

CLASSPROJECT

v.1



Growing up!

English project designed by Mercè Moral and Angels Omoijuanfo • June/2014

Project / sequence GUIDELINE

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1. Preface

Talking about the past is a way of understanding where we come from. In class, we often talk about our past experiences to share something about ourselves. On the other hand, talking about the future helps us understand where we are going.

Therefore we expect our students to create a digital poster with pictures, personal information and a video in which they can show their classmates the different stages in life and how things have changed throughout the years.

Working in groups will be a must, since this is the best way of sharing and benefit from each other. In this unit, the students will have a chance of improving their speaking and listening skills regarding the simple past.

2. The project/sequence

2.1. The context

This project is intended for students on Adult Schools who have been learning English for a couple of

years and have reached an approximate level of A2.1 in English. They are now attending Anglès Nivell 3. There is an average of 25 students per class and they attend classes three hours a week (about 105 throughout the school year). This project will be carried out in the middle of the school year (second term). It is expected to take 15 hours approximately.

2.2. Objectives, competences, contents and assessment criteria

a. Objectives:

1. Improve the students' language competences: speaking, listening, reading and writing.
2. Develop the students' cultural awareness.
3. Analyse their own learning styles and develop new strategies of learning.
4. Work cooperatively and be aware of the advantages of working this way.
5. Learn about aspects of the socio-cultural environment of the language being studied to achieve a better level of communication and understanding.
6. Use ICT and be aware of technological advantages that help in communication and learning process.
7. Evaluate other ways of organising experience in a critical way.

b. Competences tackled in the project:

- **Linguistic competence:**
 - Read, understand and get the most important information from texts about facts in the past which are close to the learners.
 - Develop the ability to express themselves, orally and in writing, using language appropriate to each situation.
- **Social and civic competence:**
 - When they identify the language as part of the common culture of a community.
- **Information processing and digital competence:**
 - Understand information transmitted in oral text.
 - Use video tools to practise oral texts.
 - Use internet to create a digital poster.
- **Autonomy and personal initiative:**
 - Develop initiatives and decisions in planning, organizing and managing work.
 - Be aware of oneself's learning styles.

c. Contents of the curriculum (Continguts del currículum):

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>
1. Parlar d'esdeveniments de la vida i de records de quan creixes. 2. Parlar de l'escola i	1. Corregir coses que dius amb expressions: well, actually, no,	1. Assignatures de classe. 2. Dir els anys. 3. El temps.	1. be going to per plans de futur i prediccions.	1. Contracció de be going to. 2. Expressions	1. Forma curta de did you: /də/. 2. Revisió de

dels teus anys de joventut. 3. Predir el futur immediat. 4. Parlar de plans de futur.	wait. 2. Ús del mean per corregir-te tu mateix. 3. Textos narratius d'esdeveniments passats. 4. Textos predictius	4. Expressions de temps per al passat.	2. Revisió del Simple Past en afirmacions, negacions i preguntes. 3. be born. 4. Ús dels determinants. 5. Connectors de contrast.	per corregir coses.	la pronunciació del passat regular -ed.
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d. Assessment criteria (Descriptors d'avaluació de la dimensió comunicativa)

<i>Comunicació oral</i>	<i>Comprensió lectora</i>	<i>Expressió escrita</i>
<p>1. Comprèn i utilitza vocabulari i expressions bàsiques relacionades amb el passat.</p> <p>2. Pregunta i respon preguntes sobre experiències del passat amb expressions elementals, si cal, amb l'ajuda de l'interlocutor.</p> <p>3. Utilitza, en el text oral preparat, elements lingüístics per a la cohesió interna de les idees, elements per a la coherència i cohesió del text i formes verbals senzilles en present, passat o futur, d'acord amb el text.</p> <p>4. Utilitza indicadors espaials, temporals, qualitatiu i quantitatiu d'ús freqüent en el discurs oral.</p> <p>5. Narra o descriu una història, experiències personals o fets concrets presents o passats, de forma senzilla i entenedora, amb l'ajuda d'un guió o suport.</p> <p>6. Participa en situacions comunicatives habituals simulades (preguntar sobre el passat,...) amb l'ajuda de l'interlocutor i, si cal,</p>	<p>Comprèn una narració breu i senzilla sobre fets o experiències del passat.</p> <p>2. Reconeix i comprèn paraules i expressions bàsiques i frases simples relacionades amb característiques necessitats bàsiques: vivències passades, prediccions,...</p> <p>3. Identifica la informació bàsica de missatges escrits verbals i/o icònics útils per resoldre necessitats immediates o situacions de la vida quotidiana: memòries i vivències personals del passat, plans de futur,...</p>	<p>1. Utilitza un repertori lèxic amb paraules d'ús freqüent i expressions habituals, relacionats amb el passat i el futur.</p> <p>Produeix textos breus i senzills de les tipologies textuals més bàsiques (en suport paper i digital), en diferents formats (butlletí, revista, blog, cartell...), coherents, d'acord amb la funció comunicativa i amb els elements bàsics del gènere textual al qual pertany.</p> <p>3. Escriu textos breus sobre temes propers Estructura el contingut del text tenint en compte l'ordenació i relació lògica de les idees i els paràgrafs, d'acord amb el tipus de text, la intenció comunicativa i la situació espai -temps.</p> <p>4. Utilitza, en els textos que es produeixen, elements lingüístics bàsics per a la cohesió interna de les idees (connectors i signes de puntuació bàsics).</p> <p>5. Utilitza la morfologia de base, respectar l'ortografia natural, i mostra coneixement de les normes ortogràfiques més bàsiques i de més ús.</p> <p>6. Escriu narracions o descripcions breus i elementals, sobre activitats o experiències personals, presents o del passat, i projectes o plans futurs.</p>

utilitzant estratègies verbals, no verbals i elements paralingüístics. 7. Comprèn i produeix frases amb estructures lingüístiques i gramaticals simples i bàsiques i enllaçades amb connectors simples per resoldre situacions quotidianes, freqüents: compartir experiències personals, fer prediccions.		
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2.3. Activities

1. Presentation of the project and warm up

TIMING (1 session) 90 minutes

RESOURCES: BBC podcasts

[http://www.bbc.co.uk/worldservice/learningenglish/teachingenglish/grammar_vocabulary/funky_phrasals/\(general\)](http://www.bbc.co.uk/worldservice/learningenglish/teachingenglish/grammar_vocabulary/funky_phrasals/(general))

http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/148_phrasalverbs/page2.shtml (specific)

and old images are projected to the beamer to warm up students.

Worksheet 1: [Childhood days](#)

PROCEDURE: Students listen to the podcast and think about their past experiences related to childhood and school days.

DYNAMICS: Students work Individually first, in pairs or threes later, and finally the group class shares. They listen to the radio more than once.

2. Talking about...

TIMING (1 session) 90 minutes

RESOURCES: Article or biography about someone's life.

Famous person: Students have to guess information about their past.

Worksheet 2 [THE LIFE OF....](#)

PROCEDURE: Each student finds about the life of someone famous and tells a partner about it. The other student must ask questions about this person using the past simple and guess who the person is.

Follow up activity: Reading text and past simple revision

DYNAMICS: Students work Individually first, in pairs or threes later.

3. Project preparation and interviews

TIMING (2 sessions) 180 minutes

RESOURCES: We talk about the digital poster projected to the beamer.

<http://www.glogster.com/mmoral73/-growing-up-project/g-6juivqtd0f6nj3ce9mla6h1?s=imgglog>

Worksheet 3: [ALL ABOUT ME IN THE PAST \(glogster\)](#)

PROCEDURE: The classroom is organized to create the digital poster. Each student has to do a digital poster using the one the teacher shows in the beamer and they have to use information about their past, bring images (at least two) and create a video with all the information that will be embedded into the digital poster. The video can be created easily by using a mobile phone.

In order to prepare the project, students answer questions about aspects in the past and they do interviews in the foreign language, following the guide in the glogg. First, individually, and then they share their experiences in groups.

DYNAMICS: Students work Individually first, in pairs or threes later. Finally, in group.

4. Tell me what you see

TIMING (1 session) 90 minutes

RESOURCES:

Flashcards
Images from the net

Worksheet 4: [What can you see in the picture?](#)

Vocabulary school subjects, dates, contrasting adverbs. There was/ there were.

PROCEDURE:

Teacher elicits an example by showing a picture of a school, commenting on it and encouraging students to participate.

Students observe two different pictures on the screen about different ways of growing up and comment on it.

Students name objects that they can recognize in the pictures.

Teacher writes them down on the board.

Students say where they think the pictures were taken.

Students discuss about the situation in the pictures and compare both of them using “there is/ there are” and contrasting adverbs.

Teacher elicits an example.

Students compare both pictures again, but this time they cannot look at the pictures and must use “there was/ there were”.

DYNAMICS:

They can work either individually or in pairs and then work collaboratively with the class and the teacher.

5. Getting to know each other

TIMING (1 session) 90 minutes

RESOURCES: [Worksheet 5: Getting to know each other](#)

PROCEDURE: Students write a few sentences about their lives in the past tense and time expressions if possible. The sentences might be true or false. Then they read aloud the sentences to their partners and they must guess whether they are true or not. For example: I went to the gym yesterday. My sister wrote a book six years ago. I met Freddy Mercury in 1992.

DYNAMICS: Students work in pairs or threes.

6. Let’s talk! You favourite subject at school!

TIMING (1/2 session) 40 minutes

RESOURCES: [worksheet 6](#)

PROCEDURE: Students look at the pictures about schooldays and subjects and they analyse it.

DYNAMICS: Students work in groups

7. Let’s talk (II)! schools and education systems around the world

TIMING (1/2 session) 50 minutes

RESOURCES: [worksheet 7](#)

PROCEDURE: Students look at the pictures about schools in different areas of the world and

comment about them.

DYNAMICS: Students work in groups

8. Project presentations (self evaluation)

TIMING (3 sessions) 270 minutes

RESOURCES: worksheet 8 (rúbrica)

PROCEDURE:

DYNAMICS: Each student have got 5 minutes to present their project and digital poster, all the group see the videos.

9. Talking about the future

TIMING (1 session) 90 minutes

RESOURCES: Worksheet 9: [Telling the Future](#)

PROCEDURE: The teacher plays a video to introduce the topic of “psychics” and discusses it with the students.

Students play the role of psychics and make predictions using “going to” whenever possible.

DYNAMICS: Students work in pairs or groups

2.4. Evaluation

The final mark from the credit will grade the 15% of the final mark.

The whole work done should take the following items into account::

- preparation of the activities.
- participation and collaboration with classmates.
- materials produced.

It will all be marked as stated in the general evaluation criteria, given at the beginning of the course and included in the student’s personal grid .

PROCESS: The teacher takes notes while the students are working on the activities (the teacher evaluates the whole process). The students evaluate their classmates’ presentations and their own. Once the project is finished, the students and teacher evaluate the results together.

PROJECT ASSESSMENT GRID (TEACHER AND STUDENTS)

FINAL PRODUCT: Oral presentations in class recorded and shared in the class blog (apart from the teacher, students evaluate the other groups and their own through rubrics).

2.5. Class management and methodology

It is very important to give clear instructions to our students of what we expect from them (the final

outcome, the procedure of the project and its assessment).

Many of the activities tend to promote pair and group work, not leaving aside individual tasks. Respect to oneself and others will be enforced in all joint activities.

Working collaboratively in groups needs a good planning in order to distribute the tasks among the members of the group, take into account the resources needed (worksheets, computers, ICT devices, internet access...) and the distribution of the classroom (tables in fours, in twos, walls,...)

Our role in the project is to promote communication, therefore, we want our students to talk as much as possible, trying not to pay attention to the mistakes while speaking and letting them go. It is easier to talk about oneself, that is why most of our activities focus on the students' personal lives or their own experiences. That is more encouraging than talking about subjects that you do not know. We have to be aware of our students lacking confidence and feeling insecure about talking. For this reason, we will always try to give them prompts and typical expressions so as to help them start a conversation. Besides, the teacher will elicit an example.

When students are working in pairs or groups, the teacher will be walking around and taking notes that will be discussed at the end of the lesson. It is good to tell students what is wrong as soon as possible so that they can relate the mistake to what they have just done. There are many different ways to correct mistakes. The teacher can tell the students to find where the mistake is in a particular sentence or tell them to try and correct their peers. All ideas and different opinions will always be welcome as long as they are not offensive.

Respect is a must in every class, but especially in an adult class, where people from different age groups and backgrounds are gathered together in the same group, which is an advantage, since variety means more knowledge and more possibilities.

The teacher will be an observer or conductor and the students will do all the tasks using their previous knowledge and their creativity. Different paces and ways of learning will be taken into account by the teacher, who will try and distribute all the tasks and roles wisely and equitably.

Finally, students have to be aware that their learning process does not start and ends in class, they must keep working outside the classroom. A language cannot be learnt in a class, in the school they learnt the tools to be responsables of their own process of learning a language.

3. Final thought

“Tell me and I forget, teach me and I may remember, involve me and I learn.”

Quote by Benjamin Franklin

As mentioned above, involvement is the key to learning a subject. When students feel that something is significant to them, they find it useful and they learn at the same time they are doing something meaningful, such as telling other peers about their childhood and sharing their experiences.