

ANNEXES

1-Innovation and Research Project. Evaluación e Innovación Docente e Investigación Educativa en Inglés: *The Implementation of Cooperative Learning in the Teaching of Writing.*

2-Learning Unit. Diseño, Organización y Desarrollo de Actividades para el Aprendizaje de Inglés: *Save Money when Travelling!*

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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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

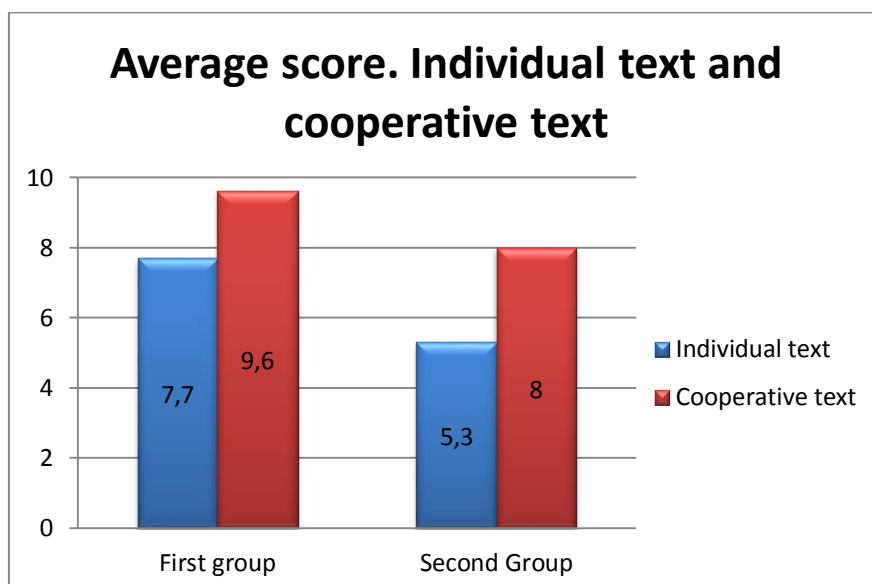
In both groups the students obtained higher marks in the text they wrote during the writing session in which cooperative learning was introduced to the writing process. The final text written cooperatively in both cases had an improvement of around two points in the final mark in the first group and 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.

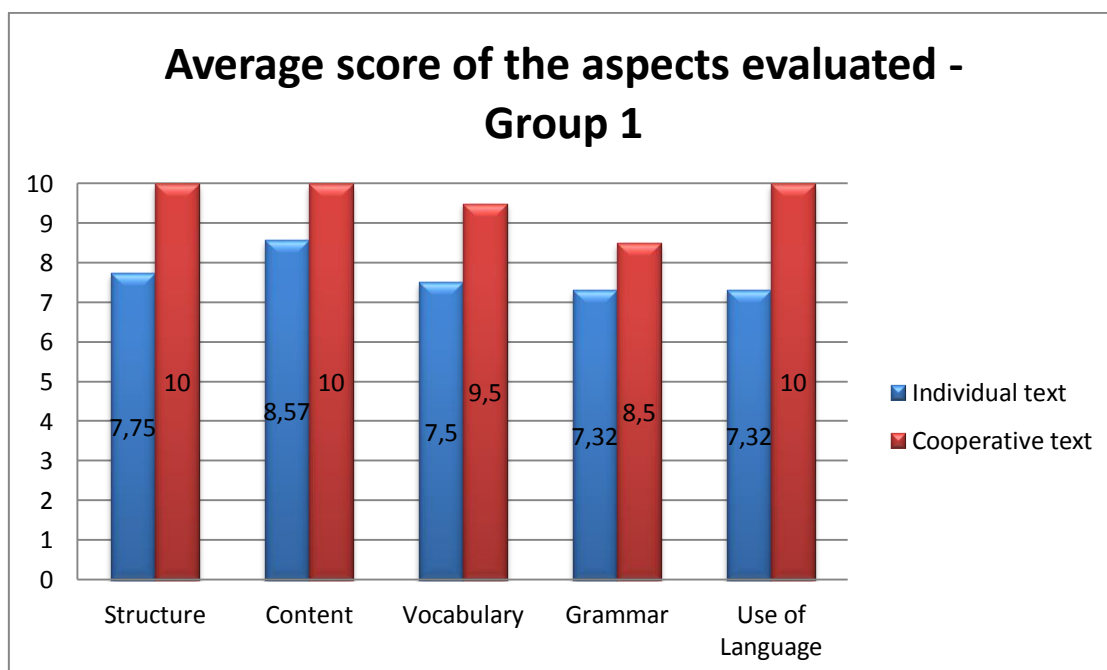


- Average score of the different aspects indicated in the rubric

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.

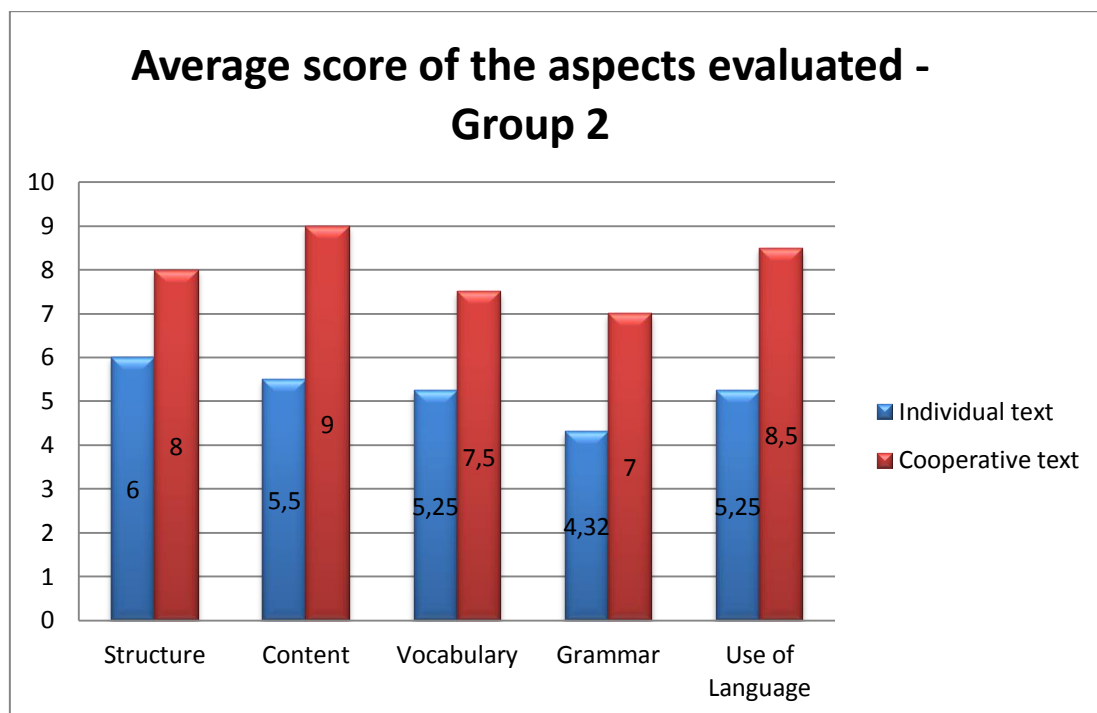
In the first group none of the average aspects' grade was lower than 7,32 in the individual text that students were asked to write. In terms of the cooperative text, the students' performance on all the five aspects taken into account to evaluate the text improved, so the average grade of the five aspects 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.



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.

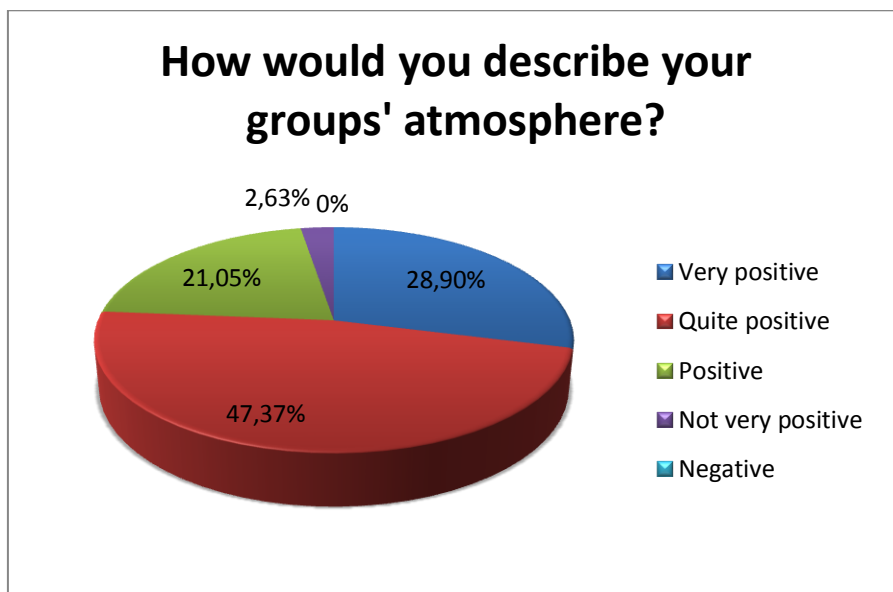


- Students' attitude towards Cooperative Learning

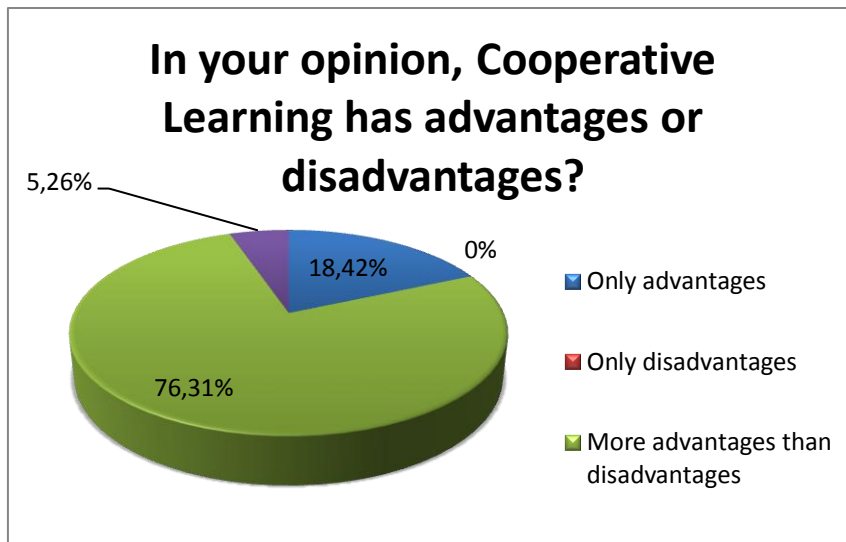
In order to evaluate the students' attitude and thoughts towards cooperative learning introduced to the writing lessons they were asked to fill in a questionnaire.

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.

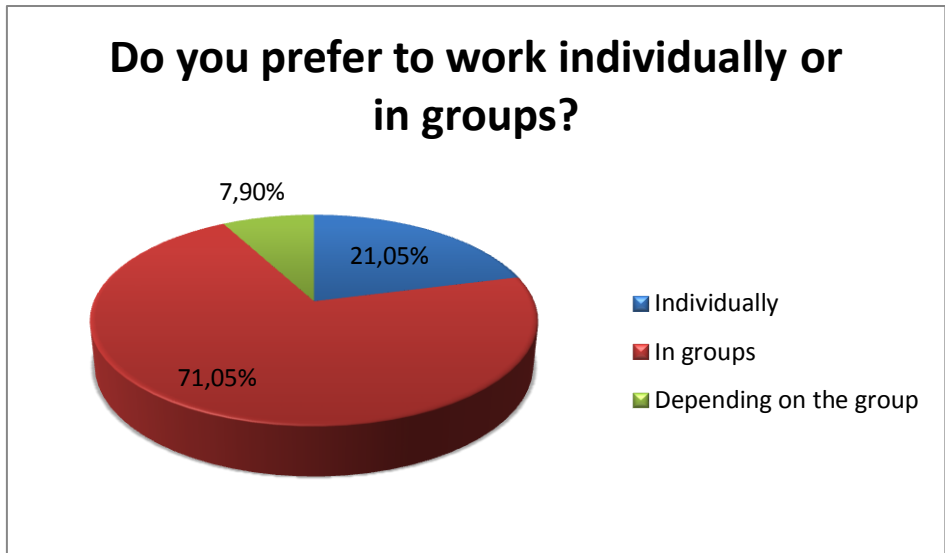
As can be seen in the graphic below, almost all the students considered that cooperative learning introduced to the writing lesson was a positive experience, and only the 2,63% of the students in both groups thought that this technique was not very positive. Some of the students' replies when asked why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



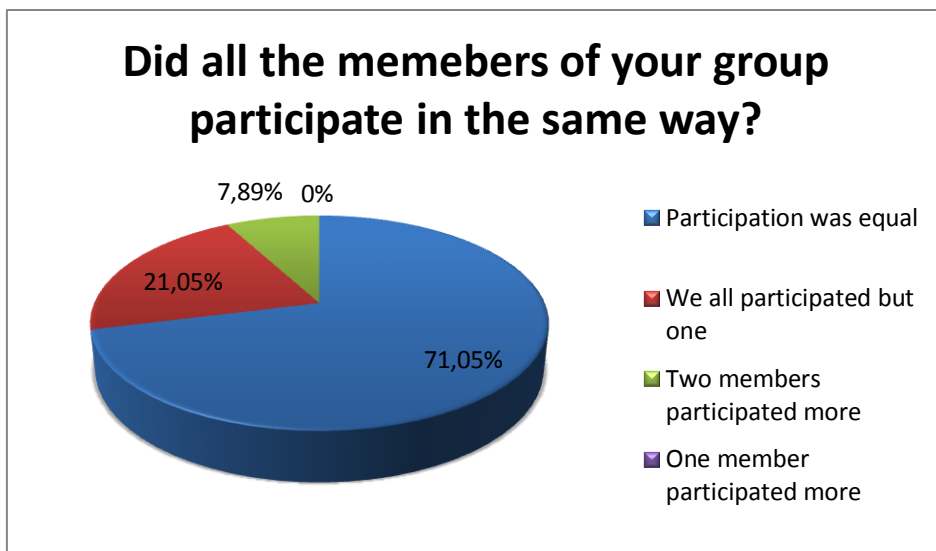
The graphic below shows that most of the students thought that cooperative learning has more advantages than disadvantages, or only advantages. None of the students thought that applying this technique implied only disadvantages, and only a 5,25% of the students believed that cooperative learning has 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 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.



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.

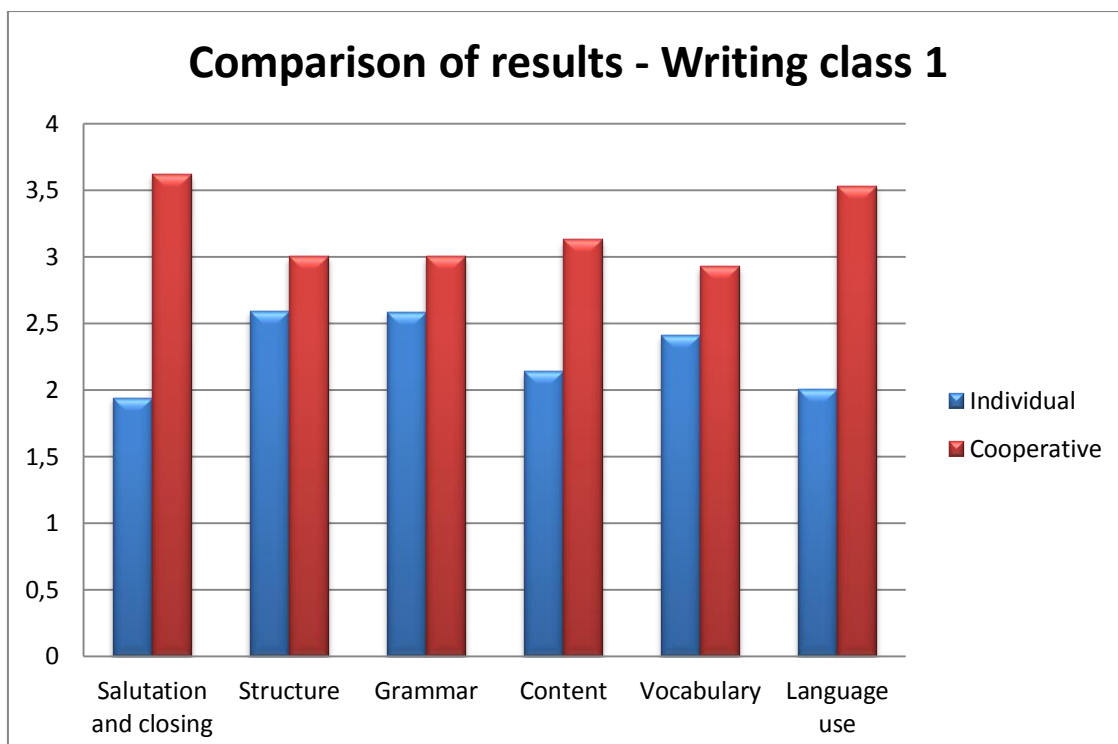
2.3.2. Fourth year of ESO (*Sagrado Corazón de Jesús*)

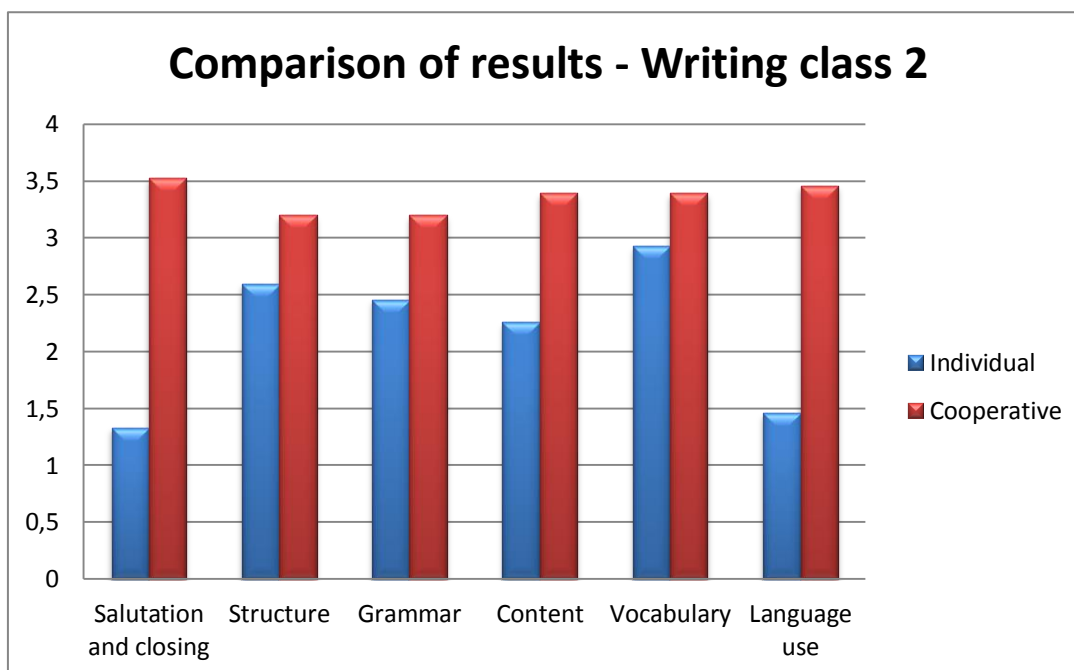
In the context of fourth year ESO in the school *Sagrado Corazón de Jesús* the implementation of cooperative learning in the writing lessons contributed to the improvement of the results in the final written texts produced by students. This experience was carried out in two different classes with very 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



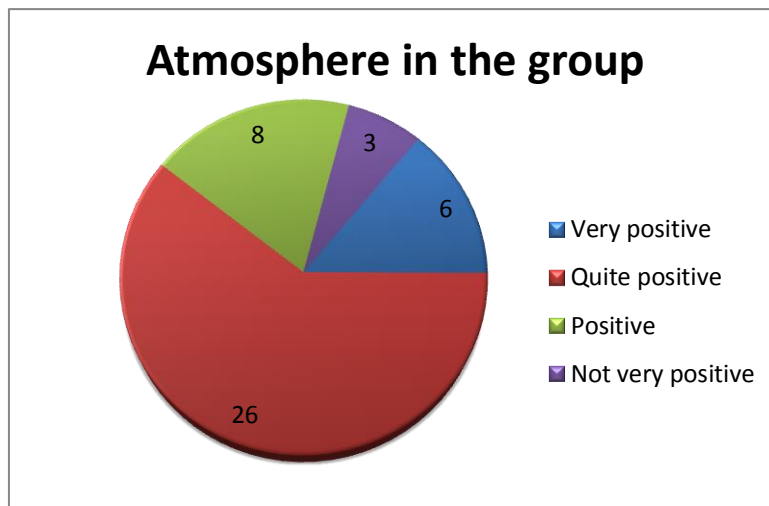


As it is shown in the graphics above, the students' texts when working cooperatively, and when process approach was followed, improved significantly. The aspects in which this improvement is more prominent are the salutation and closing and the language used. This can be explained by the fact that, before 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.

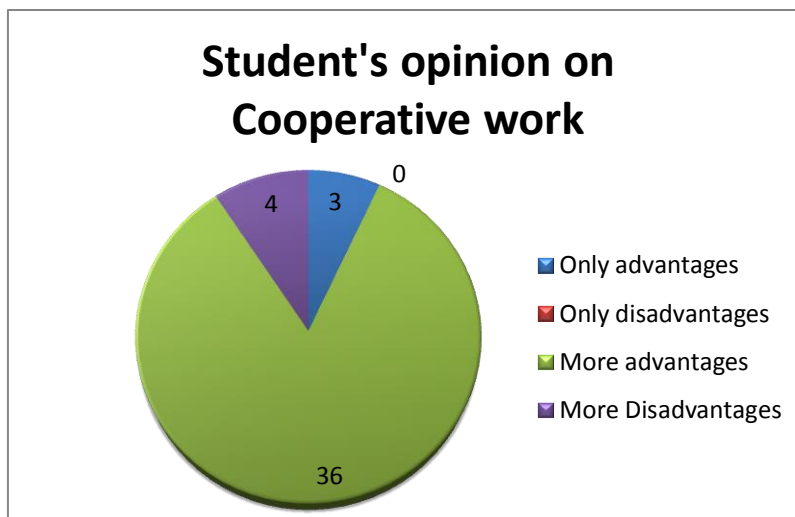
Although in a smaller proportion, accuracy in grammar and vocabulary also improved significantly when students worked cooperatively. The fact that not only one person, but four were paying attention to the writing of the text was the reason why fewer mistakes were committed. Moreover, the fact that revision 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.

- Students' attitude towards Cooperative Learning



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.

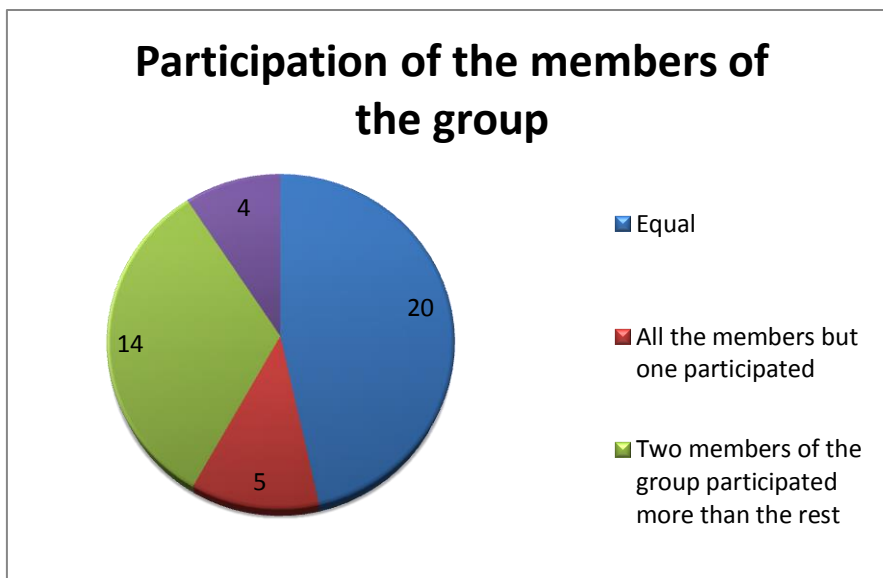


It is also important to state that, as the graphic above shows, most students, 36 out of 43, agree that cooperative learning has more advantages than disadvantages, and even 3 students say that this method only has advantages. Students' answers to this question were consciously meditated and some of 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.



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

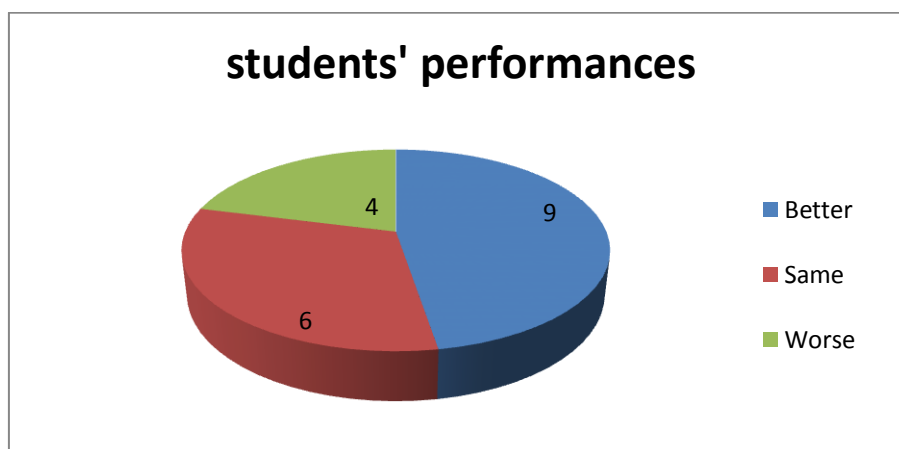
In *IES Miguel de Molinos* the project was implemented in one group of third year ESO students. There were nineteen students in the group all following the bilingual itinerary. None of them had special necessities and they had a high level of English when compared to the other two classes of the same 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.

- Results of both final texts

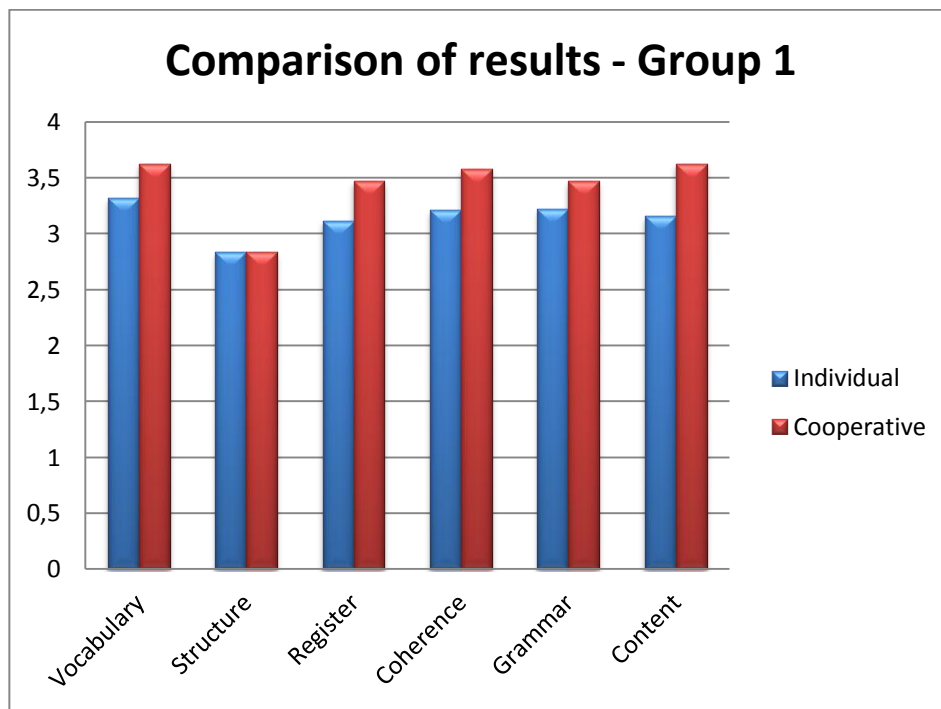
Most of the students had better marks in the final review, the one in which cooperative learning was introduced to the writing process. The same rubric was used to evaluate both reviews. Six linguistic features were taken into consideration in the rubric for the assessment: vocabulary, structure, register, 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.

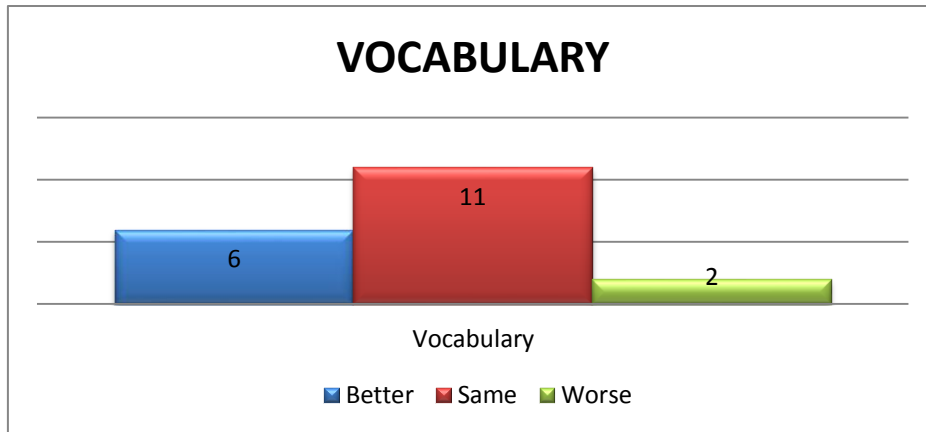


- Score of the different aspects evaluated

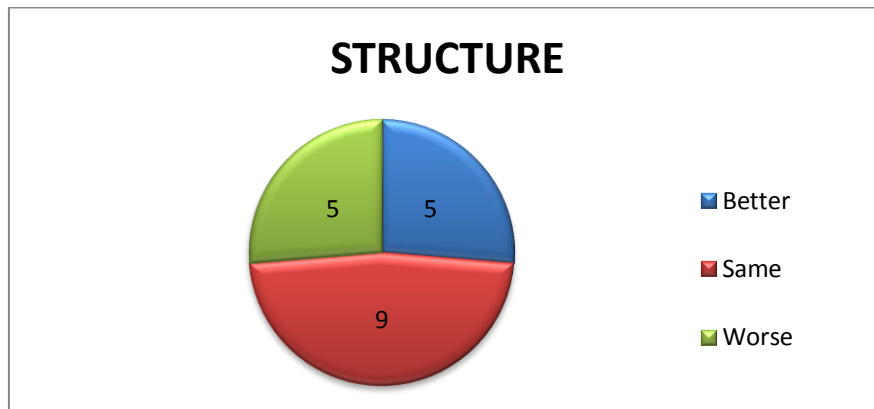
There was improvement in the students' outcomes when cooperative learning was introduced in the process of writing. However, improvement was not as significant as in the other contexts. That may have been caused by the fact that students had already written reviews in previous courses so this was not 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.



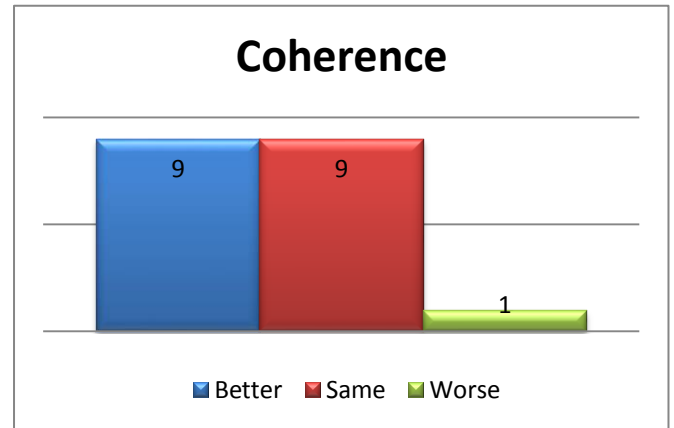
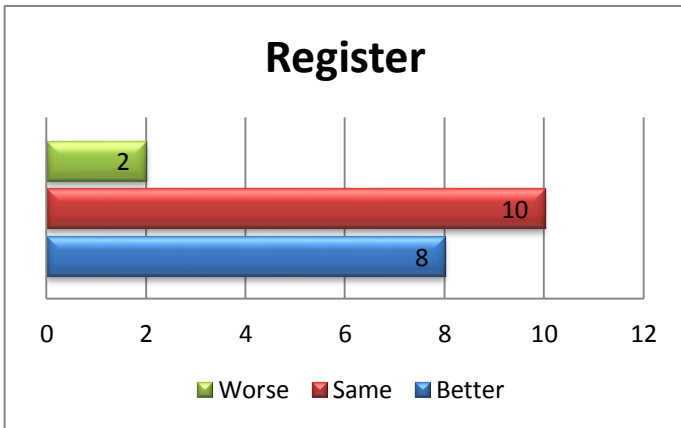
Regarding vocabulary, most of the students' performances remained the same through the introduction of cooperative work in the written process. Eleven students had the same marks in the film and in the book review. Six had better marks in the final review while two got worse results.



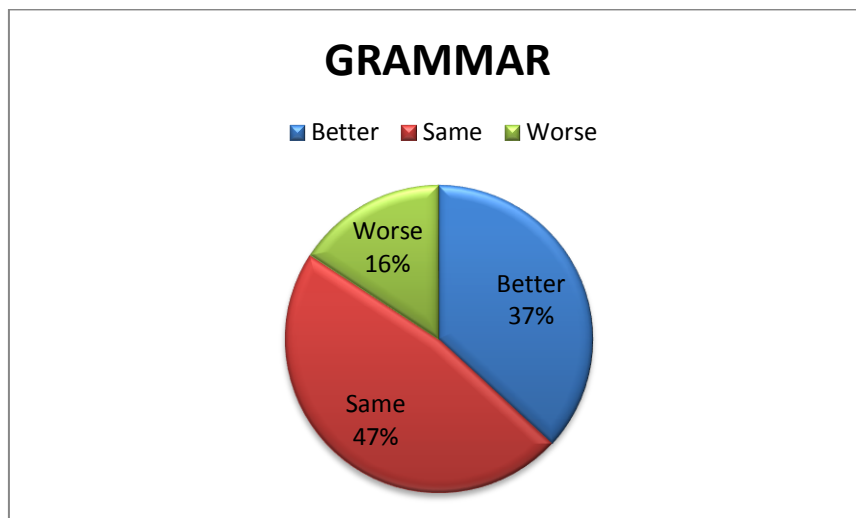
In terms of structure, most of the students' results remained the same as well. Nine students had the same marks in both reviews whereas five improved their written outcomes and five had worse marks in the final review.



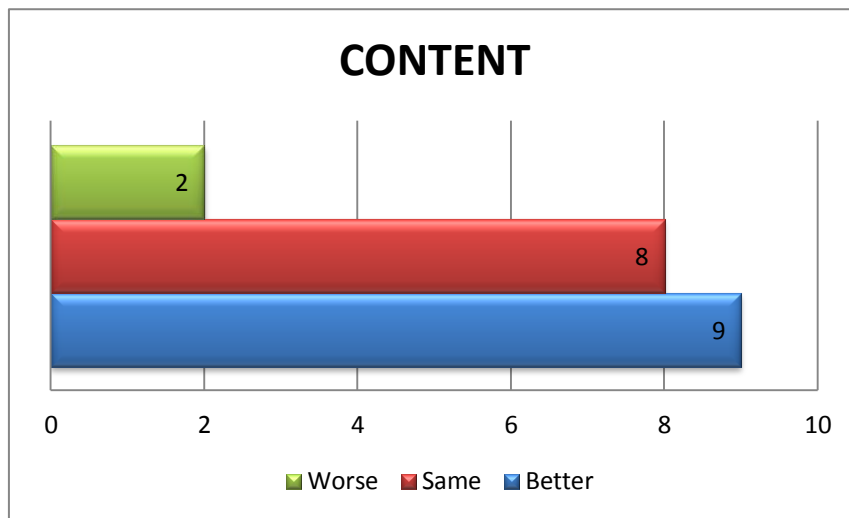
As far as register is concerned, students either improved their results through cooperative work or they remained the same, which also happened with coherence. Eight students improved the register used in their reviews, ten neither improved nor got worse results and only one of them had a worse mark 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.



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.



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.



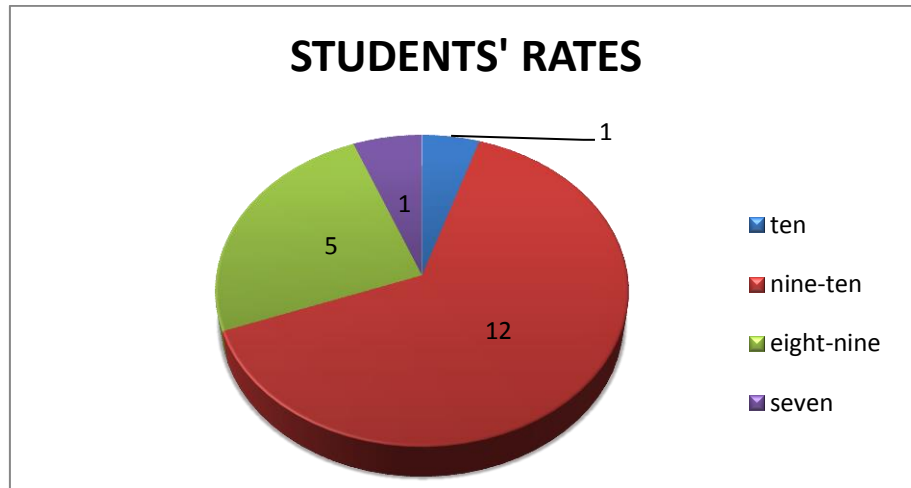
In general, it could be said that in most of the linguistic features evaluated students either improved their written outcomes through the introduction of cooperative learning or they made similar productions when working cooperatively with no much improvement on them. As stated previously, the reason 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.

- Students' attitude towards Cooperative Learning

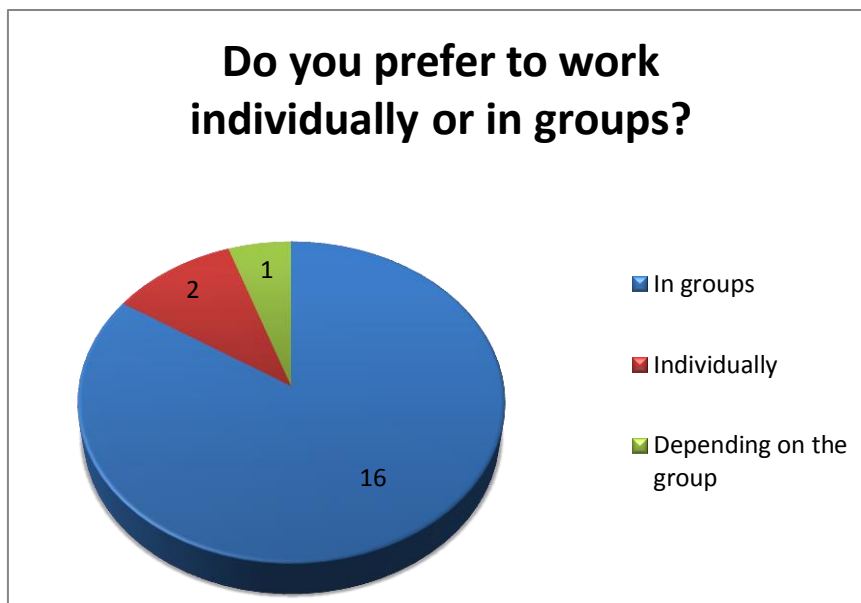
With the purpose of evaluating the students' attitude towards cooperative learning, students were asked to fill in a questionnaire. Some of the questions contained they had to answer were open, so students had the chance to express their opinions about the implementation of cooperative learning in the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



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 ideas 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 appropriate for this kind of genre.	The register used in most of the text the appropriate for this kind of genre.	The register used is the appropriate for this kind of genre in some parts of the text.	The register used is not the appropriate for this kind 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:

Learning Unit

Save Money when Travelling!

Diseño, organización y desarrollo de actividades para el aprendizaje
de Inglés – Máster Universitario en Profesorado de Educación
Secundaria

Jesús Pardina Arcas

Pedro Híjar Asensio

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INTRODUCTION

Justification

The present Learning Unit has been elaborated in accordance with the National curriculum of the *Ley Orgánica de Educación* and the Aragonese Curriculum. It is intended for the 4th year of *Educación Secundaria Obligatoria*. The Learning Unit is entitled ‘*Save money when travelling!*’ It will deal with the topic of trips and holiday planning and how to save money when having to plan a short trip. The whole Learning Unit has been organised following a task-based approach. The students will be told that they have to perform a final task consisting on an oral presentation about a guide they are going to elaborate on how to prepare a trip when you want to travel on the cheap. All the previous tasks carried out in the different lessons will be oriented towards the final task itself. The purpose of this unit is to make a wall with all the projects so that the students have a complete guide they can consult when travelling on a budget.

Contextualization

The school to which this Learning Unit is intended is the *Colegio Sagrado Corazón de Jesús*, placed in the *Actur* neighbourhood of Zaragoza. It is a state subsidized school that covers all the educational stages, from *Educación Infantil* to Bachillerato, so the students have the possibility to remain in the school for the whole stages of their educational process. This fact establishes a strong idea of community inside the school.

Students in the *Colegio Sagrado Corazón de Jesús* belong to upper and middle class families, most of them living in the neighbourhood where the school is settled. Immigrant students conform a 5% of the student body, a very small percentage if we compare it to other schools of the same area. In 4th year of ESO the main part of the students have intellectual capacities within the average. There are no students with

educational support needs or lack of language knowledge, but there are some differences among the students' capacities and abilities towards the English language inside the different classrooms. According to the *Proyecto Educativo del Centro* there are not relevant problems in the Secondary Education stage.

In terms of the English language, it is important to remark that all the students in 4th year of ESO started learning English at the age of 3, and they have taken part in Immersion and exchanges programmes in English speaking countries. As a consequence, their oral and communicative skills are quite high, but it is important to remember that the students' level in the different foreign language skills is not the same and there are different types of learners.

The Learning Unit covers the students' interests. As explained in the justification it will deal with trips and holiday planning. This topic might be useful for the students' needs in real life situations and it will help them when having to plan future holidays. Nowadays young people are willing to discover, they are highly interested in travelling. Students in 4th year of ESO are supposed to share this feeling and it is assumed that they have already done some trips either with their families or friends. Thus, they have previous knowledge based on their own experience and the process of planning a trip is a familiar situation to them.

Organisation of the Learning Unit; i.e. criteria used to organise the lessons, why, how many sessions (at least 6 up to 8)

The following Learning Unit will come halfway the second term. As the students are going to prepare a guide containing tips to travel on a budget it makes sense to implement this Learning Unit right before the Easter holidays. In this unit they will be revising the use of modal verbs and also vocabulary and expressions dealing with holiday planning, so students are expected to have previous knowledge on these topics, as they have already seen them in previous stages of Secondary Education. The Learning Unit consists of six sessions dedicated to the improvement of the different skills and to the process of creating the guide. The next Learning Unit coming right

after this one will be dealing with different countries and capitals of the world. Students will be required to prepare a trip to any of the cities mentioned in the Unit and they will have to use the guide they are expected to make in this Learning Unit as a basis to organise their detailed trip.

As stated in the justification the whole Learning Unit will be oriented towards the fulfilment of the final task. The Unit follows a logical sequence to integrate all the different skills.

LEARNING UNIT OF WORK

Contribution to the key competences

The present Learning Unit will contribute to the Communication in one's Mother Tongue and to the Communication in Foreign Languages. Although students will be strongly encouraged to use the foreign language when working in groups, it is likely that they will use Spanish to address to each other. The final oral presentation of the guide will be given in the foreign language by the students. The Unit will also contribute to the development of the Digital Competence, as they will be shown short clips with different tips to bear in mind when travelling on a budget. They will also have the possibility to use the internet in order to gather useful information to use in their guide and corresponding oral presentation. In addition, they will be using QR-Codes to add audio recordings into the final wall. The Cultural Awareness and Creativity Competence will be enhanced too, as students will have to elaborate a poster presenting the guide with the different tips and things to take into account when planning a trip in order to save money. Sense of Initiative and Entrepreneurship Competence will be developed too. Each group of students will create a different guide and inside the groups each student will contribute with his/her own ideas.

Objectives

The main objectives that students are expected to reach in this unit are:

- To understand general and specific information of written texts about holiday planning, taking into account the steps to follow.
- To produce appropriate oral texts giving tips on how to plan a holiday when travelling with the intention of saving money.
- To write a guide with a logical structure, using the adequate conventions of the genre and the cohesive and coherent elements needed for the reader to be able to understand it.

- To understand general and specific information of oral texts about tips when planning a cheap vacation.
- To use new technologies in order to search for information about tips on how to plan a holiday when travelling on a budget.
- To use the appropriate lexical, grammatical and discursive methods to explain their classmates their tips for a future trip.
- To use *modal verbs* in English in order to self-correct their oral and written productions and to give tips when planning a cheap vacation (oral presentation and guide).
- To show initiative and interest for the learning when looking for information about holiday planning.

Contents

This Learning Unit will cover the following contents that have been specified drawing on the curricular contents of the Aragonese Curriculum for the 4th year of Secondary Education:

Block 1. Listening, speaking and pronunciation

- Understand talks about topics related to the students' interest such as holiday planning.
- Understand and produce spontaneous messages in face-to-face communication about topics related to trips and holiday planning.
- General comprehension and comprehension of the most important data of oral texts such talks or speeches appropriate for the student's ability
- Spontaneous involvement in communicative situations inside the classroom about the topics viewed in class using the adequate communicative conventions.

- Production of correct oral communication about the topics presented in the Learning Unit.

Block 2. Reading and writing

- General comprehension and identification of specific information contained in authentic texts about topics of their interest related to the topic of the Learning Unit and adequate to the students' abilities.
- Use different sources, in paper or digital form, in order to expand the students' knowledge about the Learning Unit's topic.
- Identification of the author's intention through the use of verbal and non-verbal elements.
- Use the adequate register taking into account the reader to whom the text is addressed (formal or informal).
- Write a guide using the structures viewed in class and with the correct vocabulary and appropriate coherence and cohesion.
- Use correct spelling and punctuation marks when facing the task of writing a text.

Block 3. Language awareness and reflections on learning

- Use and understanding of structures and functions appropriate to different situations in communication.
- Knowledge of the grammar structures and expressions presented in the Learning Unit
- Apply different strategies to acquire the vocabulary of the present Learning Unit.
- Develop strategies that allow group work and cooperative learning in different situations through the different group activities proposed in class.
- Demonstrate a positive attitude towards the mistakes made in classroom activities in order to overcome difficulties.

- Confidence to express themselves in front of an audience during the oral presentations that the Learning Unit contains.

Block 4. Sociocultural aspects and intercultural awareness

- Value the importance of the foreign language as a tool to communicate and establish international relations.
- Use adequate linguistic structures of the concrete communicative situations that the Learning Unit proposes.
- Initiative and interest on the realisation of communicative exchanges with learners and speakers of the foreign language, using digital or paper mediums.
- Value the personal improvement when getting into contact with different cultures or people.

Methodology

The methodology of this Learning Unit is based on the *Orientaciones Didácticas* of the Aragonese Curriculum. These orientations state that the methodology has to be appropriate to the outlined objectives. Moreover, methodology has to follow a global approach in the treatment of contents and the teaching-learning process, offering the student the possibility to develop all the competences of the subject in an integrated way.

Communicative Language Teaching approach will be followed. The development of the communicative competence will require the involvement in real communication situations. Activities in class will be based on communication in the foreign language, offering opportunities for real interaction. Students will be working in groups most of the time, establishing face-to-face interaction. Heterogeneous groups will be formed by the teacher, trying to mix high-level students with low-level students whenever it is possible. The students will be working in their groups during the whole Learning Unit. There will also be teacher-student interaction along some of the activities in the sessions proposed. Metacommunicative tasks will be related to the

communicative needs and will have at least some of the characteristics of real communication, such as a communicative purpose and negotiation of meaning.

The different tasks that will be carried out in the present Learning Unit should be as varied as possible and oral and written texts should be similar to the ones students use in their own language. Authentic texts are preferred over the ones specifically designed for language teaching. Improvised output will be alternated with prepared one, in order to develop both, fluency and complexity and correction.

Methodology will promote a flexible framework for action in order to satisfy the students with different learning styles, different knowledge and ability, and different personality, motivation, values, beliefs, etc. In order to attend to diversity, the teacher will act as a facilitator in the decision making process encouraging students to reflect about the learning process. The lessons will be organised around the needs and interests of the students.

Cooperative work will have a key role in the development of the Learning Unit objectives, allowing students to learn from their classmates and to cooperate with other in order to learn better with the objective of the fulfilment of the final task. This kind of work will also promote the development of the personality, the attitudes of respect and solidarity and it will have an impact on the students' relations inside the classroom. Kagan's principles will be followed, and some techniques will be used (i.e. Stand Up, Hand Up, Pair Up). Whole Brain Teaching routines will be implemented alongside the sessions of the Learning Unit (i.e. Teach-Okay).

To sum up, the fact that this subject is conformed by a series of competences makes it necessary to apply a global methodology focused in the learning process, facilitating the attention to diversity, and stimulating the active involvement of the students.

Evaluation of teaching and learning process

In order to know if the teaching and learning process is effective different techniques will be implemented. Students will be asked to do a one minute paper during one of the sessions contained in the Learning Unit. They will also be required to use one of the Whole Brain Teaching routines, Teach-Okay, to check understanding with peers during another session (students will carry out this routine with their shoulder partner).

Evaluation criteria and Assessment Tools

The evaluation of the present course plan will be based on the curricular evaluation criteria present in the Aragonese Curriculum. These are the indicators:

- To understand general and specific information of oral text including talks about tips when travelling on the cheap.
- To participate in conversations related to the Learning Unit's topic.
- To use the adequate strategies of communication when producing oral messages in the second language.
- To understand the general and specific information of different types of written texts including blog articles or information in web pages dealing with the topic of travelling and holiday planning.
- To write a guide indicating tips to travel on the cheap taking into account the different structure and conventions of the genre.
- To use new technologies in order to search for information about the topic of the Learning Unit.
- To show interest in the second language and its culture by participating actively in the activities proposed in the lessons (Cultural and artistic competence).
- To be part of the learning processes within the classroom, acting in an autonomous way in order to develop their own learning.
- To use their own knowledge of the grammar in order to correct their own productions when participating in conversations, giving oral presentations and writing different kinds of texts.

In order to assess the students two rubrics will be used (See Appendix 0 for the rubrics). Rubric 1 will assess the groups' oral presentations. The audience will be given this rubric in order to peer-assess the rest of the groups. Rubric 2 will assess the students' guide. The teacher will use the two rubrics whereas the students will only use Rubric 1. The guide will have a value of a 60% of the final mark, and the oral presentation will have a value of a 30% of the final mark. Students participation in the activities proposed in class will have a value of a 10% of the final mark. Participation will be assessed by means of teacher's observation.

LESSON PLANS

Lesson Plan 1: Overview		
Grade: 4 th ESO	Number of students: 20	Length: 55 minutes
Objectives <ul style="list-style-type: none">● To read getting the general and the specific ideas of written text dealing with holiday planning.● To produce correct and short oral messages and small talks about the main ideas contained in a written text dealing with holiday planning.● To present useful vocabulary about the topic.		
Expected Learning outcomes <p>At the end of the session students will be able to:</p> <ul style="list-style-type: none">● Understand and work with written texts of different complexity dealing with holiday planning.● Carry out a brief presentation about one of the text viewed in class, focusing in its most important aspects to bear in mind when planning a trip.● Identify useful vocabulary and expressions dealing with the topic.		
Activities		
<p>- Pre-task / Timing: 15 minutes</p> <ul style="list-style-type: none">● <u>Activity 1. Warm-up</u><ul style="list-style-type: none">- The teacher asks the students about the different countries and places they have visited and the trips they would like to do in the future. The students reply telling their own experience.- The teacher asks the students if they have the opportunity to plan their holidays when they travel with their family and friends. Students reply with their own experience. <p>Teacher talk for Activity 1: The teacher opens the class commenting on the possibilities of travelling abroad. He/she encourages the students to comment on the particular experiences they had in past trips and also on the ideas they have for following journeys. <i>“Tell me about the places you have visited, where have you been?”</i>, <i>“What are your ideas for future trips?”</i>, <i>“Would you recommend me any special destination?”</i></p> <ul style="list-style-type: none">● <u>Activity 2. Introducing the project</u><ul style="list-style-type: none">- The teacher will explain the students that they will perform a final task consisting on an oral presentation of a designed guide to travel on the cheap. He/she will also tell the students that the project will be carried out in groups of four students, who will be working together during the whole Learning Unit.- The teacher will ask the students if they know how to prepare a trip. Students will reply with their different opinions and ideas. <p>Teacher talk for Activity 2: The teacher will link the students’ replies to the last question and he/she will explain that they have the opportunity to design a travel guide, but in this case with the objective of saving money when travelling. The teacher will explain the procedure that it is going to be followed and he/she will tell the students that they will have to do a final task consisting on an oral presentation</p>		

of the guide they are going to design. Then the teacher will encourage the students to share their ideas on how to plan a trip. *“Imagine that you have the chance to create a guide to travel, it will need to contain tips to travel on the cheap”*, *“I am going to divide you in groups of four to do the project”*, *“Do you know the stages to follow when planning a trip abroad?”*

- **Task / Timing: 25 minutes**

● **Activity 3: Reading comprehension**

- The teacher will bring to the class three different texts about how to plan a short holiday. (see Appendix 1 for the texts). The texts will be different in complexity, so difficult texts will be assigned to groups with higher English level and easier texts will be assigned to groups with lower English level. Students are not told that the texts are different.

- Students will read the text assigned to their group and they will do the activities in groups.

Teacher talk for Activity 3: The teacher will move to the central task of the session. He/she will give each group a text about how to plan a short holiday trip. The teacher will explain to the students that they have to read the text in their groups, and he/she will encourage them to identify vocabulary and expressions that can be useful for their final task. Then the teacher will remind the students that the texts contain different activities and they have to do them in their groups. *“You are going to read a text about how to plan a holiday”*, *“Read them aloud in your groups and then do the activities”*, *“Take into account that there are some expressions that may be useful for your project”*.

- **Post-task / Timing: 15 minutes**

● **Activity 4: Brief oral presentation**

- The students are required to prepare a short oral presentation (3 minutes) on the text they have worked on during the session.

Teacher talk for Activity 4: The teacher will move now to the post-task. He/she will explain the students that they have to prepare a brief oral presentation about the text they have read within their group, focusing on the most important aspects to bear in mind when you are planning a trip. *“Now you have five minutes to prepare a short oral presentation about the text you have read”*, *“In your presentation you should focus on the most important aspects to take into account when you are planning a trip”*.

Assessment and feedback

- The exercises carried out by the students in the different activities will be corrected in class. The teacher will ask for volunteers to correct the exercises. Students will have to raise their hands to answer.

- The teacher will comment on the possible mistakes that the students make during their oral presentations after hearing all the groups' presentations.

Lesson Plan 2: Overview		
Grade: 4 th ESO	Number of students: 20	Length: 55 minutes
<p>Objectives</p> <ul style="list-style-type: none"> ● To present audiovisual texts dealing with holiday planning when travelling on a budget. ● To learn how to use modal verbs in order to give advice and tips when travelling abroad on the cheap. ● To produce correct and short oral messages and small talks about the grammar topic of the session (modal verbs). <p>Expected Learning outcomes</p> <p>At the end of the session students will be able to:</p> <ul style="list-style-type: none"> ● Use modal verbs and identify them in audiovisual texts about holiday planning and tips when travelling. ● Understand audiovisual texts (videos) dealing with tips when travelling on the cheap. ● Produce short conversations and discussions about the use of modal verbs in English 		
Activities		
<p style="text-align: center;">- Pre-task / Timing: 5 minutes</p> <ul style="list-style-type: none"> ● <u>Activity 1. Warm-up</u> <p>- The teacher asks the students if they have any doubts regarding vocabulary about the texts they worked on the previous day. He/she asks them to write a short list with the vocabulary and expressions they saw the previous day in class. The teacher makes students aware that it can be really useful for the final task they are required to do at the end of the unit.</p> <p>Teacher talk for Activity 1: The teacher will begin the session by asking the students if they have any vocabulary doubts about the activities they did the day before. <i>“Do you have any doubts about the vocabulary and expressions about holiday planning we saw yesterday?”</i>. Then, he/she explains the students’ doubts if there are any. Next, the teacher tells the students to make a short list with the vocabulary and expressions they remember from the previous class. <i>‘Now, you have to make a three-minute** list in which you should write the words and expressions related to holiday planning that you remember from yesterday’s class’</i>. Then teacher will tell students that this list can be very useful for their final task. <i>“Please, remember that this list can be very useful for you in the future, when you will have to do the final task”</i>.</p> <p style="text-align: center;">- Task / Timing: 40 minutes (Grammar activity, 30’ + Video activity 10’)</p> <ul style="list-style-type: none"> ● <u>Activity 2. Grammar Activity</u> <p>- The teacher plays a short clip of the video (2’26” – 3’09”) <i>‘Travel Tips: How to travel for FREE’</i> available in YouTube (See Appendix 2 for the link of the video). This video is the second part of the video that the students will be working on during this session. The clip contains several modal verbs that the girl uses in order to give advice and tips when travelling abroad on the cheap.</p> <p>- The teacher will ask the students what kind of grammar the girl uses. Students’ answer will be modal verbs.</p>		

- The teacher will then assign to each group a type of modal verb (ability, permission, possibility, advice and obligation and prohibition) creating five groups of experts (Jigsaw technique). Each group will work on the characteristics and use of the type of modal verbs they have been assigned. After the group of experts' discussion the teacher will give each group a handout containing the infographic with the characteristics and uses of the type of modal verbs they have been assigned. This could be considered as a kind of reward to the students because they have thought about the grammar points of the lesson (See Appendix 2 for the infographics)
- The teacher creates different groups now in which there are members of all the previous groups of experts, so that each new group contains a member that has worked on a different type of modal verb. Each student explains to the rest of the group's members the characteristics and use of the type of modal verbs they are experts on.
- The students go back to their groups of experts and they comment on the characteristics and usage of all the types of modal verbs.
- Inductive approach to grammar is used.

Teacher talk for Activity 2: The teacher will move now to the grammar teaching of the session. He/she will play the short video and will ask the students what kind of grammar the girl uses, *"What kind of grammar does she use?"*, *"Well done, modal verbs!"*. Then the teacher will carry on with the Jigsaw technique explained above, *"Now you are going to work in groups of experts, I want you to think about the characteristics and use of the modal verb's type you have assigned"*, *"In this new group explain to your classmates the characteristics and use of the modal verb you were assigned in the groups of experts"*, *"Now in your group of experts comment on the different characteristics and usage of all the different types of modal verbs"*.

● Activity 3: Video (Part 1)

- The teacher tells the students that they are going to watch a video entitled: *'How to Budget Travel Part 1'* available in YouTube (See Appendix 2 for the link and exercise 1). The teacher asks the students to take notes focusing on the modal verbs that the video contains while they are watching it. After they have watched the video they share their notes on modal verbs with the rest of the group's members.

Teacher talk for Activity 3: The teacher will tell students that as the final part of the lesson, they are going to watch a video called *'How to Budget Travel'*, which is about tips on how to travel on the cheap. It is not said to them that this is the first part of the video as they will do a later activity with the second part. *"Now, you are going to watch a video that contains useful tips to save money when travelling."* The teacher will also ask students to notice when and how modal verbs are used and to take notes during the video. *"Pay attention to how modal verbs are used in the video and take notes while watching it"*, *"Comment on the use of modal verbs with your group"*.

- **Post-task / Timing: 10 minutes**

● Activity 4: Teach-Okay

- The teacher divides the students into pairs (Student 1 and Student 2). He/she will explain the students what this technique consists on. 'Teach-Okay' will be focused on the grammatical aspects that the students learnt during the session.

Teacher talk for Activity 4: The teacher will put the students in pairs, and he/she will tell them to number themselves (1/2). Then the teacher will clap two times and say "Teach". The students

will have to clap two times and reply “Okay”. Students will turn to each other (in their pairs/shoulder partners) and tell to their classmate what they have learnt about the use of modal verbs in English during the session.

Assessment and feedback

- Students give feedback to each other concerning the use of modal verbs in English. They will also receive feedback by means of the infographics given by the teacher. If they have any doubts they will be solved by the teacher.
- Students give feedback to each other on the comments about the modal verbs that appear in the first part of the video watched during this session.
- Teach-Okay.

Evaluation of teaching and learning process

The learning process of the students will be evaluated by means of the Whole Brain teaching routine ‘Teach-Okay’.

Lesson Plan 3: Overview		
Grade: 4 th ESO	Number of students: 20	Length: 55 minutes
<p>Objectives</p> <ul style="list-style-type: none"> ● To acquire vocabulary about the different types of accommodation when travelling abroad. ● To present useful vocabulary about the topic. ● To present some important tips to take into account when travelling on a budget ● To establish face to face communication about the topic both within their groups and with the rest of the class and the teacher. <p>Expected Learning outcomes</p> <p>At the end of the session students will be able to:</p> <ul style="list-style-type: none"> ● Use accommodation vocabulary to decide where to stay when going on holidays. ● Identify useful vocabulary from the texts, both oral and written, given to use in their final project. ● Understand audiovisual texts dealing with the tips when travelling on the cheap. ● Have short conversations about holiday planning vocabulary and tips to take into account when going on holidays. 		
<p>Activities</p> <p style="text-align: center;">- Pre-task / Timing: 15 minutes</p> <ul style="list-style-type: none"> ● <u>Activity 1. Warm-up</u> <ul style="list-style-type: none"> - The teacher asks the students if they have any doubts about the grammatical features viewed in the last session (modal verbs). If there is any doubt the teacher will try to solve it. - The teacher asks the students to remember and say any of the tips that the video viewed in the last session mentioned. The students raise their hands to give their opinions on the topic. - The teacher asks the students to think about their own tips within their project groups. Then he/she will ask them to share their new tips with the rest of the class. - The teacher will ask the students what kind of vocabulary and expressions do they know about the topic (planning holidays/travelling on the cheap). Then he/she will explain them that the aim of the class is to acquire new vocabulary related to the topic. <p>Teacher talk for Activity 1: The teacher will open the class by asking the students if they have any doubts regarding the use of modal verbs in English. If they have any doubts the teacher will ask the students to comment them and he/she will solve them to make sure that they all know how to use modal verbs in their final project (guide and oral presentation). <i>“Do you have any doubts about the modal verbs we saw in the last class?”</i>, <i>“Remember that you have to use modal verbs in your presentation”</i>.</p> <p>The teacher will now recall the students’ attention towards the video they saw in the previous session. He/she will encourage the students to share any of the tips they found more interesting, remembering that they have to raise their hands to give an answer. Then the teacher will ask the</p>		

students to work in their groups and think about their own tips encouraging them to share their notes with the rest of the classmates arguing that it can be a good experience because they can listen to tips they didn't think about and because they can help other students with their own ideas. *"Did you like the video we watched yesterday? What was it about, do you remember?"*, *"Tell me some of the tips that called your attention"*, *"Now in groups I want you to find new tips that can be useful for your projects"*

In order to put an end to the warm-up the teacher will move now to the words and expressions the students need to use in their final projects. He/she will ask the students if they can tell some important words that can be useful for their guide (accommodation, etc.). After hearing the students' ideas the teacher will tell them that they are going to do a series of activities in order to acquire useful vocabulary for their projects. *"We are talking all the time about holiday planning and travelling on the cheap, what kind of vocabulary are you going to use?"*, *"Can you tell me any useful words for your projects?"*, *"If you are not sure about the kind of vocabulary you are going to use I hope after this class you can have a clearer idea"*

- **Task 1 / Timing: 15 minutes**

● **Activity 2. Vocabulary (Reading + Matching)**

- The teacher will ask the students about the types of accommodation they know. He/she will tell the students to think which is the cheapest and the most expensive accommodation place. Then he/she will ask the students about their favourite accommodation place. After this introduction the teacher will ask the students to read the text (See Appendix 3 for the text).
- After reading the text the teacher the students will be required to do the matching activity. They will have to match accommodation words with their definition. (See Appendix 3 for the matching activity).

Teacher talk for Activity 2: The teacher will now move to the vocabulary activity. He/she will request the students to think about the kind of accommodation places they know, thinking about the cheapest and the most expensive one. He/she will ask students to read Exercise 1 and talk about the questions proposed. Then the teacher will call the students' attention towards the text on accommodation, asking them to read it. The teacher will tell the students that they are going to carry out these activities in their groups but individually. Once the students have read the text the teacher will ask them to do the matching activity that appears in the handout, explaining the students that they have to match each of the words that appear in the right column with the definitions that appear in the left and reminding them that all the words are present in the text. *"I want you to think about possible accommodation places when you go on holidays. Which one is the cheapest? and the most expensive?"*, *"Now read the text and pay attention to the words that refer to accommodation"*, *"Now I want you to match the words in the right with the definitions in the left"*.

● **Activity 3: Vocabulary (Gap- filling)**

- The teacher will point now to the gap-filling activity (See Appendix 3 for the activity). The students will have to fill in the gaps with some of the words that appear in the text.

Teacher talk for Activity 3: The teacher will move now to Exercise 2 in the handout. He/she will explain the students that they need to fill the gaps of the sentences that appear in the

exercise with the words from the box. The teacher will remind them again that they must do this activity individually. *“Now read exercise 2, you have to fill in the gaps with a suitable word from the box”*.

Comment: Students will do these two activities in their groups but individually.

- **Task 2 / Timing: 15 minutes**

● **Activity 4: Video (Repetition of Part 1)**

- The teacher tells the students that they are going to watch again the video they watched in the previous session entitled: ‘*How to Budget Travel Part 1*’ available in YouTube (See Appendix 3 for the link and exercises). The teacher asks the students to take notes while watching it because they will have to do an exercise after the video.
- The teacher will ask the students to comment their answers in their groups.
- The teacher will correct the Exercise 4 (See Appendix 3). He/she will ask for volunteers. Students will share their ideas with the rest of the class.

Teacher talk for Activity 4: The teacher will tell the students that they are going to watch the first part of the video again. *“Do you remember the video we watched yesterday? we are going to watch it again”*. The teacher will encourage the students to take notes about the vocabulary that appears in the video and then he/she will ask the students to do the Exercise 4 consisting on filling a table with vocabulary and expressions from the video and also with their own vocabulary. *“Take notes while watching the video, focus on the vocabulary”*, *“Now fill in the chart with vocabulary from the video and with your own vocabulary and expressions about the topic”*.

- **Post-Task / Timing: 10 minutes**

● **Activity 5: One-minute paper**

- Students will take a one-minute paper at the end of the lesson. They will have to write their names on a separate sheet of paper. The students will be requested to answer the following questions:
 1. What are the most relevant aspects of the session in your opinion?
 2. What are the least relevant aspects of the session in your opinion?
 3. In your opinion, what is the most important aspect that you have learnt during this session?

Teacher Talk for Activity 5: The teacher will tell the students that they are going to do a one-minute paper. The teacher will explain them what a one-minute paper is. He/she will ask the students to write their names on a sheet of paper and to answer the questions mentioned above. *“Put your names on a separate sheet of paper”*, *“Individually, answer the following questions...”*

Assessment and feedback

- The teacher will correct the activities once the students have finished. The teacher will ask for volunteers (raising hands) to correct all the exercises.
- Students fill in the chart related to the video individually. Then they share their answers within their group giving feedback to each other and then they share their ideas with the rest of the

class, giving and receiving feedback to and from the rest of the groups.
- One-minute paper

Evaluation of teaching and learning process

The learning process of the students will be evaluated by means of doing a one-minute paper

Lesson Plan 4: Overview		
Grade: 4 th ESO	Number of students: 20	Length: 55 minutes
<p>Objective</p> <ul style="list-style-type: none"> ● To make visual representations without using words. ● To present audiovisual texts dealing with tips when travelling on a budget. ● To establish face to face communication about the topic both within their groups and with the rest of the class and the teacher. <p>Expected Learning outcomes</p> <p>At the end of the session students will be able to:</p> <ul style="list-style-type: none"> ● To perform visual representations about audiovisual texts without using words. ● To understand audiovisual texts dealing with tips when travelling on the cheap. ● To have small chats about the topic during face to face interaction. ● To perform a role-play giving and asking for advice when travelling on the cheap. 		
Activities		
<p style="text-align: center;">- Pre-task / Timing: 15 minutes</p> <ul style="list-style-type: none"> ● <u>Activity 1. Warm-up</u> <ul style="list-style-type: none"> - The teacher will ask the students if they think the video they watched in the previous session has a second part. Students will share their ideas with the class. They will have to perform a visual representation of how they think the video will continue without using words. - The teacher gives the students five minutes to prepare their representation within their groups. He/she tells the students they can move around the class, draw pictures on the blackboard, perform mimics, etc. <p>Teacher talk for Activity 1: The teacher opens the class recalling the students’ attention towards the video they watched in the previous lesson. He/she asks the students if they think it has a second part. <i>“Do you think that the video we watched in the previous session has a second part?”</i> Then the teacher will request the students to make a visual representation on how they imagine that the second part of the video will deal with. <i>“Imagine that it has a second part, I want you to make a visual representation of it, but you can’t use words!”</i></p> <p style="text-align: center;">- Task / Timing: 20 minutes</p> <ul style="list-style-type: none"> ● <u>Activity 2: Video (Part 2)</u> <ul style="list-style-type: none"> - The teacher will play the second part of the video and he/she will ask the students to take notes within their groups while watching it. - The teacher will call the students’ attention towards Exercise 1 (See Appendix 4 for the exercise and the link of the video). The students will have to answer the questions that appear in the exercise and they will have to comment their answers in their groups. The teacher gives some time to the students to comment the video within their groups, letting them know that 		

they can use some of the tips that appear in both videos to make their guide. After that the teacher will encourage the groups to share their comments with the rest of the class.

-Then the students contrast the opinions and ideas they had about the second part of the video before watching it with the actual video they have just watched. The teacher asks for volunteers to comment on the possible similarities and differences. Students share their ideas with the rest of the class raising their hands before answering the teacher's questions.

Teacher talk for Activity 2: The teacher will let the students now that actually there is a second part of the video. *“Do you think that the video has a second part?”*, *“What kind of tips would you include in a hypothetical second part?”*. Then the teacher will play the second part of the video, telling the students that they have to take note of the tips they find more interesting while watching it. *“Actually the video has a second part, do you want to watch it?”*, *“Take notes about the tips you find more interesting”*.

After having played the video the teacher will tell the students to focus on Exercise 1 in the handout. The students will have to answer the questions of the exercise and they will comment their replies within their groups. The teacher will tell them that they can use any of the tips that they've noted down in their final project. After the teacher will ask the groups to choose a representative in order to share the group's impressions with the rest of the class. *“Now I want you to comment the video in your groups using the questions in exercise 3”*, *“Remember that you can use any of the tips that appear in the two videos to do your guide”*, *“Now we are going to comment the group's impressions. Please choose a representative and share your ideas”*.

The teacher asks the students to contrast their previous ideas about the second part of the video with the ideas that are presented in the video itself. *“Contrast your previous ideas with the tips and facts that the video presents”*, *“Have you found any coincidence with the video?”* *“Who wants to share their own ideas with the class?”*

- **Post-task / Timing: 20 minutes**

● **Activity 4: Role Play**

- The teacher tells the students that they are going to perform a role-play (Exercise 2 in the appendix). The teacher divides the students in random pairs by using Stand Up, Hand Up, Pair Up strategy. The teacher reminds the students how it works.
- The teacher explains the students the role-play activity (See Appendix 4 for the exercise).
- The students prepare the role-play in their pairs, and then they perform it.
- A random pair comes to the front of the class and repeats the performance.

Teacher talk for Activity 4: The teacher will tell students they are going to perform a role-play. *“Now we are going to do a role-play activity”*, *“Do you remember Stand Up, Hand Up, Pair Up? Let's use this strategy to form the pairs”*, *“One of you will be student A and the other one will be student B”*, *“follow the instructions on the cards and perform the role-play”*, *“any volunteers to repeat the performance in front of the class”*.

● **Activity 5: Homework**

- The teacher will give the students both, the two rubrics (See Appendix 0 for the rubrics) to assess their oral presentations and guides and the template (See Appendix 4 for the template /

- one template for each group) the students need to fill in before starting to write their guide.
- The teacher asks the students to divide the parts of the template within their groups, so that each member of the group will be working in one aspect of the template. (All the members of the group search for information about the last point of the template ‘*On your own*’.
 - The teacher asks the students to read the rubrics at home, so that they know how they are going to be assessed.
 - The teacher asks the students to search for information at home in order to fill in their template, reminding them that each member of the group has to search information for one aspect.
 - The teacher asks the students to search for pictures and bring them to the next session.

Teacher talk for activity 5: *“I am giving you the rubrics to assess your presentation and guide, and also the template to fill in before writing the guide”, “read the rubrics at home and let me know if you have any doubts in the next session”, “Search for information at home in order to fill in your template”, “Bring some pictures you want to include in the guide for the next session”.*

Assessment and feedback

- The exercise related to the video carried out by the students will be commented in class. Students will give feedback to each other while commenting the video within their groups. The teacher will ask for volunteers to share their group’s ideas, giving feedback to the students who answer. Students will have to raise their hands to answer.
 - The students will give feedback to each other while performing the role-play. Then the teacher will choose a pair to perform the role-play in front of the class, giving feedback to them. Students will also give feedback to this pair.

Homework

- Read the rubrics at home.
- Search for information about the aspect of the template chosen in order to fill it in in the next session.
- Search for pictures they want to include in their guide and bring them to the next session.

Lesson Plan 5: Overview		
Grade: 4 th ESO	Number of students: 20	Length: 55 minutes
<p>Objectives</p> <ul style="list-style-type: none"> ● To present the structure and contents of guides dealing with tips to take into account when travelling. ● To introduce peer assessment techniques. ● To peer-revise their written drafts and edit them in order to create the final guide. <p>Expected Learning outcomes</p> <p>At the end of the session students will be able to:</p> <ul style="list-style-type: none"> ● Write a guide containing useful tips to take into account when travelling on the cheap. ● Structure their written guides following the conventions given by the teacher. ● Assess their peers' written composition objectively, correcting the mistakes that the written compositions may have. 		
<p>Activities</p> <p style="text-align: center;">- Pre-task / Timing: 10 minutes</p> <ul style="list-style-type: none"> ● <u>Activity 1. Warm-up</u> <p>- The teacher asks the students to share the information about each of the guide's facts within their group.</p> <p>- The students fill in the five aspects of the template with the information they found at home and with all the ideas they have generated during the previous sessions.</p> <p>Teacher talk for Activity 1: <i>“Sit down in your groups, share with your group mates the information you found and fill in the template using that information”, “Remember that you can use any of the information and tips viewed in the last sessions for your guide”</i></p> <p style="text-align: center;">- Task (Writing process) / Total timing: 45 minutes</p> <ul style="list-style-type: none"> ● <u>Activity 2: Structuring (Timing: 5 minutes)</u> <p>- The teacher will explain the students how to structure the guide. The teacher will tell the students that the guide should be structured in a coherent way, using paragraphs and the adequate linkers they have already seen in previous Learning Units (each of the aspects that the template contains should be transformed into a different paragraph written with the tips that the students have selected for their guide). The teacher will remind the students to use modal verbs, both in the guide and in the oral presentation). He/she will also remind the students that guides contain pictures in order to help the reader and make the text more visual. Students should include the pictures they brought to class in their guide. Students will be told that all the ideas viewed along the Learning Unit can be useful and should be taken into consideration when writing their guide.</p> <p>Teacher talk for Activity 2: <i>“Today you are going to write the final guide with tips to travel on the cheap”, “What do you think that guides look like?”, “Your guide should include</i></p>		

pictures to make the text more attractive and it should be structured into different paragraphs”, “Please, make coherent paragraphs using the linkers you know. Each point of the template should be transformed in one paragraph”, “Use modal verbs to give the tips you want to include in your guide”, “Remember that everything that we have seen in this Learning Unit can be useful for your final guide”.

● **Activity 3: Drafting (Timing: 15 minutes)**

- Once the teacher has explained the structure of the guide students will gather into their groups of works to start writing the draft from the ideas they wrote down in the template, taking also into account all that has been seen during the Learning Unit.
- The teacher will ask the students to use different colours when writing their group’s draft. Ideally each student will write about the aspect of the template that he/she has prepared at home.

Teacher talk for Activity 3: *“Now I want you to work on your drafts. In your groups start writing the first draft”, “Take the ideas you included in the template and form coherent paragraphs”, “Use any of the previous ideas and tips that we have seen in the previous sessions”. “Use different pen colours to write your draft, so I can see that each one of you has participated in the project”.*

● **Activity 4: Revising and editing (Timing: 15 minutes)**

- The teacher will ask the groups to give him/her the draft they have written. Then the teacher will give to each group a draft they have not written.
- The teacher will tell the students that they have to correct the draft given cooperatively in their group work. One member of the group reads the draft aloud and then the group corrects the possible mistakes it may contain.
- The teacher collects the drafts with the corrections made by the groups and gives them to the corresponding groups.
- The groups edit their drafts taking into account the corrections made by their peers.

Teacher talk for Activity 4: *“Give me your drafts so I can give them to a different group that is going to revise it”, “I have just given you a draft written by another group, I want you to revise them and comment on the possible mistakes it may have”, “One member of the group is going to read the text and then you will correct the possible mistakes”, “Give me the drafts back, so I can give them to their owners”, “Edit your draft with the corrections made by your classmates”.*

● **Activity 5: Creating the final guide (Timing: 10 minutes)**

- The teacher will bring to class different poster boards and he/she will give one to each group.
- The teacher will ask the groups to write their final guides on the poster boards using the paragraphs they wrote in the draft (the paragraphs have been corrected by peers), maintaining the different pen colours. He/she will also tell the students to glue the pictures to the poster board to create the final guide.

Teacher talk for Activity 5: *“I brought some poster boards to write your guide on them”, “Write your paragraphs and remember to use the same pen colour you used when writing the draft”, “Add the pictures you brought to create the final guide”.*

Assessment and feedback

- Peer assessment is introduced, as the students will correct a different draft from the one they wrote within their group. Students give feedback to each other by means of the corrections made in the drafts.

Lesson Plan 6: Overview		
Grade: 4 th ESO	Number of students: 20	Length: 55 minutes
<p>Objectives</p> <ul style="list-style-type: none"> ● To produce correct oral messages about the different tips to take into account when travelling on a budget. ● To assess oral presentations of peers by means of a rubric. <p>Expected Learning outcomes</p> <p>At the end of the session students will be able to:</p> <ul style="list-style-type: none"> ● Carry out an oral presentation about the guide, focusing on its most important aspects to bear in mind when travelling on the cheap. ● Assess their classmates' oral presentations objectively using a rubric. 		
Activities - Timing: 55 minutes		
<ul style="list-style-type: none"> ● Activity: Rehearsal (5 minutes) The teacher will give the students five minutes to practise their oral presentation within their groups of work. <p>Teacher talk for rehearsal: <i>“You are going to have five minutes to practise your oral presentation”, “Make the most of it!”.</i></p> <ul style="list-style-type: none"> ● Activity: Oral presentations In this session groups will present their guides making oral presentations. Each group will have ten minutes to talk and to present their guide to the rest of the class. The teacher will remind the students that the oral presentations will be recorded. <p>After the presentations the students will put all the guides together to make the wall.</p> <p>Teacher talk for oral presentations: <i>“As you know today it’s time for the oral presentations”, “Remember that you have ten minutes to present your guide to the rest of the class”.</i> <i>“I’m giving you a rubric to assess your classmates’ presentations, you have to evaluate the group as a whole”, “I am going to record all the presentations”.</i></p>		
Assessment and feedback		
<ul style="list-style-type: none"> - Students will be given a rubric 1 (See Appendix 0) to assess the oral presentations of the other groups. - The teacher uses the same rubric to evaluate the oral presentation of each group. In both cases the rubrics are used to assess the group’s performance, not the individual participation of each person in the group. - The teacher uses rubric 2 (See Appendix 0) to assess each of the guides made by the groups. 		
Homework		
<p>The teacher will ask the students to prepare the QR-Codes corresponding to the recording of each oral presentation made by the teacher. (Students are expected to know how QR-Codes are made, as they have used this procedure in previous Learning Units). Students will be told that the QR-Codes will be added to the wall made with the guides.</p>		

CONCLUSIONS

As mentioned in the introduction this Learning Unit is sequenced following a Task Based Approach. The whole Learning Unit is oriented towards the fulfilment of a final task, with a clear communicative purpose. It deals with the topic of holiday planning and how to save money when travelling. Precisely this could be one of the biggest strengths of the Unit. Nowadays travelling can be considered as a common interest among people, especially among teenagers and youngsters. The current economic situation is forcing us to find new ways to save money while travelling. Expenses need to be taken into consideration, and it is interesting to make students think about the possible tips that may be useful to follow when travelling on the cheap. The Learning Unit will be implemented right before Easter holidays, which can be considered as a clear asset. Students will have the opportunity to use some of the information presented in the Unit to plan their future holidays reducing the costs of the expenses.

The fact that the Learning Unit is designed towards a final task could also be considered as a strength. All the sessions have a common thread oriented to the achievement of the final task. This will reinforce the students' attitude during the previous sessions, as each lesson will contain useful and helpful information to add in their final task, keeping their motivation and interest high. In addition cooperative learning will be introduced along the whole unit, allowing the students to share their opinions and ideas and making them learn from each other.

Authentic materials are included in the Learning Unit. Students may find these kinds of materials more interesting and challenging than others. It may be easier for students to assimilate information coming from these kind of materials as they will probably deal with their interests, even more when the topic developed in the Unit gives them real information and notions to save money when travelling. The fact that the students have participated in exchange programmes coordinated by the school as well as

their experience travelling both with their family and friends makes the topic even more interesting and appealing.

The process of designing this Learning Unit has helped us to learn how to structure and introduce different lesson plans within a Unit. During the semester different lesson plans have been designed, but they were isolated. This time a whole Learning Unit has been designed, consisted on six lesson plans that have been integrated into it following a logical sequence. As the Unit is oriented to the fulfilment of a final task we have learnt how to structure it in order to follow a coherent sequence of events with the purpose of making students aware that all the activities done in class will be useful for the final task itself. We have also learnt to use ICTs and to implement them in the Secondary Education classroom (QR-Codes and infographics).

REFERENCES

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

Orden de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de la Educación secundaria obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad autónoma de Aragón.

APPENDIX

Appendix 0 - Rubrics

RUBRIC 1: Rubric to assess the groups' oral presentations. Both peer-assessment and assessment by the teacher.

CATEGORY	4	3	2	1	SCORE
Content	The group shows a full understanding of the topic. Contents are perfectly organised and structured.	The group shows a good understanding of the topic. Contents are well organised and structured.	The group shows a good understanding of parts of the topic. Contents are poorly organised and structured.	The group does not seem to understand the topic very well. Contents are not organised and they are not well structured.	
Enthusiasm	The members of the group use facial expressions and body language to generate a strong interest and enthusiasm about the topic in others.	The members of the group use facial expressions and body language sometimes to generate a strong interest and enthusiasm about the topic in others.	The members of the group use facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	The members of the group make very little use of facial expressions or body language. They do not generate much interest in the topic being presented.	
Time-Limit	The oral presentations sticks to the time given (10 minutes)	The oral presentation is one or two minutes longer/shorter	The oral presentation is five minutes longer/shorter.	The oral presentation does not stick to the time given. (more than five minutes longer/shorter)	
Vocabulary	The group uses appropriate vocabulary for the audience. The group uses plenty of the words viewed during the previous sessions.	The group uses vocabulary appropriate for the audience, but only some words among the ones viewed in the previous sessions.	Vocabulary is not as appropriate as it should be. The group makes a slightly use of the vocabulary and expressions viewed during the previous sessions.	The group does not use appropriate vocabulary. The group makes no use of the words and expressions viewed during the previous sessions	
Oral Skills	Speaks clearly and distinctly all (100-80%) the time, and mispronounces no words.	Speaks clearly and distinctly most (80-60%) of the time, but mispronounces a few words.	Speaks clearly and distinctly some (60-40%) of the time. Mispronounces some words.	Often mumbles or can not be understood. Mispronounces lots of words.	

RUBRIC 2: Rubric to assess the groups' guides. Teacher's assessment only.

CATEGORY	4	3	2	1	SCORE
Content	The content of the guide relates to the topic. Lots of useful tips to save money when travelling are included.	The content of the guide relates to the topic. Several tips are included in the guide.	The content of the guide somehow relates to the topic. Some tips are included in the guide.	The content of the guide does not relate to the topic. No tips to save money when travelling are included	
Structure	Each section in the guide has a clear beginning, middle, and end. Sections are perfectly structured in paragraphs.	Almost all sections of the guide have a clear beginning, middle and end. Sections are well structured in paragraphs.	Some sections of the guide have a clear beginning, middle and end. Some paragraphs are made to structure the guide.	Sections of the guide are not organised. No paragraphs are used to separate ideas.	
Grammar	There are no grammatical mistakes in the guide.	There are few grammatical mistakes in the guide.	There are some grammatical mistakes in the guide.	There are a lot of grammatical mistakes in the guide.	
Spelling	The guide does not present any spelling mistake.	The guide presents few spelling mistakes.	The guide presents some spelling mistakes	The guide includes lots of spelling mistakes.	
Attractiveness & Organization	The guide is exceptionally attractive. Pictures are included and the information is clearly organised.	The guide is attractive. Some pictures are included and it contains well-organised information.	The guide only contains one or two pictures, and the information is not as well-organised as it should be.	The guide does not contain pictures. It is not attractive and information is not well-organised.	

Appendix 1 – Lesson Plan 1

TEXT 1: Planning a holiday really takes it out of us: How to organise trips away now takes longer than the break itself

Holiday makers spend more time planning and researching their break away than they do actually enjoying it, research has revealed. Brits spend a total of 18 days planning their whole holiday - but just six days away having fun.

Researchers found the average person will book a 10 night break abroad, with many booking breaks up to 12 months in advance. But the first two days of the holiday are spent trying to relax and unwind, while the last two days are filled with dread over work they'll be returning to.

Amy Patel, of Teletext Holidays, said: 'The Internet has opened up a travel window to the world, but it sometimes feels like information overloads. It's clear that in searching for the perfect break, Brits are stressing themselves out spending longer planning than they do actually enjoying the holiday'. 'We want consumers to enjoy the Pre-Holiday build up and get excited about the holiday; after all, relaxing as soon as you step off the plane is what it's all about.'

The study also found people will take 14 days to choose their final holiday destination. On top of that, they then spend just over 13 hours researching the accommodation, and 11 hours sorting out all the transport from the flights to car hire.

A further 11 hours are spent shopping for the trip, while nine hours are dedicated to washing and ironing the clothes, and eight hours are spent on trips to the hair and tanning salons. And Brits spend another two whole days packing the suitcase before finally jetting off to sunnier climes. Flight delays, lost luggage and bad weather are just some of the things which Brits worry about while on holiday. The prospect of getting lost also leads to unwanted anxiety abroad.

A fifth per cent of couples admit they always argue on holiday because they can't agree on what to do, and food causes tension because they don't know where and what to eat. Many people find it impossible to stop fretting about work on holiday, with 22 per cent unable to stop thinking about the work which is mounting in their absence, and one in 20 people get fed up with work constantly trying to contact them.

The language barrier, understanding local menus, getting sun burnt, running out of money and the children's safety are all cited as reasons why people may not enjoy the holiday they have spent so long planning.

Text taken from: <http://www.dailymail.co.uk/news/article-2534814/Planning-holiday-really-takes-How-organising-trips-away-takes-longer-break-itself.html#ixzz3aHpPGDpT> [Last Accessed 21st of May]

Activity 1: Decide whether the following statements are True (T) or False (F). Justify your answer quoting information from the text above.

1. People going on holidays usually spend more time deciding what to do than enjoying the vacation period. T / F _____

2. In all cases, the first four days of the holidays are spent relaxing. T / F _____

3. The internet is a useful tool to prepare our holidays, but sometimes there is too much information and it can lead to stress and confusion. T / F _____

4. One of the goals of Teletext Holidays is to make customers enjoy their holiday period. T / F _____

5. Holiday makers spend eleven hours planning where to stay when going on holidays and 13 hours planning how they are going to reach their destination and how to move from one place to another once there. T / F _____

6. Brits are only worried about flight delays and about losing their luggage when travelling. T / F _____

7. Not knowing what to do and what to eat can lead to discussions between couples while spending a holiday trip. T / F _____

8. An extremely high percentage of people can't stop thinking about their jobs when going on holidays. T / F _____

9. Not knowing how to speak the language of the country you are travelling to can be considered as a reason to not have fun during your trip. T / F _____

Activity 2. Find words or expressions in the text that mean the same as the following:

1. Relax, take it easy _____
2. To anticipate with horror _____
3. To fill or load to excess _____
4. To have fun _____
5. Taking off, flying somewhere _____
6. Undesirable, not wanted _____
7. Stop worrying _____
8. Annoyed _____

Activity 3. In your groups comment your impressions about the text. Take the next questions into account:

1. What do you think that it is more important, to spend time planning the trip or to have fun during the same?
2. Do you agree with the idea that Teletext Holidays present in the text? Why? Why not?
3. How much time do you consider that it is necessary to dedicate to accommodation searching and transportation?
4. Have you experienced some of the problems that the text mentions when going on holidays? (I.e. discussions because you do not know what to do)

TEXT 2: Planning a holiday

Many people take their main holiday in summer, and although some people choose a last-minute break, others plan their holiday months in advance.

The beginning of the year is a good time for people to start looking at holiday brochures. Tour operators (companies that organise holidays) as well as travel agents (the people that sell holidays) give lots of information about holiday destinations and types of holiday.

As well as the traditional two-week beach holiday, you can choose from a range of holidays: a cruise (holiday on a ship), an activity holiday (a holiday that involves walking, cycling, climbing or other sports), a city break (a weekend or a few days in a different city) and so on. A lot of people choose a package holiday, where flights and accommodation are included in the price. But many people prefer an independent holiday, where they make their own travel arrangements.

If you can't travel abroad, you can also choose a staycation – a mix of "vacation" (holiday) and "staying at home". This is where you still take a week or two for a break, but do fun activities in your own city, region or country.

If you travel independently, you will need to book your flights or train tickets. Unless you have an onward destination, you will probably book a return journey. Then you will need to make a reservation at a hotel, or another place to stay, such as a campsite (if you are camping in a tent), or a caravan site (if you are staying in a caravan), or a B&B (a bed and breakfast).

For all types of foreign holidays, it is essential that you check you have all your travel documents. Make sure your passport hasn't expired, and that you have a visa if necessary. If you are travelling to some countries, you also need to make sure that all your vaccinations (protection against illness) are up to date. For some countries you might need a vaccination against hepatitis, or yellow fever, for example.

As your departure date gets nearer, you can start to plan the details of your journey. Perhaps it will be a good idea to buy a guide book, or a phrase book, if you don't speak much of the local language. Some people like to get lots of background information on where they are going, and find out about the places of interest and "must-see" • sights. It's also fun to make a packing list, so you don't forget any vital clothes or toiletries.

It's also a good idea to buy local currency in advance, if your flight gets in in the middle of the night, when no banks are open. Most airlines also advise you to take out travel insurance just in case your flight is delayed or cancelled, or if you get ill and need to be repatriated (sent back to your country).

Don't forget to make arrangements for your pets and your house while you're away. Put your dog into kennels (a dog hotel), and leave a key with your neighbour just in case! Hopefully he will keep an eye on your house while you're on holiday! Finally, get to the airport with plenty of time to spare. Nowadays it can take much longer to get through security and onto the plane. Have a nice trip and send your neighbour a postcard!

Text taken from: <http://www.english-at-home.com/vocabulary/planning-a-holiday/>
[Last Accessed 21st of May]

**Activity 1: Decide whether the following statements are True (T) or False (F).
Justify your answer quoting information from the text above.**

1. Some people plan their holidays in advance and some others plan them right before travelling. T / F _____

2. It is believed that halfway the year is the best period to start planning your holidays. T / F _____

3. A staycation is a type of holiday in which you travel abroad and you do lots of activities in the country you are visiting. T / F _____

4. If you decide to travel on your own you will have to prepare and plan all you need for your holidays (flights, accommodation, etc.). T / F _____

5. The identity card, the passport and the driving license are necessary documents when travelling. Check if they are still valid or you need to renew them. T / F _____

6. There are some countries that may require healthcare issues before travelling or visiting them. T / F _____

7. You don't need to check the local currency of the country you are visiting. You can change money once there. T / F _____

8. Getting travel insurance is a good idea in case something happens during your holidays. T / F _____

9. Housing and job arrangements must be done before going on holidays. T / F _____

Activity 2: In your groups comment your impressions about the text. Take the next questions into account

1. What do you think is better, to prepare your holidays in advance or to wait until the last moment? Why? Share your ideas with your group.

2. Where do you normally search for information when you want to go on holidays?

3. Which of the different types of holidays that the texts mentions will you choose? Why?

4. Have you ever considered a staycation as a holiday plan? In your opinion, what are the advantages of this type of holiday?

5. Do you normally search for information about the place you are visiting? Why? Why not?

6. Do you think that it is a good idea to ask a neighbor to take care of your house when you are on holidays? Why? Why not?

TEXT 3: Planning a trip but don't know where to start?

Do you feel daunted by the prospect of planning your next holiday? Overloaded with information, destinations and glossy images? We've compiled a quick guide to help you find the right trip for you.

You're thinking of taking some time out to take a holiday or to travel, but where do you start? With so much exposure to adverts, recommendations from friends and brochures it can be a daunting prospect to choose a destination, let alone beginning to contemplate what to do while you are there. Maybe that is why so many of us settle for an all-inclusive package that takes away the hassle of planning and organizing our trip.

But planning a holiday can, and should be a fun part of the holiday. With a few tips, everyone should be able to find their ideal trip - whether that is lazing on a beach, swimming with dolphins or volunteering. Just follow these few simple steps to find out just what is the right holiday for you:

- 1. What do you want from your holiday?**
- 2. Getting the best from traveling companions**
- 3. What were the highlights of previous holidays in the past?**

1. What do you want from your holiday? (beyond having a great time!)

Often choosing exactly what to do can be difficult. We can pretty much travel anywhere in the world, and do everything from chilling in a villa, to scuba diving in the Antarctic. The first question everybody usually asks is where do you want to go? Well, we'll get to that but it may be worth thinking about what it is you need and want from your holiday first;

Relaxation

Think about how you relax; do you like being pampered, doing yoga, reading a book, or do you like to get your teeth into something to take your mind off everything?

Getting away from it all

Do you want to escape into the wilderness or delve into the hustle and bustle of a new culture? Remember though, any problems or issues that you want to get away from for a while are likely to still be there when you return - so if you want to travel with a free mind, it may be wise to deal with these before you go.

Adventure and discovery

The relaxation can wait - you want to explore your world, try new things, and get a rush!!! Perhaps you've always dreamt about climbing Everest or wondered what it's like to live with an African tribe? Why not use your well-earned holiday to fulfill one of those dreams... Whether it's thrill-seeking or self-discovery, few people have regretted making child-hood dreams come true!

Learning something new or making a difference

It's not everyone's cup of tea to sit in a class-room learning Spanish or getting up at 5am to survey beaches during their holiday. However, learning something new or volunteering can be a most rewarding form of travel. You'll gain so much when volunteering, whilst also giving something back to the local community or the environment. And you can now learn almost any new skill in the stimulating environment of a new country and different culture – from languages to cooking, from game ranger skills to journalism. Finding out what you want to get out of your holiday is the first very important step in planning a holiday and as you can see there are many different things that people can look for in a holiday. Beware though, don't try and tick too many boxes but concentrate on one thing at a time. The last thing you want is having to recover from your holiday after trying to cram too much in!

2. Getting the best from travelling companions

It is important to think about who you are travelling with (if anyone), and about their needs and aspirations. Perhaps you're going on a journey of self-discovery that you would rather undertake on your own, travelling with a friend and meeting new people, enjoying some time away as a couple, or maybe you would like to bring your young grand-children along. There are many aspects to a great holiday and these requirements are very individual. Try to ensure that the experience is going to be enjoyable for all of you by thinking about what type of travel your family/friends enjoy, and discuss with them how to meet both your objectives.

3. What were the highlights of previous holidays in the past?

Think about the best holiday you have ever had and what it was that made it so special. Perhaps it was your travel companions, something you experienced or learned, spontaneity, tranquility or discovering different ways of life. Everyone's different; what were your highlights and what makes you happy when on holiday? Remember that you are not the same as you were, but what types of experience could you repeat and how?

Of course there are always restrictions such as budget, traveling with children or flying times which may dictate which country or part of the world you travel to. However, having gone through these 3 steps, you should now be ready to search for ideas for your holiday with focus – without being seduced or distracted.

Text taken from: <http://www.responsibletravel.com/copy/planning-a-trip-but-dont-know-where-to-start> [Last Accessed 21st of May]

Activity 1. Find words or expressions in the text that mean the same as the following:

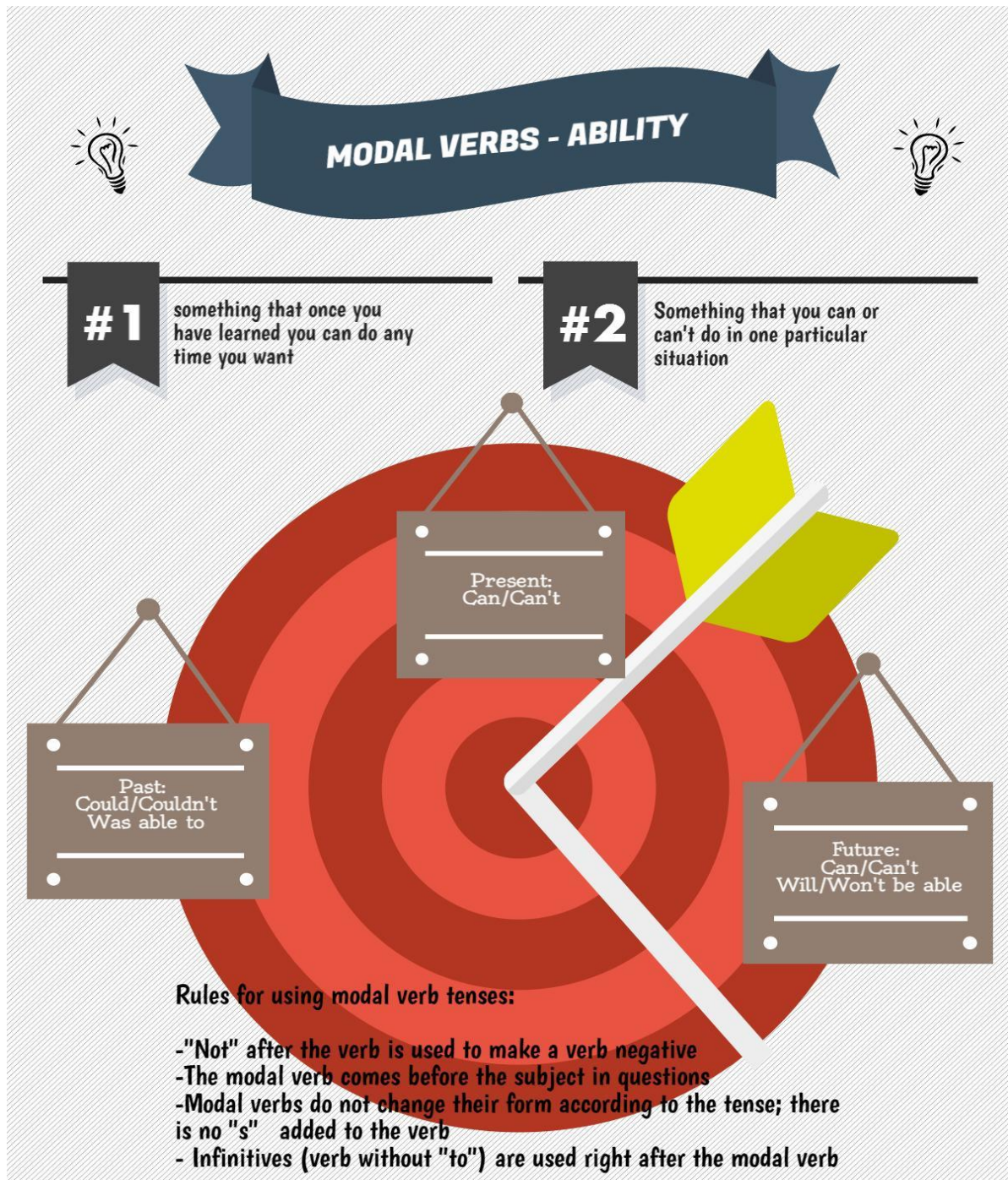
1. Discouraged, appalled _____
2. Bright, shiny _____
3. Problem, difficulty _____
4. The memorable part of something _____
5. Gratified, to have one's needs served _____
6. Excitement of something _____
7. Not one's choice of preference _____
8. To compress, to squeeze, to pack _____
9. Allowance _____

Activity 2. In your groups comment your impressions about the text. Take the next questions into account.

1. Do you believe that the big amount of information that surrounds us about trips and holidays is an advantage or a disadvantage? Why?
2. In your opinion, the process of planning a holiday is funny or boring? Why? Do you agree with the text when it says that this process should be funny?
3. Why do you think it is hard to choose a holiday destination? Have you ever experienced this problem?
4. Do you think that it is a good idea to think about all the things you have to do when you come back from your holidays while you are still on vacation? Why? Why not?
5. What kind of holiday is your ideal one? Share your opinions within your group
6. Have you ever thought about the possibility of volunteering? Do you think that this option is an interesting holiday choice or not? Why?
7. What do you expect to learn when you travel to a different country?
8. Do you believe that it is important to think about past trips and holidays to prepare your future ones? Why? Why not?

Appendix 2 – Lesson Plan 2

Inphographics containing information about modal verbs in English (Give one type to each group of experts)



Modal verbs - Permission

#1

Use the modal verbs of permission to indicate whether someone has permission to do something or not.

May
May not

Can
Can't

Could
Could not

Rules for using modal verb tenses:

- "Not" after the verb is used to make a verb negative
- The modal verb comes before the subject in questions
- Modal verbs do not change their form according to the tense; there is no "s" added to the verb
- Infinitives (verb without "to") are used right after the modal verb

Modal verbs - Possibility

1

We use these modal verbs when we want to make a guess about something. We choose the verb depending on how sure we are.

Must (not) - sure
Might (not) - maybe
Could (not) - maybe
May (not) - maybe

Will
Won't
(very sure)

Should
Shouldn't
(assumption,
probably true)

Can
(generally possible)
Can't
(sure it is not true)



Rules for using modal verb tenses:

- "Not" after the verb is used to make a verb negative
- The modal verb comes before the subject in questions
- Modal verbs do not change their form according to the tense; there is no "s" added to the verb
- Infinitives (verb without "to") are used right after the modal verb

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Modal verbs - Advice

#1

English speakers use the modal verbs of advice to express that they think something is a good (or a bad) idea.



Rules for using modal verb tenses:

- "Not" after the verb is used to make a verb negative
- The modal verb comes before the subject in questions
- Modal verbs do not change their form according to the tense; there is no "s" added to the verb
- Infinitives (verb without "to") are used right after the modal verb

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Modal verbs - Obligation and prohibition

1

Modal verbs in English can be used to express obligation, no-obligation and prohibition

Obligation

-Have to
-Must
-Should
(Express something you have to do)

No-obligation

-Don't have to
(Don't need to)
-Mustn't (not allowed)
-Shouldn't



Prohibition

-Musn't (prohibition comes from person talking)
-Can't (Something is against the rules)



Rules for using modal verb tenses.



- "Not" after the verb is used to make a verb negative
- The modal verb comes before the subject in questions
- Modal verbs do not change their form according to the tense; there is no "s" added to the verb
- Infinitives (verb without "to") are used right after the modal verb

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Exercise 1: List the modal verbs that appear in the video and comment them within your group.

Video - TRAVEL TIPS: How to Budget Travel Part 1: Accessible from <https://www.youtube.com/watch?v=LBINuBe17aY> [Last Accessed 21st of May]

Appendix 3 – Lesson Plan 3

Text: Read the text. Pay attention to the new words that appear in the text. Do you know all the accommodation words? Which one is your favourite accommodation option? Where would you stay for a weekend holiday? And for a longer holiday? Discuss with your partner.

There are many choices for accommodation when you are on holidays. Most people stay in hotels; these can be cheap or expensive, they usually have several floors, and they normally have lot of amenities, and although they seem to be the best accommodation option for many people there are lots of options apart from hotels!. Another choice could be a motel. Motels are like cheap hotels. A motel is a roadside hotel for motorists, usually having direct access from each room or chalet to a parking space or garage. You can also stay in a bed and breakfast. These are small, quaint and cozy places that offer a place to sleep and breakfast in the morning. Often these are run by families or individuals, like guesthouses, and they may only have a few rooms.

Budget travelers may choose to stay in hostels; these are cheaper than other types of accommodation because they offer few amenities. In European cities especially, budget hostels are a dime a dozen; you will often see several hostels on the same street. Hostels are ideal for young backpackers, who can stay in dorm beds in a room with other travelers, for a fraction of the cost of a hotel room. A campsite might be a good idea if you want to enjoy nature and spend a calmed and relaxed vacation time.

Check if there are vacancies and book your accommodation choice! If you know where you are going to sleep you will have plenty of time to go sightseeing around the city!

Exercise 2: Match the words (1 to 9) from the text to the correct definition (a to h).

- | | |
|----------------------|--|
| 1. Accommodation | a. Comfortable |
| 2. Bed and breakfast | b. An establishment that provides accommodation and usually meals and other services for travelers and other paying guests. It may have different stars. |
| 3. Cozy | c. Places to stay (on holidays, for example) |
| 4. Hotel | d. A place used or suitable for camping |
| 5. Hostel | e. charming and cute (and a little old or traditional) |
| 6. Quaint | f. Overnight accommodation that offers breakfast, but usually does not offer other meals. |
| 7. Sightseeing | g. rooms (in a hotel, for example) that are not full |
| 8. Vacancy | h. A cheap place usually for young travelers to stay overnight |
| 9. Campsite | to visit interesting places and take pictures (usually when you are on vacation) |

Exercise 3: Fill in the blanks with a vocabulary word from the box below.

cozy – hostels – accommodation – vacancies – sightseeing – quaint – hotel bed and breakfast – campsite

1. We bought a small, old-fashioned house in a _____ little village. It is the house we've always dreamt of.
2. I don't think that going to the _____ is a good idea. My tent is broken and I can't replace it!
3. We stayed in a four star _____ during our Easter holidays. Despite the good amenities it was dirty and it didn't deserve de good comments on the internet.
4. If you ever want to go to the Olympics, you should book your _____ early. Otherwise you won't have where to stay!
5. London is full of _____. Some of them are really nice and placed in the city centre. You should book your room in any of them, it is really cheap.
6. Several houses in this village offer _____ to the tourists who come here.
7. My parents like to go _____ when we go on holidays, but I would rather just look at the pictures they take.
8. That sofa looks really soft and _____.
9. Look! The sign says “_____!” We can stay in that hotel!

Text and activities adapted from:

<http://www.stickyball.net/docs/vocab%20sets/accommodation.pdf> [Last Accessed 21st of May]

Exercise 4. Fill in the table with vocabulary and expressions from the video. Add your own vocabulary and expressions about the topic in the corresponding place.

	Things to do	Where to stay	Where to eat	Other tips
Vocabulary and expressions from the video				
Your own vocabulary and expressions				

Appendix 4 – Lesson plan 4

Exercise 1. Watch the video. Then answer to the following questions and comment them within your group. After that, share your group's ideas with the rest of the class.

1. In your opinion, which video offers best tips, Part 1 or Part 2? Why?
2. Do you think that travelling with a credit card is a better option than changing currency in all the countries you visit? Why? Why not?
3. Do you know Skype? What kind of advantages do you think it has over a mobile phone?
4. Do you know any other apps to communicate with your family and friends when travelling at the same time that you save money?
5. According to Kristen, how can you save money when changing currency in the countries you visit?
6. How can you keep your clothes clean when travelling abroad?
7. How can you get cheap flights in any of the airline companies' website?
8. Which one is most useful tip in your opinion taking into account the two videos? Can you think about any other tips?

Exercise 2. Do this exercise in pairs. Decide which member of the pair is going to be Student A and which member of the pair is going to be Student B. Read your respective card and follow the instructions to prepare the role-play. When you and your partner are ready perform the role-play.

STUDENT A: You are an expert organising cheap trips abroad. You have experienced budget travelling several times in your life and you know lots of useful tips to save money when travelling abroad. Keep the following points into account:

- Your partner (Student B) wants to travel abroad and he/she wants to travel on the cheap.
- He/she knows nothing about travelling on the cheap. Give him/her some useful tips to save money when travelling.
- Encourage him/her to travel abroad using your tips as a good way to keep money at the same time that he/she enjoys the experience of travelling.
- Give him advice about accommodation, places to eat and what to visit when travelling on a budget.

STUDENT B: You want to travel abroad, but you have limited money so you do not want to spend a lot. You do not have any ideas about travelling on the cheap, as you have never travelled abroad, but you know a good friend who is always travelling abroad and knows lots of tips to save money when travelling. Take the following points into account:

- Your partner (Student A) is an expert organising trips on the cheap.
- Ask him for advice on how to save money when travelling.
- Ask for accommodation information, where to eat and what to visit when you travel abroad with a limited budget.
- Although you have never travelled abroad show interest to your partner, listening to the tips he/she gives you and solving any doubt you may have.

Template for the guide:

Your guide must include...

Information about:

1. Accomodation → Tips to find cheap accommodation when travelling on the cheap

2. Flights/Transportation → Tips to find cheap flights and tips to save money when moving around the city you are visiting.

3. Where to eat → Where to eat when travelling on a budget.

4. What to do → Tips to do cheap things when travelling on the cheap (Sightseeing, activities, excursions, etc)

5. On your own → Any other tips that you consider useful to take into account when travelling on the cheap.
