generating ideas, focusing ideas, focus on a model text and organising ideas before reaching the actual writing stage.

According Morley (2011), generating ideas is often the first step in process writing due to the fact that the writing is much more outstanding and meaningful if learners use their own

ideas. Once ideas have been generated, according to this author, the next step in the process approach to writing would be focusing ideas, that is, selecting the most important ideas out of the ones generated in the previous step. After that, students will have to focus on a model text that will give them the tools to organize their ideas in the most appropriate way.

In my observation, I could see how students were presented with models as the first step towards the writing of a text. Morley (2011) explains that model text can also be found in product or genre approaches to writing. However, the fact that they don't have the opportunity to generate ideas before reading the text makes them rely too much on the model and their writing text can end up being an adapted copy of the model.

According to Morley (2011) the last stage before starting writing the text would be the organization of ideas. In this stage learners can organize their ideas in a similar way to the one they have seen in the model text in the previous stage. As this author explains, at this point students can design a plan for their work including the number of paragraphs and the main idea in each of them.

If we follow Tribble's (1996) stages, the steps described so far can be grouped in the pre-writing stage. According to this author, the boundary between this step and the next one, composing and writing, is not always clear; however, at some point the writer has to go from planning to writing a provisional text.

According to Tribble (1996) composing should not be treated as an isolated activity. Although it is a distinct stage in the writing process, composing is a part of the process. For this author, successful composing requires extensive experience of written texts, a range of skills as a writer and specific preparation for the text in hand. This author also adds that composing is the writer's dynamic interaction with the arguments they are trying to develop, their understanding of the expectations of the probable reader the appreciation of all the similar texts preceding the one they are currently composing.

It is also important to keep in mind that composing is not the last step in the process of writing a text. As Tribble (2011) explains learners have to read through the text they have composed and make the required corrections to ensure the clarity and accuracy of the text. According to Hedge (1988), for good writers getting the content right comes firs and the correction of spelling, punctuation and grammar is left until later. Getting the content right is what constitutes the revising stage, while the rest is what constitutes editing.

In the teaching and learning of writing that I have witnessed I have seen how many student hand in their first drafts as the finished version of their texts without any revision or editing. According to Tribble (2011), for students to revise their work, they require a checklist of guidelines that will facilitate the process of editing. Moreover he adds that students have to realize that editing and revising are important parts of the process of writing and not something that can be set aside.

During my own teaching practice I dedicated two lessons to the teaching of writing; concretely I taught students the writing of an application letter. In this lessons dedicated to the teaching of writing I implemented cooperative learning as authors like Syafini and Tengku Nor Rizan (2009) support that this method enhances writing performance. Moreover, this method has other benefits, such as the fact that it offers the students the opportunity to interact in the second language.

Furthermore, in my implementation of writing lessons I tried to follow a process approach. The first stage consisted in providing students with a writing context, that is, a purpose and an addressee. According to Hedge (1988), having a context strongly influences the first stage of the writing process.

The next steps in the writing of the application letter included different activities corresponding to Morley's (2011) stages for a writing lesson plan. In their cooperative groups, students performed activities aimed at generating and focusing ideas, focusing on a model text and organising ideas. Moreover, with these activities students learned the typical words, expressions, formal language and structure of application letters.

Students continued the writing process by composing and drafting. According to Morley (2011), in a process approach the writer goes through several drafts before producing the final version of the text. In this case, students could only write a draft due to the time limitations.

The last stage included the revision and editing. In order to facilitate the students' revision and editing on the text I provided them with a rubric. According to Sokolik (2003), students often feel that their writing is evaluated in a subjective way. This author proposes the use of a rubric to combat this feeling. In my practice, I used a non-weighted rubric that included the following aspects: Salutation and closing, grammar, content, vocabulary, structure and use of language.

In terms of the correction, according to Hedge (1988) there are different alternatives in responding to written work. Moreover, this author states correction should take place when the writing experience is still fresh in the writer's mind. If I had had time to implement a follow up for this lesson, I would have corrected the student's writing in way proposed by Morley (2011): by using a correcting code for students to correct their own text and learn from their mistakes. However, I had to correct the mistakes myself due to the lack of time.

To conclude, it can be said that writing is a difficult skill as, according to Morley (2011) we do not acquire it naturally and it has to be taught even in the first language. Moreover, as Hedge (1988) explains, we cannot assume that our students are skilled writers even in their mother tongue, as many students never learn to write properly. Classroom practice, then, should include the teaching and learning of writing, but not only at the level of grammar, vocabulary and sentence structure. Students will also need to work on the process of composition, including the structure and conventions of the type of text they are practicing in order to succeed at writing.

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LEARNING UNIT

Where should we go?

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INTRODUCTION

Justification

The Learning Unit that is going to be developed in the following pages is in line with the current legislation. It is based on the National Curriculum, as stated by the Ley Orgánica 2/2006 or Ley Orgánica de Educación (henceforth LOE), and the Orden 9 de Mayo de 2007 from the CurrículoAragonés de lenguasextranjeras, or Aragonese Curriculum (henceforth AC).

The purpose of the unit is to develop the students' knowledge of the target language and their ability to use it for communicative purposes. in order to do this different activities promoting the use of the target language for communicative purposes have been designed and incorporated to the learning unit.

Furthermore, this learning unit has been developed keeping in mind our ideas of what effective EFL learning constitutes. One of these ideas is that the Learning Unit has to be adapted to the applicable curriculum. As it has already been explained this Learning Unit is based on the LOE and the AC.

Another of these ideas is that EFL learning has to be communicative. The methodology of this Learning Unit is based on Communicative Language Teaching, a methodology in which communicative competence is the goal of language teaching (Larsen-Freeman, 2000). This is why most of the activities incorporated require communication in the target language to be performed and present an information gap in order to encourage a more authentic communication, as people usually communicate in order to obtain information they do not have (Richards, 2006).

Grouping is another important variable of what constitutes effective learning. In this Learning Unit cooperative learning is an essential element. The class will be organized in groups of four people that will work together in the completion of most of the activities. According to Richards (2006) working in groups can bring several benefits, such as learning from hearing the language used by others, producing a greater amount of language, increasing the level of motivation or developing fluency. Moreover this methodology contributes to making instruction differentiated, as each student contributes to the task in terms of his or her aptitudes.

Motivation is another of the key issues of the present Learning Unit. As it has been explained, the fact that students will work in groups contributes to their motivation. Moreover, the choosing of the topic for the unit, traveling as part of a foreign

exchange program, will also contribute to the students' motivation due to the fact that it is familiar, as most of them have participated in foreign exchanges before, and this topic interests them.

Contextualization

The present Learning Unit is developed in the context of the school S*agrado Corazón de Jesús*, located in Zaragoza, in the Actur district. *Sagrado Corazón de Jesús* is a state subsidized school that covers all the educational stages, from *Educación Infantil* to *Bachillerato*. As a consequence of this, students have the possibility to remain in the school for all the stages of their educational process. This fact establishes a strong idea of community inside the school.

In particular, the class for which this Learning Unit is designed is a 3rd year ESO class in which most students have a good level of English. However, it is important to remark that, the students level in terms of receptive skill is higher that the one in production skill, especially in speaking. In order to try to solve this problem, special attention has been paid to the skill presenting more difficulties. In terms of writing, Lesson 2 focuses specifically in the process of writing an email through cooperative work. This methodology will promote the generation of ideas and will improve the accuracy in the writing of the text as far as grammar and vocabulary are concerned. In terms of speaking, the communicative approach to language teaching will contribute to the students' development of this skill.

In this class there are no observable cases of students with special needs. Nevertheless, there are students that are more ready than others to understand instruction, in order to overcome this problem Cooperative work and Whole-Brain Teaching, concretely the Teach-Ok technique, will be implemented during the lessons. In this way, one student can help another understand some aspects of the lessons.

As far as the student's interests are concerned, their hobbies are the ones typical of teenagers. However, it is important to remark that most of them have travelled to English-Speaking countries before as the school SagradoCorazón de Jesús organizes different trips at different educational level including Ireland at the end of the Primary Education stage and the United Kingdom in the 2nd year ESO. As a consequence of this students are familiar with the topic of travelling and might find it interesting to deal with it in the English classroom.

Finally, the previous knowledge that students are expected to have are the ones that correspond to the objectives of the previous academic year, that is 2nd year ESO, in the Aragonese Curriculum.

Organization of Learning Unit

The present Learning Unit is divided in eight different lessons of 55 minutes each. All of these lessons contribute to the development of the different skills and are related to the same topic: traveling.

This Learning Unit has been organized around a final task, concretely an oral presentation dealing with a city in an English speaking country that students will have to perform in groups. The whole Learning Unit deals with the choosing of a destination for a foreign-exchange in which students are supposed to participate. Students will be divided in groups of four, and each group will work on a different city from an English speaking country that they will present to their classmates in their oral exposition as an option for their future exchange.The different lessons revolve around different themes that student will have to include in the presentation.

This Learning Unit is designed to be implemented right before the Christmas break. The rest of the Learning Units in the course will follow the same structure, being organized around a final task and dealing with other topics related to the student's interests.

LEARNING UNIT OF WORK

Contribution to key competences

This learning unit contributes to several key competences:

● **Communication in Foreign Language:** During the different lessons that constitute the present Learning Unit students are expected to communicate, both orally and in writing using the target language. Students will be encouraged to avoid the mother tongue and they will participate in real communication tasks in order to use the target language in a natural way.

● **Digital Competence:** Some contents in the Learning Unit will be presented to the students in a digital format. Moreover, students will have to use ICT in order to perform different tasks, including the search of information and the sending of emails.

● **Learning to Learn:** Since cooperative learning will be implemented, at some points students will have to be responsible of their own learning. Moreover, students will have the opportunity to create hypothesis about some aspects of language and check those hypothesis.

● **Cultural Awareness and Creativity:** Throughout the different lessons students will get in touch with the culture related to the English language, focusing specially in aspects of the cities that they have been assigned.

Objectives

The objectives for this Learning Unit are in line with the Evaluation Criteria stated in the AC and comprehend the ones aimed in the different Lesson Plans that conform the unit.

● To understand general and specific information in oral texts related to travel and presented in an audiovisual format or in face to face communication.

● To participate in conversations related to traveling with different communicative aims.

● To understand general information and relevant data in written text related to the topic of travels.

● To write an email which is adequate to the communicative situation in a digital format.

● To use their own knowledge of the English language in order to self-correct their oral and written productions in different communicative contexts.

● To participate in the activities put into practice in the different lessons showing interest for the learning.

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- To use ICTs in a progressively autonomous way in order to search for information and produce written texts.
- To show interest in the culture related to the English language by participating actively in the lesson and using the target language to communicate.

Contents

Block 1: Listening, speaking and talking

- Comprehension of information related to travel destinations in face to face communication.
- Comprehension of converstaions in an audiovisual format adequate to their capacity and related to the topic of travels.
- Production of short oral explanations about experiences and knowledges of different types.
- Spontaneous participation in classroom communicative situations about topics related to travels.

Block 2: Reading and writing

- General comprehension and identification of specific information in articles in paper format dealing with travel destinations.
- Use of different digital sources in order to solve information problems related to traveling.
- Use of the adequate register (formal) for the reader addressed when writing an email.
- Production of a email asking for information, using some cohesive elements in order to mark clearly the relation between ideas and using basic strategies in the process of composition (planning, composing and revision)
- Interest in the careful presentation of written texts in a digital format.
Block 3: Knowledge of the language through usage

- Understanding and use of expressions and vocabulary related to the topic of travels.
- Use of strategies for self correction.
- Development of the aptitudes, procedures and strategies that are necessary when working in teams.
- Confidence and initiative to express oneself in public and in written form.

Block 4: Socio-cultural aspects and intercultural consciousness.

- Valuation of the target language as an instrument for communication with people from different countries and as a means to access information using different web pages.
- Knowledge of significant cultural elements from the countries where the target language is spoken.

Methodology:

The methodology used in the present Learning Unit is in line with the methodological orientations described in the Aragonese Curriculum. According to this orientations, the methodology used has to be in line with the objectives that have been set and has to follow a global approach in both the treatment of the contents and the teaching-learning process, integrating all the competences covered by this subject.

This Learning Unit is based on the Communicative language teaching. As a consequence, communicative competence will be the goal of language teaching. One of the characteristics of this approach to the teaching of English is the fact that language is contextualized and its use is authentic. Throughout the different lessons students will be encouraged to produce language and the different activities and tasks will give the students opportunities for communication and learning.

Moreover, the role of the teacher will be to facilitate communication by creating situations in which students are likely to communicate. On the other hand, the role of the students will be to communicate, using different strategies to make themselves understood and understand others. Improvised productions (interaction with the teacher or other students), developing fluency, will be alternated with prepared ones (oral presentation) in order to develop accuracy.

This Learning Unit is also strongly influenced by the task-based approach, that engages learners in real language use in the classroom (Willis & Willis 2007). Different tasks involving ordering, sharing of opinions and solving of problems have been included in the Learning Unit in order to make learners use the language for themselves.

It is also important to emphasize that cooperative learning will be used in different activities throughout the Learning Unit. This methodology is encouraged by the AC as it allows students to learn from their classmates and cooperate with them to learn more effectively. According to authors like Zhang (2010) it has many benefits

including the increase of the learners' opportunities to produce output and receive input; the creation of an effective climate that increases motivation and reduces anxiety; the increase of a variety of language functions, since language is used mimicking real-life social settings; and finally, the development of learner's responsibility and interdependence.

It is also important to state that in this concrete Unit of Learning cooperative groups will be formed taking into account their level of English. Groups will be heterogeneous in terms of language level and in each of the groups there will be a student with a high level, two with a medium level and one with a lower level.

Finally, in terms of classroom management, the activities incorporated in the Learning Unit are expected to engage students in order to avoid boredom that can bring problems in the students behaviour and lack of attention on the student's behalf. It is also important to take into account that lessons where cooperative learning is implemented can become very noisy. The teacher will need a sign to catch the student's attention. The Whole-Brain Teaching technique Class-Yes can be useful for that as students usually find this funny and it is a simple way to catch the their attention.

Evaluation of teaching and learning process

In order to evaluate the teaching process and the course plan, the teacher will carry out a reflective process with the help of peer observation and a diary. The teacher will allow other educators to observe his performance in class whenever it is possible in order to find out how to improve his practice. A diary might also be useful in order to promote the teacher's self-awareness and self-observation.

On the other hand, the teacher will use the students' written productions in class in order to correct them and see how they evolve. A one-minute paper and the teach-oktechnique will also be useful in order to evaluate the teaching and learning process. Finally, as far as oral productions are concerned, the teacher will also take them into account in order to evaluate the effectiveness of the teaching and learning process.

Evaluation Criteria and Assessment Tools

The Evaluation Criteria for this Learning Unit are the following:

- To understand the specific and general information of oral texts emitted by an interlocutor or by audiovisual aids.
- To participate in conversations dealing with travels and with different communicative aims.
- To understand the general information and relevant data of written texts related to the topic of travels.
- To write an email adequate to the communicative situation, using cohesive elements to link the ideas, in a digital format.
- To use their knowledge about the target language in order to self-correct their oral and written productions and to understand the productions of other people.
- To show interest in the learning by integrating in the classroom's processes.
- To use ICTs in a progressively autonomous way in order to search for information and produce texts.
- To show interest for the knowledge of the target language and its culture valuing them as a part of their personal and educative reality.

  In order to assess the compliance of these criteria the teacher will use different evidences that include the email written in the Lesson 2, the oral presentation in Lesson 8 and the written outcome product of the completion of different activities throughout the Learning Unit. In order to ensure the objectivity in the assessment the teacher will use different rubrics. Moreover, the teacher will also take into account the students' participation and work within the cooperative groups, that will also be assessed using a rubric (See appendix→General Rubrics for Assesment)

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LESSONS

LESSON 1	
Unit of work: Where should we go?	**Grade:** 3th ESO
Title of the lesson: Let's go	**Number of students:** 20

Learning objectives:

At the end of the lesson students will be able/better prepared to:

- Engage spontaneously in communicative situations in the classroom related to the topic of travels.

- Understand the general information of messages related to the topic of travel conveyed by audiovisual means

- To use their own knowledge of the English language in order to self-correct their oral productions when communicating with the teacher or their classmates.

- To participate actively in the lesson, showing interest in the culture related to the English language and the English-Speaking countries.

Materials

- Video

- Presentation

Activities:

Stage 1: Enabling tasks (25')

<u>Warm-up activity</u>: Ask your students if they have participated in a foreign-exchange before. If they have, ask them about their experience and if they haven't ask them if they would like to do it in the future.

- *The lesson that we are going to start today deals with travelling abroad, so before we star I would like to know a little bit about your experience as travellers. For example, have you ever been in a foreign-exchange? Do you know anyone that has been?*

<u>Unit Presentation</u>: Tell the students that you have received an announcement for a students exchange in different English speaking cities, including London, Edinburgh, Dublin, New York and Sidney. Explain that one of the conditions in order to apply for this exchange is that they have to choose one of the cities, but in order to do that they need to get to know these cities a bit better.

- *I have received and announcement for and exchange program in different English-speaking*

countries. Would you like to participate?

To check the students knowledge about the five different cities and set a further context we show the students the map and set the following questions, addressing the whole class with the utter purpose of establishing 5 groups of 4 people each that you have previously designed based on the students characteristics, trying to make them as heterogeneous as possible (taking into account academic factors and also learning ones):

- *Could anyone locate these 5 cities in the map?*

- *Has anyone ever been to any of these cities? Which one? What did you do there? Did you like it? Etc.*

- *And what about the others? Do you know anything about them? Is there anyone already interested in visiting any of them? Etc.*

Established the rapport, and some students participating with their experiences and likings already, pretend to form the groups based on these factors, assigning one first student to each city and then (checking our previously designed distribution) assigning the rest of the students to each group. For this purpose, tell them that the objective of these groups issearching for information and deciding more easily, since each group is going to focus in one city each. After that, explain to them that at the end of the unit, when they have obtained all the information each group will give an oral presentation for their classmates explaining what they have learnt during the unit. With all the information given and presentedin the oral presentation, they will have to make a final decision and chose one of the destination. At this point you can form the group the students in teams of four people. Make the groups as heterogeneous as possible in terms of language level. The groups will be the same for the rest of the unit.

- *To make the search of information about these cities easier we are going to divide the class in group and each group will be the responsible for a city.*

Activity 1: Explain the students that before starting with the unit there is some vocabulary they need to recall. Ask students to work in groups and write in a piece of paper as many words related to travel as they can in two minutes. Explain them that they have to take turns to suggest the words (Round Table).

- *So in order to do the tasks of this unit we need to recall vocabulary about travels. Work in your groups and write in a piece of paper as many words related to travels as you can think of. Don't forget to do it in an ordered way, by taking turns. If someone can't think of any more words he or she says "pass".*

Show the students the image you have previously produced (see Appendix)and comment with them

if the words included in their list are the similar to the ones in yours. The list should mix words that are familiar for the students with new words, so comment on any possible doubts giving synonymous, examples of the use of the word, meaning explanations or even translation into the mother tongue.

- *Now compare your own list with the one I have just given you. Are they similar? Is there any word that you don't know?*

Activity 2: Show the students the videos of the five cities (see appendix) enabling the subtitles when possible; skip the parts that are not interesting for them in the long ones, and tell the students to pay attention since after watching the video they will have to briefly comment about their city with the rest of the group, and then, as a group, explain to the others their group part.

Give students some time to comment about the video in groups. While students do that, you can go round the class monitoring the different groups' performance. Then, ask students to share with the rest of the class what they have been developing in the groups. You can ask them different question to informally asses their previous knowledge of the contents of this unit. Tell them that the purpose of this brief exposition is to prepare them for a task.

Stage 2: Task (20')

Activity 3: Explain the students that in order to choose a destination they need some selection criteria, that is, things that they will take into account when choosing the destination. The four groups work together in order to create a list of the 4 things that they take into account when choosing a destination. They will have to rank these three thing in terms of its importance.

- *In order to make a good choice of destination we need to unify our criteria so, in groups, think about the 4 most important things that you would consider in order to choose a destination for a travel.*

- *What do you think are the main aspects to take into account when visiting or living in one city?*

Stage 3: Post-task (10')

Activity 4: Ask each of the groups the agreement they have reached and write in the blackboard all the options suggested by the students by students. Encourage students to give their opinions about the importance of the criteria in order to create a final ranking for the whole class: These ranking should include the followings points as these are the topics dealt with in the different lessons:

  o Things to do

- o Places to visit

- o Culture (Customs, Traditions, People)

- o Means of transportation

- *Now let's share all the rankings in order to create a final one for the whole class.*

Assign each of the cities to a group taking into account the members of the group personal preferences whenever it is possible.

Talk the students into organise the group presentation by carrying one common portable memory and such. Ask them about the use of ICTs and Power Point, and make sure that at least one member in each group knows how to add text and images to a PPP.

Finally show the students the rubrics (Teacher's rubrics in Appendix) that are going to be used to evaluate them together with their portfolio (group activity during each lesson).

ASSESSMENT AND FEEDBACK

Throughout the whole class the teacher the teacher will pay attention to the students' productions as this will serve as an informal assessment of the students previous knowledge of the contents of this unit.

LESSON 2

Unit of work: Where should we go?	**Grade:** 3th ESO
Title of the lesson: Yours sincerely	**Number of students:** 20

Learning objectives:

At the end of the lesson students will be able/better prepared to:

- Write an email following the adequate steps of the process of writing (planning, composing and revising and editing).

- Writean email with a careful presentation in a digital format.

- Participate spontaneously in classroom discussions related to the writing of an email.

- Use the adequate register taking into account the addressee when writing an email

Materials: Handout available in the appendix

Activities:

Stage 1: Pre-writing (30 min)

Warm up: Tell your students that in order to choose a destination they need to get more information about the cities they have been assigned for the exchange. Ask your students in which ways can they collect the information they need. One of them might suggest asking to someone in charge of the program, otherwise the teacher can suggest it. Let your students know that each is going to write an email to the responsible for the program in the city they are responsible of, who is a teacher in the college or high school where they will spend their exchange.

- *What we are going to do today is to start compiling information about the destination that has been assigned to you. How do you think we can do that?*

  So today each group is going to write an email to the person in charge of the program in the city you have been assigned.

Activity 1: Generating ideas. Explain to your students that the first thing they have to know when they are going to write an email is who are they addressing and which is the purpose of the email. You can also ask them which type of language do they have to use for their concrete addressee. Students are expected to answer that it should be formal and they should know at least some of the features of formal language (i.e. lack of contractions)

- *When you write an email, it is important to know who are you addressing and the purpose of*

the email. In this case who is the addressee and which is the purpose? Which kind of language will you use for this addressee? And which are the characteristics of this type of language?

Tell students to comment in their groups which content would they include in their letter. Students can do this as a Round Table activity, taking turns to make suggestions and write them down in their table. Once students have finished tell them to share it with the rest of the class and write all the possibilities in the blackboard, grouping the ones that are similar and adding any relevant ones that students have not suggested.

- *Now I want you to work in your groups and write down ideas that you can include in your email. For example, something that you should include is the reason why you are writing. We are going to do this as a Round Table activity, so take turns to make suggestions.*

Activity 2: Focusing ideas. Students in their groups discuss which ideas among all the ones that have been proposed are the most relevant. Those are the ones that they will include in their emails. Tell students to start writing sentences for the most important contents of their email. Remind them that at this point they don't need to focus on grammar or form as this is only a first draft.

- *Now you have to select the ideas that you think are more relevant in order to include them in your email and start writing sentences related to this ideas, but this is only a first draft so don't be to worrie about the grammar or the form.*

Activity 3: Focusing on a model. Provide students with the model text in which sentences are disorganized and tell them to put the different parts in the right order, linking them with the content they express. In this way, students will see how this type of text is structured.

- *Look at these sentences! You have to put them in the right order to form letter similar to the one you are writing.*

Call your students' attention towards the words written in bold and ask them which kind of words are they and what they are used for. Remark the importance of linking words and ask them if they can think of any other linking words to include in their writings.

- *Look at the words in bold, which kind of words are those?*

Activity 4: Tell your student to look at the model in activity 4 and compare it with the one in activity 3, in this way students will be able to recognize the main characteristics and apply them to their letter. Call your students attention towards the use as formal language and cohesive devices by asking questions such as:

- *Which instances of formal language can you find in the text?*

Which linking words can be found in the text?

Tell your students to organize the ideas they have written in the appropriate order. They can take the model as an example.

Stage 2: Composing and drafting (15 min.)

Once students have seen the characteristics and structure of an email of this type, they can start composing and writing their own text. Tell students to write the first version of their email cooperatively, to do that they can use a computer in order to facilitate the revision and editing process.

- *Taking into account everything you have done so far, we are going to use the computers to write the first version of your email.*

Stage 3: Revising and editing (10 min)

Show the students the rubric (see Appendix) that is going to be used in order to correct the email. Taking into account what they have seen in the rubric tell them to revise the email creating a final version. Once they have this final version they can send it to you. Tell your students that you can send the emails to the corresponding responsible person for the foreign-exchange in each destination.

- *This is the rubric I'm going to use to correct the email, use it in order to revise and correct the mistakes that your email may have. Once you have our final version you can send it to me and I will email it to the corresponding responsible person for the program in each destination.*

If there is time left you can make students exchange their writings and asses their peers work by using the same rubric that you have showed them

ASSESSMENT AND FEEDBACK

The teacher will correct the emails indirectly by using a marking code. In this way he/she will make sure that students reflect on their own mistakes when they are given their corrected texts. Moreover, in order to ensure the objectivity of the assessment, a rubric will be used in order to correct the emails (see appendix).

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LESSON 3

Unit of work: Where should we go?	**Grade:** 3ᵗʰ ESO
Title of the lesson: Let's explore	**Number of students:** 20

LEARNING OBJECTIVES:

At the end of this lesson, students will be able to:

- Understand general information and relevant data of a written descriptive text dealing with a concrete city

- Use suitable reading strategies such as skimming and scanning

- Demonstrate comprehension of key information in a reading text being able to answer questions about it.

- Use in a progressively autonomous way the ICTs to search for information.

- Identify and use the vocabulary and expressions needed in the context of the lesson and the unit

- Use strategies for reading comprehension in order to infer the meaning of some words and expressions based on the context.

MATERIALS:
- IT classroom
- Handout

ACTIVITIES:

Stage I. Pre-reading (7')

Warm-up activity: Tell the students that the emails that the students wrote in the last classroom have been answered, and that information about the 5 different cities has been sent. The students, in their respective groups, receive the set of readings, questions and webquest (see Appendix). Ask them what do they think the texts are about, encouraging them to scan it. After that some warm-up questions can be asked to activate schemas, such as:

- *Do you know any famous places or things that can be done in these cities?*

- *What do you expect to find in the texts?*

Activity 1: Tell the students to scan the text to identify the names of the places and attractions that are mentioned in each reading. They have to highlight them and tell you when done. Ask them after that:

- *Why do you think we are doing this?*

- *Do you remember how is this connected to the task that you have to accomplish?*

Stage II. While-reading (28')

Activity 2: Explain the students the purpose of the reading and the lesson. They have to read about the different cities to learn about them and the different places and things to do in them, since they are going to add those two sections to their presentations. They have to choose the best two attractions/places to visit and the best two things to do in their respective cities and explain a bit about them, providing information such as in the example given to them (Appendix), because each team member is going to explain one of them in the final presentation.

For that purpose they have to know about their cities first and that is the reason the texts have been handed. You have to additionally tell them that in each city the most famous place must be selected among thesefour in total that they have to choose (the reason behind does not need to be communicated to them: you have to use that information for Lesson 5, and that way they are already familiar with it), being those 5 places the following ones: *the Opera House* (Sidney); *the Statue of Liberty* (New York); *the Guiness Factory* (Dublin); *the London Eye* (London) and the *Edinburgh Castle* (Edinburgh). Tell them to use the table in Appendix, and show them the example one that is already filled.

Activity 3: In the meantime, you must write down the 'definitions'in Appendix (the right side of the table) on the blackboard. Once all the groups are done with the highlighting they are told that now they have to proceed to read in an intensive way to answer the questions and also to identify the nouns that match the definitions. Anyone during the lesson can stand up and got to the blackboard to write down the noun he/she thinks is the right one. In that moment you should encourage peer-assessment and only tell the students whether the noun is correct or incorrect. And you have to tell them that the ones that participate and especially the ones that get the solution correctly, are prized with a raise on their grades.

Remind the students that the handoutis part of their final portfolio to be evaluated together with the participation and the final presentation, but that the grades may differ from one member to another one in the same group due to this participation and individual work assessment you are carrying out. Monitor them closely but giving them independence, checking the answers they have written before continuing to the post-reading. When the time is due or the first group is going to use the

computer and therefore are capable of accessing an online dictionary, provide the solutions for the blackboard matching exercise if not finished.

Stage III. Post-Reading (20')

<u>Activity 4</u>: This is in fact an activity for fast learners, which in this case equals fast groups, but only if they are done before the due time. However, all the groups should be able to finish answering the questions of the reading more or less at the same time.

Tell the students to use the computer to complete the webquest, which consists of looking for the matching image to the information written on the handout. For that purpose, if that information is not contained in the readings and therefore they can already link it, they have to use the computers. It is not necessary that they match all the images for the purpose of choosing 3 places/things to do for further investigation, but that is a good way of encouraging autonomous work and use of ICTs as well as a vehicle for further reading and places and activities to choose from.

ASSESSMENT AND FEEDBACK

The reading handout set is returned to you after being completed, and that way you can directly assess the listening comprehension as well as the command in using the ICTs. Therefore, an important aspect to bear in mind while monitoring the lesson is to instruct the students into properly use the tools they have. That is, consider each question the students may ask you and instruct them to find the answer by means of the use of ICTs.

During the pre-reading, it is important to activate the SS' previous schemata, thereby communication and participation is crucial for their engagement in the lesson even if the final task is sufficiently motivating. Consequently, focus on fluency over accuracy in their expressions, but only to some extent, since it is imperative to relief the SS' affective filter, to lower their possible anxiety.

In the *while-reading*segment, focus on accuracy as much as on fluency. Pay attention to the SS' understanding of the situation and the information they gather, but since you cannot be certain of the accuracy of such data, check the students' accuracy on meeting the exercises requirements. Monitor the students'work and encourage equal participation among every member of each group, and also the peer-assessment when matching the definitions on the blackboard.

In the *post-reading*, monitor them closely encouraging them to ask you questions about vocabulary that may be key for the online search. And check on their choices for the presentations, taking note of whom is dealing with what in each group, especially to make them aware of the fact that you are closely supervising the development of the activities and presentation.

HOMEWORK
You have to remind the students to keep on looking at home for the information required for the task of presenting it the last day of the lesson. Collecting some pictures and screenshots for the purpose. But you have to tell them that the day prior to the presentation they will be able to mix all the individual parts of the presents together into one common PowerPoint file. However, it would be necessaryto prepare at least the information, since putting that in a PowerPoint file requires time. Autonomous work, in this sense, is guided for a better outcome.

Unit of work: Where should we go?	**Grade:** 3th ESO
Title of the lesson: Hey, cousin	**Number of students:** 20

LEARNING OBJECTIVES:

At the end of this lesson, students will be able to

- Predict the content of the listening after activating previous knowledge and schemas and being told part of the context

- Understand the context and the content of the questions to be answered.

- Understand general and specific information in an oral text produced by audiovisual media.

- Understand the use of the modal verbs regarding advice and obligation/prohibition.

- Use their knowledge about the English language in order to self-correct and evaluate their own productions when given advice.

- Participate spontaneously in conversations related to problems that can emerge when travelling

MATERIALS:

- Audio resource

- Handout

- One-minute paper

ACTIVITIES:

Stage I. Pre-listening (7')

Warm-up activity: Tell the students that a boy from another level (in the same or *in a dif*ferent school) had to go on an exchange too, and that he called someone asking for advice. If the students ask you why is the call recorded you can always tell them that the boy was kind enough to allow you to do so in order to get a listening activity. Ask the students about the call to make them predict what they might find in it:

- *What do you expect to find in the audio?*

- *Who do you think the boy called for advice?*

- *By the way, how can you ask for advice? Is there something in the texts that we worked during the last session that you remember as a formula to ask for advice* [obviously referring to 'should']

- *So what do you think he/she told this boy? What do you think he asked? What would you ask about?*

- *Have you ever made a phone call asking for advice? To whom? What did you ask?*

- *What do you say in English when calling someone?*

Stage II. While-task (22')

Activity 1: Hand the students the questions to be answered about the listening, one to each student. Read the questions aloud together with them, asking if the meaning of all the words is clear and answering all the doubts in general. Then instruct the students to pay attention to the record about to play (Appendix) so that they can answer all the questions. Tell them that you are going to play it twice, and that the questions to be answered are organized in the same order that the answers are produced. The first time they should focus on the first part of the exercise, answering the multiple choice questions, and then going for the extra ones.

Correct the task afterwards, asking the students about the general context, purpose and further information they can provide about the listening. If necessary, fragments of the listening can be played again if anyone can answer questions like:

- *What is the last thing the boy askshis cousin about*

Then ask them about the advice that has been asked by the boy, and retake the initial warm-up about advice and the kind of questions and topic that would be useful for the purpose of going on an exchange and travel in general, preparing for the follow-up part of the lesson.

Stage III. Follow-up (26')

Activity 2: for the purpose of textual enhancement, give the students the transcript of the conversation, therefore turning the previous oral input into a written one. And for the students to notice the uses and meaning, tell them to highlight the pieces of advice where modal verbs appear (Appendix) The input flood of the text will allow students to induce the way in which advice is expressed in English using modal verbs.

Activity 3:Interact with the students dealing with the topic of customs and people and traditions. Asking them about their general knowledge about customs and people in their respective countries, and the way in which behaviour and prohibitions can be dealt with using English, concretely the modal verbs to be worked now. Make them aware of the importance of knowing rules or patterns of social behaviour, since they are going on an exchange and live with foreign families.

Since the given text is only abundant in *should* and *shouldn't* forms, the students are handed a

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structured input activity in line with the text, taking most of the examples from it, to reinforce the contrast between pure advice with should and strong one (obligation and prohibition) with must and have to, using items related to the content of the unit, specially related to well-known customs and some others open for class discussion.

Activity 4: Give the students a series of statements with problems that they have to give advice about trying to solve them. For this activity and promote differentiation we apply the 'Rally Coach' technique, in which students organise in pairs (therefore two couples per group), one student solving the problem (writing advice) and the other watching, checking and finally praising. After every item they must switch roles

Activity 5: Tell the students to comment within their cooperative group the possible problems that can emerge during the future exchange in their respective destination, and the possible solutions they can come up with.

Comment on the series of customs that have appeared during the activities and explain the students their task consisting of looking for a custom-related thing (cultural, traditional, social) like having 'tea at 5' in England, to add to the final presentation.

ASSESSMENT AND FEEDBACK

During the pre-listening, promote the SS' participation by means of direct interaction with the classroom, paying more attention to fluency than to accuracy, since the main objective to which that segment of the lesson aims is the participation of the SS. Therefore, your policy on error correction should be more focused in getting the students to communicate their opinions and experiences, rather than in correct grammar itself. This applies to the rest of interactions, and the most appropriate way to check the exercise is by means of student participation, that is, have the SS decide among themselves which answers are right – thus, the teacher has a less prominent role. Throughout the development of the while-listening and the post-task stages, your role will be that of a monitor. However, keep track of the SS use of advice structures, as well as their use of the mother tongue and the instruction language; fluency above accuracy is intended toward the end of the lesson, in the final communicative activity.

HOMEWORK

The students must individually investigate about the custom or tradition that they want to add to their presentation. They can get it ready or they can prepare it for lesson 7, when they are going to have time to mix everything together.

LESSON 5

Unit of work: Where should we go?	**Grade:** 3ᵗʰ ESO
Title of the lesson: Ferry or tube?	**Number of students:** 20

Learning objectives:

At the end of the lesson students will be able/better prepared to:

- Understand the mechanism and meaning of the expressions, formulas and constructions related to the purpose of asking forand giving directions, positions, and using public transport when travelling in different cities.

- Participate in oral conversation related to the topic of travel of the previous point.

- Use their knowledge of the English language to self-correct their own production

- Use ICTs in a progressively autonomous way in order to search for information to solve problems related to travel.

- Understand the use of *would* and the conditional tense.

Materials

- Handout

- ICT classroom

Activities:

Stage 1: Enabling task (24')

<u>Warm-up activity</u>: Ask your students about the general development of the presentation task and comment on the difficulties and main aspects of it, using *would* as much as possible throughout the whole lesson. Then lead the direction of the interaction to make the students predict the topic of today's lesson, *Ferry or tube?* Guide them into inferring the content of it, and then ask them questions such as

- *Have you ever had to ask for directions? Has anyone ever asked you?*

- *Are you good at using maps? When is the last time that you used one? Where did you use them?*

- *What would you do if you were new in a city and didn't know how to get to…?*

- *Have you ever planned a trip?*

Activity 1: Explain the students that before starting with the unit there is some vocabulary they need to recall. Ask them to brainstorm the lexical field regarding directions that they remember from last year, when they were introduced to it, in order to activate previous schemas. Hand them the handout and comment on it, explaining that you have chosen New York to practice this vocabulary, read the cards, check the map and then read all the vocabulary and expressions aloud together with them. Make them read them and highlight the main ones that are going to be used, even all of them can be used. Then practice with the examples of the cards, guiding the students through the maps and showing them the places, asking all the class at the same time.

After that choose couples of students to ask for and give directions to each other using the rest of the cards, moving on to the concrete activities once you notice that they are familiar and fluent with it.

Activity 2: tell the students to do the last direction activities (*A,B* and *C*) in their respective groups. Monitor them but giving them independence and then choose 3 groups to correct one activity each. Let the students correct each other, by means of general peer-assessment.

Activity 3: Interact with the students asking them about their experiences with the underground r different public transportation in different cities.

- *What is your favourite one?*

- *What is the quickest one? Depending on what?*

- *Have you ever travelled to any place where the public transportation was…?* Etc.

Use the *Tube* sheets to practice with the underground and specifically the lexical field related to *get on* and *get off* public transportation at the different stops. Choose students in the same way as in the previous activity, guiding them through it and promoting peer-assessment.

Stage 2: Task (23')

Activity 4: Ask the students a series of questions linked to the previous ones, but now more specific to the 5 cities they are working with. Guide them into the task that they have to accomplish and let them infer the reason why they are doing it and the importance of it. This task consists of using two given websites (each group) to plan a concrete trip in the city where they are possibly going. They have to be aware of the advantages of knowing how to plan a trip and being familiar with the means of transportation in each place, and how this knowledge is important when considering the different destinations.

The students will have to accomplish the task in the way that is shown in the handout, and for that purpose you have to guide them through the maps and websites as a tutorial to get the screenshots

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that are shown in the pages. The students have to add that final task at the end of the presentation, explaining and showing the other students how to get to their respective places, which has been calculated in order to be more or less the same amount of time and distance to offer a fair contrast between them, as they are an element to take into account. The outcome of the task must be equal to the one shown in the handout (Sidney trip), of course differing depending on the city and the destination, and the students must be perfectly familiar with the means to achieve it. In Lesson 3 they already investigated the place whose opening and closing time is going to affect this task when asking '*When would you go?*' There are four questions and each member of the group must answer one the day of the presentation.

But, before of getting into that part, they have to elaborate a previous part of the presentation, which is an introduction to the final trip planning: they have to look for information about the different means of transportation available in each city explaining a bit about them. The possible means of transportation are the ones shown in the handout (*How can I go around…*). Discuss with the students all of them, and the advantages and disadvantages of them. Finally ask them to complete the task on the computers while monitoring them.

If they cannot finish the task during the lesson, they should continue at home or during lesson 7.

Stage 3: Post-task (8')

The students have been asked using *would* throughout the whole lesson. Make them notice about the use of it and the tense that it conveys, commenting on the parallel with L1 conditional if needed. Then focus on the questions that they have to answer and practice hypothetical solutions to it, using the previous Sydney trip but now making the students focus on the use of *would* in a way such as:

- *Ok, paying attention to the steps in the Sydney trip. Tell me, how would you get from Hyde Park to the zoo…? How much would you have to pay…? Based on the hour it opens… when would you go there?* Etc.

Guide them through it making them answer using *would* all the time. And then tell them that they have to use would (they will be reminded and asked in such way) during that final part of the presentation.

ASSESSMENT AND FEEDBACK

The feedback during the Enabling tasks, as seen, is immediate, and the assessment too, promoting peer-assessment when possible. And the same happens during the task when guiding the students through the websites and then the use of *would* during the post-task.

LESSON 6

Unit of work: Where should we go?	**Grade:** 3th ESO
Title of the lesson: Shouldn't we?	**Number of students:** 20

Learning Objectives:

At the end of this lesson the student will be able/ better prepared to:

- To use question tags and their accurate intonation patterns, falling or rising, in isolated examples and when having a conversation with a friend about plans for a day in their trip.

- To associate the different pronunciation patterns of Question Tags with the meaning they convey.

- To participate in conversations dealing with plans related to travel.

- To use their knowledge about language in order to self-correct their own productions and understand the productions of the others.

Materials:

- Handout (see Appendix)

- Audio resources

Stage 1: Enabling-task (25')

Warm up: Explain your students that when travelling with someone else it is sometimes difficult to take decisions on what to do, which monuments you want to visit or even the way in which you should go to the different places. Ask your students if they have ever had this problem.

- *When you are travelling with someone it is not always easy to decide where to go or how to get there as you may have different tastes.*

Activity 1: Tell your students that they are going to listen to a dialogue, and ask them in which context would it take place.

Once students have heard the dialogue and given it a context give them the transcript and ask them if they recognize the expressions in bold. If they do not recognize them you can explain that they are question tags and then ask them what their meaning might be. Then, ask them to deduce how they are formed. Once they have reached the correct answer you can give them more examples for everybody to understand.

Play the dialogue again and tell students to focus on the intonation of the Question Tags that

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appear in the dialogue. Ask the students if they notice any differences in the pronunciation of Question Tags. The teacher will ask the students if they know why the intonation is different. Give them clearer examples, such as "*It is very hot in here, isn't it?*" (Falling intonation) and "*You are not going out this weekend, are you?*" (Rising intonation) so that they have the opportunity to create a hypothesis.

- *I am going to play the dialogue again and you will have to tell me if you notice anything in the pronunciation of question tags.*

Sum up everything they should know about Question Tags so far and use the Teach-Ok technique for students to tell their shoulder partner what they have understood. In this way you can check the student's comprehension about this structure.

Activity 2: Explain the students that they are going to listen to a series of sentences that contain Question Tags. They will have to identify if the intonation is falling or rising. To do that the teacher will explain that they will have to put an arrow pointing up close to the sentence if the intonation is rising or an arrow pointing down if it is falling once they have listened to the sentences.

When correcting the exercise ask the students to use their hand (pointing up or down) to tell which intonation they have listened to for each sentence in order to allow everyone's participation. Then, ask students to repeat the sentences aloud and correct any possible mistakes

Activity 3: Organize the students in pairs, you can tell them to work with their shoulder partner. Give each pair of students the set of cards containing different situations dealing with different situations when travelling. Explain the students that they have to place the cards face down in the middle of the table, take turns to pick a card, and use it in order to form a sentence containing a Question Tag, either to discover new information or to seek for confirmation. They must form the question tags and pronounce their intonation patterns correctly. When students have finished the activity ask them to repeat their performances aloud in order to give them feedback.

- *Now you are going to work with your shoulder partner in order to produce sentences containing question tags. Remember that you have to use the adequate intonation. You can correct your partners if you think they are not pronouncing correctly.*

Stage 2: Task (10')

Activity 4: Students will work with the same person than in the exercise before. Give each of the students a cue card for the role play that will explain what they have to talk about.

- *Now you are going to do a role play with your partner, imagine you are visiting the city that you have been working on and you have to decide what you are going to do the next day.*

Stage 3: Post-task (10')

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Ask your students to repeat their performance in front of the class. The rest of the students will have to listen and decide if the questions tags are correctly used and if the intonation used is appropriate in terms of the meaning conveyed. . The teacher will correct the students if any mistakes are made.

ASSESSMENT AND FEEDBACK

The teacher will monitor the students' performance of each of the activities. After students have finished activities 3 and 4 he will ask them to repeat their performance while the rest of the class listens to them. At this point the teacher will correct any possible mistakes that the students make trying not to interrupt student in the middle of their performance.

The teacher will observe the student's performance in the Pos-task in order to asses not only the students, but also the teaching learning process, if he finds out that there has been any problem in the process that makes students commit errors, he or she will provide further practice in future lessons.

HOMEWORK

The students must individually investigate about the custom or tradition that they want to add to their presentation. They can get it ready or they can prepare it for lesson 7, when they are going to have time to mix everything together.

LESSONS 7 & 8	

Unit of work: Where should we go?	**Grade:** 3th ESO
Title of the lesson: Preparation and presentation	**Number of students:** 20

LEARNING OBJECTIVES:

At the end of the lesson(s), the students will be able to:

- Understand and produce oral messages about directions, travel, public transport, customs, traditions, social aspects related to English-speaking countries.
- Identify key words relying on the travel context and the previous points.
- Use strategies and resourcessuitable for communicative situations, in order to persuade an audience.
- Put into practice strategies for the composition of oral presentations maintaining neatness, order and clarity.
- Monitor their own oral productions according to the situation and the context (a persuading presentation).
- Use cooperative work to develop and present a final task by means of planning and organizational techniques.
- Understand general information and concrete ideas from the presentations given by their classmates, being able to rate them.
- Spontaneous engagement in communicative discussions related to the choice of the destination.
- Engage accurately and fluently in conversational transactions
- Produce oral explanations related to their knowledge of a concrete city

MATERIALS:

- Rubrichandouts
- Studentsmaterials (Power Point presentation)

ACTIVITIES:

During the Lesson 7 the students will be allowed to finish their presentations and ask all kind of doubts they have about them. You have to monitor the students making sure that all the steps are clear and the presentations are finished by the end of it.

During the last part of the Lesson you have to train the students into giving the presentation and some techniques you can come up with, commenting on the rubrics you are going to use and the

main aspects to evaluate, all of them already explained in previous lessons.

And during the lesson 8 the presentations are going to be given and the rubrics used as a tool for further discussion and decision after being done with all of them. The students must finally decide which destination is the one they prefer and the reasons behind it. After discussing it, at the end of the class the chosen city must be voted.

ASSESSMENT AND FEEDBACK

Assess the oral expositions using the rubric present in the appendix. Promote peer assessment by having the SS express their opinions, encouraging the presenting groups to defend their product and the way they tried to sell it. Monitor fluency and accuracy alike. Pay attention to the use of ICTs and the subskills that should be included in the use of speaking as a performance. Hand the assessment rubric to promote peer assessment and also to check on the attention they are paying.

CONCLUSION

To conclude, it can be stated that this Learning Unit could be effectively implemented in a real context. It has been designed with the particular context of the School *SagradoCorazón de Jesús* in mind, adapting the activities to the students needs and offering opportunities for differentiation in order to cover all the students in the class no matter their level of English.

This learning unit presents strengths such as the use of cooperative work, a methodology that takes into account differentiation, as in this type of learning the stronger students in the group can help the ones with a lower level of English, promoting the learning of both high and low achieving students.

It is also important to remark how the use of ICTs has been incorporated in this Learning Unit. The use of technologies allows student to learn the language in a more autonomous way and contributes to the increasing of their motivation.

The assessment is also important in this Learning unit. Several rubrics have been incorporated in order to give the students feedback for their written texts or oral presentations. However, it is also important for the teacher to monitor the students' performance in class, encouraging the use of the target language when working cooperatively and making sure that there are no problems in the teaching-learning process. Moreover, this Learning Unit also encourages the teacher's reflection on the learning-teaching process suggesting the use of tools such as a diary or one minute-papers.
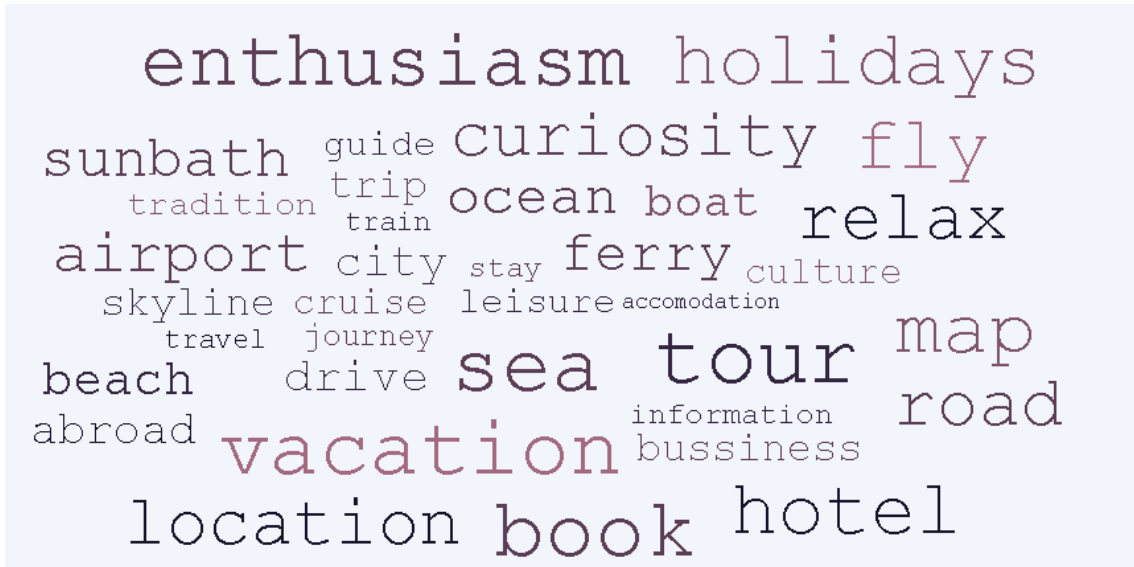
On the other hand, this learning unit also presents some aspects that can be considered unfavourable. The implementation of cooperative work can bring some problems such as the fact that some students may not contribute to the development of the task o even that only one student in the group does all the work. Moreover, the implementation of this Learning Unit requires ICT resources that some schools may not have and involves the use of ICTs for the students to do the homework what may be a problem if some students do not have access to these resources at home.

It is also important to state that the implementation of this lesson plan requires the students' familiarity with the topic of travel as well as a high level of English in the students and their autonomous use of ICTs. That might be a problem if the plan is implemented in a context different to the one it has been designed for.

APPENDIX

LESSON 1

Teacher's list for 'travel' brainstorming

English-speaking countries map

Video links

London video

https://www.youtube.com/watch?v=0F4GDdanQNA

Edinburgh

https://www.youtube.com/watch?v=LN0aZyEM0K0

Dublin

https://www.youtube.com/watch?v=0P1R0G5MYPk

New York

https://www.youtube.com/watch?v=faLlrnvrHK0

Sidney

https://www.youtube.com/watch?v=10Ros-WKync

LESSON 2

1. Generating ideas: Work with your cooperative team in order to fill in the diagram with the content that you are planning to include in your email requesting information. Which of these contents are the most relevant when writing this type of text?
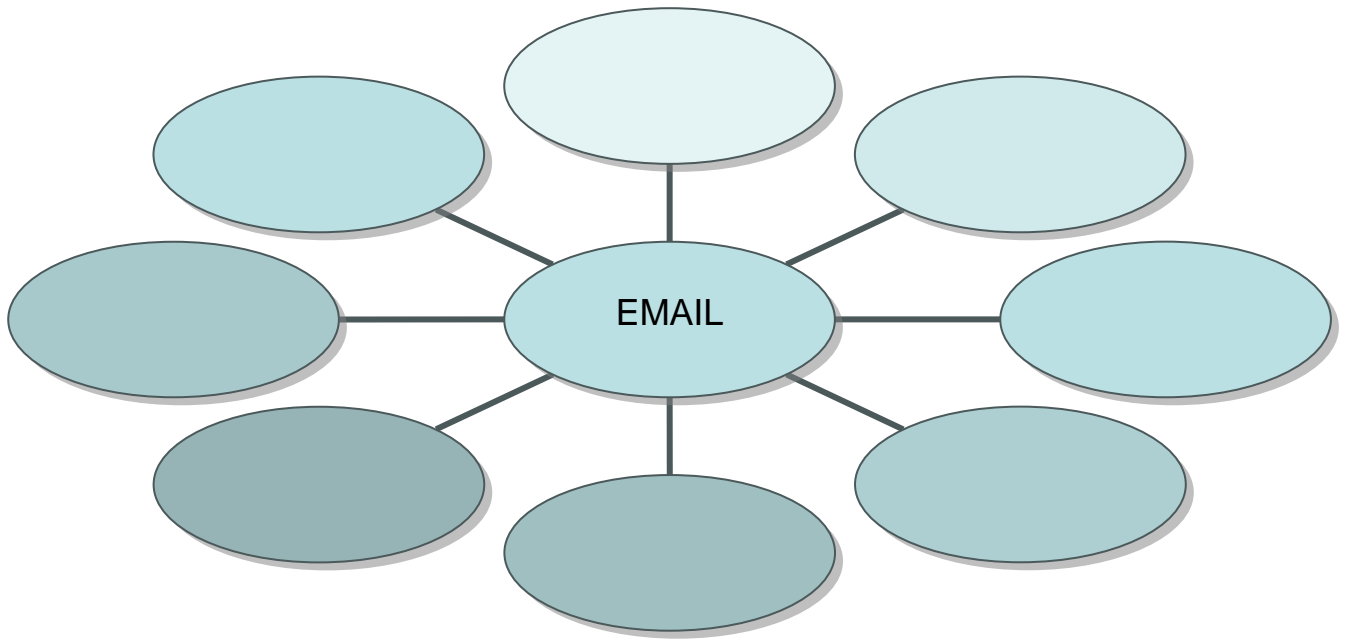
2. Focusing ideas: Select the most relevant contents for your email. Use these ideas to write your first draft. Remember, this is only a draft.

_____

_____

_____

_____

_____

_____

_____

_____

3. Focusing on a model: Look at the sentences below put them in the adequate order to form a proper email. Link each of the sentences with the content it contains: salutation, closing, request of information and appreciation.

Finally, could you give me more information about the accommodation and the food? I would like to know which kind of food is served and whether the accommodation is in houses or tents.

Yours faithfully,

I am writing to request further information about your World Support Programme, as a friend and I are really interested in participating. I would like to obtain clarification of the following details:

Secondly, I wonder if you could tell me in what countries the programme operates and in what communities we could be asked to work. **Moreover**, we would like to know which skills are needed and if it useful to have a good level of English.

Thank you for the consideration of my email. We look forward to receiving your reply.

George Dale

Firstly, we were wondering about the average age of the volunteers. We are both twenty and would wish to be with people our own age.

Dear Sir or Madam,

Look at the words in bold. Which kind of words are they? Can you think of any more words of this type in order to include them in your email?

4. Focusing on a model: Look at the model below and compare it with the previous one. Which similarities can you find? Which characteristics can you apply to your own letter?

Dear Mrs Brown,

I am writing to you in connection with your advertisement about your English Summer School.

Firstly, I would like to know where the school is and how to reach there from the nearest underground station. I would also like to know how big the classes are and what sort of facilities are provided.

Secondly, I would like some information on the dates I can register at school. In addition, I would also like to know what sort of leisure activities can be arranged.

Another matter I need information on is what type of accommodation is available. Would you also mind informing me if the price which appears in your brochure includes accommodation?

I look forward to your reply at your earliest convenience.

Daniel Taylor

Go back to the draft you wrote in activity 2. Reorganize them for your email to have the right structure. The model can help you to do this.

RUBRIC: Writing of an email requesting information.

CATEGORY	4	3	2	1
Salutation and Closing	Salutation and closing have no errors in capitalization, punctuation or form.	Salutation and closing have 1-2 errors in capitalization, punctuation or form.	Salutation and closing have 3 or more errors in capitalization, punctuation or form.	Salutation and/or closing are missing.
Structure	Paragraphs are well-constructed and linking words are used to connect ideas.	Paragraphing is generally done well and at least one connector was used.	Paragraphing needs some improvement.	Paragraphing needs lots of work.
Grammar	Writer makes no errors in grammar or spelling.	Writer makes 1-3 errors in grammar and/or spelling.	Writer makes 4-5 errors in grammar and/or spelling	Writer makes more than 5 errors in grammar and/or spelling.
Content	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Vocabulary	Words are used correctly and the vocabulary used is appropriate to the context.	1-2 words are misused. The vocabulary is mostly appropriate to the context.	Most of the vocabulary used is unsuitable for the context.	The vocabulary used obstructs the reading comprehension.
Presentation	Very neat. Writing illustrates a lot of thought and preparation.	Mostly neat. Writing illustrates some thought and preparation.	Presentation could be improved. More thought and preparation would be needed	Presentation needs a lot of improvement.

LESSON 3

Exploring Sydney...

Even though it is not its capital, Sydney is the biggest city in Australia. You can always discover a new thing to do in Sydney for a truly memorable day, week or extended holiday vacation period. Sydney is an amazing world class city, rich in history, offering a vibrant culture, plus spectacular natural beauty.

If you are a culture enthusiast you should visit some of the numerous museums of the city. From deadly animals to hot rocks, mummified corpses or buried treasure Sydney's museums are anything but boring. If you visit Sidney you can choose from a variety of cultural options. The Australian museum is good choice if **you are into** natural history, and you will love the Australian National Maritime Museum if you are into navigation. But if what you are really interested in is Aboriginal culture, you'll find plenty of opportunities to immerse yourself in authentic Aboriginal cultural experiences from tours and attractions to performances and events. A good place to start are the workshops and markets at Bare Island, an small island accessible through a bridge.

Sidney also offers a wide range of free activities travellers that want to save some money. Just 10 minutes from the City, Centennial Parklands is a must-do activity in Sydney. This is the ideal place to get active - hire a bike, enjoy a round of golf, or even ride a horse. Or if you want to take it easy you will find endless space to have a picnic with friends or to read a book under one of the 15,000 trees!

And why not pop into some Sidney icons? The Opera House is one of the world's most famous buildings, attracting millions of visitors from all over the world. Experience all that the Sydney Opera House has to offer by taking a guided tour, watching a show, or drinking beside the harbour at the Opera Bar while admiring the fine piece of architecture that the Opera is. Close to the Opera House stands the Sydney Harbour Bridge, one of the architectural jewels in the crown of Australia's most beautiful city. Many photographers have tried to capture its breath-taking beauty, but you should definitely see it at sunset with your own eyes.

And how about shopping? Open every Saturday and Sunday from 10am - 5pm, The Rocks Markets is about more than just shopping - it's a Sydney institution. These colourful markets are home to more than 200 stalls where you can find fashion and accessories by Australian designers, locally-produced decorative items, beauty products and original photography, art, crafts and jewellery.

If your thing is the beach, Sidney is your place. With hundreds of beaches to choose from, here you don't need to go far to find the perfect wave or the perfect place on the sand. Visitors can choose from dozens of surf beaches and coves to find their ideal spot. You'll find locals and visitors surfing throughout the year and the waves are perfect for both amateurs and professional. If you are not that much into sport, the cafes, bars and restaurants surrounding the beaches allow you to enjoy the view without having to move too much.

And for the most adventurous visitors, how about a day tour to the Blue Mountains? 5o kilometres from Sidney, you can find the Blue Mountains National Park. The views from the park's lookouts are breath-taking; you'll look out over blue forests, waterfalls and interesting rock formations. In this park you will be able to practice different sports, from walking or bicycling to canoeing and climbing. And all this in a natural scenery where you will find a great variety of flora and fauna. Just be careful with some animals, you don't want to run into a poisonous snake or something worse. Australia is wild!

Mark these statements as true or false

- Sidney is the capital of Australia

- There are not many museums in Sydney

- Sidney has got a harbour

- There are thousands of trees in Centennial Parklands

- The Opera Harbour is far from the Opera House

- Only professional people are allowed to surf in Sydney

- Sidney is located on the Blue Mountains

- There are not dangerous animals in Australia

Answer the next questions

- Where should you go if you are interested in navigation ?

- How can you get to Bare Island ?

- How long does it take to get to Centennial Parklands from Sidney?

- What is considered to be the most outstanding building in Sydney ?

- When is the best time to see the Harbour Bridge?

- Where should you go to buy jewellery ?

- How many beaches are there in Sydney?

- What can you do in the Blue Mountains?

Associate one text to its photo on the left and its title on the right.	
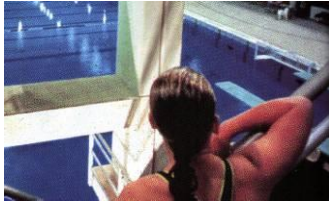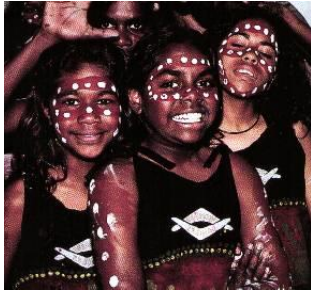
Australia is on the other side of the world. It takes 24 hours to get there by plane from Europe. It belongs to the Commonwealth. The official language is English. The actual Prime Minister is John Howard

James Cook is a famous English explorer. He discovered Sydney's bay. Sydney is not the capital city of Australia (that's Canberra), but it is the cultural and economic centre. It is the biggest city of Australia : it has a population of 4 million – Australia's total population is around 18 million.

○ **The Sydney's Aquarium**

Sydney is famous for its Opera House and harbour. This year, competitors in the triathlon, a new Olympic sport, will swim across the harbour. But they'll have to be quick – there may be sharks…

○ **The Olympic Stadium**

This Olympic stadium is very, very big : four Boeing 747s can stand on the floor of the stadium. "The Olympics have opened up great opportunities for the people in Sydney," says Katie Watson, a 16 – year – old from the city. "Our schools can now use the Olympic sports facilities !"

○ **Geographical Description**

Sydney's aquatic centre is the largest in the world. Water sports are very popular with Australians. This is no surprise – 80% of the population lives on the coast because a lot of the country's interior is desert.

○ **Australia's Aborigines**

Sydney has the largest aquarium in the world. Visitors can see sharks and other big fish from transparent under-water tunnels. Australians are very interested in protecting the environment. "The ocean and the beaches are really important to Australians" says 16-year-old Katie Watson. "We must take care of them and protect our marine life."

○ **Sydney's Harbour**

These young Aborigines are learning about traditional Aboriginal art, music and dance. "Aborigines have different traditions from us, but we have many things in common," says Dasha Maiorov, a 14-year-old non-Aboriginal girl. "A lot of my friends are Aborigines."

Today many Aborigines have social problems – unemployment, alcohol, drugs, etc.
The non-Aboriginal people have, for most of them, European origins.

○ **The Aquatic Centre**

EDINBURGH

Some say that Edinburgh, Scotland's impressive capital city, is one of the most beautiful cities in the world. It is placed in a very scenic location, surrounded by volcanic hills. And its culture is appreciated by thousands of tourists that are attracted by its warm heart and many attractive sites and interesting places.

If you enjoy sightseeing, you should definitely take a walk by the east coast of Edinburgh, where there is the popular seaside resort of Portobello, and also to the south where the Pentland Hills are. You can see the whole of Edinburgh from the top of Arthur's Seat, an extinct volcano which is one of the city's biggest tourist attractions.

Edinburgh is a sightseer's paradise because of its many views, sites and, **if you are into History**, you should know that the most well-known attractions are Edinburgh Castle, the Royal Mile, the Holyrood Palace (1) (the official residence of the monarch in Scotland) and The National Gallery of Scotland. Home of the Scottish parliament, Edinburgh is enriched with culture, fine architecture and has one of the most prestigious universities in the United Kingdom, The University of Edinburgh. There is a port, a seaside, haggis (2) - a traditional Scottish dish made from sheep meat and Greyfriars Bobby (3) – the terrier who became known in 19th-century Edinburgh after spending 14 years guarding the grave of his owner, John Gray, until he died himself.

The historical centre of Edinburgh is divided into two parts by the Gardens of Princes Street. To the south of these gardens there is the historic Old Town, dominated by the world famous Edinburgh castle, situated on an extinct volcano. **You should definitely pop into** this iconic castle that looks down on the shopping district of the city, Princes Street, the beginning of the Royal Mile. To the north of the gardens is the New Town where you will find modern architecture such as the Scottish parliament buildings and The National Gallery of Scotland.

To save money and take advantage of Edinburgh without spending a penny, you should be aware that each summer, the city comes alive with one of the world's largest festivals, the Edinburgh Festival. The three-week-long event held in August is visited by nearly a million people each year that come to enjoy cultural events including art, theatre, opera, music and dance as well as the traditional Military Tattoo. The city's streets are filled again for the world famous street party, Hogmanay (4) - the Scottish New Year, which takes place from December 31 until January 2.

And **if you are an art enthusiast, you should explore some of the numerous museums and galleries of art in** Edinburgh. In the National Gallery of Scotland you can find impressive sculptures and European from many artists. The modern Museum of Scotland is devoted to the history, the people and the culture of Scotland. The Royal Museum of Scotland specializes in geology, archaeology, natural history, science, technology and art. In this museum there is something very interesting for people fascinated by genetics, as it is the home of the sheep 'Dolly' (5), the first mammal clone in the world.

The city is home to the National Library of Scotland, one of largest in the United Kingdom. A UNESCO **City of Literature** it has been home to Sir Walter Scott, Sir Arthur Conan Doyle and Robert Louis Stevenson and contemporary writers like Ian Rankin and JK Rowling, the author of *Harry Potter*. This is a city where literature is a very important aspect, and visitors like nothing better than to attend the annual Book Festival of Charlotte Square.

A city of great and **famous** achievements and achievers, Edinburgh sired Alexander Graham Bell (6), the originator of the evolution theory, Charles Darwin (7), Sir Arthur Conan Doyle - the creator of Sherlock Holmes (8), and the incomparable actor, Sir Sean Connery.

10. Edinburgh is the capital of Scotland.

9. Edinburgh is a popular seaside resort.

8. The Royal Mile is the official residence of the monarch in Scotland.

7. Edinburgh is made of two parts: the old city and the new city.

6. Edinburgh Festival includes Hogmanay, the Scottish New Year.

5. The Royal Museum of Scotland is devoted to H.M., the Queen.

4. Dolly was the first sheep to be cloned.

3. The Book Festival is organized every year.

2. The Harry Potter books were written in Edinburgh.

1. Sean Connery was made sire in Edinburgh.

Answer the questions.

1 What type of rock surrounds Edinburgh?
_____

2 Where can you get a view of the entire city?
_____

3 Why is Edinburg a sightseer's paradise? How should you get around there?
_____
_____

4 Where should you go to do some shopping?
_____

5 Why does Edinburgh come alive every summer?
_____

6 Where in Edinburgh can you admire famous paintings?
_____

7 What are some prominent Scottish writers?
_____

8 What should you do if you don't want to spend much money?
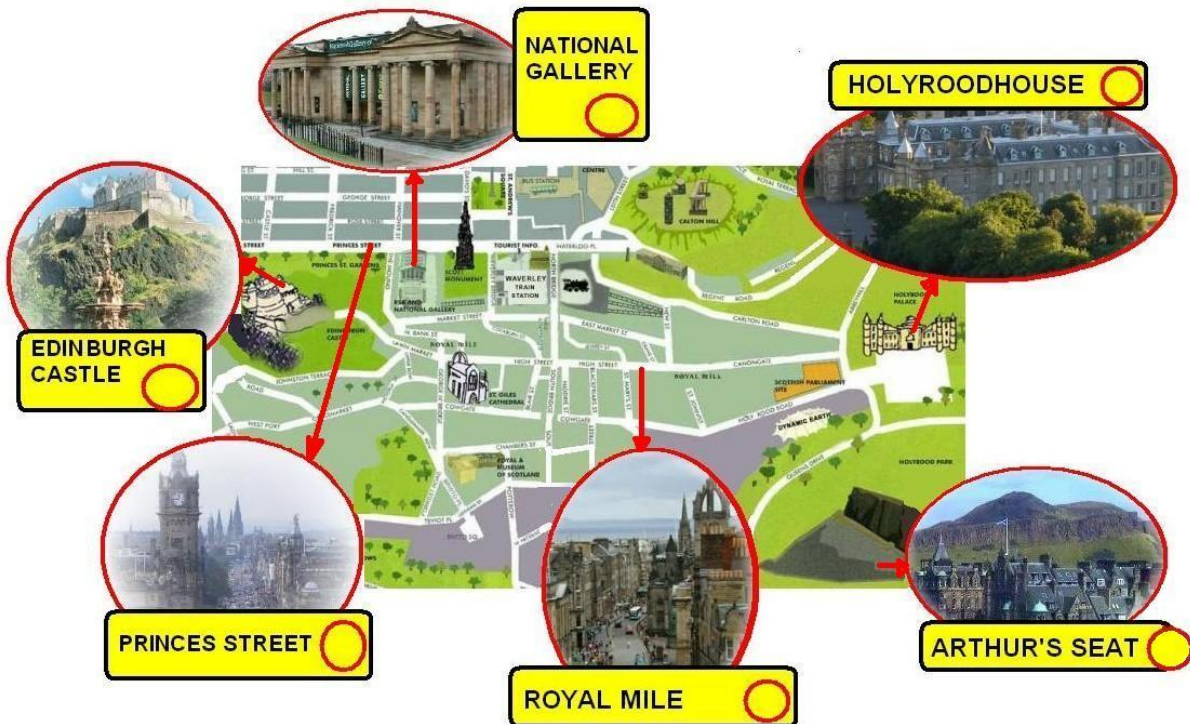_____

Q: Why do bagpipers walk when they play?
A: To get away from the noise.

Match the information and the pictures

1. A green hill where many of the city's residents go in their free time to walk, relax and get some fresh air.

2. When you walk around the city you'll notice this building among other ones with a very particular architectural style. You can now understand why Edinburgh is sometimes called "The Athens of the North' - it's certainly not for the climate!

3. There's a lot to do here and when most people arrive they immediately go here. This street is the historic centre of the city.

4. This is the official home of The Queen when she is in Scotland

5. If you visit this place from Monday to Saturday around lunchtime you'll hear the One O'clock Gun

6. The main shopping, full of chain stores and souvenir shops. Take something tartan home with you

Experiencing London

London is the largest city in England and it is also the capital city of the United Kingdom. Londoners come from all over the world, which makes London a truly cosmopolitan city. Over 300 different languages are spoken here, and the residents belong to many different cultures and practise a variety of religions. It is also a major tourist destination. There are great sights all over the place which will suit every taste.

If you are an art enthusiast, you should explore some of the numerous museums and galleries of art in London. You could start with the Tate Modern**,** in which you'll find temporary exhibitions by top artists from all ages. Another must-see is the British Museum, one of the largest and most visited in the world, containing more than 8 million works from all eras and places on Earth. And do you know what? it is free!

Although if you are not that much into traditional museums, you could always visit some modern places such as Madame Tussauds, a very touristic attraction in Central London where you will find life size wax models of celebrities. Or, if you enjoy being scared while learning a bit of history from live actors (and cool special effects), you should definitely go to the London Dungeons. On the other hand, if what really attracts you is magic, you must explore the 80-hectare Warner Bros studio complex where Harry Potter films were shot. But you should take into account that they are quite far from Central London.

To save money and take advantage of London without spending a penny, you could choose from these free attractions: watch the Changing of the guard ceremony outside Buckingham Palace. Stand outside the Palace at 11 am and cross your fingers if you want to see the Queen of England. Take part in the 700 year old tradition of the Ceremony of the Keys at the Tower of London. Although tickets are free, you'll need to book them up to two months in advance.

Finally, London's one of the top places in the world for street art. Some people just call it graffiti but the truth is that, if you want to experience the 'real London', you should take a walk by the ever-changing walls around east London, where you could get some 'cool' shots for your Instagram. If you want to join a walking tour, remember to book in advance.

How about experiencing breathtaking views of the capital City from the London Eye? The Millennium Wheel standing at a height of 135 metres is the largest in Europe and has become the most popular attraction in the UK. On a clear day you can see around 40km from the top.

If you are into history, you should know that London offers lots of historic Royal Houses to visit such as the Tower of London whose construction started in the 11th century, Kensington Palace which was Lady Diana's official residence or Henry VIII's Hampton Court Palace.

If you get tired of so much sightseeing, you can always take a walk through Kensington Gardens, one of the many parks that London has to offer, and visit the Peter Pan statue after having a Sunday picnic. London has got 8 Royal Parks, botanical gardens and nature reserves. One of these is Regent's Park, a Londoner's favourite which has been a location in many films such as Bridget Jones.

And why not pop into some of London icons?
Westminster Abbey is the most beautiful of London's churches and is the burial place of 17 monarchs and numerous statesmen, scientists, musicians and poets and has been the setting of every coronation since 1066.
Saint Paul's Cathedral is officially the spiritual home of Great Britain. It is one of the 89 churches rebuilt after the 1666 Great Fire which devastated London and it is also considered the gem of the City.

And for those of you interested in sports, Stamford Bridge (Chelsea), Emirates (Arsenal) and Wembley Stadium are also available for you. Depending on the day, you could always attend a match and watch your favourite team win.

Mark the statements as true or false

- The inhabitants of London are Christians
- The British Museum is expensive
- Madame Tussauds is far from Central London
- Harry Potter films were shot in London
- You need to book to watch the Changing of the Guard
- There are not graffiti in London
- The London Eye is higher than 200 metres
- Peter Pan's statue is in Regent's Park
- There are 17 monarchs buried in St Paul's Cathedral

Answer the next questions

- How are the people that live in London called?

- How many pieces of art and history are there in the British Museum?ç

- What can you find in Madame Tussauds?

- Where should you go if you are into magic?

- What should you do if you don't want to spend any money?

- What should you do if you want to see London from the sky?

- Where was *Bridget Jones* filmed?

- What is it considered the heart of Great Britain?

- Where does the Chelsea team play?

LONDON

Find the names of these London landmarks. Write the names on the lines and the numbers in the circles.

1 The Queen lives here and you can watch the changing of the guards: _____

2 You can look at waxworks here:

_____

3 Another word for underground is _____

4 The _____ Museum is one of the finest in the world. There are Egyptian mummies.

5 They are red and useful to call someone:

_____

6 _____ Column is in Trafalgar Square.

7 It can open when a ship wants to pass:

_____

8 They live in Trafalgar Square: _____

9 Speaker's Corner is in _____

10 This statue is a meeting point in the heart of London: _____

11 The Prime Meridian and the Royal Observatory are here: _____

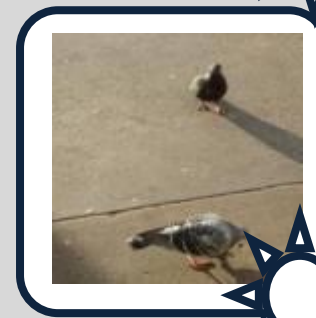12 From here, you can look at London from above:

_____

13 There aren't any clowns: _____

14 It's the name of the bell, not the name of the tower: _____

15 Famous Kings were crowned here:

_____

16 Here you can look at the crown jewels:

_____

Exploring New York....

New York is known by many as the Capital of the world, even though it is not the capital of USA. From Times Square and Central Park to the Empire State Building, the very famous island of Manhattan has more famous icons into one compact area than any other place on earth; and that's to say nothing of the City's four other neighbourhoods—The Bronx, Brooklyn, Queens and Staten Island—each of which contains its own set of must-see destinations.

If you are an art enthusiast you should visit some of the numerous museums of the city. You can start with the Museum Mile. This section of Fifth Avenue, from East 82nd to East 105th Streets, is supposed to be one of the world's densest concentrations of culture. Museums along the "Mile" include The Metropolitan Museum of Art, Neue Galerie, the Solomon R. Guggenheim Museum, the National Academy Museum & School, Cooper-Hewitt, National Design Museum, the Jewish Museum, the Museum of the City of New York and El Museo del Barrio. But **if you are not into traditional museums**, you might want to visit the Tussauds Wax Museum and take pictures with the wax statues of celebrities such as JLo, Anne Hathaway or Johnny Deep.

New York also offers a lot of free activities if you want to save some money. Visit the City Hall, home to New York's City's government since 1812. Although tickets are free, you'll need to book them in advance. Another spot you can visit without spending a cent is Times Square with its massive digital billboards whose bright lights make midnight look like midafternoon.

And how about experiencing the breath-taking views of the most famous skyline in the world? New York City's skyline is truly awe-inspiring. The skyscrapers, bridges, waterways, islands and monuments create a breath-taking panorama that you have seen many times in movie. Take an elevator ride up 400 metres to the 86th-floor observation deck of the Empire State Building; New York City's second-tallest building, where you can get 360-degree view of the city below.

If you get tired of so much sightseeing, you can always take a walk through Central Park, one of the world's greatest urban parks, in the middle of Manhattan. Don't miss the sailboats at the Conservatory Water, the Alice in Wonderland sculpture, Belvedere Castle atop Vista Rock, the Bow Bridge, or the Strawberry fields.

And why not pop into somo NYC icons? The statue of the Liberty is the most recognizable spot of the city. Though you can see Lady Liberty from land, the short ferry ride to Liberty Island will bring you there. Another of the must-see icons of the city is the Brooklyn bridge. The bridge connects the neighbours of Brooklyn and Manhattan and is best experienced if you cross it on foot through the elevated pedestrian walkway, shared by tourist and New Yorkers.

If you are a TV or movie enthusiast, why not taking a New York TV and Movie Tour? New York is the setting for hundreds of movies and TV series such as Friends, Seinfeld, Spiderman, How I Met Your Mother, or Annie. You can explore the city through some of its settings for your favourite films and TV shows.

And how about shopping? From the boutiques in the 5th Avenue to department stores such as Macy's or Bloomingdales or the Soho for more modern style, if you are visiting New York City, you can take advantage of the many shopping opportunities that the city offers. Will you?

Mark the next statements as true or false

- New York is the capital of the United States of America

- There are four neighbourhoods in New York

- Most of the art museums are in the Fifth Avenue

- You can take a picture with the real actor Johnny Deep at Tussauds Museum

- You have to book in advance to see Times Square

- Central Park is a small Park in the middle of Manhattan

- Empire State Building is the tallest building in New York

- You can drive to see the Statue of Liberty

- Spiderman movies were filmed in New York

Answer to the next questions

- What is New York called by many people?

- What is the most famous of New York neighbourhoods?

- Why is New York a good place to visit if you are interested in culture and art?

- Where could you go if you don't want to spend much money?

- Why should you go to the Empire State Building?

- Where should you for a walk?

- How can you get to Liberty Island?

- What can you do in 5th Avenue?

NEW YORK

Find the names of these New York attractions. Write the names on the lines and the numbers in the circles.

1 She's the symbol of freedom: _____

2 You can see beautiful paintings and an unusual building here: _____

3 John Lennon lived here: _____

4 It is a great fun fair: _____

5 The World Trade Centre stood here: _____

6 A paradise for joggers: _____

7 NY's most beautiful skyscraper: _____

8 A nice place with an ark: _____

9 You find the stock exchange here: _____

10 The centre of immigration with a superb museum: _____

11 One of the most fascinating bridges in the world: _____

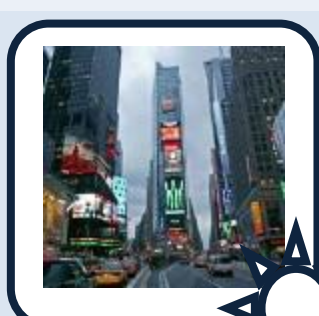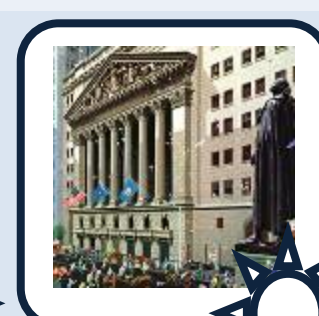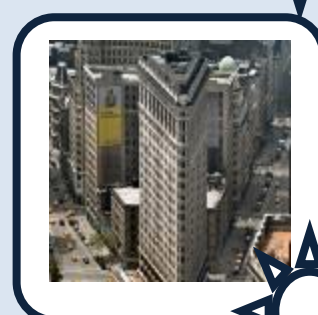12 A must-see at Christmas with a great ice rink and a huge Christmas tree: _____

13 The centre of entertainment in New York: _____

14 It's like in Asia: _____

15 The most famous skyscraper in NY and the setting of many movies: _____

16 It looks as if you could do your laundry with it: _____

Exploring Dublin…

This capital is one of the most popular destinations in Europe. With about 500.000 citizens, Dublin is the biggest city in Ireland. Extremely young and friendly city, its culture is well known around the world, thanks to its customs, traditions and especially its people.

If you enjoy sightseeing, you should know that most of the attractions are in the city centre, which is divided in the northern part and the southern part by the river Liffey. From Henry Street in the North to Grafton Street in the South it is only ten minutes to walk will find your way back to O´Connell Street, the middle of the city centre. But if you got lost, just look up to the sky and you will notice the iron Spire which is 120 meters high.

If you however are a History enthusiast, you are lucky because Dublin is famous for its marvelous, old buildings. Come and visit the beautiful Dublin Castle, Christchurch Cathedral or Trinity College where you can see one of the oldest books in the world, the "Book of Celts".

Why not pop into the city´s number one and most iconic attraction, *"*The Guinness Storehouse*"* where they brew the most famous export beer. The Irish love their Guinness. You must definitely come to the storehouse and see how to make this dark beer and even try one for free (if you are over 18). And if you are in a good shape, you should not doubt about seeing it all walking, otherwise you can take the hop on hop off bus which has well located stops next to all the major attractions. You can explore other areas in the country, and enjoys its green scenery, romantic landscapes and rich history. Ireland is the greenest capital in Europe!

If you want to save money, and explore more landmarks and attractions in Dublin at the same time, get the Dublin Pass which grants you free entry to 30 different landmarks and attractions. With the pass in your hand, you will do more and see more in Dublin - for less

If you are tired of sightseeing, you can take a break in one of the beautiful parks like Phoenix Park or visit one of Dublin´s famous pubs. You have to visit the most popular one- *Temple Bar*. Here you have the chance to listen to traditional Irish Folk music and to drink a typical warm Guinness…

Dublin is full of **music**, and almost everywhere you go , live music is present. **Take a walk** along Grafton Street and check it yourself! You must experience it at night, while exploring the cultural and nightlife centre of Dublin. You should take a short walk in South bank and enjoy the illuminated landmarks. And if you can choose when to come, take into account this very special date: March 17th, which is the most **famous** date in Ireland; St. Patrick's Day. One of the most well-known festivities in the world, when Dublin turns into a green party for several days.

Mark these statementes as true or false

- Dublin is the capital of Ireland
- A lot of old people live in Dublin
- Dublin centre is divided into four parts
- The Spire is the most important river in Dublin
- Trinity College is one of the oldest books in the world
- Children can drink Guiness in the factory in Dublin
- Dublin Pass allows you to enter more than 50 places
- The Temple Bar is a famous rock band in Dublin
- Dublin's identity colour is green

Answer the next questions

- What is the population of Dublin?

- What should you do if you get lost in the City centre?

- Where can you visit one of the oldest books in the world?

- Where should you go to get a free glass of the most famous Irish drink?

- What should you do if you're tired of walking?

- In which street can you listen to some live music?

- When is the best moment to visit it?

- What happens on 17th March?

DUBLIN

Read the information about some Dublin sights and write what they are. Then match the words to the pictures.

It is home and headquarters of the Gaelic Athelic Association and showcases Ireland's national games of hurling and Gaelic football.
C_____ P_____

This museum was opened in 1991 to house a history and celebration of literary Dublin. 4 Nobel Prize winners are Irish! _____ _____

If you want to know everything about the most famous Irish beer, you must go to St. James's Gate Brewery and see the G_____ _____

It is the official residence of the President of Ireland. It is located in the P_____ Park on the northside of Dublin. A_____ ___ _____.

This cathedral was founded in 1030. The crypt is the oldest surviving structure in Dublin and one of the largest medieval crypts in Europe. _____ _____

It is a former prison located in Dublin, which is now a museum. It played an important part in Irish history: many leaders of Irish rebellions were imprisoned and some executed in the prison by the British.
_____ G_____

It a suburban seaside town in County Dublin where you can see breathtaking views of the coastline and Dublin Bay.
D____ _____

1. Áras an Uachtaráin
2. Christ Church Cathedral
3. Croke Park
4. Dublinia
5. Dun Laoghaire
6. Guinness Storehouse
7. Ha'penny Bridge
8. Kilmainham Gaol
9. National Botanic Gardens
10. National Gallery of Ireland
11. Shelbourne Park
12. St Patrick's Cathedral
13. Temple Bar
14. Trinity College
15. Writers Museum
16. The Spire

It is a famous quarter in Dublin with a lt of pubs and nightclubs. You can listen to Irish music and have fun!
_____ ____

It is a museum about Viking and Medieval Dublin. D_____

It is Dublin's oldest pedestrian crossing bridge over the River Liffey. (built in 1816)
___ _____ _____
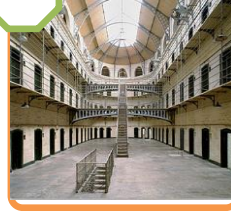
Blackboard definitions

Breath-taking view	A sight that is outstanding, really beautiful
Go around	To move in a city, by different means of transport
Sightseeing	To visit different famous spots in a city
Save	When you don't waste something, for example when you don't spend much money
Book (verb)	To call or write in advance to be on a list, in order to do or see something
To be into	To be very enthusiastic or very interested in something
Skyscraper	A very tall building
Pop into	To go to a place

4 places table to be filled by the students

Place to visit/Thing to do	What can you do/see? Why is it important?	When can you go?	How much does it cost?

Example :

Place to visit/Thing to do	What can you do/see?	When can you go?	How much does it cost?
Tate Modern	Explore the art gallery, discover modern art/ exhibitions, enjoy Turner's and other great painters' works.	Every day from 10am to 9pm	Free
Changing of the Guard (Buckingham Palace) ceremony of the key (Tower of London)	watch the changing of the guard and the ceremony	Changing of the guard= 11 am	Free
London Eye	See London from the top of the wheel, enjoy amazing views of the city	Every day from 10am to 9pm	From £7.75 to £15.50
Westminster Abbey Saint Paul's cathedral	Admire the architecture, see the tombs of famous people Admire the architecture, attend religious services	From Monday to Saturday from 8.30 am to 4 pm. Guided tours at 11am, 11.30am, 1.30pm and 2pm	From £6 to £15 depending on age and concessions Between £4.50 and £12.50

LESSON 4

Listening transcription

COUSIN: Hello?

- Hi! This is David, how are you, cousin?

COUSIN: Ey, hi David, fine here, how about you? How's it going over there?

- Well, you know, the usual. My dad's washing the car for the third time this week, and mum's been promoted…

COUSIN: Oh, yeah? say congrats to her

- Sure, will do, mate, will do…

COUSIN: So what, to what do I owe the pleasure of your call, cousin?

- Haha, well, Im calling for your advice…

COUSIN: hahe, you're joking, aren't you, you want my advice, haha… that's new

- Yeah, for real, I promise haha, look, you know… at school we are planning an exchange… you know… there's this programme and this grant… they're gonna give us a grant to go on an exchange to London…

COUSIN: ah, I see, you want to know about my exchange…

- Yeah, I have to get ready and prepare all the thing already, but Im quite lost to be honest…

COUSIN: are you? Well, what do you want to know, I'm all ears cousin.

- Yeah, well… how long did you stay in England? Where did you go by the way, I don't remember…

COUSIN: It was Bristol. And I went… It was 4 weeks… yes, a month more or less…

- Bristol? Where is that? Was it good?

COUSIN: yeah, it was great, I'll show you the pictures if you want hehe

- Haha yeah sure, looking forward to it. So… Let's see. I'm packing now, any advice on that, what should I take with me… My exchange is 4 weeks too… How's the weather like up there?

COUSIN: well, when are you going?

- In two weeks, 1st of March…

COUSIN: Ok, well, first thing you should do… You don't even need to check the weather, I'm telling you already, it's England… It's going to rain almost every day… You must be mentally prepared for rainy days haha

- Really? In March? All day? Wow, ok… Should I take an umbrella, then, shouldn't I? Umbrella and raincoats I guess…

COUSIN: Well, not really. If you take an umbrella it's going to take so much space in your luggage… I wouldn't take one… You see, British are so used to the rain that you can find cheap umbrellas everywhere… So that's it, you should buy it there…

- Ah, ok, brilliant, thank you. What about the electricity? They've told us at school that we have to take some adaptors but I don't really…

COUSIN: Yes, they use different sockets, but don't worry, you can borrow mine, I still keep it…

- Oh, thanks cousin, you're nice

COUSIN: yes, so nice, don't get used to it haha What else… what else you should do… let's see…

- How much money would you take? How much did you take when you were there?

COUSIN: Well, I guess Bristol is more or less same price as London… I would take pounds, cash, like 200 or so… and then, if you wanted to spend some extra there… you could always use your card…

- Right… thank you I see… Ok and now… A more delicate topic… How should I go out? I mean. What time should we leave the house and such…

COUSIN: haha, well, English people go out quite earlier than in here… And they like to drink a lot… like a lot… well, I don't' know if I should tell you about this to be honest…

- Haha, cmon cousin, and what about the girls…

COUSIN: haha, ok, I think we should meet…

Answer the following questions:

- Who makes the phone call

  a) Alex

  b) David

  c) Bristol

  d) Cousin

- Who does he call to?

  a) His cousin

  b) His uncle

  c) One friend

  d) His father

- Where is the boy making the phone call going on an exchange?

  a) London

  b) Bristol

  c) New York

  d) It doesn't say

- Where did the person that answers the phone went on an exchange?

  a) London

  b) Bristol

  c) New York

  d) It doesn't say

- How long are the exchanges?

  a) One is 4 weeks and the other is not said

  b) One is 3 weeks and the other is not said

  c) Both of them are 4-weeks-long.

  d) Both of them are 3 weeks.

- Why does the boy say that the person that answers the phone is so 'nice'?

    a) He is going to give the boy some money

    b) He tells the boy to borrow his adaptor for the exchange

    c) He is going to show him some pictures

    d) He is going to give him an umbrella

- How much money is advised to be taken?

    a)   300 pounds

    b)   100 pounds

    c)   200 pounds

    d)   250 pounds

- When is the boy going on an exchange?

    a) March 1st

    b) March 10th

    c) March 3rd

    d) It doesn't say

Can you answer these ones?

- Why does the boy should be 'mentally prepared' for the weather?
- What does the person advice the boy not to take with him in the luggage?
- Write down two things that the boy ask advice about
- What topic is a bit 'delicate'?

Which modal verb do you think we should use in each case?

	Should/Shouldn't	Must & have to/don't have to	Mustn't
Drive on the left in UK			
Take an umbrella with you when you travel to England			
Smoke in the public transport			
Wear uniform at your exchange school			
Be polite when asking for directions			
Be punctual			
Take sun cream when travelling to Sydney during summer			
Take comfortable shoes for sightseeing in New York			
Try haggis, they are really good			
Shake hands when you meet someone for the first time			
Jump the queue in UK			
Tip in restaurants in New York			
Participate in St. Patrick's Day in Dublin			
Look under a kilt in Edinburgh			
Bring your passport when you fly to Dublin			

What would you advice?

It is raining a lot	
My wallet has been stolen	
I have missed my flight	
There is a lot of sun in the beach and I don't want to get burnt	
I have lost my luggage	
I've got food poisoning	
My luggage is too heavy when returning home	
I can't find the hotel	

One-minute paper

What have you learnt in today's lesson?

What is you impression on today's tasks? Do you think you will be able to distinguish between modal verbs and use them in the future?

Where they more motivating than usual?

Was the task difficult to accomplish?

Write down some suggestions for future lessons

LESSON 5

Finding the way in NEW YORK CITY

1

A : You are a porter in the hotel.
B : You want to go to Brooklyn Bridge.

2

A : You are a jogger in Central Park.
B : You want to go to the Rockefeller Centre.

3

A : You are t the Empire State Building.
B : You want to go to Ground Zero.

4

A : You are on Liberty Island.
B : You want to see the Empire State Building.

5

A : You are at Macy's.
B : You want to see the Statue of Liberty.

6

A : You are at Wall Street.
B : You want to go to Washington Square.

7

A : You are at Times Square.
B : You want to go to Macy's.

8

A : You are at Grand Central Station.
B : You want to go to Central Park.

9

A : You are at Mantahhan Bridge.
B : You want to go to the restaurant at Times Square.

10

A : You are at Central Park.
B : You want to go to your hotel.

11

A : You are at Rockefeller Center.
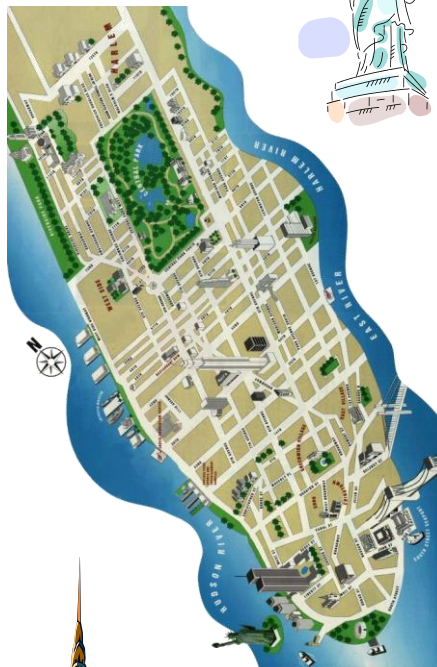B : You want to go to the Guggenheim Museum.

12

A : You are Brooklyn Bridge.
B : You want to go to Lincoln Center.

13

A : You are a porter in the hotel.
B : You want to go to Brooklyn Bridge.

14

A : You are at Ground Zero.
B : You want to go to the Empire State Building.

ASKING FOR/GIVING DIRECTIONS

Asking for directions :

- Excuse me. Can you tell me the way to the…?
- Excuse me. How do I get to the …?
- Excuse me. Where's the …?
- Excuse me. Is there a … near here?
- I'm a stranger here.
- I've lost my way.
- I would like to go to…
- Can you tell me where the … is?

Positions :

The school is …
- on your right/left.
  round the corner. / on the corner of … and … next to … / opposite the … / between the ..
- in front of the …

Sample Dialogue :

- Excuse me. Can you tell me the way to Central Park, please?
- Yes, of course. Go along 8th Avenue. Then you'll come to a roundabout. Turn right into Central Park south. On your right you'll find the entrance to the park.
- Thank you very much.
- Don't mention it.

Giving directions :

- Yes, of course. Let me see…
- Go straight ahead.
- Follow this road.
- Then take the second on the right/left.
- Go along the street.
- Turn left / right.
- Take the first/second turning on the left.
- Take the first/second turning on the right.
- Cross the street.
- Go past the church/ cinema…
- Go through the park.
- Go through the park/ …
- Go across the bridge. Cross the square/ bridge.
- Go as far as the roundabout.
- There's a traffic light. Turn left/ right there.
- Don't turn left. Keep straight on.
- Don't take this street. It's a one-way street. / It's a blind alley.
- On the corner of the street there is a cinema/ a bar/ a shop.
- You can see a big building/ a church/ a monument.
- You can't miss it. It's a 10-minute walk.
- Take the bus number 4. It will take you there directly.

NEW YORK CITY

You are HERE ! HOTEL

1-	Brooklyn Bridge
2-	Manhattan Bridge
3-	Twin Towers (now : Ground Zero)
4-	Washington Square
5-	Empire State Building
6-	Macy's
7-	Grand Central Station
8-	Central Park
9-	Time Square
10-	Lincoln centre
11-	Intrepid Museum
12-	Statue of Liberty
13-	Wall Street
14-	Restaurant
15-	Rockefeller Centre

A- **Look at the city map and complete the dialogues by choosing the right option: (start point: your hotel)**

Mark: Can you tell me the way to the Empire State Building?
Alex: Yes, of course. Take Houston Street. **Go straight ahead/ turn left**.
Then take **the first/ second turning** on the left and go along 5th Avenue.
Go straight on / turn around. The Empire state building is **opposite/ behind** Macy's.
Mark: Thanks a lot.

Brenda: Excuse me, how can I get to Grand Central Station?
Kate: Sure! Take Houston Street. Then take **the first/ second turning** on the left. At the roundabout, turn **left/ right**. Go along 14th Avenue.
Then, take the **second/ third** turning on your **right / left**. Grand station is at the **beginning/ the end** of Park Avenue street.

B- **Read the directions and follow them in the city map above. Where are you?**
Start point- hotel

1- Take West Street. Then turn left on Vesey Street. At the end of the street turn right to Church Street. At the end of Church Street, _____is opposite a church.
2- Take Houston Street. Take the first turning on your left. At the traffic light, turn left again. At the end of the street, turn right and go along the river. The _____ is on your left next to Jayits Convention centre.
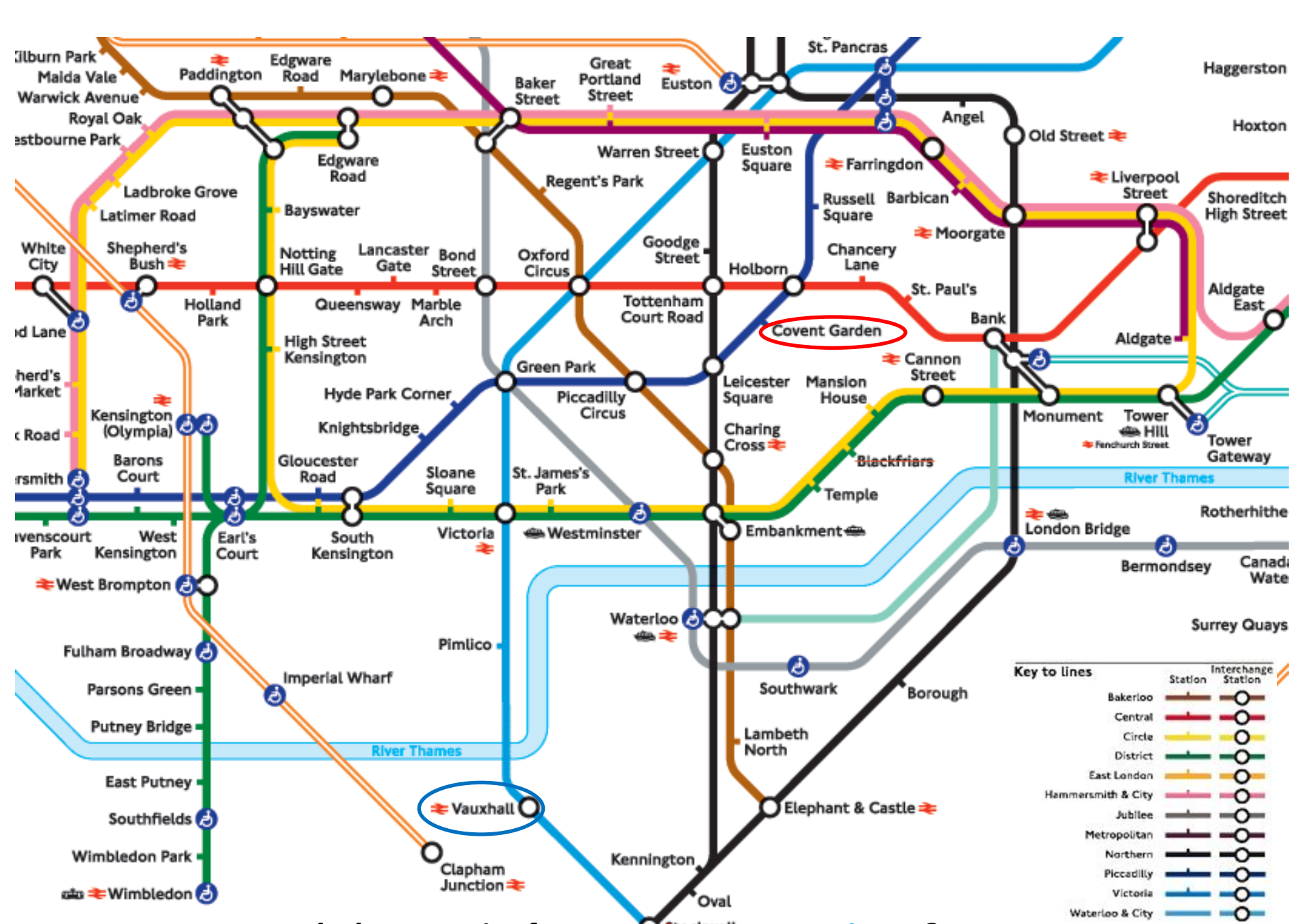
C- **Your turn to give directions: (your hotel → Central Park / your hotel → Time square / your hotel → heliport / your hotel → Rockefeller Centre)**
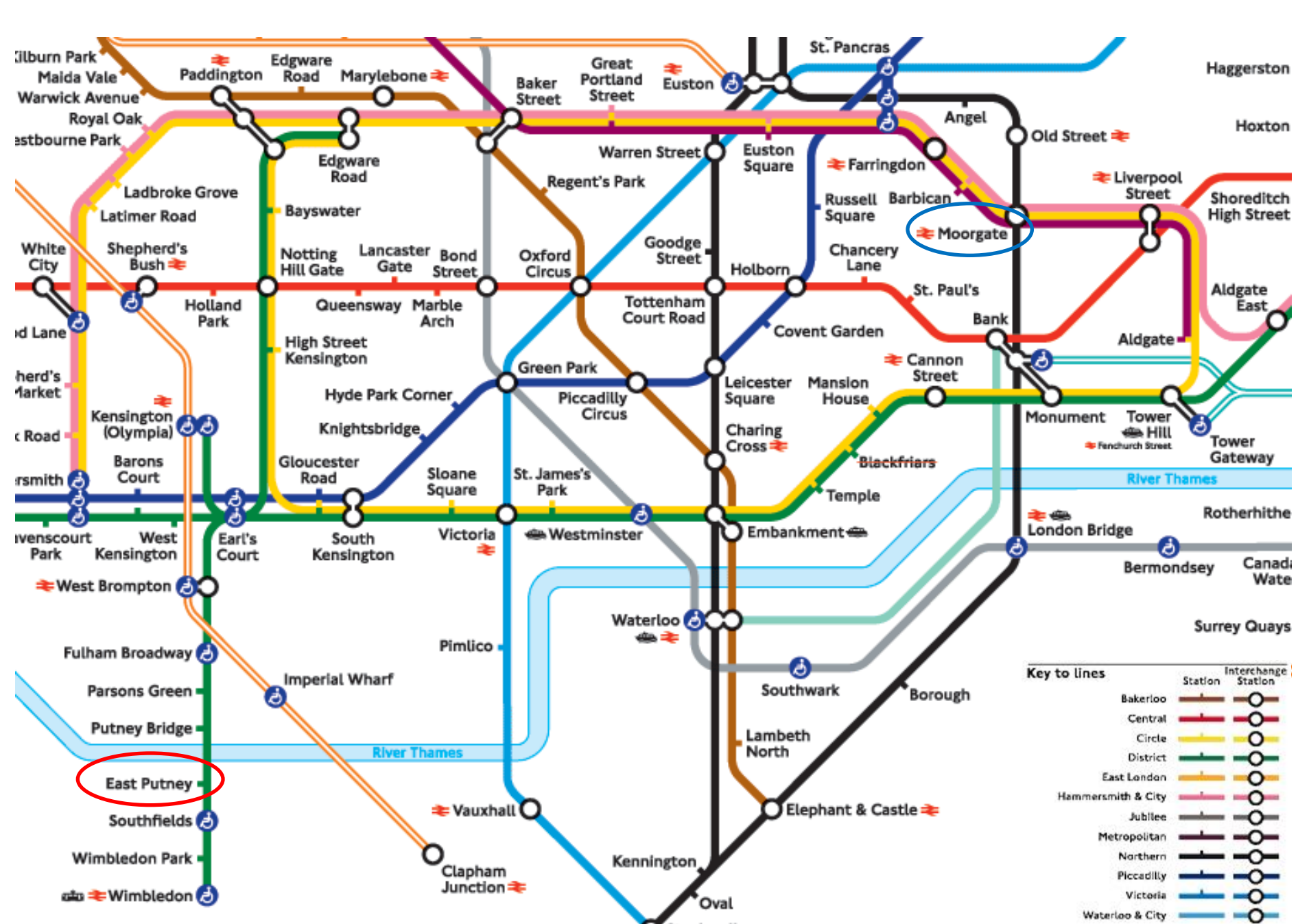
Let's take the London Tube!

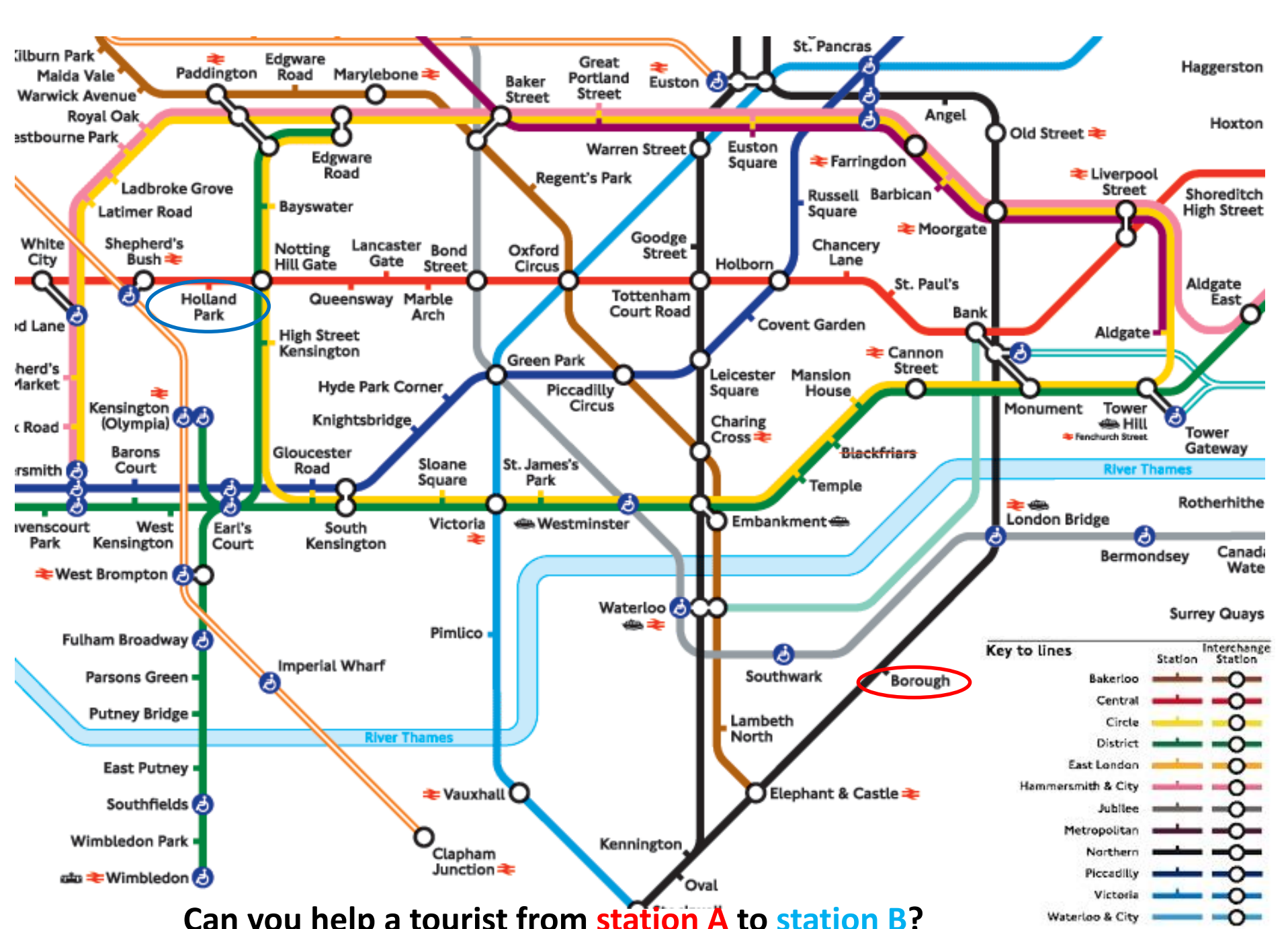**Can you help a tourist from station A to station B?**

Can you help a tourist from station A to station B?

Can you help a tourist from station A to station B?

Can you help a tourist from station A to station B?

Can you help a tourist from station A to station B?

Can you help a tourist from station A to station B?

How can I go around...?

I can go by...

Bus (Double Decker)

Train

Tram

Bike

Sailing Boat

Motorbike

I can go by...

Bus (double decker)

Taxi

Use the phone booth to call a taxi!

Under ground train

UNDERGROUND

On foot

Challenge trip

1) How would you get there?
2) How much would it cost?
3) How long would it take?
4) When would you go and why?

Website common to all of them: https://maps.google.com

- New York:
  Central Park → Battery Park → Statue of Liberty
  (http://tripplanner.mta.info/MyTrip/ui_web/customplanner/tripplanner.aspx)

- Sidney:
  Sydney Aquarium → Sydney Opera House → Bradfield Park
  (http://tp.transportnsw.info/nsw/XSLT_TRIP_REQUEST2?language=en)

- Dublin
  Irishtown Park →Grafton Street → Guiness Factory
  (http://www.dublinbus.ie/Route-Planner/)

- Edinburgh
  Arthur's seat → University of Edinburgh → Edinburgh's castle
  (http://www.travelinescotland.com/journeyplanner/enterJourneyPlan.do?hss=WAXEK196914656)

- London
  Kensington Gardents → Tower of London → London Eye
  (http://www.tfl.gov.uk/plan-a-journey/)

- **Sydney example**

How would you get from Hyde Park to the Taronga Zoo visiting the Opera House first

Hyde Park → Opera House → Taronga Zoo

PRE-TRIP PLANNING

Taronga Zoo

Hours & Rates | Plan Visit | Map | What's On | Wild Ropes | Accommodation | Functions & Venue Hire | Contact | Tickets

Hours & Rates

Opening Hours:

9.30am - 4.30pm (May - Aug)
9.30am - 4.30pm (New Years Eve)

Taronga is open everyday of the year including Christmas Day.

Buy Tickets | Buy Annual Pass | Buy Wild Ropes

Cards eligible for concession

Buy Tickets

	Daily Admission	Annual Pass
Adults	$46	$115
Child* (4-15 Years)	$23	$57.70
Concession	$32.50	$82.80
Family Pass (2A & 2C)	$124.20	$270
	Buy Now	Buy Now

TRIP

1st step
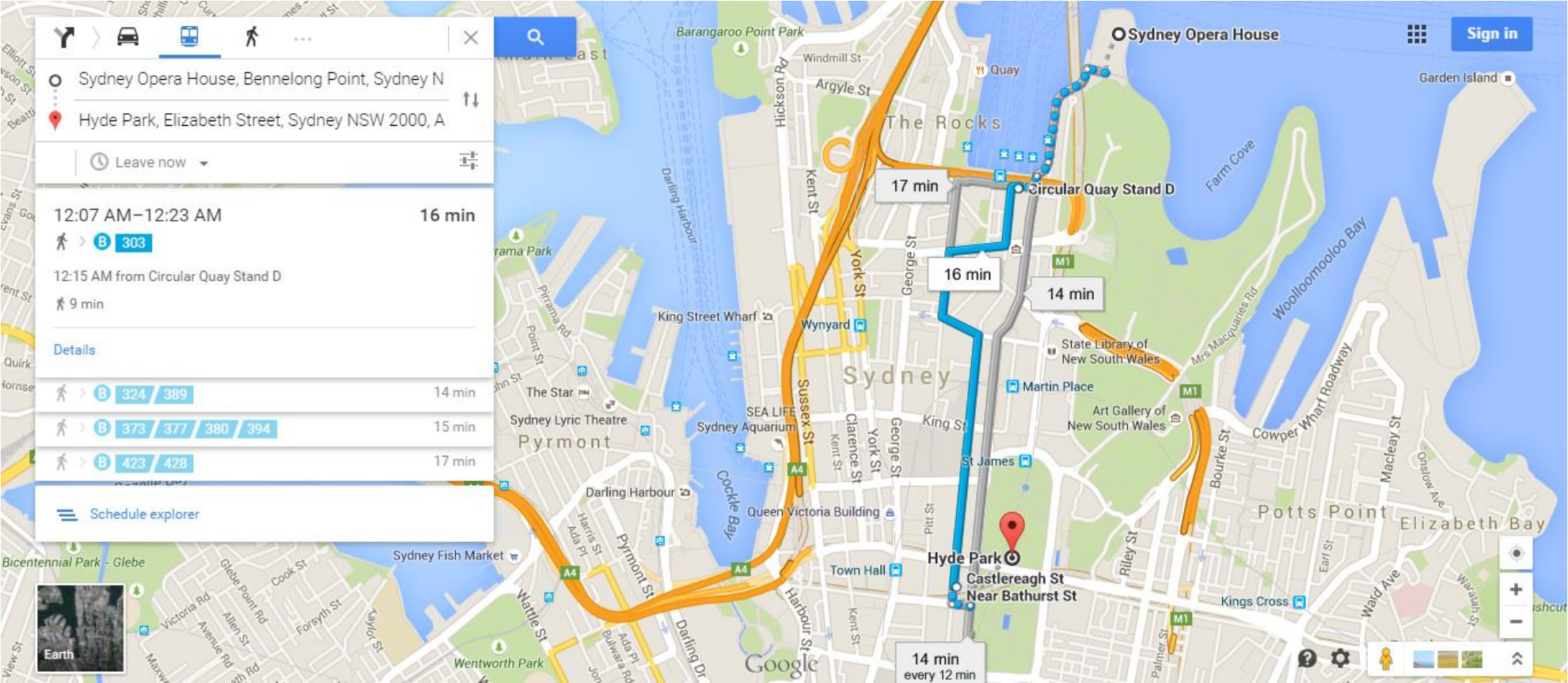
Plan your trip

From

Hyde Park Barracks Museum, Sydney

Departures from here

Hyde Park Barracks Museum, Sydney ⊗   Sydney Opera House, Macquarie St, Sydney ⊗

⇅

To

Sydney Opera House, Macquarie St, Sydney

Sydney Opera House, Macquarie St, Sydney ⊗   Sydney Harbour National Park Fort Denison, Potts Point ⊗

Taronga Zoo Wharf, Mosman ⊗

I'd like to [leave after ▼] [08 ▼] : [25 ▼] on [Tomorrow (Fri) ▼]

− | More options

☑ Train   ☑ Bus   ☑ Ferry   ☑ Light rail   ☐ School bus

Trip preferences:	To and from transport:	Mobility options:
⦿ Fastest trips	⦿ Walk	☐ ♿ Wheelchair accessible services
○ Fewest changes	○ Taxi / drive	☐ More time for walking e.g. with luggage, slower pace
○ Least walking		

Go   New search

− | Map for option 1

CLICK TO ENLARGE

More information

🔴 Order an Opal card ⬈
🔴 Opal fares and benefits ⬈
🔴 Opal card retailers ⬈
🎫 Tickets
🎫 Ticket outlets

Accessible travel
Real-time apps
Transport to events
Location facilities
Transport operators
Bike lockers ⬈
Taxis

		Depart	Arrive	Travel time	Approx Fare
⊟	Option 1	08:27	08:40	13 mins	🔵 $2.10

🚶 Ⓑ 🚶
200

Print

08:27		From: Hyde Park Barracks Museum, Sydney	🗺️
	🚶	Walk (about 3 minutes)	
08:30		To: Macquarie St near Martin Pl, Sydney approx. 175 m	

View details for this trip

08:30		From: Macquarie St near Martin Pl, Sydney (Stop 200089)	🗺️
	Ⓑ	**200** **Bondi Junction to Edgecliff/Chatswood service** (operated by State Transit)	
08:31		To: Macquarie St near Bridge St, Sydney (Stop 2000226)	🔵 $2.10
	ⓘ	Departure bus stop is prepay only between 07:00 and 19:00, Monday to Friday. Use Opal or purchase a ticket before boarding.	

View stop sequence

08:31		From: Macquarie St near Bridge St, Sydney	🗺️
	🚶	Walk (about 9 minutes)	
08:40		To: Sydney Opera House, Macquarie St, Sydney approx. 560 m	

View details for this trip

Icon	Mode
T	Train
B	Bus
F	Ferry
L	Light rail
🚶	Walk
🚕	Taxi / drive

Key to all icons

2nd step

Plan your trip

From

Sydney Opera House, Macquarie St, Sydney

Hyde Park Barracks Museum, Sydney ⊗   Sydney Opera House, Macquarie St, Sydney ⊗

⇅

To

Taronga Zoo Wharf, Mosman

Sydney Opera House, Macquarie St, Sydney ⊗   Sydney Harbour National Park Fort Denison, Potts Point ⊗

Taronga Zoo Wharf, Mosman ⊗

I'd like to [leave after ▼] [08 ▼] : [25 ▼] on [Tomorrow (Fri) ▼]

– More options

☑ Train   ☑ Bus   ☑ Ferry   ☑ Light rail   ☐ School bus

Trip preferences:
- ◉ Fastest trips
- ○ Fewest changes
- ○ Least walking
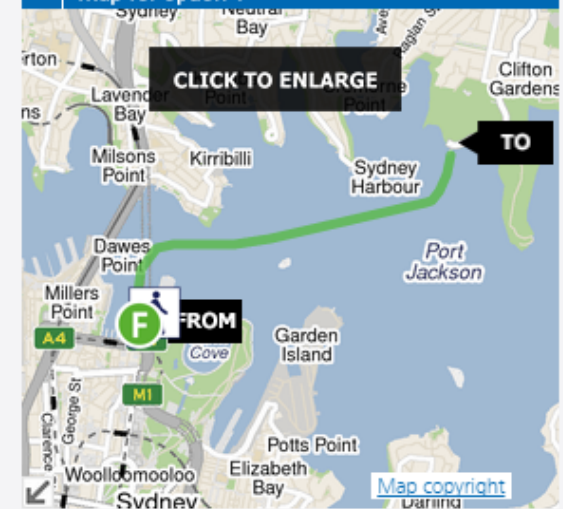
To and from transport:
- ◉ Walk
- ○ Taxi / drive

Mobility options:
- ☐ ♿ Wheelchair accessible services
- ☐ More time for walking e.g. with luggage, slower pace

Go

Map for option 1

CLICK TO ENLARGE

TO

FROM

Map copyright

More information

- Order an Opal card ⬚
- Opal fares and benefits ⬚
- Opal card retailers ⬚
- Tickets
- Ticket outlets

Accessible travel

Real-time apps

Transport to events

Location facilities

Transport operators

Bike lockers ⬚

Taxis

	Depart	Arrive	Travel time	Approx Fare
⊟ **Option 1**	08:42	09:02	20 mins	🎨 $5.74
♿	🚶 **F** F2			

Print

08:42 🚶 08:50	From: Sydney Opera House, Macquarie St, Sydney Walk (about 8 minutes) To: Circular Quay, Sydney approx. 270 m View details for this trip	🗺️
08:50 **F** 09:02	From: Circular Quay, No. 2 Wharf, Sydney (Stop 20003) F2 Taronga Zoo Circular Quay to Taronga Zoo service To: Taronga Zoo Wharf, Mosman (Stop 20883)	🗺️ 🎨 $5.74

ⓘ Departure or arrival wharf may change at short notice. Please check indicator boards and listen for announcements.
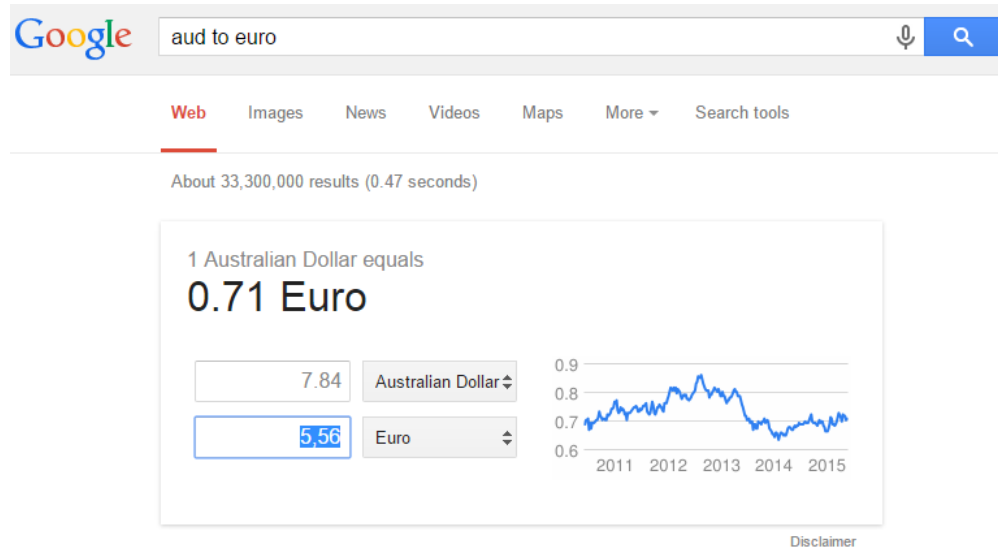
♿ Wheelchair accessible service

ⓘ At low tide ramp gradients increase. Wheelchair assistance may be required.

Key (icons):
- T Train
- B Bus
- F Ferry
- L Light rail
- 🚶 Walk
- 🚕 Taxi / drive

Key to all icons

Total approx. TIME: 1h 5'

Total approx. FARE: 7.84 $AUD **= 5.56€**

LESSON 6

Activity 1. Listen to the following dialogue. Pay attention to the words in bold, Which kind of expressions are they? How are they formed? How are they pronounced?
[Listening attached]

> Alex: Come on in!
> Ana: Hi Alex!
> Alex: Hey Ana!
> Ana: Come on we are leaving in two minutes. You are ready, **aren't you?**
> Alex: Almost done! Its taking me so long cause its so hot today, **isn't it?** By the way, we are finally going to the Statue of Liberty, **aren't we?**
> Ana: Yeah, the others are still deciding how to get there.
> Alex: I think we should take the subway and then the ferry, **shouldn't we?**
> Ana: David said we could take a cab first
> Alex: But that'd be very expensive **wouldn't it?**
> Ana: Don't now, but it's way quicker.
> Alex: But I'm sure you prefer saving some money to buy some clothes in SoHo, **don't you?**
> Ana: We'll see…I'll wait for you downstairs, remember to take the guide when you come, **will you?**
> Alex: I will, I will… I'll be ready in five…
> Ana: Ok see you

Activity 2. Listen to the following sentences containing Question Tags. Decide whether the intonation is falling or rising. Indicate the intonation pattern with an arrow, ↑ for rising intonation and ↓ for falling intonation. Then read the sentences to your classmate with the same intonation pattern that you heard.
[Listening attached]

1. Let's take the subway, shall we?
2. This museum is really interesting, isn't it?
3. This afternoon we are going shopping, aren't we? ↑
4. Please, remind me to renew my passport, will you? I am traveling to Australia in one month. ↑
5. Your father booked the tickets for the plane, didn't he?
6. When you are visiting a new city you like to taste the traditional food there, don't you?
7. Remember that the guided tour starts in an hour. You will be there, won't you?
8. They have been on holidays for three weeks, haven't they?
9. -Why don't we go to Central Park?
   -But you prefer going for a coffee, don't you?
10. -How about visiting the Big Ben?
   -We should do that tomorrow, shouldn't we?

Activity 3. In pairs take turns to pick a card. With the information provided in the card create a sentence containing a Question Tag in order to ask your partner for new information or to seek for confirmation. Remember to use the adequate intonation that the idea in the card transmits.

You don't remember if your partner is interested in visiting museums. Find it out!	Both you and your partner agree that the statue of the liberty seemed bigger in the films than it is in real life. Comment with him/her.	Both you and your partner think that going to the beach is the best choice for the next day. Comment with him/her.
You don't know if your partner told you to have dinner in a local restaurant tonight. Find it out!	You want to know if your partner has already decided how to spend the day. Ask him about it.	Both you and your partner think that it is not a good ride the London Eye today as it is cloudy. Comment with him/her.
Make sure that your partner remembers to buy the ticket for the trip to Edinburgh that you have planned.	You are not sure if your friend is planning to join you i. Find it out your trip to Dublin. Find it out!	Both you and your partner are visiting Sidney. Make sure you are going to visit the Opera House this afternoon as you planned.
You don't remember if your partner bought the tickets for the museum. Find it out.	You are not sure if your partner is going join you when you go to the Empire State Building. Check it.	Both you and your partner are going have a tour around Manhattan tomorrow. Make sure you are meeting at 9.

Activity 5. Use the information in the following cards in order to establish a conversation with your partner about your plans for the summer using Question Tags. One of you will be Student A and the other one will be Student B. Remember to use expressions such '*Let's...*', '*Why don't we...*', '*How about...*' when making plans and suggestions.

STUDENT A: You are visiting a foreign city with your partner. Make plans with him/her about what you are going to do tomorrow. Here you have some facts to take into account. Ask for the information you are not sure about and confirm those points you know. Then make suggestions about possible plans.

Facts about yourself:
·You are very interested in the culture of the places you visit.
·You are very interested in architecture, so it might be interesting to see some representative buildings of the city.
· You love the local food, so it would be nice to have something traditional for lunch.

Facts about your partner:
· You think that your partner is very tired after so much walking today.
· You know that your partner loves spending time open spaces.
· You know your partner would like to visit the local sports stadium before you leave

the city.

STUDENT B: You are visiting a foreign city with your partner. Make plans with him/her about what you are going to do tomorrow. Here you have some facts to take into account. Ask for the information you are not sure about and confirm those points you know. Then make suggestions about possible plans.

Facts about yourself:
· You are very tired after so much walking today.
· You love spending time open spaces so a park would be a good idea for tomorrow.
· You want to visit the local sports stadium before you leave the city.

Facts about your partner:
·Your partner is very interested in the culture of the places he/she visits.
·Your partner is very interested in architecture.
· Your partner has told you that he loves the local food, so he might want to have something traditional for lunch.

LESSON 8

Peer assessment rubric for the presentations

	☺	😐	☹	COMMENTS
Places to visit				
Things to do				
Culture				
Transport				

GENERAL RUBRICS FOR ASSESSMENT

PARTICIPACION AND GROUP WORK

CRITERIA					POINTS
	4	3	2	1	
Level of engagement in class	Student contributes to class offering ideas and asking questions more than once per class	Student contributes to class offering ideas and asking questions once per class	Student rarely contributes to class offering ideas and asking questions	Student never contributes to class offering ideas and asking questions	
Listening, questioning and discussing	Respectfully listens, discusses and asks questions and helps direct the group in solving problems	Respectfully listens, discusses and asks questions	Has trouble listening with respect, and takes over discussions without letting other people have a turn	Does not listen respectfully, argues with teammates, and does not consider other ideas, blocks group form reaching achievements	
Behaviour	Student almost never displays disruptive behavior during class discussions and group activities	Student rarely displays disruptive behavior during class discussions and group activities	Student occasionally displays disruptive behavior during class discussions and group activities	Student almost always displays disruptive behavior during class discussions and group activities	
Preparation	Student is almost always prepared with assignments and required class materials	Student is usually prepared with assignments and required class materials	Student is rarely prepared with assignments and required class materials	Student is almost never prepared with assignments and required class materials	
Problem-solving	Actively seeks and suggests solutions to problems	Improves on solutions suggested by other group members	Does not offer solutions, but is willing to try solutions suggested by other group members	Does not try to solve problems or help others solve problems	
Group/partner teamwork	Works to complete all goals, has a positive attitude about the tasks and work of others. All team members contribute equally	Usually helps to complete goals. Usually has a positive attitude about the tasks and work of others. Assisted team members in the finished project	Occasionally helps to complete goals, makes fun of the tasks and work of others. Finished individual task but did not assist team members	Does not help complete goals, makes fun of the work of others and has a negative attitude. Contributed little to group effort	
				TOTAL	

ORAL PRESENTATION

CRITERIA					POINTS
	4	3	2	1	
Body language	Movements seemed fluid and helped the audience visualise	Made movements or gestures that enhanced articulation	Very little movement or descriptive gestures	No movement or descriptive gestures	
Eye contact	Holds attention of entire audience with the use of direct eye contact	Consistent use of direct eye contact with audience	Displayed minimal eye contact with audience	No eye contact with audience	
Introduction and closure	Student delivers open and closing remarks that capture attention of the audience and set the mood	Student displays clear introductory or closing remarks	Student clearly uses either an introductory or closing remark, but not both	Student does not display clear introductory or closing remarks	
Pacing	Good use of drama and student meets apportioned time interval	Delivery is patterned, but does not meet apportioned time interval	Delivery is in bursts and does not meet apportioned time interval	Delivery is either too quick or too slow to meet apportioned time interval	
Poise	Student displays relaxed, self-confident nature about self, with no mistakes	Makes minor mistakes, but quickly recovers from them; displays little or no tension	Displays mild tension; has trouble recovering from mistakes	Tension and nervousness is obvious; has trouble recovering from mistakes	
Voice	Use of fluid speech and inflection maintains the interest of the audience	Satisfactory use of inflection, but does not consistently use fluid speech	Displays some level of inflection throughout delivery	Consistently uses a monotone voice	
Accuracy	There are no errors	There are a few errors	There are some errors	There are several errors	
Content	The content matches the task requirements	The content almost matches all the task requirements	The content is poor in some aspects, lacking information or supporting media	The content is poor and the requirements are not met	
				TOTAL	