



A Summer Course in ...

English project designed by:

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Project/sequence GUIDELINE

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1. Preface

With this project, the students shall be able to make a presentation about the research for a summer course (July) in an European Anglophone country for a group of Spanish students of English. The goal is to be able to choose the better option for the students after comparing different schools (prices, conditions, availability...).

On the other side, students should create a compilation of the required documentation to do the summer course: personal documentation like passports, ID cards, hotel, apartment or host family and flights reservations.

Finally, students offer all the information in a guide together with the places and things to do in the town during the summer.

2. The project/sequence

2.1. The context

Target group: GES 2. They are aged 17-50 with different levels of English.

Teaching context: good because they are only 16 students that will be divided into 4 groups of 4. This is a group project to be developed in class and at home (because they only have 2 hours of English a week and it wouldn't be enough).

Timing: It is expected to take 5-6 sessions of 1 hour plus 2 sessions for the P.P. class presentations, apart from the time they would need out of the school:

Session 1: Project presentation.

Session 2: Looking for a place to go and asking for information.

Session 3: Make a chart. Choose a destination.

Session 4: Create a video.

Session 5: Visualize students' videos in class.

Session 6: Create your presentation.

Session 7: Presentations

Session 8: Presentations

2.2. Objectives, competences, contents and assessment criteria

a. Objectives:

1. Make a presentation using ICT
2. Be capable of showing the results of the search process incorporating the grammar and oral skills.
3. Be able of reporting the information with the correct vocabulary.
4. Capacity to work as a group and deal with the different points of view.
5. Offer the contents of the guide: plans and things to do during the Summer according to a realistic timetable.

b. Competences:

1. Digital skill.
2. Linguistic skill: Implement strategies to obtain relevant information.
3. Writing skill: Plan and write easy understandable texts.
4. Social skill.
5. Learning to learn.

c. Contents of the curriculum:

Competència pragmàtica		Competència discursiva	Competència lingüística		
<i>Funcions i aspectes sociolingüístics</i>	<i>Organització del discurs i tipus de text</i>	<i>Lèxic i aspectes semàntics</i>	<i>Morfosintaxi</i>	<i>Ortografia i aspectes gràfics</i>	<i>Fonètica i fonologia</i>
Culture and traditions of an Anglophone country	Use of connectors as: <i>but, because, then, after, before, finally.</i> They are necessary to order the writing of the guide	Vocabulary about: Food, months of the year, days of the week and means of transport. Use of verbs to express your opinion, likes, dislikes, advantages or disadvantages of different options.	Producing sentences using present simple and future tenses “be going to” for plans and “will” for predictions.	Punctuation Correct spelling	Speak fluently

d. Assessment criteria (Descriptors d’avaluació de la dimensió comunicativa)

<i>Comunicació oral</i>	<i>Comprensió lectora</i>	<i>Expressió escrita</i>
Body language. Content of the speech. Organization of the speech. Adequacy of the speech. Clarity of the speech.	Locate relevant information on the internet. Assess the information obtained through the net. Synthesize the information searched on the internet.	Content of the text Organization of the text. Cohesion of the text. Correct vocabulary. Intelligibility of the text.

2.3. Activities

Session 1:

NAME OF THE ACTIVITY: Project presentation.

TIMING : 55 minutes (1 session)

RESOURCES: (a structured Popplet that includes some podcasts and videos)

PROCEDURE:

- We explain the students that we are going to start a new project called a Summer course in a country they will chose. Then we put the Bendspace video for a general view of the activity: https://www.tes.com/lessons/SW27x4_Z_rKkAQ/a-summer-course-in
- Before giving more details (groups, sessions, etc.) we show them the popplet we have created for this first presentation: <http://popplet.com/app/#/4401324>

DYNAMICS: For this 1st activity we need the attention of the whole class, in order to get their feedback and comments about the project.

Session 2:

NAME OF THE ACTIVITY: Searching for a place to go and asking for information.

TIMING : 55 minutes (1 session)

RESOURCES: Internet and laptops in the library. Structured e-mail to ask for information. Look at this: http://www.talkingpeople.net/tp/skills/writing/letters/transac_enquiries.html

PROCEDURE:

- Make groups of 4 people and decide the country you want to go for the summer course. Start a search for schools on the Internet.
- Decide the month of the trip (we'll explain them it is better in July), the length of the stay (from 2 to 4 weeks) and the possibilities of accommodation (apartment, host family, half- board, etc.).
- Try to understand the different leaflets of the schools regarding type of accommodation (host family, apartment, hotel, etc.), hours of the course, activities with the school, etc; and decide what you want for your group.
- Send an e-mail to each school. As this is the second session of the week we have 5 days till the next session to receive answers.

DYNAMICS: Each group of four decide where they are going to send the asking information e-mail. As we have enough computers, each students can send at least one e-mail.

Session 3:

NAME OF THE ACTIVITY: Make a chart with the information. Choose a destination.

TIMING : 55 minutes (1 session)

RESOURCES: Internet and laptops in the library. A chart to collect information:

School	Country	Availability dates	General rating (1-5)	Advantages	Disadvantages	Price of the course	Price of the flight
1.							
2.							
3.							
4.							
5.							
6.							

PROCEDURE:

- Use the information received from schools to make a chart.
- Each student has a copy of the chart with the information they have got from the e-mails of from the website of the schools. With this information they have to write an essay giving arguments to

choose one of the schools. For this activity we will give them a guideline:

1. Introduction
2. Body paragraph 1 – advantages
3. Body paragraph 2 – disadvantages
4. Conclusion

Before starting to write your essay, decide which school has more advantages. Plan your essay and look at this to be able to structure your writing:

<http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice/opinion-essay>

- They read and discuss within the group which is the best option using the proper vocabulary (in my opinion, I think, from my point of view, etc.). Make a final choice. It is not necessary to send any more e-mails to the schools (because we are not going to do the trip, obviously), but if they insist a lot we can tell them we have declined their proposal and thank them.
- Show the video that we have created to do plans and predictions about the food and interesting things that students could eat and visit in the city where the chosen school is placed. This activity will help them to be in touch with the country and city where they are going to go.
<https://www.youtube.com/watch?v=8sSzB-eXrj0&rel=0>

DYNAMICS: Groups/individual (for the writing part).

Session 4:

NAME OF THE ACTIVITY: Create a video

TIMING : 55 minutes (1 session) + homework

RESOURCES: Internet and laptops in the library and our videos.

PROCEDURE:

- Show the students the video we have created to ask for directions to go to a certain place from the school: https://drive.google.com/file/d/1DaSuh85JZ-tw6mnJsmxMhjJrTSW_Mtka/view?usp=sharing
- Students create their own video using their mobile phones and also some digital resources we are showing in class (*Animoto, Wevideo, Movie Maker, PowToon*, etc).
- They will have to work out of the class because they have to film and edit the video.

DYNAMICS: the whole group first to visualize the video and in pairs afterwards (each group: 2 pairs). Length of the video they have to create: maximum 5 minutes.

Session 5:

NAME OF THE ACTIVITY: Visualize your videos.

TIMING: 55 minutes (1 session)

RESOURCES : Digital board in the classroom and their videos.

PROCEDURE:

- Students might have sent the videos they have created to me or bring them in a pen. As there will be 8 videos of 5 minutes each, we will have time to watch them all in one session.
- I take notes to evaluate this material.

Session 6:

NAME OF THE ACTIVITY: Create your presentation.

TIMING : 55 minutes (1 session) + homework

RESOURCES: Internet and laptops in the library and our videos.

PROCEDURE:

- Choose and manage the better way of doing a digital presentation of a maximum duration of 20 minutes for each group of 4 people (we will show students *Blendspace* and how easy it is to use, so that they consider this tool to create their presentation)
 - Look for all the personal documents required to travel and stay in the city.
 - Look for interesting things to do in the free time in order to achieve an exciting guide of the Summer course.
 - Create their own presentation using some of the digital applications
 - The presentation must include:
 - o The country chosen and the school, giving a little description of their reasons to go there.
 - o A compilation of the required documentation they need to take with them.
 - o A description of their course: duration, place where they will stay (hotel, apartment, host family or other).
 - o Time table of their studies, activities to be done and places to visit when not in class.
- DYNAMICS: the whole group manage the work in order to do the best possible presentation.

Sessions 7 and 8:

NAME OF THE ACTIVITY: Presentations.

TIMING : 1:50 minutes (2 sessions) + homework

RESOURCES: Digital board in the classroom.

PROCEDURE:

- Presentations of every group.
- Each group votes for the most outstanding presentation.
- We evaluate the students with a rubric:

https://drive.google.com/file/d/1oC8jc-nozE_WvYtXxSV8SEldyPRu75eu/view?usp=sharing

4. Evaluation

The evaluation will be continuous. 50% of the final grade is represented by the oral presentations through the rubric. The 50% remaining consists of the following activities: asking for general information in order to decide which place to go, filling in a chart with the collected information, creating a video to ask for directions and finally designing an online presentation.

PROCESS: Observation of the students and review of the work made in class.

PRODUCTS: Chart, e-mail, online presentation, video.

FINAL PRODUCT: Oral presentation in the 2 last sessions.

2.5. Class management and methodology

We will develop a collaborative atmosphere where students feel safe. But how? By making different groups and working all together in class. For instance, the oral presentation evaluation will not be made exclusively by the teacher, instead, each group will vote for the other presentations, so that students feel comfortable and equal.

Specifically, we start with a detailed exposition of the project, which is used to be able to perform writing tasks. Also, some other type of activities will guide students in the use of IT technologies, applied in the learning process, such as video editing or online presentations.

A group of Google Classroom will be created and monitored by the teacher to help students solve problems or correct shared documents. It will be also useful to exchange materials for their projects.

3. Final thought

This project will provide a first contact with the anglophone community for the majority of students.