

UNIVERSITAT DE VIC

TRANSLATION AND INTERPRETATION DEPARTMENT

**LEARNING ENGLISH THROUGH TRANSLATION:
THE AFFECTIVITY AND DIVERSITY APPROACH**

DOCTORAL THESIS

PRESENTED BY CRISTINA MALLOL MACAU

DIRECTED BY MARIA GONZÁLEZ DAVIES

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VII. APPENDICES

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APPENDIX I

Activity types

Activities, tasks and projects

ESO English



Cristina Mallol i Macau

English Teacher




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Initial Evaluation




- **Present the objectives.**
Students evaluate from 1 to 5 whether they know something or nothing related to every aim the teacher proposes.
- **Discuss about the objectives.**
Students give their opinions orally, or alternatively write them on an anonymous sheet of paper.
- **Brainstorm about the topic.**

Initial self-evaluation




- **Students:**
are given a mind map to complete, and they keep until the end of the unit to see whether they can go on filling all the blanks.
- **Teacher:**
has to have the unit objectives clearly stated.

Getting to know you




- **Teacher**
 1. "I write therefore I am."
 2. 6 sentences 3 lies.
 3. Important words for me.
 4. Personal items. "What am I like?"
- **Students**
 1. Find someone who...!
 2. Acrostic.
 3. Make class rules (groups).
 4. 20 questions. Who is (s)he?
 5. Poem about you.

Introduction




1. Create expectation.
2. Anticipate.
3. Deduce.
4. Order.
5. Complete.
6. Motivate.
7. Correct.
8. Exchange ideas.
9. Group.
10. Draw.
11. Create a quiz.

Development




- TPR.
- Physical reaction.
- Posters, photos: study, description, find differences.
- Classmates do things.
- Well-known people.
- What would you do?
- Match.
- Cards set (arranging).
- Coffee Pot.
- Reconstruct (text, drawing).
- From rare associations create a story.
- The odd one out.
- Story solving.
- Road signs.
- Correct errors.
- In a former life I was...
- Stories ending.
- Mime

Consolidation




- Erase 1,2,3 words each time.
- Happy-sad time-line events.
- Sentence whispering.
- Exchange information.
- Connect words, drawings with sentences, paragraphs, texts.
- Monster maths, real problems.
- Just imagine.
- Crazy story (collaborative).
- Change a letter each time.
- But... sentences.
- Real-life situations.
- Real-life material.
- The first time in...
- Arranging colour cards.
- Listen to some words and write 1 out of 2. Why?
- One word conversation.
- Written conversation: two at a time. A-B-C-D.
- Students are words (arrange yourselves).
- Psychology game.

Strengthening




- Dictionary game.
- 3 house description.
- Guess who are you.
- Change untrue sentences for you.
- Two boxes sentences.
- Find someone who...
- Talking puppets.
- The chain.
- Gadget to learn...
- Time traveller.
- Repeat question: Who are you? (X10)
- Good and evil.
- Looking for a flatmate.
- Describe the... of s.o. this person starts.
- Eyes shut (remember, imagine).
- Road signs.
- What are you good at?

Extension

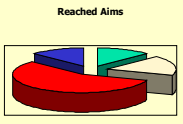


- Jokes.
- Comic strips.
- Who's the thief?
- A woman on a roof.
- What ...the other...?
- A year off, one chooses.
- Finish a sentence, story.
- For sale.
- Job interview.
- Role-play.
- Rap song.
- Poem.
- Metaphors, idioms, etc.
- Things conversation.
- Peculiar actions.
- Sound story.
- Song.
- Odd gadget.
- What is the other thinking?
- Festivities.
- Excuses.
- Create an ad.
- Murphy's law.
- Brain teasers.


Formative Evaluation



- Students keep a class diary where they write the activities, tasks and project done in class and what they have learned. Maybe they can use the European Language Portfolio model (see appendix 1.1).
- Oral questions.
- Reached aim graphic.




Formative self-evaluation




- **Students:**
 1. Students complete a chart with: 1. where to find a specific information, 2. if they know, don't know or have doubts related to some items proposed by the teacher and 3. the questions they would ask to clarify their doubts.
- **Teacher:**
 1. Complete a chart with the name of the students and the aims of the unit and write a cross if the objective has been assimilated. The chart has two reading possibilities: vertical and horizontal.
 2. Recordings are very useful to analyse the teaching-practice.

Summary

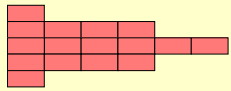


- 20 questions.
- Who wants to be millionaire?
- The present.
- Problem-solving activities.
- Performance.
- Power-point presentations.
- Poster.
- Created board-game.
- Questioning classmates after watching a film.


Sumative Evaluation




- Quality Sort : the student is given 16 items that (s)he has to order: 1 (s)he completely agrees with, 4 (s)he agrees with, 6 (s)he does not agree or disagree with, 4 (s)he disagrees with, and 1 (s)he completely disagrees with.
- Test



Summative self-evaluation




- **Students:**
 1. Complete a mind-map.
 2. Write and read the diary.
 3. Give yourselves a mark for your work and reflect upon it.
- **Teacher:**
 1. Give yourself a mark for your job & reflect upon it.




Dictations type

- Change while dictating (translate, gender, number, tense, writing the opposite...).
- Blind dictation.
- Picture dictation.
- Dictagloss (like note taking).
- Order pictures, jokes.
- Story writing (first and last paragraph dictated).
- Punctuate.
- Write in the correct column.
- Dictation with gaps.
- Reconstruct a dialogue from dictating one person's speech.
- Opinion on some statements.
- Dictate without the subjects.
- Write under a category.
- Music dictation (background music + words = create a story).
- Pair work dictation.




Games

- Bingo.
- Boardgame.
- Crossword.
- Noughts and Crosses.
- Dominoes.
- Soccer, tennis replies.
- Mime.
- Are you a liar?
- Don't say yes or no.
- Only say yes or no.
- Hangman.
- Snake to complete.
- Word ladder.
- Battleship.
- Guess my list, what do I have.
- Dice game.
- Change places if...
- Password.
- Text in code.
- Who's who?
- How many words out of...




Projects

- Design own t-shirt.
- Design work of art.
- Do and Don't.
- Create a scene (soap opera).
- Science fiction character.
- The crime.
- Survey.
- Create a story book.
- The silly newspaper.
- Create a computer game.
- Recipe.
- World problem.
- Tale, story.
- Create board game.
- Ad campaign.
- Explain symbols.
- An ONG.
- Rules.
- Concert leaflet.
- Design something.




Internet

- [My Web page](#)
- [Edu 365](#)
- [Xtec](#)
- [BBC](#)
- [Books on line](#)
- [Check unusual words](#)
- [Diaries](#)
- [Thesaurus](#)
- [Dictionary](#)




Book Review

- Pre-reading:** Title. Author. Publisher. First impressions. Front page. Pictures.
- Reading:** Some words I have learned. What I think one of the characters is thinking now! A sketch of the most important scene. Quotations which show you what some characters are like. What I think of the book so far. Phrases that I liked from the book. The most important page I've read. Is it in black or white? Is it happening close or away from me?
- Post-reading:** What I liked best. What I didn't like. My favourite character; who are their friends and enemies; in what mood are they in (with a picture). 3 questions I would ask someone who has read the book. Word difficulty. Illustrations. Recommendation. Comments.



In Mind

- Transversal topics
 - Civic education
 - Technological education
 - Consumer education
 - Peace education
 - Intercultural diversity education
 - Sexual education
 - Health education



Contract

The students with special learning needs together with the teacher will establish the bases for the learning (special objectives, requirements, engagement on the part of the student, special evaluation criteria, signatures).

Unit:
Objectives:
I will:
If I find a difficulty I will:
The teacher will:
My parents will:
Control: (homework, attitude...)
Evaluation criteria:

Signatures:
Parents/Teacher/Student



The End

Appendix 1.1

The European language portfolio and the language passport

Introduction

What is a European Language Portfolio?

It is a document in which those who are learning or have learned a language - whether at school or outside school - can record and reflect on their language learning and cultural experiences.

The portfolio contains a language passport which its owner regularly updates. A grid is provided where his/her language competences can be described according to common criteria accepted throughout Europe and which can serve as a complement to customary certificates. The document also contains a detailed language biography describing the owner's experiences in each language and which is designed to guide the learner in planning and assessing progress. Finally, there is a dossier where examples of personal work can be kept to illustrate one's language competences.

► 3 Parts of a Portfolio

Aims and functions of a European Language Portfolio

The European Language Portfolio project has two main aims:

- a) to motivate learners by acknowledging their efforts to extend and diversify their language skills at all levels;
- b) to provide a record of the linguistic and cultural skills they have acquired (to be consulted, for example, when they are moving to a higher learning level or seeking employment at home or abroad).

Points a) and b) refer to the two basic functions of the European Language Portfolio:

a) The pedagogic function

- Enhance the motivation of the learners
 - to improve their ability to communicate in different languages
 - to learn additional languages
 - to seek new intercultural experiences
- Incite and help learners to
 - reflect their objectives, ways of learning and success in language learning
 - plan their learning
 - learn autonomously

- Encourage learners to enhance their plurilingual and intercultural experience, for example through

- contacts and visits
- reading
- use of the media
- projects

b) The documentation and reporting function

The European Language Portfolio aims to document its holder's plurilingual language proficiency and experiences in other languages in a comprehensive, informative, transparent and reliable way. The instruments contained in the ELP help learners to take stock of the levels of competence they have reached in their learning of one or several foreign languages in order to enable them to inform others in a detailed and internationally comparable manner.

There are many occasions to present a Language Portfolio which is up to date, for example a transfer to another school, change to a higher educational sector, the beginning of a language course, a meeting with a career advisor, or an application for a new post. In these cases the ELP is addressed to persons who have a role in decisions which are important for the owner of the Language Portfolio. A learner may also be interested in having such documentation for him-/herself.

Principles

All competence is valued, regardless whether gained inside or outside of formal education.

- The European Language Portfolio is the property of the learner.
- It is linked to the Common European Framework of reference for Languages.
- A set of common principles and guidelines have been agreed for all Portfolios.

Recommendation N° R (98) 6 of the Committee of Ministers to Member States concerning Modern Languages recommends among other measures the development and use by learners of a personal document (European Language Portfolio) to record their qualifications and other significant linguistic and cultural experiences in an internationally transparent manner as part of an effort to extend and diversify language learning at all levels in a lifelong perspective.

The Ministers of Education of all the member States of the Council of Europe have recommended that governments, in keeping with their education policy, support the introduction of a European Language Portfolio.

Resolution on the European Language Portfolio (adopted at the 20th Session of the Standing Conference of the Ministers of Education of the Council of Europe, Cracow, Poland, 15-17 October 2000)

The European Ministers of Education, meeting in Cracow for the 20th session of their Standing Conference,

CONSIDERING:

- the conclusions and recommendations of the 19th Session of the Standing Conference of the European Ministers of Education;
- Recommendation No. R (98) 6 of the Committee of Ministers to Member States concerning Modern Languages;

- Recommendation 1383 (1998) of the Parliamentary Assembly of the Council of Europe on Linguistic Diversification;
- the encouraging results of the PILOT PROJECTS conducted in 15 member States in an initial pilot phase (1998 to 2000) in order to explore the practical potential, feasibility and effects of a European Language Portfolio.

RECOMMEND THAT:

The Governments of member states, in harmony with their education policies:

1. implement or create conditions favorable for the implementation and wide use of the ELP according to the Principles and Guidelines laid down by the Education Committee;
2. Where it is decided to introduce the ELP, they:
 - 2.1. ask a competent body (such as a national committee) to examine ELP models for compulsory education, to establish whether they meet the agreed criteria, and to forward them with a recommendation to the European Validation Committee;
 - 2.2. ask the competent body to monitor compliance with the Principles and Guidelines at the national, regional, local level;
 - 2.3. create conditions to enable learners to use ELPs throughout formal and informal education;
 - 2.4. assist teachers in the effective use of the ELP through appropriate training programmes and support;
 - 2.5. take steps to ensure that an ELP is acknowledged as a valid record of competence regardless of its country, region, sector or institution of origin;
 - 2.6. facilitate co-operation between education institutions and other relevant agencies at all levels, be they public or private, with a view to the harmonious development and implementation of ELPs;
 - 2.7. monitor the dissemination and impact of the ELP and report the findings to the Council of Europe regularly, and at least once every three years.

Future goals

Different models are being or will be developed in Council of Europe member States depending on the age of learners and national contexts. However, all models must conform to the agreed principles and be approved by the European Validation Committee in order to use the Council of Europe logo.

The Council of Europe organised a series of seminars in 2001 to help member States which did not take part in the pilot scheme to develop and introduce their own portfolios. A number of International NGOs are also developing Portfolios for higher and adult education.

Educational authorities or institutions undertaking to produce an ELP model may ask for guidance and a preliminary reaction from the Validation Committee at an early stage. Please contact the Secretariat: christopher.reynolds@coe.int

Portfolios **CANNOT** be obtained from the Council of Europe. The co-ordinates of national co-ordinators are to be found under the heading "Contact us".



Le Conseil de l'Europe est une organisation intergouvernementale dont le siège permanent est à Strasbourg, France. Sa mission première est de renforcer l'unité du continent et de protéger la dignité des citoyens de l'Europe en veillant au respect de nos valeurs fondamentales: la démocratie, les droits de l'homme et la prééminence du droit.

Un de ses objectifs principaux est de susciter la prise de conscience d'une identité culturelle européenne et de développer la compréhension mutuelle entre les peuples de cultures différentes. C'est dans ce contexte que le Conseil de l'Europe coordonne l'introduction d'un Portfolio Européen des Langues, comme étant un document personnel fait pour encourager et faire reconnaître l'apprentissage des langues et les expériences interculturelles de toutes sortes.

Contact:
Division des Langues vivantes
Direction Générale IV
Conseil de l'Europe, Strasbourg, France
site Internet: <http://culture.coe.int/lang>
© 2000 Conseil de l'Europe, Strasbourg, France

Ce Passeport de langues fait partie du Portfolio européen des langues (PEL) remis par:
Nom de l'institution / Instance (avec site Internet)

The Council of Europe is an intergovernmental organisation with its permanent headquarters in Strasbourg, France. Its primary goal is to promote the unity of the continent and guarantee the dignity of the citizens of Europe by ensuring respect for our fundamental values: democracy, human rights and the rule of law.

One of its main aims is to promote awareness of a European cultural identity and to develop mutual understanding among people of different cultures. In this context the Council of Europe is coordinating the introduction of a European Language Portfolio to support and give recognition to language learning and intercultural experiences at all levels.

Contact:
Modern Languages Division
Directorate General IV
Council of Europe, Strasbourg, France
Web site: <http://culture.coe.int/lang>
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This Language Passport is part of the European Language Portfolio (ELP) issued by:
Name of Institution / Body (with web site)

Portfolio Européen des Langues: modèle accrédité N° 0/2000
European Language Portfolio: accredited model No. 0/2000
Accredited by / Awarded to

Le présent modèle est conforme aux Principes et Lignes directrices communs.

CONSEIL DE LA COOPERATION CULTURELLE
COMITÉ DE L'ÉDUCATION – COMITÉ DE VALIDATION DU PEL
This model conforms to common Principles and Guidelines.
COUNCIL FOR CULTURAL CO-OPERATION
EDUCATION COMMITTEE – ELP VALIDATION COMMITTEE

Passport de langues

Language Passport

Ce document est un bilan des savoir-faire, des certifications ou des diplômes ainsi que des expériences vécues dans différentes langues. Il fait partie d'un Portfolio Européen des Langues qui se compose du présent Passeport, d'une Biographie Langagière et d'un Dossier comprenant des matériaux qui documentent et illustrent les expériences effectuées et les compétences acquises. Les compétences en langues sont décrites dans les termes des niveaux de compétence présentés dans le document «Un Cadre européen commun de référence pour les langues: apprendre, enseigner, évaluer». L'échelle est présentée dans le présent Passeport de langues (grille pour l'auto-évaluation).

This document is a record of language skills, qualifications and experiences. It is part of a European Language Portfolio which consists of a Passport, a Language Biography and a Dossier containing materials which document and illustrate experiences and achievements. Language skills are defined in terms of levels of proficiency presented in the document «A Common European Framework of reference for languages: learning, teaching, assessment». The scale is illustrated in this Language Passport (Self-assessment grid).

Ce Passeport de langues est recommandé pour utilisation par des adultes (16+).

This Language Passport is recommended for adult users (16+).

- Le Passeport de langues inclut la liste des langues dans lesquelles le titulaire a des compétences. Il se compose:
- d'un profil des compétences en langues en relation avec le Cadre Européen Commun
 - d'un résumé d'expériences linguistiques et interculturelles
 - d'une liste de certificats et diplômes

- The Language Passport lists the languages that the holder has some competence in. The contents of this Language Passport are as follows:
- a profile of language skills in relation to the Common European Framework
 - a résumé of language learning and intercultural experiences
 - a record of certificates and diplomas

Pour tout renseignement concernant les niveaux de compétences en plusieurs langues, consultez le site Internet du Conseil de l'Europe: <http://culture.coe.int/lang>

For further information, guidance and the levels of proficiency in a range of languages, consult the Council of Europe web site: <http://culture.coe.int/lang>


Nom:
Name:



COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

European Language Portfolio

Portfolio européen des langues




CONSEIL
DE L'EUROPE
DIRECTORATE OF LANGUAGE POLICY
COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES


Norm
Nomme


Langue(s) maternelle(s)
Mother-tongue(s)


Autres langues
Other languages


Auto-évaluation
Self-assessment

 Ecouter
Listening

 Prendre part à une conversation
Spoken interaction

 Ecrire
Writing

 Lire
Reading

 S'exprimer oralement en continu
Spoken production

Langue Language

	A1	A2	B1	B2	C1	C2
-						
+						
+						
+						
+						
+						

Langue Language

Langue Language

	A1	A2	B1	B2	C1	C2
-						
+						
+						
+						
+						
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Langue Language

Langue Language

	A1	A2	B1	B2	C1	C2
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

Langue Language

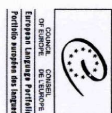
Langue Language

	A1	A2	B1	B2	C1	C2
-						
+						
+						
+						
+						
+						

Langue Language

Grille pour l'auto-évaluation

	A1	A2	B1	B2	C1	C2
<p>Comprendre</p>  <p>Écouter</p>	<p>Je peux comprendre des mots familiers et des expressions très courantes au sujet de moi-même, de ma famille et de l'environnement concret et immédiat, si les gens parlent lentement et distinctement.</p>	<p>Je peux comprendre des expressions et un vocabulaire très fréquents relatifs à ce qui me concerne de très près (par ex. moi-même, ma famille, les achats, l'environnement proche, le travail). Je peux saisir l'essentiel d'annonces et de messages simples et clairs.</p>	<p>Je peux comprendre les points essentiels quand un langage clair et standard est utilisé et s'il s'agit de sujets familiers concernant le travail, l'école, les loisirs, etc. Je peux comprendre l'essentiel de nombreuses émissions de radio ou de télévision sur l'actualité ou sur des sujets qui m'intéressent à titre personnel ou professionnel si l'on parle d'une façon relativement lente et distincte.</p>	<p>Je peux comprendre des conférences et des discours assez longs et même suivre une argumentation complexe si le sujet m'en est relativement familier. Je peux comprendre la plupart des émissions de télévision sur l'actualité et les informations. Je peux comprendre la plupart des films en langue standard.</p>	<p>Je peux comprendre un long discours même s'il n'est pas clairement structuré et que les articulations sont seulement implicites. Je peux comprendre les émissions de télévision et les films sans trop d'effort.</p>	<p>Je n'ai aucune difficulté à comprendre le langage oral, que ce soit dans les conditions du direct ou dans les médias et quand on parle vite, à condition d'avoir du temps pour me familiariser avec un accent particulier.</p>
<p>Lire</p> 	<p>Je peux comprendre des noms familiers, des mots ainsi que des phrases très simples, par exemple dans des annonces, des affiches ou des catalogues.</p>	<p>Je peux lire des textes courts très simples. Je peux trouver une information particulière prévisible dans des documents courts comme les petites publicités, les prospectus, les menus et les horaires et je peux comprendre des lettres personnelles courtes et simples.</p>	<p>Je peux comprendre des textes rédigés essentiellement dans une langue courante ou relative à mon travail. Je peux comprendre la description d'événements, l'expression de sentiments et de souhaits dans des lettres personnelles.</p>	<p>Je peux lire des articles et des rapports sur des questions contemporaines dans lesquels les auteurs adoptent une attitude particulière ou un certain point de vue. Je peux comprendre un texte littéraire contemporain en prose.</p>	<p>Je peux comprendre des textes incluant ou littéraires longs et complexes et en apprécier les différences de style. Je peux comprendre des articles spécialisés et de longues instructions techniques même lorsqu'ils ne sont pas en relation avec mon domaine.</p>	<p>Je peux lire sans effort tout type de texte, même abstrait ou complexe quant au fond ou à la forme, par exemple un manuel, un article spécialisé ou une œuvre littéraire.</p>
<p>Parler</p>  <p>Prendre part à une conversation</p>	<p>Je peux communiquer de façon simple, à condition que l'interlocuteur soit disposé à répéter ou à reformuler ses phrases plus lentement et à m'aider à formuler ce que j'essaie de dire. Je peux poser des questions simples sur des sujets familiers ou sur ce dont j'ai immédiatement besoin, ainsi que répondre à de telles questions.</p>	<p>Je peux communiquer lors de tâches simples et habituelles ne demandant qu'un échange d'informations simple et direct sur des sujets et des activités familiers. Je peux avoir des échanges très brefs même si, en règle générale, je ne comprends pas assez pour poursuivre une conversation.</p>	<p>Je peux faire face à la majorité des situations que l'on peut rencontrer au cours d'un voyage dans une région où la langue est parlée. Je peux prendre part sans préparation à une conversation sur des sujets familiers ou d'intérêt personnel ou qui concernent la vie quotidienne (par exemple famille, loisirs, travail, voyage et actualité).</p>	<p>Je peux communiquer avec un degré de spontanéité et d'aisance normale possible lors d'une interaction normale avec un locuteur natif. Je peux participer activement à une conversation dans des situations familières, présenter et défendre mes opinions.</p>	<p>Je peux m'exprimer spontanément et couramment sans trop apparaître devoir chercher mes mots. Je peux utiliser la langue de manière souple et efficace pour des relations sociales ou professionnelles. Je peux exprimer mes idées et opinions avec précision et lier mes interventions à celles de mes interlocuteurs.</p>	<p>Je peux participer sans effort à toute conversation ou discussion et je suis aussi très à l'aise avec les expressions idiomatiques et les tournures courantes. Je peux m'exprimer couramment et exprimer avec précision de fines nuances de sens. En cas de difficulté, je peux faire marche arrière pour y remédier avec assez d'habileté et pour qu'elle passe presque inaperçue.</p>
<p>Écrire</p>  <p>S'exprimer oralement en continu</p>	<p>Je peux utiliser des expressions et des phrases simples pour décrire mon lieu d'habitation et les gens que je connais.</p>	<p>Je peux utiliser une série de phrases ou d'expressions pour décrire mon thème simple et d'autres thèmes, mes conditions de vie, mon activité professionnelle actuelle ou récente.</p>	<p>Je peux articuler des expressions de manière simple afin de raconter des expériences et des événements, mes rêves, mes espoirs ou mes buts. Je peux brièvement donner les raisons et les explications de mes opinions ou projets. Je peux raconter une histoire ou l'intrigue d'un livre ou d'un film et exprimer mes réactions.</p>	<p>Je peux écrire des textes clairs et détaillés sur une grande gamme de sujets relatifs à mes intérêts. Je peux développer un point de vue sur un sujet d'actualité et expliquer les avantages et les inconvénients de différentes possibilités.</p>	<p>Je peux m'exprimer dans un texte clair et bien structuré et développer mon point de vue. Je peux écrire sur des sujets complexes dans une lettre, un essai ou un rapport, en soulignant les points que je juge importants. Je peux adopter un style adapté au destinataire.</p>	<p>Je peux écrire un texte clair, fluide et stylistiquement adapté aux circonstances. Je peux rédiger des lettres, rapports ou articles complexes, avec une construction claire permettant au lecteur d'en saisir et de mémoriser les points importants. Je peux résumer et critiquer par écrit un ouvrage professionnel ou une œuvre littéraire.</p>





COUNCIL OF EUROPE
OF EUROPE
DEPARTMENT OF CULTURAL AFFAIRS
LITERARY LEARNING AND TEACHING
FUTURE COMPETENCE EUROPE

Self-assessment grid

C2

C1

B2

B1

A2

A1

	A1	A2	B1	B2	C1	C2
Understanding Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly. I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
Reading Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speaking and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussions in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
Spoken production Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and reasoning off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Résumé des expériences linguistiques et interculturelles
Summary of language learning and intercultural experiences

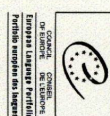
Nom
Name

→ 1 Jusqu'à 1 an
Up to 1 year

→ 3 Jusqu'à 3 ans
Up to 3 years

→ 5 Jusqu'à 5 ans
Up to 5 years

→ 5 Plus de 5 ans
Over 5 years



Langue: Language:												
	→ 1	→ 3	→ 5	5 →	→ 1	→ 3	→ 5	5 →	→ 1	→ 3	→ 5	5 →
Apprentissage et utilisation de la langue dans le pays/la région où la langue n'est pas utilisée: Language learning and use in country/region where the language is not spoken:	→ 1	→ 3	→ 5	5 →	→ 1	→ 3	→ 5	5 →	→ 1	→ 3	→ 5	5 →
Enseignement primaire / secondaire / professionnel Primary/secondary/vocational education												
Enseignement supérieur Higher education												
Éducation des adultes Adult education												
Autres cours Other courses												
Utilisation régulière sur le lieu de travail Regular use in the workplace												
Contacts réguliers avec des locuteurs de cette langue Regular contact with speakers of the language												
Autre Other												
Informations complémentaires concernant des expériences linguistiques et interculturelles Further information on language and intercultural experiences												

Résumé des expériences linguistiques et interculturelles
Summary of language learning and intercultural experiences



Nom _____
 Name _____

→1 Jusqu'à 1 mois Up to 1 month →3 Jusqu'à 3 mois Up to 3 months →5 Jusqu'à 5 mois Up to 5 months 5→ Plus de 5 mois Over 5 months

Langue: Language:	→1	→3	→5	→1	→3	→5	→1	→3	→5	→1	→3	→5	→1	→3	→5
Séjours dans une région où la langue est utilisée: Stays in a region where the language is spoken:	→1	→3	→5	→1	→3	→5	→1	→3	→5	→1	→3	→5	→1	→3	→5
Participation à un cours de langue Attending a language course															
Etudes, formation dans la langue Using the language for study or training															
Utilisation professionnelle de la langue Using the language at work															
Autre Other															
Informations complémentaires concernant des expériences linguistiques et interculturelles Further information on language and intercultural experiences															

APPENDIX 2

Activities specially designed for fast finishers

- Check work
 - Fast finishers should be encouraged to check their own work.
 - They can check their work with another student who has also finished.
 - The teacher can underline the errors for them to check.

- Help other students
 - Ask fast finishers to go and help students who have not finished or who are finding the task difficult.

- Do extension activities (It may be possible to extend some activities.)
 - Reading comprehension
 - Write some more comprehension questions.
 - Ask them to react to the text in some way.
 - Draw a picture to go with the text.
 - Supply a different ending.
 - Imagine the conversation between two people in the text.
 - Say what they think happened next.
 - Choose some words to look up in their dictionaries.
 - Write definitions for some of the words, and test other fast finishers.
 - Grammar exercises
 - Write some more examples.
 - Practise saying sentences to another fast finisher.
 - Write a sentence in a snake without punctuation or separation between words.
 - Writing
 - Write a little bit more.
 - Write another piece of work.
 - Write a poster for a particular person or object of the story.
 - Write a different title and a subtitle.

- Change the ending.
 - Erase 5 words from the text, without altering the basic meaning of it.
 - Write the same text substituting some words by drawings.
 - Write four words, exchange them with another fast finisher and create a silly newspaper article with them.
- Vocabulary
 - Think of some more words associated with the topic.
 - How many words can you create with one of the vocabulary words?
 - Practise saying the words to another fast finisher.
 - Identify which words have a particular sound.
 - Group the words according to the number of syllables.
 - Group the words according to where the stress is.
 - Play the hangman with another fast finisher.
 - Create a list with an “odd one out”.
 - Write an acrostic for some of the words.
 - Create similes: e.g. as fast as a horse.
- Speaking
 - Do it again with a different mood.
 - Write it down.
 - Do it again giving different answers to the questions.
- Listening comprehension
 - Read through the tape script if you can.
 - Write down any new words.
 - Reproduce a similar text or dialogue.
 - What’s your opinion?
- Do additional exercises
 - Fill out a self-evaluation worksheet; evaluate the teacher and the tasks and projects done.
 - Create a crossword and exchange it with another fast finisher.

- Create a puzzle (with drawings and sentences).
- Go to the self-access corner.
- Give them some brain teasers to solve.
- Practise with some tongue twisters.
- Create a board game to be played.
- Play picture dictation with another fast finisher.

Adapted from: <http://www.richmondelt.com>

APPENDIX 3

4th of ESO Inner school English exam (2003-2004)

Col·legi LA SALLE FIGUERES
 Departament de Llengües estrangeres
 Avaluació Interna
 4at ESO

Prova d'anglès
 Curs acadèmic:.....

Alumne/a:

FRANKENSTEIN

A. About the author. Answer these questions:

1. When was she born?
2. Who go the idea to write a ghost story?
3. Why was Frankenstein important?

B. The plot. Put the events I the correct order:

- a) The creature becomes bad.
- b) The creator and the creature die.
- c) Henri looks for his brother.
- d) He goes to live in a forest.
- e) Victor studies in Germany.
- f) Victor experiments with a human body.
- g) The monster comes to life.
- h) The monster needs a wife.
- i) The creature kidnaps Victor's girlfriend.

1.... 2.... 3.... 4.... 5.... 6.... 7.... 8.... 9....

C. The main character. Write true (T) or false (F) and correct the sentences which are false.

1. Victor Frankenstein likes the monster he has created.
2. The monster is compared to a monkey.
3. The monster does not want to be accepted by society.
4. Henri Clerval explains the story.
5. Henri Clerval likes the monster.

D. The Context. Relate the following words with their opposites:

- | | |
|-------------|-----------|
| 1. Good | a. Ugly |
| 2. Handsome | b. Fair |
| 3. Unjust | c. Accept |
| 4. Reject | d. Evil |

1.... 2.... 3.... 4....

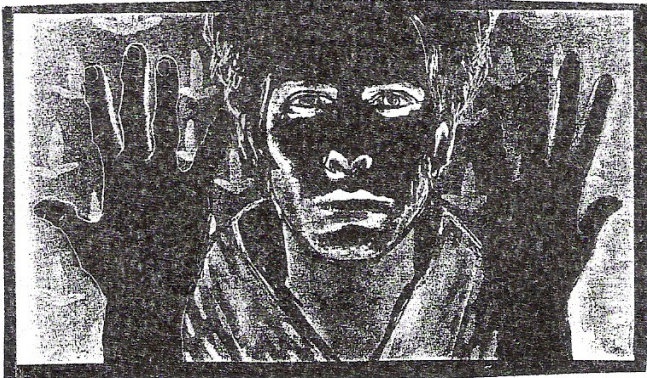
FRANKENSTEIN

THE AUTHOR



Mary Shelley

Mary Shelley was born in 1797 and her mother died just a few days after she was born. When Mary was 19 years old she married the poet Percy Bysshe Shelley, whose first wife had died, and they spent the summer of 1816 together in Switzerland in the company of their friend and poet Lord Byron. During one stormy, wet weekend, Byron suggested that they should all invent a ghost story. Mary's story was *Frankenstein* and later it was published in 1818. *Frankenstein* became popular at once. It is considered to be the greatest Gothic Romantic novel of all time and in fact it was an early example of a science fiction novel. Mary Shelley's husband died when she was 24 and for the next 29 years she worked as a professional writer. She died in 1851 of a brain tumour.



THE PLOT

The Creation

Victor Frankenstein is a student who leaves Switzerland to go and study Science in Germany. After two years no one hears from him, and his old friend Henri is sent to find him. Having abandoned the university, Victor is about to complete a terrifying experiment involving a human body made up of several separate pieces sewn together. Henri helps him one stormy night to harness a flash of lightning and so the creature of Frankenstein comes to life.

The Monster

Victor is repulsed by what he has done. He calls the creature a monster and tells him to get out of his sight. The monster feels rejected and becomes aggressive towards his maker. He lives for a time in the forest with an old blind man and his son and daughter, but when the daughter, Agatha, rejects his declaration of love, he burns down the cottage, with them in it. After that he lives wild in the forest. One day, the monster kills Victor's younger brother William, and Victor hunts down the monster. The creature explains to Victor that he feels alone and needs a wife.

The Final Strike

Victor starts to make a wife for the monster, but then destroys her. The pieces he throws away are discovered and he is accused of murder. Henri and Victor go in search of Elizabeth, Victor's fiancée, who has been abducted by the monster. After a struggle on the top of a glacier, Frankenstein and his monster are both killed by the same flash of lightning.

THE MAIN CHARACTERS

Victor

Frankenstein

He is the designer and creator of the creature. He was first interested in harnessing the power of lightning when he and Henri were caught in a storm and a flash of lightning burnt a nearby tree to the ground. His creation of the monster disgusts him and so he rejects him.

Monster

He is described as being nearly two metres tall with arms like a huge* monkey and dry yellow skin* stretched* across the bones, with lines where the pieces of skin had been joined together. It is significant that when he tries to be accepted by society he wears clothes, for example when he lives in the de Lacy family, but as soon as he is rejected by Agatha de Lacy he goes to live wild and naked* in the forest. By throwing away his clothes, he demonstrates that he no longer wants to be part of such a society.

Henri

He is the narrator of the story and a close friend and colleague of Victor Frankenstein. When he sees the creature come to life his reaction is very different from his friend's. He thinks there is no reason to be afraid of him and understands why the creature looks to Frankenstein for recognition.

THE CONTEXT

The circumstances surrounding the writing of *Frankenstein* have been called "one of the most famous house parties in literary history". Like her father, Mary believed that human beings are naturally good and they become evil* only when society makes them behave* badly. When Frankenstein creates the "perfect man", he immediately rejects him because what he has made is outwardly* ugly*. He looks evil so Frankenstein and society treat him as evil*. Mary Shelley clearly describes how evil* was not in the monster at first, it appeared because people were unjust and cruel to him. Frankenstein himself was to blame* because he did not give the creature any opportunity to show what kind of person he really was.



HELP!

abduct: secuestrar
 behave: comportarse
 be to blame: tener la culpa
 blind: ciego
 brain (aquí): cerebral
 cottage: casa de campo
 evil: malo / maldad
 ghost: fantasma
 harness (aquí): aprovechar
 huge: enorme
 hunt down: acorralar, dar con
 involve: implicar, concernir
 leave: irse

lightning: rayo
 made up of: hecho de
 naked: desnudo
 outwardly: en apariencia
 sewn pp. sew inf.: coser
 sight: vista
 skin: piel
 stormy: tempestuoso
 stretch: estirar, extender
 throw away: tirar
 ugly: feo
 wife: esposa
 wild: salvaje

APPENDIX 4

***EVALUACIÓN DEL SERVICIO
EDUCATIVO A LOS POBRES***

Colegio La Salle-Figueres

Abril 2004

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INTRODUCCIÓN

Evaluar una realidad es, por un lado, una mirada al presente-pasado y por otro, una mirada al presente-futuro.

En el conjunto de propuestas de los Capítulos General y Distrital, están las que hacen referencia a la evaluación del servicio educativo a los pobres. Pues bien, no ha sido fácil realizar esta tarea dada la complejidad del concepto de pobreza y la dificultad por encontrar un instrumento de medición con alto nivel de eficacia, precisión y fiabilidad. Somos conscientes de ello, pero también somos conscientes de que leídas con la suficiente actitud crítica estas páginas podremos conocer mejor cuál es nuestra situación, al menos aproximada, con respecto al servicio educativo a los pobres, y de este modo disponer de elementos suficientes de base para una transformación, si procede, de nuestra misión educativa en ese punto.

Nuestra escuela debe estar atenta a todo lo que surge como necesidad y realizar un esfuerzo en atajar o compensar esas necesidades en la medida de lo posible. Para ello se hace necesario un examen con el fin de poder evaluar cuál es nuestra situación de partida y el trabajo realizado hasta ahora. No cabe duda que hoy más que nunca nos encontramos ante diferentes situaciones de riesgo en nuestro entorno que pueden ser el origen de carencias de diferente índole, económicas, afectivas, sociales, etc. Pues bien, habrá que estar más atentos que nunca y reforzar nuestro compromiso en dar apoyo y servir a los más vulnerables.

Este Informe que ahora presentamos arranca con la presentación de la **metodología** utilizada y que ha servido de pauta orientadora para el trabajo. En un *segundo apartado* se presenta las **características generales de la ciudad** donde se encuentra el Centro siempre buscando el horizonte de la pobreza. Incluimos aquí las **necesidades básicas** de esta ciudad desde los ámbitos económico, educativo, sociocultural y de los valores.

En el *tercer apartado*, se describe brevemente algunos **datos identificativos** de la institución educativa, para pasar en un *cuarto apartado* a presentar la **radiografía estática** de la pobreza en una cuádruple dimensión: económica, educativa, sociocultural y de valores.

Sin una base **económica** mínima, una persona no puede desarrollar plenamente su vida como ser humano ni tener la liberación necesaria para entrar en el mundo de los valores de una forma creativa. Un indicador explícito de esta base son los ingresos económicos, determinantes para poder hablar de pobreza relativa o de pobreza severa. Existen otros indicadores relacionados de pobreza como el número de viviendas, el equipamiento del hogar, las condiciones de la vivienda, la situación laboral de los cónyuges, la capacidad adquisitiva, las formas y lugares de ocio, etc.

El trabajo de los dos cónyuges ha ayudado a mejorar las condiciones económicas de las familias, pero en muchas situaciones ese trabajo, por falta de control, ha generado otras bolsas de pobreza en el medio familiar.

La **pobreza educativa** supone una gran barrera para la inserción y adaptación social tanto de los hijos como de sus padres. Las dificultades de aprendizaje, el retraso o

fracaso escolar, la falta de escolaridad, el abandono o el absentismo escolar suponen la llave en muchos casos de la exclusión social.

Capítulo importante de esta pobreza educativa lo constituye las limitaciones, condicionantes y dificultades que los padres de hoy tienen para desempeñar su tarea de primeros educadores de sus hijos.

La **pobreza sociocultural** tiene en nuestro estudio varias vertientes principales: la relativa a las familias desestructuradas en cuanto a su origen, composición o funcionamiento; el ocio y tiempo libre de los niños, adolescentes y jóvenes, especialmente; las minorías étnicas y culturales, la situación de los ancianos y enfermos adultos; etc.

Finalmente, el ámbito de **los valores** nos lleva al mundo de los factores motivacionales de la persona individual y social. La falta de una verdadera jerarquía de valores, la ausencia, limitación o deformación de los valores religiosos, representa una **pobreza** que tiene una clara incidencia en el normal desarrollo de los grupos sociales y de la sociedad en general.

En el *quinto apartado* del Informe se expone la **radiografía dinámica** de las dimensiones de la pobreza, esto es, cómo se encuentra en la actualidad el Centro en relación con las estrategias operativas que está llevando a cabo, tanto en su dimensión interna, desde el Centro hacia *dentro: alumnos, familias, jóvenes y adultos desfavorecidos*, como en su dimensión externa, desde el Centro hacia fuera: *pobrezas del entorno inmediato y mediato*.

Con sentido recapitulativo figura un *sexto apartado* donde se presenta de forma más intuitiva un conjunto de **constataciones** en relación con las dimensiones de la pobreza, tanto en su estructura estática como dinámica.

Hasta aquí el pasado. El último apartado, el *séptimo*, mira hacia el futuro a través de una serie de **líneas prospectivas**.

Finalmente, las **conclusiones**, conectan pasado y futuro con la intención de revitalizar el presente en relación con el transversal de la escuela lasaliana: *el servicio educativo a los pobres*.

I. METODOLOGÍA

1. Diseño de la investigación: Marco Teórico

El diseño de la investigación ha venido dado más por el carácter evaluativo y propositivo que se pretendía obtener que por la rigurosidad científica en el planteamiento que una investigación conlleva. La definición de su objeto se presentaba claramente determinada y respaldada por unas orientaciones y propuestas de la institución lasaliana¹ sobre el tema del *servicio educativo a los pobres* que han sido asumida como guías para el planteamiento de procedimientos y elección de indicadores a la hora de abordar el estudio.

Dado el carácter de la investigación, ésta se ha centrado en la elaboración del marco teórico que nos pueda arrojar toda la información posible para analizar y comparar la realidad del Centro desde sus diferentes perspectivas, con el modelo ideal hacia el que se pretende avanzar.

Se realizó una aproximación al concepto de pobreza en el que se encuadra, las vertientes económicas, socioculturales y educativas de la misma. Por razones de tiempo y espacio en la investigación no se ha contemplado en dicho marco teórico la dimensión de la pobreza valorativa pero somos conscientes de su importancia en nuestro entorno cultural.

La investigación pretende medir el momento en el que el Centro se encuentra, respecto de este ideal, para ser capaz de proponer estrategias de aproximación a dicho ideal a partir de su propia realidad.

2. Diseño del instrumento de la investigación y obtención de la información

Una vez elaborado el marco teórico se procedió a la elaboración del instrumento cuantitativo para obtener información sobre el Centro y su implicación en la realidad del servicio educativo que presta a los pobres y a las pobrezas.

El instrumento diseñado contempla tres tipos de cuestionarios: Ciudad, Centro y Familias. Los dos primeros han sido cumplimentados por un grupo de personas del propio Centro contando, en el caso de la Ciudad, con la colaboración de otros organismos e instituciones. Las Familias respondieron a su Cuestionario de manera anónima.

En esta información se incluyen también las estrategias operativas del Centro en una doble perspectiva, la atención a las pobrezas más cercanas (las del propio Centro: alumnos y familias) y a las del entorno próximo o lejano (Países del Tercer Mundo).

¹ Actas del XLIII Capítulo General de los Hermanos de las Escuelas Cristianas (2000), 20-24. Capítulos Distritales: VIII (1991-1992): Propuestas 78, 81, 83; IX (1998): Propuestas 9, 19, 20, 21; X (2002): Propuestas 19 y 20. Proyectos Distritales de los Cursos 2000-2001; 2001-2002; 2002-2003; 2003-2004.

Como complemento de estos tres cuestionarios se ha llevado a cabo en cada Centro un grupo de diálogo entre los distintos estamentos de la comunidad educativa (alumnos Mayores, profesores, padres, colaboradores, etc.) para tratar de recabar información sobre las tipologías de pobreza existentes en el propio Centro, su génesis y las respuestas que se están dando a éstas y otras pobrezas existentes en otros lugares del mundo.

3. Calendario de trabajo

La fase para recabar información de indicadores de pobreza en el ámbito de la Ciudad, Centro y Familias, se ha llevado a cabo durante los meses de Septiembre a Diciembre del 2003. Esta fase se ha complementado con el grupo de diálogo llevado a cabo en Febrero del 2004².

Finalmente, el Equipo Sociológico ha estado trabajando desde Octubre del 2003 a Abril del 2004 en la recogida de información complementaria sobre indicadores de pobreza de la ciudad, en el tratamiento de las informaciones procedentes del Centro, en el análisis e interpretación de los datos y, finalmente, en la elaboración del Informe Final.

²En el Colegio LA SALLE-FIGUERES tuvo lugar este grupo de diálogo el día 2 de Febrero del 2004. En él participaron, además del H. Juan A. Rivera, que actuó como Moderador, el H. Director, el Coordinador de Primaria-Delegado de Pastoral, dos Madres, y una representante del Personal de Administración y Servicios. Estuvo también presente el H. Delegado de Educación Distrital. No hubo ningún representante del alumnado.

La reunión tuvo una duración de dos horas. El clima de diálogo fue abierto y participativo a pesar del corto número de participantes.

II. EL CONTEXTO DE LAS NUEVAS POBREZAS EN LA CIUDAD DE FIGUERES³

La ciudad de Figueres está situada en la Comarca del Alt Empordí en la provincia de Girona. Tiene una superficie de 19.3 km² y cuenta con una población en la actualidad de 36.340 habitantes, según datos aportados por el Equipo del Centro.⁴

La distribución de la población por edad⁵ nos muestra una ciudad con una tasa de juventud superior en más de 2.5 puntos porcentuales a la provincia de Girona y a Cataluña en su conjunto. En Figueres el 38.2% de sus habitantes no superan los 30 años. En cambio, el porcentaje de población de más de 65 años (17.1%) es muy similar a los mencionados ámbitos geográficos de referencia.

Respecto a la población inmigrante extranjera en Figueres, se constata que está en aumento *“Figueres ha cambiado mucho, ahora vienen familias a trabajar, son emigrantes, más bien marroquíes, que vienen a hacer unos trabajos que otros no quieren hacer, que tienen muchos hijos”*⁶. Cuantitativamente se aporta el siguiente dato: *“La emigración en Figueres es del 10% en el ámbito general”*.

En el grupo de diálogo celebrado en el Centro se alude a la existencia en la ciudad de barrios en los que se asienta esta población inmigrante por el menor coste de las viviendas. *“Hay como tres guetos, a veces da vergüenza reconocerlo: la parte de los gitanos, la parte alta; al otro extremo estarían los latinos-sudamericanos y marroquíes y una parte del centro, una barriada de marroquíes”*.

Según los datos aportados por el Equipo del Centro, la presencia de minorías étnicas y culturales en el barrio del Eixample-Estació donde se sitúa el Colegio, es menor que en otros barrios de la ciudad. Alcanza la cifra de 250 personas, lo que representa el 7.1% de la población total del barrio (unas 3.500 personas). Su distribución es la siguiente:

Lugar de procedencia	Nº absoluto	%
Africanos	120	3.5
Asiáticos		
Europeos del Este		
Europeos (U.E.)	30	0.8
Latinoamericanos	100	2.8
Gitanos		
TOTAL	250	7.1

³ Los datos que aparecen proceden de dos fuentes: datos aportados por el Equipo del Centro y las fuentes estadísticas que se señalan.

⁴ El último Censo de población del 2001 cuantifica a la población en 33.064 habitantes. Fuente: IDESCAT, Institut d'Estadística de Catalunya.

⁵ Fuente: Anuario Social de la Caixa 2003.

⁶ De ahora en adelante, las frases en cursiva y entrecomilladas que aparecen en este informe están tomadas literalmente del grupo de diálogo celebrado en el Centro el 02.02.04.

Figueres “*es una ciudad rica, muy comercial*” sin embargo, en el colectivo de minorías étnicas y culturales es donde se concentran las bolsas de pobreza. El Equipo del Centro ha señalado que la ciudad tiene una población activa del 83% y la tasa de paro es del 2%. “*y tenemos pobres a nivel económico y de cultura, que se nota más en los emigrantes*”. La tasa de analfabetismo en el conjunto de Figueres es poco significativa (1%).

La infraestructura social⁷ y educativa que tiene la ciudad es de 3 residencias con 208 plazas, 5 centros de Mayores y 23 centros escolares, de los cuales 15 son públicos y 8 privados.

La pobreza en valores sí se siente como un problema en el conjunto del municipio, “*en la gente de dentro, la Figueres de siempre y comercial, las pobrezas yo las vería más en el sentido de afectos*”. Y al encontrarnos en el ámbito educativo, preocupa especialmente los jóvenes y la situación familiar, “*ves que les falta cariño, cada vez lo ves más. Y a veces se quiere comparar el afecto y la felicidad no se compra*”.

Otro aspecto de pobreza en valores que se ha resaltado que existe en la ciudad, reflejo de la sociedad actual es el relacionado con los ancianos, se pone de manifiesto que se detecta soledad en los ancianos, “*mucha gente Mayor sola, ahora van acompañados de latinoamericanos*”.

Al preguntar al Equipo del Centro por las **necesidades básicas de la ciudad**⁸ en los ámbitos de pobreza a los que hace referencia el presente estudio, se señalaron las siguientes:

1. **Ámbito económico**

- Asegurar a los trabajadores inmigrantes y arreglar su documentación.
- Vivienda asequible.
- Mejoras urbanas y de transporte.

2. **Ámbito educativo**

- Nuevos recursos para atender mejor a los recién llegados.
- Más centros escolares.
- Conocer las culturas de los que llegan nuevos.

3. **Ámbito sociocultural**

- Integración de los padres en la nueva cultura.
- Crear centros lúdicos para niños y adolescentes.
- Valoración de todas las culturas y tradiciones.

⁷ Fuente: Anuario Social de la Caixa 2003.

⁸ Fuente: Equipo del Centro (Fuente 1).

4. Ámbito valorativo

- Solucionar la integración de los emigrantes.
- Atención a los jubilados y falta de asociacionismo.
- Abandono de valores religiosos.

III. DATOS IDENTIFICATIVOS DEL COLEGIO LA SALLE-FIGUERES⁹

1. Ubicación geográfica:

El Colegio La Salle está situado en el barrio de Eixample-Estació, que esta considerado como de clase media o media-alta.

2. Niveles educativos¹⁰:

El Centro dispone de Educación Infantil, Primaria y Secundaria Obligatoria. El número de alumnos matriculados es de 739 y su distribución por niveles educativos es la siguiente:

- ▶ Educación Infantil: 101 alumnos (13.7%).
- ▶ Educación Primaria: 313 alumnos (42.3%).
- ▶ Educación Secundaria Obligatoria (ESO): 325 alumnos (44.0%).

3. Procedencia geográfica del alumnado:

La Mayoría de los alumnos (70%) proceden de la zona en la que se ubica el Colegio considerada de clase media, media-alta. Un 5.4% supera por arriba esta situación familiar y son un 24.7% los que provienen de otras zonas con menor nivel socioeconómico, entre los que cabe resaltar un 5.8% que se considera pertenecen a una zona marginal de la ciudad.

Por otra parte, es interesante señalar que 67 alumnos del Centro (9.1% del total) son de procedencia extranjera, concretamente 6 de África/Magreb, 8 de Europa del Este, 14 de la Unión Europea y 39 de Latinoamérica. Se constata que en la ciudad está creciendo a buen ritmo el número de familias inmigrantes, *“son cercanos ahora esta gente y por tanto, los hijos que podemos llegar a tener”*.

⁹ Datos aportados por el Equipo del Centro (Fuente 2).

¹⁰ Los datos que figuran en el presente Informe referidos al Centro, pertenecen al curso 2003-2004. recogidos en el cuestionario cumplimentado por el Centro en lo que se refiere a los datos generales.

IV. RADIOGRAFIA ESTÁTICA DE LAS DIMENSIONES DE LA POBREZA

Como ya se ha mencionado en la introducción y en la metodología, tratamos de acercarnos a las numerosas caras de la pobreza a través de la información que nos facilitan las familias del Centro.

1. La pobreza económica

1.1 En las familias de los alumnos¹¹

Cuando pensamos en la pobreza, es su aspecto económico el que sin lugar a dudas primero nos viene a la mente. Así pueden ser las necesidades materiales, uno de los principales inconvenientes para el adecuado desarrollo de la educación y fuente de desigualdades.

A continuación se detallan algunos de los indicadores indirectos sobre la economía familiar. Estos rasgos, aunque no son definitivos sino relativos para tratar de pobreza, son sin embargo rasgos comunes que hablan sobre una u otra forma de vida.

Según el **número de hijos**, las familias del Centro se distribuyen de la siguiente manera:

Nº de Hijos	Matrim. 1º		Matrim. 2º		Adopt.		Otros	
	Abs.	%	Abs	%	Abs	%	Abs	%
ninguno	3	0.6	449	97.2	458	99.1	460	99.6
1	142	30.7	9	1.9	2	0.4	1	0.2--
2	270	58.4	4	0.9	2	0.4	1	0.2
3	32	6.9	--	--	--	--	--	--
4 ó más	15	3.2	--	--	--	--	--	--
TOTAL	462	100	462	100	462	100	462	100

La familia que predomina es la que tiene dos hijos, 58.4% seguida de la compuesta por un solo hijo, 3 de cada 10 familias. Tan solo 47 familias del Centro son numerosas, es decir, poseen tres o más hijos. Este dato constata el bajo número de hijos que en general tienen las familias contemporáneas

Por otro lado, cabe destacar que casi la práctica totalidad de los alumnos del Centro son hijos nacidos en las primeras nupcias de sus padres, a excepción de un 2.8%. Los alumnos adoptados o que presentan otra situación son muy minoritarios.

¹¹ Datos recogidos de los cuestionarios cumplimentados por las familias del Colegio La Salle (Fuente 3). El número de familias del Centro es de 576, de las cuales 462 han enviado los cuestionarios rellenos, lo que representa el 80.2%. De esta tasa de respuesta se deduce que la **participación de las familias en el presente estudio ha sido excelente**, lo que redundará en la fiabilidad de nuestros datos y en el posterior análisis de los resultados. Queremos desde aquí agradecer esta altísima participación y felicitar a la Comunidad Educativa.

Con relación al **tipo de vivienda** predomina la que supera los 90 m². son el 76.2% del total de familias las cuentan con una vivienda de estas características, y de ellas la Mayoría está compuesta por cuatro miembros, lo cual refleja un nivel de vida aceptable.

Observando los datos del cuadro, no cabe suponer que existan situaciones preocupantes, salvo en el caso de las familias que habitan en viviendas que no superan los 60 m² y que están compuestas por más de tres miembros, siendo especialmente alarmante el caso de las dos familias con cinco o más personas en el hogar.

M ² de la vivienda	Nº de familias	%	Personas en el hogar				
			Dos	Tres	Cuatro	Cinco	Seis o más
Hasta 60 m ²	8	1.7	0	1	5	1	1
De 60 a 90 m ²	96	20.8	10	21	47	10	7
Más de 90 m ²	352	76.2	11	116	193	22	10
ns/nc	6	4.5					
TOTAL	462	100					

En cuanto al **equipamiento básico de las viviendas**¹², la Mayoría de las familias disponen de lo necesario para vivir, es decir, no se encuentran graves necesidades materiales en los hogares que sean signos de pobreza.

En general, la Mayoría de las familias disponen de un equipamiento del hogar adecuado, si bien a medida que las familias van siendo más numerosas los recursos son más escasos y es en estos casos precisamente donde se detectan signos de pobreza económica.

El equipamiento básico está cubierto con agua corriente caliente (un 95.7% de las familias), baño (79.0%), calefacción (86.4%) frigorífico (73.8%), gas por tubería (60.8%), teléfono (92.9%) y televisión (77.1%). Un elemento común entre las familias numerosas es la existencia de uno o dos televisores de media (1.8). Por otra parte, vídeo y/o DVD lo poseen el 74% de las familias y el 63% poseen un ordenador.

Acerca de si tienen o no **segunda residencia**, o disponen de otra vivienda complementaria a la habitual, el 58.9% de las familias que han respondido al Cuestionario no dispone de una segunda casa, algo más de un cuarto de las familias (28.4%) dice poseer otra vivienda y por último, un nada despreciable 10.8% de las familias entrevistadas posee además de su vivienda habitual. dos o más casas.

¹² El equipamiento de los hogares familiares puede verse con más detalle en el Anexo I página 3.

Otras viviendas	Nº de familias	%
0	272	58.9
1	131	28.4
2	42	9.1
3 ó más	8	1.7
ns/nc	9	1.9
TOTAL	462	100

La posesión de un vehículo propio es otro de los indicadores que se analizan para estudiar la capacidad económica de las familias. En el cuadro adjunto se puede ver que son 23 las familias no disponen de vehículo, y algo más de la mitad (54.8%) posee dos coches en su hogar. El coche ha pasado de ser un bien que denotaba cierta riqueza a considerarse un bien de primera necesidad. El número de vehículos por hogar ha aumentado en los últimos años debido a que son varios los miembros de una misma familia que trabajan fuera del hogar y a que la falta de tiempo unido a los hábitos de consumo y ocio llevan a necesitar el coche para los desplazamientos.

Nº de automóviles	Nº de familias	%
0	23	5.0
1	144	31.2
2	253	54.8
3 ó más	37	8.0
ns/nc	5	1.1
TOTAL	462	100

El disfrutar de un **periodo de vacaciones** representa un indicador positivo de la calidad de vida de las personas. En el caso que nos ocupa el 79.9% de las familias asegura pasar un período de vacaciones largo al año (vacaciones anuales, de al menos 15 días), mientras que el 17.3% no disfruta de ningún tiempo de vacaciones.

Atendiendo ahora al lugar de destino de las vacaciones, los datos reflejan como Mayoritarias las familias que pasan el verano en otra provincia (39%). El resto de las opciones presentan unos porcentajes similares, todos del 16%. Es destacable el alto número de familias que eligen como destino el extranjero, pudiera ser que motivados por el hecho de que Figueres se encuentra muy cerca de la frontera con Francia.

Lugar de las vacaciones	n° de familias	%
En la propia ciudad	61	16.5
En la propia provincia	59	16.0
En otra provincia	144	39.0
En el extranjero	59	16.0
ns/nc	46	12.5
TOTAL (disfrutan de vacaciones)	369	100

Un indicador directo de la economía de las familias es el que se refiere a la dificultad para afrontar los **gastos originados por la casa y por el Colegio**. Así pues, a continuación se muestran algunos datos sobre tres tipos diferentes de gastos: material escolar, cuota del Colegio y gastos de la casa¹³:

Dificultades económicas	Ninguna 0	Poca 1	Media 2	Bastante 3	Mucha 4	ns/nc
La compra del material escolar	168 36.4%	96 20.8%	126 27.3%	43 9.3%	18 3.9%	11 2.4%
Pagar la cuota colegial mensual	191 41.3%	85 18.4%	125 27.1%	28 6.1%	17 3.7%	16 3.5%
Pagar los gastos de la casa	166 35.9%	82 17.7%	147 31.8%	32 6.9%	22 4.8%	13 2.8%

En conjunto las familias, como ya hemos indicado, no tienen grandes dificultades en pagar los gastos derivados del Colegio y de la casa. Sin embargo, no podemos pasar por alto que 61 familias (13.2%) presentan bastantes o muchas dificultades para la compra del material escolar y que 54 familias (11.7%) presentan estos problemas para pagar los gastos de la casa.

De esta manera, se hace necesario seguir atendiendo las necesidades puntuales de aquellas familias más necesitadas por medio de becas u otras ayudas del Colegio y/o la Administración. Esta precariedad familiar en los recursos económicos se puede ver agravada cuando se trata de pagar otras actividades educativas complementarias extraescolares u otros recursos educativos a sus hijos, lo cual podría llegar a ser una importante fuente de desigualdades.

A continuación se detalla la **situación laboral de las familias** del Centro respecto a si trabajan o no los dos padres y al tipo de trabajo que desarrollan.

¹³ Se ha calculado una media para cada uno de los gastos (dificultades económicas) de las familias. La dificultad media de las tres se sitúa en 1.17 (Poca). Las familias en general tienen, ciertamente, pocas dificultades en hacer frente a estos gastos. De los tres, los más importantes son los relacionados con los gastos de la casa y los derivados de la compra del material escolar (1.2). Por último aparecen los relacionados con el pago de la cuota mensual colegial (1.1).

Ocupación	Padre	Madre
Ama de casa	0 0.0	103 22.3
Agricultor	27 5.8	3 0.6
Administrativo	41 8.9	80 17.3
Comerciante	47 10.2	39 8.4
Construcción	43 9.3	1 0.2
Fuerzas Armadas	13 2.8	0 0.0
Funcionario	25 5.4	19 4.1
Hostelería	27 5.8	25 5.4
Limpieza	0 0.0	15 3.2
Personal Sanitario	2 0.4	17 3.7
Policía	1 0.2	1 0.2
Profesor	10 2.2	21 4.5
Profesiones liberales	37 8.0	20 4.3
Sin trabajo	4 0.9	5 1.1
Trabajador eventual	5 1.1	4 0.9
Otras	137 29.7	58 12.6
Sin datos	43 9.3	51 11.0
TOTAL	462	462

Lo primero que cabe destacar es que solo cuatro padres y cinco madres han manifestado estar sin trabajo. Este dato unido a la también baja proporción de trabajadores eventuales y a que solo un 22.3% de las madres se encuadran como amas de casa, mostraría que las familias del Centro presentan unas tasas altas tanto de actividad como de ocupación.

Encontramos que existe una diversificación grande de empleos tanto en el caso del padre como de la madre, ya que prácticamente ambos sexos están representados en todas las profesiones, si bien se constata la existencia de sectores de actividad o profesiones en los que tradicionalmente el peso de la mujer es Mayor como

administrativo, limpieza, educación y sanidad, o menor o inexistente como ocurre en la construcción y agricultura.

1.2 En los alumnos:

Ya hemos visto alguno de los indicadores económicos directos e indirectos que nos describen parte de la realidad de las familias del Centro. Sin embargo, hasta ahora no sabemos cómo afectan a los alumnos algunos de los aspectos que hemos comentado.

Un indicador fundamental cuando hablamos de alumnos con necesidades económicas, es el número de alumnos que solicita **ayuda económica para sus estudios o becas**. Es en este punto donde habrá que diferenciar entre los que solicitan una beca y los que finalmente la reciben.

Observamos que en el Centro no hay un alto porcentaje de alumnos que soliciten beca en ninguno de los ciclos. Durante el curso 2002-2003 en el Centro La Salle se han solicitado 26 becas oficiales y 13 becas no oficiales¹⁴. Respecto a su concesión, encontramos que las becas oficiales solicitadas se conceden en una elevada proporción, que oscila entre el 100% en Infantil y el 83.3% en Secundaria. Las becas no oficiales que se solicitaron fueron concedidas en su totalidad.

	Infantil (101)		Primaria (313)		Secundaria (325)	
	Abs.	%	Abs.	%	Abs.	%
Solicitudes de becas oficiales	6	5.9	8	2.6	12	3.7
Concesiones de becas oficiales	6	100	5	62.5	10	83.3
Solicitudes de becas no oficiales	5	4.9	6	1.9	2	0.6
Concesiones de becas no oficiales	5	100	6	100	2	100

Estos datos destacan nuevamente la poca dificultad de las familias del Centro a la hora de hacer frente a los gastos de la educación de sus hijos, que ya se manifestaba cuando se les preguntaba a este respecto.

¹⁴ Son las que otorgan la Entidad Titular, el propio Centro, las APAS u otros organismos.

2. La pobreza educativa

2.1 En las familias:

En general, el nivel educativo de los padres se puede calificar de medio-alto. El nivel de estudios medios o superiores (un 36.6%) resulta el Mayoritario. pero los valores de estudios secundarios (26%%) y primarios (27.3%) son importantes. Las madres presentan cifras más altas en cuanto a estudios medios y superiores (37.9%) y secundarios (31.4%).

Sin embargo, resulta preocupante que entre los padres que han respondido al cuestionario 4 padres y 5 madres se han declarado analfabetos absolutos o funcionales (cuando solo saben leer y escribir). No tenemos más datos sobre estas familias, ni de como influye este hecho en los hijos, pero sí parece denotar una pobreza educativa que sería conveniente tener presente desde el Centro.

Nivel de estudios	Padre	Madre
Analfabetos absolutos	2 0.4	3 0.6
Sólo saben leer y escribir	2 0.4	2 0.4
Estudios primarios incompletos	8 1.7	12 2.6
Estudios primarios	126 27.3	109 23.6
Estudios secundarios	120 26.0	145 31.4
Estudios medios y superiores	169 36.6	175 37.9
ns/nc	35 7.6	16 3.5
TOTAL	462	462

2.2 En los alumnos:

2.2.1 La diversidad curricular y las necesidades educativas especiales

Más allá de lo que oficialmente se encuentra bajo este concepto de *necesidades educativas especiales*, principalmente en el campo de las **discapacidades físicas, psíquicas y sensoriales**, nosotros hemos considerado también a aquellos alumnos que presentan otra serie de problemas: **bajísimo rendimiento académico, trastornos conductuales**, o los que son tanto **víctimas de malos tratos en sus familias**, como víctimas de negligencia o abandono.

El Centro La Salle-Figueres cuenta con 127 alumnos con necesidades educativas especiales, que supone el 17.2%, del total de alumnos. un porcentaje que puede ser considerado como alto. Con todos ellos el Colegio realiza programas de diversidad

curricular, según los diferentes tipos de necesidades por niveles educativos, la situación es la siguiente:

Necesidades	Ed. Infantil	Ed. Primaria	Ed. Secundaria
Discapacidades psíquicas	--	5	6
Muy bajo rendimiento académico	3	37	52
Trastornos conductuales	--	8	12
Víctimas de malos tratos, abandono o negligencia	--	3	1

Como vemos en el cuadro, es en los alumnos con muy bajo rendimiento académico donde se concentran la inmensa Mayoría de las necesidades de educación especial. Destacar también los 11 alumnos con discapacidades psíquicas y los 20 con trastornos de la conducta. Pero sin duda la situación más preocupante es la que presentan los 4 alumnos que son víctimas de malos tratos o que sufren situaciones de abandono o negligencia familiar. Es necesario felicitar la alerta del Centro ante dichos casos y su labor de denuncia y mediación ante una realidad social tan compleja como la que se presenta en el Centro.

2.2.2. Absentismo y abandono escolar:

Se trata de dos indicadores que nos dan información de la pobreza educativa que se vive en el Centro. Su ausencia o su presencia nos habla de riqueza o pobreza educativa en el ámbito escolar y del aprendizaje en general. Pero no cabe duda que son indicadores parciales de esta realidad, ya que son solo síntomas de una pobreza educativa, pero no la causa que lleva a ella.

El absentismo que se constata en el Centro es nulo en Primaria y muy bajo en Secundaria, en cuanto al abandono escolar, también se señala como bajo en ambos ciclos educativos y las causas que se apuntan para su explicación son el cambio de domicilio en Primaria y el fracaso escolar o el acceso al trabajo en Secundaria.

3. La pobreza sociocultural:

3.1 En las familias

El concepto y la realidad de las familias han cambiado. La disminución del número de hijos, la desestructuración de las familias y la creación de nuevos hogares sobre anteriores hogares ya establecidos, el Mayor número de familias monoparentales, la necesidad de conciliar trabajo dentro y fuera del hogar, son algunos signos de este cambio. Lo difícil es constatar de qué manera estas nuevas familias traen consigo pobreza y cómo se transmite a los niños y jóvenes.

La investigación se intenta acercar a esta realidad preguntando a las familias sobre su situación, tratando de detectar un posible indicador de esta pobreza, la existencia de familias desestructuradas. Los hogares monoparentales en el Centro¹⁵ son 69, que representan un considerable 14.9% de las familias entrevistadas, de los cuales 9 lo son por viudedad de uno de los cónyuges, 41 por abandono, separación o divorcio y 19 son hogares de madres solteras u otro tipo.

En el grupo de diálogo se constata el incremento de familias desestructuradas y también apareció este factor como determinante en algunas problemáticas que se observan entre los alumnos. *“Ha aumentado mucho las familias desestructuradas, separadas y demás. En el Colegio tenemos también bastantes. En alguna clase es muy llamativo: llegan los casos al 50%”. “Los tutores a veces tienen que tener entrevistas con los padres, con el padrastro... Como los americanos”.*

Otro posible indicador de pobreza sociocultural en las familias hace referencia a la condición de extranjero. Cada vez hay más familias que llegan con una cultura y unas costumbres distintas, y que tienen dificultades no solo con el lenguaje. Necesitan integrarse en la nueva sociedad tanto los padres como los hijos y la escuela es un ámbito que puede jugar un papel determinante en este necesario proceso de integración.

Respecto a la inmigración y a la multiculturalidad que conlleva, encontramos que también puede hablarse de pobreza sociocultural en la sociedad de acogida. En el caso que nos ocupa, habría que estar atento a si en las familias de Figueres y del Centro se puede detectar rechazo a la presencia de estas familias y alumnos con distintas culturas y con necesidades. *“No estamos acostumbrados a ver las cosas como ellos, y cosas para ellos normales, para nosotros son extrañas”.*

3.2 En los alumnos

La pobreza sociocultural en este colectivo la hemos medido por la presencia de aquellas **minorías étnicas y culturales** que por su situación específica podrían encontrarse en una situación de demanda de multitud de atenciones. Sin embargo, desconocemos en qué medida se está produciendo esta demanda.

La presencia de estas minorías étnicas y culturales en el Colegio La Salle-Figueres es la que se indica en el siguiente cuadro:

¹⁵ Fuente: Cuestionario de las Familias (Fuente 3).

	Infan. (101)	Prim. (313)	Secund. (325)
Africanos	1	3	2
Europeos del Este	--	1	7
Unión Europea	3	6	5
Latinoamericanos	2	23	14
Gitanos	1	1	1
TOTAL	7	34	29

Los alumnos procedentes de minorías étnicas son 70 y suponen el 9.5% del total del alumnado. En su Mayoría son latinoamericanos o europeos, destacando la poca presencia de alumnos procedentes de África/Magreb, apuntándose en el grupo de diálogo celebrado en el centro como posible causa el que sean de religión musulmana: *“Por cuestión de religión no sé si La Salle es una Escuela representativa del tanto por ciento de emigrantes marroquíes que hay en Figueres. Creo que no. No porque la Escuela tenga algún problema en que entren, sino que ellos de entrada ya no eligen el Centro”*.

4. La pobreza valorativa¹⁶:

4.1 En las familias

La pobreza en valores va aparentemente en aumento en la sociedad y el Centro educativo no se queda al margen. En las familias de los alumnos, como en el resto, se generan situaciones que dan pie a constatar que los valores de muchas familias no existen o no están debidamente jerarquizados. Así, en estas familias, los hijos no encuentran en los padres el pilar básico que debería ser, ese referente adecuado en su proceso de educación. *“En las familias hay pobreza de valores y afectiva. Ves que a los niños les falta cariño, cada vez lo ves más. También en estos casos lo que falta es unas normas en casa y unas constantes. Se carece no solo de normas sino de principios, también se ve que como se aparca el coche, se busca aparcar a los niños”*.

Desde el Centro se manifiesta preocupación por esta situación, la falta de afectividad en el seno de la familia y como se refleja en el comportamiento del alumno en clase: *“los niños nos vienen con este problema y no están preparados para aprender, te das cuenta de que están sufriendo. Y realmente es importante en un entorno como la escuela, creo que es un reto que tenemos los que nos dedicamos a esto”*.

Esta ausencia de valores que cabe calificar de pobreza valorativa, en su Mayoría guarda relación con temas recurrentes: la desestructuración familiar, la sociedad de consumo, la falta de tiempo, la pérdida del valor de compartir y la falta de comunicación. Desde el

¹⁶ Los rasgos de pobreza valorativa a los que hacemos referencia en este Informe no han sido cuantificados numéricamente. Se citan en estas páginas porque hay constancia de su existencia en las familias y alumnos del Centro (aunque en realidad son rasgos de pobreza existentes en la sociedad). Pueden dar pistas de trabajo en la acción educativa.

entorno educativo se trata de detectar los casos y de darles respuesta, pero se ve que es una tarea difícil: *“Tú quieres enseñar pero ves que si no se arreglas eso no haces nada, y son temas difíciles de tratar con los padres ya que son muy íntimos”*.

4.2 En los alumnos

Estos mismos valores que se detecta que faltan en las familias también los padecen los alumnos, nacidos en una sociedad donde el nivel de bienestar es alto y lo consiguen sin esfuerzo, por lo que no poseen valores de trabajo, implicación y solidaridad.

Esta situación, aunque no se puede generalizar, ni la podemos cuantificar, sí se vive con preocupación en el Centro: *“A veces da la sensación de que el Colegio es una isla, que predicamos valores y cuando están aquí dentro más o menos los cumplen, pero cuando salen se encuentran con valores contrarios”*. Se reflexiona sobre este tipo de pobreza y se buscan soluciones, no eludiendo el papel que tienen como educadores. *“La Escuela debe insistir en los valores y evidentemente se necesita una formación y cada vez se nos exige más a nivel de persona; tienes que dar mucho de ti mismo”*.

Como Centro Cristiano también se pone de manifiesto la falta de valores religiosos entre los jóvenes, *“ Intentamos transmitir los valores cristianos, pero no sé si ahora son muy captados por la sociedad que nos envuelve, cuando llegan a casa qué les queda de ellos. El tema de la Primera Comunión, chicos que no son bautizados...etc. No se captan los valores del cristianismo y eso es otra pobreza”*.

V. RADIOGRAFÍA DINÁMICA DE LAS DIMENSIONES DE LA POBREZA

En este apartado se recoge el trabajo realizado desde la escuela, su sensibilidad e implicación hacia las necesidades educativas, económicas o de carácter sociocultural que se dan en el Centro. No es solo el trabajo continuo realizado día a día, sino formas de trabajar y mejorar mirando hacia el mañana.

Se aborda de dos formas diferentes, por un lado cómo trabaja el Centro de cara hacia sí mismo, es decir, el trabajo que se realiza a diario con alumnos y familias (ámbito interno, denominado “Desde el Centro hacia el Centro”) y por otro, los programas, actividades o implicación hacia su entorno ya sea cercano o lejano (ámbito externo, “Desde el Centro hacia su entorno”).

1. Desde el Centro hacia el Centro

1.1. En relación con las familias:

El Centro es sabedor de la importancia del papel que tienen los padres en la educación de sus hijos, y de la necesidad de trabajar en común por el bien de todos. *“Lo que decimos es importante para los críos, pero también para sus padres”*. Como se ha mencionado anteriormente, se reconoce la dificultad del trabajo con las familias, a lo que se une la poca participación de los padres en el Centro: *“es más importante cambiar de coche que la educación del hijo”*.

No obstante y pese a todas las dificultades y a la falta de recursos, se reconoce el trabajo que se tiene que seguir haciendo, poniendo el Mayor de los empeños. *“Hay que dar una orientación a los padres, un psicólogo de apoyo y ayuda. A veces habría que sentar aquí al padre y no al hijo para que entienda la situación...y tienes que ir con paños calientes”*.

En el Centro se desarrollan programas o actividades de apoyo a la familia, entre las que cabe destacar:

- Ayuda económica.
- Ayuda para alimentación, ropa, etc.
- Asesoramiento pedagógico, psicológico y laboral. En este curso escolar, a partir del uno de Febrero en el Centro se ha creado un Servicio de Orientación psicológico a la familia.

Las necesidades mejor atendidas son las económicas, quizá porque son las más fáciles de detectar y para las que hay más recursos. Tanto desde el propio centro como desde el AMPA, Cáritas o bien la Administración Local o Regional, se articulan ayudas a las familias más necesitadas para hacer frente a la educación de sus hijos.

En la actualidad no hay una intervención directa en alfabetización, pues hemos visto que los padres tienen un nivel educativo medio-alto y este problema es minoritario. Pero si

tenemos en cuenta el nivel creciente de padres inmigrantes. con dificultades de lenguaje y educativas, pudiera ser una iniciativa interesante a desarrollar en el futuro.

Desde el AMPA lo que se realiza es:

- Respecto a la pobreza económica, hay una dotación para niños que no puedan pagar el material escolar.
- Organización de sesiones de información para padres sobre temas de interés.
- Participación en una conferencia sobre Escuela y familia que se hizo el curso pasado en Figueres.

1.2 En relación con los alumnos:

El Centro se implica con el trabajo en favor de la integración de los alumnos que presentan necesidades específicas, fruto de la realidad actual en la que existe una amplia diversidad de situaciones y la necesidad de responder a ellas con creatividad, valentía y espíritu solidario: *“Elaboramos el Plan de atención a la diversidad y cosas hacemos, estamos en sintonía”*.

Dentro de las estrategias operativas internas que pueden desarrollarse por los centros educativos está la incorporación en el curriculum escolar de programas sistemáticos relacionados con la pobreza, exclusión social, igualdad, justicia social, etc. Pues bien, en este punto cabe mencionar que en el Centro de La Salle-Figueres estas actuaciones solo tienen reflejo en el ciclo de Educación Secundaria y con una frecuencia que desde el propio Centro se ha calificado de poca¹⁷. Respecto a este dato, hay que considerar que es importante introducir estos valores desde edades tempranas para fortalecer la prevención. Sin duda se trata de un punto a tener en cuenta por La Salle-Figueres, que pudiera servir para hacer reflexionar a los miembros de la comunidad educativa.

Sin embargo, hay que señalar que además de la atención continua del trabajo diario, se organizan programas sistemáticos relacionados con los sectores sociales más desfavorecidos, y aquí la frecuencia es bastante más elevada y el índice de participación de la comunidad educativa Mayor, especialmente en los aspectos relacionados con el bajo rendimiento académico. En cambio es preocupante que no se haya mencionado ninguna respuesta o implicación del Centro en la problemática de los alumnos que son víctimas de malos tratos o negligencia familiar, teniendo en cuenta que se ha detectado la existencia de cuatro alumnos que la sufren.

Existen otras implicaciones del Centro que se materializan en actuaciones específicas encaminadas a integrar y dar apoyo a aquellos alumnos que lo necesitan, como parte de la base de una atención individualizada, teniendo en cuenta necesidades de integración, culturales y económicas. La intensidad con la que se dedica el Centro a atender estas necesidades cabe calificarla de media-alta.

Entre las actuaciones del Centro en función de alumnos con necesidades educativas especiales y sectores sociales más desfavorecidos cabe destacar las que se realizan con una Mayor intensidad:

¹⁷ Tanto la fuente de este dato como la de los programas realizados en el Centro se corresponde con la información proporcionada por el mismo a través de un cuestionario auto cumplimentado.

- Concesión de becas de ayudas al estudio.
- Ofrecimiento estructurado de personal de ayuda.
- Reestructuración de grupos escolares.
- Programas o aulas de diversidad curricular.
- Atención a los recién llegados con una hora diaria de catalán en dos grupos.
- Una hora de acogida (de 8 a 9 de la mañana) para todos los alumnos que tienen necesidad.
- Programas de refuerzo educativo.
- Adaptación curricular individualizada (ACI).

Todos estos programas ponen de manifiesto la preocupación que existe en el Centro por el alumno no solo en el ámbito puramente académico, sino también en valores y el esfuerzo que se está realizando, a pesar de la escasez de recursos: *“Lo que sí hay es una queja del profesorado de que se necesitan más recursos para atender todas las necesidades. No se dispone de horas”*.

2. Desde el Centro hacia su entorno

En este apartado se exponen las estrategias operativas externas que el Centro tiene en marcha para dar respuesta al servicio educativo de los pobres de su entorno. Lo hacemos en dos momentos. Primero, el entorno próximo (barrio, ciudad) y posteriormente, el entorno lejano (Tercer Mundo).

2.1 Entorno inmediato

Ante las situaciones de pobreza, exclusión, desigualdad e injusticia social, el trabajo más importante que el Colegio La Salle viene realizando en su entorno inmediato es el de la colaboración con instituciones y con organizaciones no gubernamentales (ONG's), y muy especialmente con la ONG lasaliana PROYDE y con Cáritas. Asimismo, existen actividades con voluntarios y visitas significativas, si bien tienen poca intensidad tanto entre los alumnos y padres como en el resto de la comunidad educativa, hecho que resulta alarmante.

El Centro presta otras formas de ayuda en sus locales a jóvenes o adultos desfavorecidos de la localidad que no tienen o no han tenido, por lo general, una vinculación con el mismo. Esta labor es digna de reconocimiento como se menciona en el grupo de diálogo: *“Es un punto que nos reconocen desde el Ayuntamiento, siempre se está abierto a cualquier necesidad”*. Las acciones que se han señalado a este respecto y su frecuencia es la que sigue:

- Ceder todos los domingos el campo de fútbol a los africanos y latinos. *“Para ellos es una salida de encontrarse con la familia y divertirse”*.
- Préstamo de locales para reuniones, fiestas o asambleas a los grupos que lo soliciten. La frecuencia es esporádica.
- Servicio de albergue social para grupos, con servicio de pensión completa. No existe una frecuencia establecida, es según se necesite.

2.2 Entorno mediato

De la información que se dispone sobre las actividades que se desarrollan respecto a la implicación con el entorno mediato del Centro se desprende que su principal manifestación es la identificación con los proyectos misioneros de PROYDE y las campañas de sensibilización: *“es un Colegio bastante sensibilizado con el Tercer y Cuarto mundo; se hacen campañas y las familias suelen participar mucho. Entre la campaña de PROYDE y la aportación que en la fiesta hace el AMPA, lo aportan todo”*. Sin embargo, el voluntariado existe, pero con una baja intensidad tanto entre alumnos como padres y profesores.

VI. CONSTATAACIONES

A. EN RELACIÓN CON LA RADIOGRAFIA ESTÁTICA DE LAS DIMENSIONES DE LA POBREZA

Resumimos aquí las principales aportaciones de puntos ya tratados anteriormente para tener de esta manera una idea de conjunto de los tipos de pobreza existentes tanto en el Centro como en la ciudad.

A 1. Ciudad

Pobreza económica:

- Figueres es una ciudad que no presenta niveles de pobreza económicos destacables.
- En Figueres el paro es bajo.
- El colectivo de extranjeros es en el que se detectan los casos de pobreza económica. Los inmigrantes es un colectivo que va en aumento atraídos por la posibilidad de trabajo.
- Existe carestía en el precio de la vivienda lo que determina que se formen “guetos” en los barrios en los que el precio es menor, lo que lleva unido la existencia de infraviviendas en algunos casos.

Pobreza educativa:

- El índice de analfabetismo es del 1%, prácticamente inexistente.
- Falta de recursos educativos para atender a la inmigración.
- Necesidad de nuevos centros escolares.

Pobreza sociocultural:

- Necesidad de ayudar en la integración a los extranjeros.
- Se precisa una Mayor valoración de todas las culturas y tradiciones.
- Falta de ámbitos adecuados para el ocio y tiempo libre de niños y adolescentes.
- Se detecta la falta de actividades culturales en donde pueda participar la gente

Pobreza valorativa:

- Falta de una verdadera jerarquía de valores clave para saber vivir en la sociedad actual.
- Amenaza de perder los valores de solidaridad con los más necesitados, sobre todo inmigrantes.
- Existencia de ancianos en situación de soledad.
- Los problemas personales de los niños que sufren una ruptura familiar.

A 2. Familias del Centro

Pobreza económica:

- Según los indicadores presentados, no se aprecian signos relevantes de pobreza económica en la Mayoría de las familias del Colegio. Sin embargo, no podemos pasar por alto que 61 familias (13.2%) presentan bastantes o muchas dificultades para la compra del material escolar y que 54 familias (11.7%) presentan estos problemas para pagar los gastos de la casa.
- El 1.7% de familias vive en pisos de menos de 60 m².
- El equipamiento básico del hogar está bien cubierto y son 23 las familias que no disponen al menos de un vehículo.
- El 17.3 % de las familias no disfruta de un periodo de vacaciones anuales.

Pobreza educativa:

- El nivel medio de estudios de las familias del Centro es medio-alto, sin embargo es preocupante la existencia de 4 padres y 5 madres analfabetos absolutos o funcionales.
- Necesidad de formación y programas específicos educativos, no solo lingüísticos, para las familias de origen extranjero.
- Se detecta poca participación de algunos padres en la educación de sus hijos.

Pobreza sociocultural:

- Existe un 14.9% de hogares monoparentales.
- Si bien no se hace referencia a dificultades de integración de las familias inmigrantes en el Centro, si se prevé que puedan aparecer cuando aumente su número.

Pobreza valorativa¹⁸:

- Las familias de este colegio participan de la gran pobreza en valores que impera en la sociedad actual.
- Hay hijos que no disfrutan lo suficiente del afecto de sus padres.
- Falta de valores religiosos.

¹⁸ Recordamos que los rasgos de pobreza valorativa no han sido cuantificados numéricamente. Sólo son indicativos de tendencias en los colectivos de alumnos y padres.

A 3. Alumnos del Centro

Pobreza económica:

- Se han solicitado tan solo 26 becas oficiales, concediéndose la Mayoría y 13 no oficiales que han sido concedidas en su totalidad.
- Los alumnos más necesitados, que suelen ser los inmigrantes, acuden a las instituciones locales y a Cáritas para recibir ayuda económica en relación con los gastos escolares (material escolar, actividades extraescolares) y otros gastos como ropa y comida.

Pobreza educativa:

- El Centro cuenta con un alto porcentaje de alumnos con necesidades educativas especiales (17.2%), esencialmente relacionado con el bajo rendimiento académico. Pero sin duda la situación más preocupante es la que presentan los 4 alumnos que son víctimas de malos tratos o que sufren situaciones de abandono o negligencia familiar.
- El absentismo y el abandono escolar son problemas con muy baja presencia en los alumnos.

Pobreza sociocultural:

- En el Centro hay alumnos pertenecientes a minorías étnicas y culturales marginales y se cree que su número irá en aumento.

Pobreza valorativa:

- Se percibe cierta carencia de valores humanos en los alumnos como consecuencia de problemas familiares, ruptura de la pareja, falta de dedicación de los padres, etc.
- Los valores religiosos no se ponen de manifiesto en el alumnado.

B. EN RELACIÓN CON LA RADIOGRAFIA DINÁMICA DE LAS DIMENSIONES DE LA POBREZA (*estrategias operativas internas y externas*)

B 1. Desde el Centro hacia el Centro

• ***Familias***

Pobreza económica:

- Existencia de becas oficiales previa solicitud y de becas propias del Centro o el AMPA para familias concretas en situación de necesidad.
- Durante este curso escolar se ofrece a las familias que lo necesiten, a través de una beca, la posibilidad de que sus hijos cuenten con una hora de acogida de 8 a 9 de la mañana.

Pobreza educativa:

- Se proporciona orientación y asesoramiento familiar cuando las circunstancias lo demandan.
- Se mantienen reuniones con los padres.
- El profesorado está preocupado y pone el máximo interés en superar la dificultad en afrontar algunas situaciones, que se generan en el seno de la familia y se trasladan al ámbito educativo y acarrear problemas de aprendizaje en los alumnos.

Pobreza sociocultural:

- Este año, en Febrero se ha puesto en marcha un Servicio de Orientación Psicológico a la familia. No tenemos constancia de otras actuaciones que se desarrollen.

Pobreza valorativa:

- No existe o no hay constancia de planes o proyectos para atender los casos de pobreza valorativa existentes.
- La implicación de los padres en las actividades del Centro es bastante baja, lo que es motivo de preocupación "*hay que fomentar el que los padres vean como propio el colegio, que a veces no lo sienten. Lo que decíamos vienen, aparcan al niño, lo acompañan si son pequeños y el colegio no existe más*".

- **Alumnos**

Pobreza económica:

- Especificado en el apartado correspondiente de las familias.

Pobreza educativa:

- Existe mucha ayuda en programas de refuerzo educativo y de apoyo a la integración de los alumnos que presentan necesidades especiales de educación y bajo rendimiento educativo.
- El Centro mantiene un contacto permanente con un servicio municipal denominado E.A.P. (Equipo de Atención Pedagógica), que realiza un visita una vez al mes.
- No disponemos de información sobre el tratamiento que desde el Centro se está dando al grave problema detectado en relación con los alumnos víctimas de malos tratos o de negligencia familiar.
- La incorporación en el curriculum escolar de programas sistemáticos relacionados con la pobreza, exclusión social, igualdad o justicia social es muy baja en Secundaria y ninguna en Infantil y Primaria.

Pobreza sociocultural:

- Faltan datos sobre respuestas concretas del Centro en este punto.

Pobreza valorativa:

- Se trabajan los valores en cada una de las clases, a través de un programa que se desarrolla por trimestres durante todo el año.
- Existe un Plan de Adaptación a la Realidad (PAR), pero no disponemos de información sobre él.
- La potenciación del voluntariado se hace pero no en todos los ciclos educativos ni de manera constante. A los alumnos se les invita a que participen en las campañas que se hacen en el Colegio, como la de Navidad.

B 2. Desde el Centro hacia su entorno

- **Inmediato:**

- Se dan colaboraciones concretas con otras instituciones y ONG's.
- El Centro presta otras formas de ayuda en sus locales a jóvenes o adultos desfavorecidos de la localidad que no tienen o no han tenido, por lo general, una vinculación con el mismo.
- Las labores de voluntariado son escasas tanto en alumnos como en padres y comunidad educativa.

- *Mediato:*
 - Se dan colaboraciones concretas con otras instituciones y ONG's.
 - Las labores de voluntariado son escasas tanto en alumnos como en padres y comunidad educativa.

VII. LÍNEAS PROSPECTIVAS

El presente Informe pretende prestar una ayuda al Colegio La Salle-Figueres en la mejora continua del servicio que está prestando a los pobres. Así pues, el principal objetivo de este análisis es precisamente medir cuál es la situación actual del Centro desde diferentes puntos de vista, recoger la realidad del Centro con el fin de evaluar el trabajo realizado y precisar nuevas vías de desarrollo.

El servicio a los más necesitados exige el compromiso de toda la comunidad educativa. La escuela por lo tanto deberá estar atenta a todas las necesidades que surjan y comprometerse con ellas, no solo con las que se detectan en el Centro, sino también lo más frecuentemente olvidado, las pobrezaas que rodean al Colegio. Un Centro lasaliano, por fidelidad a sus orígenes fundacionales, no puede ser un Centro más de la ciudad a pesar de la calidad educativa que imparta.

En los párrafos siguientes se señalan aquellos aspectos dónde se deberá poner Mayor énfasis en el futuro, mostrándose una serie de recomendaciones o posibles líneas de actuación sobre las que reflexionar de forma que el Centro complete sus objetivos de respuesta a las nuevas formas de pobreza.

1. Se ve como necesario **sistematizar la educación en valores**, creando espacios formales de reflexión. En el presente informe se ha detectado que la pobreza en valores es un ámbito fundamental en el que no se está haciendo todo lo que se debiera, precisamente por las dificultades que entraña, en parte por la gran implicación que existe entre familia, escuela y sociedad. Es necesario que profesores, padres y alumnos conozcan, profundicen y dialoguen con frecuencia, por separado y juntos, sobre el **Carácter Propio del Colegio** a fin de situar luego con más facilidad toda la acción educativa tanto académica como extraacadémica en relación con el servicio educativo a los pobres que es, en esencia, el resumen del carisma lasaliano.

2. Una propuesta sería la creación de un **Departamento o Comisión de Igualdad y Solidaridad** que promueva y ponga en marcha todas las iniciativas y trabajos que desde el Colegio se desarrollen en el ámbito de las situaciones de pobreza, buscando recursos propios de la Institución y externos que en la actualidad están infrutilizados. Entre sus funciones estarían:

- La realización de estudios previos, sirviéndose de este informe y consultando y dando participación a todos los grupos sociales que se estime conveniente.
- La elaboración de unos indicadores locales que ayuden a hacer visibles las pobrezaas presentes y hacer prospección para intentar prevenir las futuras.
- También se pueden buscar estudios, legislación y códigos de buenas prácticas que ayuden en este trabajo en pro del servicio que desde la Escuela La Salle se puede dar a los pobres de la sociedad actual.

3. Potenciar el **diálogo y el trabajo en común** entre todos los **Centros Educativos** de la Ciudad y la **Administración local**, sobre todo en las áreas más cercanas a la problemática de la pobreza: Educación, Juventud, Servicios Sociales, Participación Ciudadana, Igualdad y Solidaridad.

4. Respecto a los padres, cabe proponer que se trabaje en la intensificación del relevante papel que está desarrollando el **AMPA** en el Centro y que se promueva **la participación de los padres en la Escuela**. *“Hay que fomentar el que los padres vean como propio el Colegio, que a veces no lo sienten”*. Desde la Escuela de Padres se podría trabajar en torno a temas de educación en valores que se ha visto como deficitario en la actualidad.

5. Se ve la necesidad de realizar un trabajo de sensibilización sobre el conocimiento y la **inclusión de los inmigrantes extranjeros** no solo en el Colegio sino en la sociedad. Son el colectivo donde se ha detectado un Mayor número de pobreza económicas y educativas. El objetivo es doble, por un lado que no se vea al extranjero como diferente en el sentido peyorativo del término, sino que se logre la valoración de todas las culturas y tradiciones, *“no estamos acostumbrados a ver las cosas como ellos y cosas para ellos normales, para nosotros son extrañas”*. Por otro lado, hay que reforzar el sentido solidario y de ayuda que debe tener la sociedad de acogida, *“lograr mantener el principio de solidaridad y que los fuertes se pongan de parte de los débiles”*.

En este sentido, además de la reflexión y el trabajo en común de toda la comunidad educativa y otras instituciones, se podría organizar unas Jornadas multiculturales, en las que se muestre la cultura y la realidad de determinados países, los que cuenten con Mayor presencia en la localidad.

6. En esta línea también sería conveniente procurar, en la medida de lo posible, dar cabida en el Centro a un Mayor cupo de alumnos pertenecientes a minorías étnicas y culturales y/o con muy escasos recursos económicos.

7. Sería positivo elaborar un **protocolo de actuación** por todos los implicados tanto en la detección como en el trabajo y seguimiento de los casos de pobreza. Este protocolo incluiría un código ético y con él se ayudaría a mejorar el tratamiento que se le da a la pobreza desde el Colegio. Estas actuaciones serían especialmente importantes en los casos más preocupantes, como es el de los alumnos que son **víctimas de malos tratos** o de negligencia familiar.

8. Dado el bajo índice de participación de los padres en el desarrollo de las actividades que realiza el Colegio, sería positivo potenciar la realización de reuniones de acogida para las familias. Una labor interesante podría ser organizar, no solo al comienzo del curso, sino de forma periódica o cuando se estime su conveniencia **sesiones con las familias**, (especialmente extranjeras), en las que se informe de todos los servicios que presta el Centro y se transmita la conveniencia y la necesidad de que el Centro esté abierto a las familias. En estas sesiones se daría cabida a la creatividad, procurando organizarlas de forma no solo informativa “convencional” sino introducir aspectos lúdicos y participativos que las hagan más atractivas y provoquen una Mayor asistencia de padres y alumnos.

9. **Potenciar la labor del voluntariado** entre los alumnos, docentes, padres, antiguos alumnos y todos aquellos que se acerquen a la Institución La Salle. Ya que en el centro hemos visto que se puede mejorar las acciones solidarias que se hacen en este sentido.

10. Procurar la **formación del profesorado** para atender los casos de pobreza en el Colegio. Formación que contendrá aspectos generales y concretos y se realizaría previamente un diagnóstico de las necesidades de los docentes. *“La Escuela debe insistir en los valores y evidentemente se necesita una formación y cada vez se nos exige más a nivel personal. Tienes que dar mucho de ti mismo”*.

11. Colaborar con los **servicios de mediación familiar e intercultural**, ofreciendo ayuda en la detección y seguimiento de casos, información y difusión de sus servicios. Se produciría así un fructífero intercambio que redundaría en el mejor tratamiento de los casos más severos. Estos servicios pueden ofrecer a su vez al Centro formación y apoyo en el trabajo que viene realizando en pro de la inclusión social y la educación en valores.

12. Dado que entre las carencias en el ámbito sociocultural se ha detectado la falta de ocio para jóvenes, sería conveniente realizar propuestas creativas en el **ocio de jóvenes y familias**. El Centro ya presta sus instalaciones a ciertos colectivos para realizar prácticas deportivas y de encuentro, por lo que sería muy conveniente continuar con este ejemplo y afianzar la utilización de las instalaciones del Centro por las tardes y los fines de semana para actividades culturales y deportivas que fomenten la convivencia y el ocio responsable. *“La apertura del Colegio a entidades, acoger a gente. Además de dar clases hacemos otras cosas”*.

CONCLUSIÓN

A través de la realización del presente Informe se ha tratado de observar y analizar con detenimiento la realidad social que rodea al Colegio La Salle-Figueres, para intentar hallar respuestas a las cuestiones que inicialmente nos planteábamos: ¿Quiénes son los pobres?, ¿Cómo estamos sirviendo a los pobres desde la misión educativa como Centro lasaliano?.

Ante una necesidad debemos de prestar una ayuda. Pero hay que adelantarse a la necesidad, y para ello es necesario no apartar la mirada de la realidad. No captar las realidades existentes en torno a los centros educativos y no prestar la ayuda necesaria es la tentación en la que se puede estar cayendo.

En la Institución de La Salle, por fidelidad a sus orígenes fundacionales, se sabe y se tiene siempre presente que la educación no es sólo un bien para el individuo, sino un bien de carácter social. Desde los centros educativos hay que procurar una educación integrada, que debata los problemas que se dan en el entorno próximo y en el lejano. Una pieza clave para su desarrollo es introducir en los centros como ejes transversales la educación para la justicia y la solidaridad.

Se debe procurar el desarrollo de planes consensuados que partan de la realidad de los alumnos y de las familias de la escuela, para crear conciencia crítica y actitudes solidarias, trabajando para paliar las situaciones de desequilibrio económico, educativo, cultural y afectivo.

Pues bien, el Centro La Salle-Figueres, está atento a esta realidad y realiza una importante labor de transmisión de estos valores a sus alumnos. Se reconoce la dificultad de detectar las pobrezas, las necesidades del entorno, pero se tiene claro el objetivo inicial: *“lograr mantener el principio de solidaridad y que los fuertes se pongan de parte de los débiles”*.

El Centro muestra una alta concienciación sobre la realidad en la que está inserto el Colegio, las nuevas pobrezas que van surgiendo en la sociedad actual y los retos que debe afrontar como entidad educativa y cristiana. En concreto, se ha puesto de manifiesto su sensibilización sobre el fenómeno de la inmigración, las nuevas formas que adopta la familia y la falta de afectividad y de valores.

Hemos detectado una actitud muy positiva en la comunidad educativa, que con gran entusiasmo y dedicación tratan de superar la falta de recursos, de entendimiento y de participación entre los distintos agentes implicados: profesores, padres, alumnos y administraciones públicas. No se dejan caer en el desánimo ni en el pesimismo, y buscan soluciones creativas. Si bien se detecta la necesidad de formación entre el profesorado y de adaptación a las nuevas realidades: *“la formación del profesorado es importante, que se conciencie que tenemos que hacer formación de atención a la diversidad. Nos tenemos que adaptar, bajarnos del pedestal”*.

Pese al buen hacer del Centro, se ha detectado que su trabajo con las pobrezas adolece de un excesivo enfoque en la individualidad y se echa de menos actuaciones que engloben a toda la comunidad, y que a la vez sensibilicen especialmente a alumnos y

padres. De esta forma también se trataría el aspecto de denuncia y preventivo tan importante cuando hablamos de pobreza en el ámbito de los valores humanos. También en esta línea cabe señalar la conveniencia de una Mayor implicación de toda la comunidad educativa no solo en las pobreza individuales que se detectan dentro de sus muros, sino en las de su entorno mediato o inmediato, a través de actuaciones de sensibilización y voluntariado, que se ha visto que presentan un vacío.

Conviene tener presente lo que apunta Martín Moreno en relación a que *“en entornos tan diversificados como los actuales, las escuelas deben preparar a los alumnos no solo a que puedan responder a los problemas de hoy en día, sino también para que se anticipen a los de mañana y para que exploren soluciones creativas en su propia comunidad”*²⁸.

Este estudio debería servir para lograr un conocimiento mejor, una sensibilidad especial, para saber detectar tipos de pobreza interiores y exteriores al Centro; para saber contrastar esta realidad con los rasgos inherentes a una institución animadora especialmente sensible con dar servicio a los pobres y a la sociedad en general.

En estas páginas no está dicho todo ni muchísimo menos. No se trata de poner punto y final a un tema que tanto preocupa institucionalmente. Es punto y seguido. El Centro debe continuar este proceso reflexivo e iniciar un camino que lo pueda situar en una posición privilegiada de servicio en torno a los sectores más desfavorecidos de dentro y de fuera de sus muros. Confiamos en que así lo haga.

²⁸ Martín Moreno, Q. “El Entorno y su influencia sobre la cultura de los Centros educativos”. en Cultura Escolar y desarrollo organizativo. II Congreso Interuniversitario de Organizaci?n escolar. GID. Universidad de Sevilla. Sevilla. 1992. p. 46

EQUIPO RESPONSABLE DEL ESTUDIO:

Instituto Superior San Pío X (Madrid), bajo la dirección técnica del H. Juan Antonio RIVERA MORENO y la colaboración de:

- Doña Carmen Arenas Muñoz, Socióloga
- Doña Clara I. Guilló Girard, Socióloga
- Don Mario Arqued Sánchez, Sociólogo
- Doña Montserrat Fernández Fernández, Socióloga

APPENDIX 5

School magazine



RESSONS ESCOLARS

Revista - Memòria Juny 2005



La  **Salle**
Figueres

Prova pilot a la classe d'anglès

Durant aquest curs acadèmic 2004-2005, la professora Cristina Mallol ha portat a terme, des de l'àrea d'anglès, una prova pilot amb els alumnes de dos dels agrupaments flexibles de quart curs d'Educació Secundària Obligatòria. Aquest projecte de recerca-acció ha pretès demostrar la major efectivitat de l'aprenentatge de llengües estrangeres dels alumnes als quals se'ls ha contemplat els diferents estils perceptius. Segons un apropament psicopedagògic de les bases de l'aprenentatge, la PNL (Programació Neuro Lingüística), els estudiants poden ser: visuals, auditius o cinètics; és a dir, aprendre millor veient, escoltant o fent quelcom manipulable. És, doncs, a través de la consideració d'aquests estils perceptius i de la diferent tipologia d'intel·ligències classificades en racionals (lingüística, lògica, espacial, musical, naturalista, existencial, cinètica) o emocionals (interpersonal, intrapersonal), que s'ha dissenyat per a cada unitat una diversitat d'activitats, tasques i projectes, tant en format paper com electrònic, per incrementar la motivació dels estudiants, ja que aquesta és la primera garantia d'èxit en qualsevol adquisició de coneixement.



Alguns dels alumnes que han participat en aquest projecte.

La pluralitat d'intel·ligències a l'aula, lluny de ser un impediment per al bon funcionament de la classe, ha estat garantia d'una sana col·laboració entre l'alumnat més avançat i la resta. I malgrat la invasió ocasional de mitjans audiovisuals per a poder enregistrar i posteriorment portar a terme un estudi exhaustiu del procés d'ensenyament-aprenentatge, la tònica general de l'aula ha estat de coope-



ració i divertiment sempre amb el desig d'una millora en el coneixement no només de qüestions gramaticals de la llengua anglesa sinó també culturals. En definitiva, hem pretès guiar-los en el seu aprenentatge significatiu perquè puguin ser capaços de construir nous coneixements en un futur no massa llunyà i demostrar que cadascú té una intel·ligència dominant pròpia que s'ha de respectar i de la qual cal aprendre a treure'n el màxim rendiment.

APPENDIX 6

Students participating in the action-research

Group 4.1.

Action-research group	Students' code	Ordinary classroom group	Specific characteristics
Experimental group	S1	B	
Experimental group	S2	C	
Experimental group	S3	B	
Experimental group	S4	A	
Experimental group	S5	C	
Experimental group	S6	B	
Experimental group	S7	C	
Experimental group	S8	B	
Experimental group	S9	C	
Experimental group	S10	A	
Experimental group	S11	B	
Experimental group	S12	C	
Experimental group	S13	C	
Experimental group	S14	B	
Experimental group	S15	C	
Experimental group	S16	A	Late coming
Experimental group	S17	A	
Experimental group	S18	B	
Experimental group	S19	A	
Experimental group	S20	A	Comes from a lower group
Experimental group	S21	B	
Experimental group	S22	C	
Experimental group	S23	C	
Experimental group	S24	C	
Experimental group	S25	B	
Experimental group	S26	B	
Experimental group	S27	B	
Experimental group	S28	C	
Experimental group	S29	C	

Group 4.2.

Action-research group	Students' code	Ordinary classroom group	Specific characteristics
Control group	S30	B	
Control group	S31	C	
Control group	S32	C	
Control group	S33	A	
Control group	S34	B	Goes to a lower group
Control group	S35	A	Goes to a lower group
Control group	S36	A	Comes from a lower group
Control group	S37	A	Comes from a lower group
Control group	S38	B	Leaves school
Control group	S39	A	Comes from a lower group
Control group	S40	B	
Control group	S41	A	
Control group	S42	A	
Control group	S43	A	Goes to a higher group
Control group	S44	B	Comes from a lower group
Control group	S45	B	
Control group	S46	A	
Control group	S47	C	Leaves school
Control group	S48	C	
Control group	S49	A	
Control group	S50	C	
Control group	S51	A	
Control group	S52	A	

APPENDIX 7

Teacher-researcher's and experimental group students' MI questionnaire

Teacher-researcher

-Adapted from Laboria (2000)-

Multiple Intelligences Checklist: Write 0 if you disagree, 1 if you are somewhere in between and 2 if you strongly agree. Then, add your scores for each intelligence and write them down in the "Total" squares.

Linguistic Intelligence

1. I like reading books.
2. I can express myself correctly in writing.
3. I like listening to stories.
4. I like telling jokes or anecdotes.
5. I have a good vocabulary in my native language.

2
1
2
1
1

Total: 7

Logic-mathematical Intelligence

1. I often do calculations in my head.
2. I study better relating the things I know to the new things.
3. I am interested in how things work.
4. I like maths or technology.
5. I like trying to solve problems.

0
2
2
0
1

Total: 5

Visual and spatial Intelligence

1. I can read maps easily.
2. I enjoy art activities.
3. Videos, posters and slides help me to learn new information.
4. I have clear visual images (e.g. In an empty room I can imagine the decorations).
5. I'm good at following directions.

1
2
2
2
1

Total: 8

Bodily-kinaesthetic Intelligence

1. It's hard for me to sit quietly for a long time.
2. I'm good at model making.
3. I'm good at sports.
4. I like working with my hands.
5. I learn better through contact.

2
2
1
2
2

Total: 9

Musical Intelligence

1. I can hum the tunes to lots of songs.
2. I play or I would like to play a musical instrument.
3. I often sing songs.
4. Music is an important part of my life.
5. I have a good rhythmical sense.

2
2
2
2
1

Total: 9

Interpersonal Intelligence

1. I enjoy talking to my friends or going into any Internet chat.	1
2. My friends often talk to me about their problems.	0
3. I've got a lot of friends.	0
4. I like working in a group.	1
5. I love meeting people.	2
Total:	4

Intrapersonal Intelligence

1. I can define myself as being independent.	0
2. I try to solve my own problems.	0
3. I can tell you some things I am good at doing.	2
4. I sometimes like to spend time alone.	0
5. I try to learn from my mistakes.	2
Total:	4

Naturalist Intelligence

1. I spend a lot of time outdoors.	2
2. I enjoy listening to nature sounds.	2
3. I can identify some plant life.	0
4. I enjoy observing animals.	2
5. I love walking near nature.	2
Total:	8

Existential Intelligence

1. I sometimes wonder what is there after life.	1
2. I sometimes think why am I in this world.	0
3. I can place myself in the cosmos.	0
4. I feel at ease with my human condition.	2
5. I sometimes think whether God exists.	0
Total:	3

(Even though I have classified these sentences into the 9 different intelligences, the statements that make one evaluate whether he/she is good or bad at something are also in the intrapersonal intelligence. And the ones who relate the first person to a second or third person are also in the interpersonal intelligence.)

-Adaptated from Laboria (2000)-

Multiple Intelligences Checklist: Write 0 if you disagree, 1 if you are somewhere in between and 2 if you strongly agree. Then, add your scores for each intelligence and write them down in the "Total" squares.

Linguistic Intelligence

1. I like reading books. 2
2. I can express myself correctly in writing. 1
3. I like listening to stories. 1
4. I like telling jokes or anecdotes. 1
5. I have a good vocabulary in my native language. 2

Total: 7

Logic-mathematical Intelligence

1. I often do calculations in my head. 0
2. I study better relating the things I know to the new things. 2
3. I am interested in how things work. 1
4. I like maths or technology. 0
5. I like trying to solve problems. 2

Total: 4

Visual and spatial Intelligence

1. I can read maps easily. 2
2. I enjoy art activities. 2
3. Videos, posters and slides help me to learn new information. 0
4. I have clear visual images (e.g. In an empty room I can imagine the decorations). 2
5. I'm good at following directions. 0

Total: 5

Bodily-kinaesthetic Intelligence

1. It's hard for me to sit quietly for a long time. 2
2. I'm good at model making. 2
3. I'm good at sports. 2
4. I like working with my hands. 1
5. I learn better through contact. 2

Total: 9

Musical Intelligence

1. I can hum the tunes to lots of songs. 2
2. I play or I would like to play a musical instrument. 2
3. I often sing songs. 1
4. Music is an important part of my life. 0
5. I have a good rhythmical sense. 2

Total: 7

Interpersonal Intelligence

1. I enjoy talking to my friends or going into any Internet chat. 2
2. My friends often talk to me about their problems. 2
3. I've got a lot of friends. 2
4. I like working in a group. 2
5. I love meeting people. 1

Total: 8

Intrapersonal Intelligence

1. I can define myself as being independent. 1
2. I try to solve my own problems. 1
3. I can tell you some things I am good at doing. 2
4. I sometimes like to spend time alone. 0
5. I try to learn from my mistakes. 2

Total: 6

Naturalist Intelligence

1. I spend a lot of time outdoors. 2
2. I enjoy listening to nature sounds. 1
3. I can identify some plant life. 0
4. I enjoy observing animals. 1
5. I love walking near nature. 0

Total: 4

Existential Intelligence

1. I sometimes wonder what is there after life. 2
2. I sometimes think why am I in this world. 2
3. I can place myself in the cosmos. 2
4. I feel at ease with my human condition. 2
5. I sometimes think whether God exists. 1

Total: 9

(Even though I have classified these sentences into the 9 different intelligences, the statements that make one evaluate whether he/she is good or bad at some thing are also in the intrapersonal intelligence. And the ones who relate the first person to a second or third person are also in the interpersonal intelligence.)

-Adapted from Laboria (2000)-

Multiple Intelligences Checklist: Write 0 if you disagree, 1 if you are somewhere in between and 2 if you strongly agree. Then, add your scores for each intelligence and write them down in the "Total" squares.

Linguistic Intelligence

1. I like reading books. 1
2. I can express myself correctly in writing. 1
3. I like listening to stories. 1
4. I like telling jokes or anecdotes. 2
5. I have a good vocabulary in my native language. 1

Total: 6

Logic-mathematical Intelligence

1. I often do calculations in my head. 1
2. I study better relating the things I know to the new things. 1
3. I am interested in how things work. 1
4. I like maths or technology. 1
5. I like trying to solve problems. 1

Total: 5

Visual and spatial Intelligence

1. I can read maps easily. 1
2. I enjoy art activities. 2
3. Videos, posters and slides help me to learn new information. 2
4. I have clear visual images (e.g. In an empty room I can imagine the decorations). 2
5. I'm good at following directions. 1

Total: 8

Bodily-kinaesthetic Intelligence

1. It's hard for me to sit quietly for a long time. 2
2. I'm good at model making. 1
3. I'm good at sports. 1
4. I like working with my hands. 1
5. I learn better through contact. 2

Total: 7

Musical Intelligence

1. I can hum the tunes to lots of songs. 2
2. I play or I would like to play a musical instrument. 1
3. I often sing songs. 2
4. Music is an important part of my life. 2
5. I have a good rhythmical sense. 1

Total: 8

Interpersonal Intelligence

1. I enjoy talking to my friends or going into any Internet chat. 2
2. My friends often talk to me about their problems. 2
3. I've got a lot of friends. 2
4. I like working in a group. 2
5. I love meeting people. 2

Total: 10

Intrapersonal Intelligence

1. I can define myself as being independent. 1
2. I try to solve my own problems. 1
3. I can tell you some things I am good at doing. 1
4. I sometimes like to spend time alone. 2
5. I try to learn from my mistakes. 1

Total: 6

Naturalist Intelligence

1. I spend a lot of time outdoors. 2
2. I enjoy listening to nature sounds. 1
3. I can identify some plant life. 1
4. I enjoy observing animals. 1
5. I love walking near nature. 1

Total: 6

Existential Intelligence

1. I sometimes wonder what is there after life. 2
2. I sometimes think why am I in this world. 0
3. I can place myself in the cosmos. 0
4. I feel at ease with my human condition. 2
5. I sometimes think whether God exists. 0

Total: 4

(Even though I have classified these sentences into the 9 different intelligences, the statements that make or evaluate whether he/she is good or bad at some thing are also in the intrapersonal intelligence. And the ones wI relate the first person to a second or third person are also in the interpersonal intelligence.)

APPENDIX S

Teacher-researcher's and experimental group students' VAK questionnaire

Teacher-researcher

-Adaptated from Revell and Normand (1997)-

VAK Questionnaire:

1. Write X under 0 if it is impossible for you to follow the instruction, under 1 if it is difficult, under 2 if it is OK and under 3 if it is easy. Count the number of X in each column, and write it down in the "Total" square for each column.

	0	1	2	3	
• See an elephant				X	
• See your front door				X	
• See your toothbrush				X	
• See your face		X			
• See a glass of coke			X		
• See a TV programme change into an advertisement			X		
• See a plate of your preferred food				X	
Total:		1	2	4	= 17
• Hear your favourite song		X			
• Hear rain			X		
• Hear a bell ringing			X		
• Hear a friend's voice		X			
• Hear birds singing				X	
• Hear a birdsong change into a fire alarm				X	
• Hear your own voice		X			
Total:		3	2	2	= 13
• Feel excited				X	
• Feel yourself in cold water		X			
• Feel a cat in your hands		X			
• Feel hot				X	
• Feel free				X	
• Feel your fingers on a piano keyboard				X	
• Feel ice under your feet				X	
Total:		2		5	= 17

Students

	0	1	2	3	
• See an elephant				X	
• See your front door		X	X		
• See your toothbrush	X				
• See your face		X			
• See a glass of coke					
• See a TV programme change into an advertisement	X				
• See a plate of your preferred food				X	
Total:		2	1	2	= 10
• Hear your favourite song		X	X		
• Hear rain					
• Hear a bell ringing		X	X		
• Hear a friend's voice		X	X		
• Hear birds singing					
• Hear a birdsong change into a fire alarm	X	X			
• Hear your own voice					
Total:		3	3	0	= 9
• Feel excited			X		
• Feel yourself in cold water		X			
• Feel a cat in your hands		X			
• Feel hot	X				
• Feel free	X				
• Feel your fingers on a piano keyboard	X				
• Feel ice under your feet	X				
Total:		2	1	0	= 4

	0	1	2	3	
• See an elephant			X	X	
• See your front door				X	
• See your toothbrush		X		X	
• See your face				X	
• See a glass of coke					
• See a TV programme change into an advertisement	X				
• See a plate of your preferred food				X	
Total:	1	1	1	4	= 15
• Hear your favourite song		X		X	
• Hear rain				X	
• Hear a bell ringing		X			
• Hear a friend's voice			X		
• Hear birds singing		X			
• Hear a birdsong change into a fire alarm	X				
• Hear your own voice	X				
Total:	2	2	1	2	= 10
• Feel excited				X	
• Feel yourself in cold water		X			
• Feel a cat in your hands			X		
• Feel hot	X				
• Feel free	X	X			
• Feel your fingers on a piano keyboard	X				
• Feel ice under your feet		X			
Total:	2	3	1	1	= 8

APPENDIX 9

Teacher-researcher's and experimental group students' VAKOG questionnaire

Teacher-researcher

VAKOG Questionnaire:

2. Read the words, and according to how you first represent them in your mind, write them down in the right column. Count how many words have you got in each column and write the number in the "Total" squares.

<u>See</u>	<u>Hear</u>	<u>Feel</u>	<u>Smell</u>	<u>Taste</u>
X X X	X X X	X X X	X X X	X
X X X	X	X X X		
X X X		X X X		
		X X		
Total: 9	Total: 4	Total: 11	Total: 3	Total: 1

Rain, silk, onion, computer, telephone, garlic, story book, moon, river, grass, bus, sand, rose, church, coffee, fish, cat, train, baby, friend, yourself, your country, Figueres, learning English, maths, love, the future.

Students

2. Read the words, and according to how you first represent ^{them} it in your mind, write them down in the right column. Count how many words have you got in each column and write the number in the "Total" squares.

<u>See</u>	<u>Hear</u>	<u>Feel</u>	<u>Smell</u>	<u>Taste</u>
rose church cat train your self Figueres maths rain computer story book moon bus	telephone baby learning english	spark onion grass garlic sun friend country love future	coffee	fish
Total: 13	Total: 3	Total: 6	Total: 1	Total: 1

Rain, silk, onion, computer, telephone, garlic, story book, moon, river, grass, bus, sand, rose, church, coffee, fish, cat, train, baby, friend, yourself, your country, Figueres, learning English, maths, love, the future.

2. Read the words, and according to how you first represent ^{them} it in your mind, write them down in the right column. Count how many words have you got in each column and write the number in the "Total" squares.

<u>See</u>	<u>Hear</u>	<u>Feel</u>	<u>Smell</u>	<u>Taste</u>
computer, friend telephone, your moon, country bus, maths church cat baby rain, learning Eng. story book, the river train yourself Figueres	love	onion garlic rose	silk grass sand coffee fish	
Total: 10	Total: 8	Total: 1	Total: 3	Total: 5

Rain, silk, onion, computer, telephone, garlic, story book, moon, river, grass, bus, sand, rose, church, coffee, fish, cat, train, baby, friend, yourself, your country, Figueres, learning English, maths, love, the future.

APPENDIX 10

Experimental group students' initial evaluation questionnaire

Students. Initial Evaluation:

Name: [redacted] Surname: [redacted]



I want to learn.(H1)	X	
I think the topics are going to be interesting. (H1)	X	
I will be able to understand the topics. (H2)	X	
I will be able to apply the things I will learn. (H2)		X
I will learn about English culture.(H3)	X	
I will learn differences between English and Catalan life.(H3)		X

What do I expect from the activities? *Espero que siguin entretingudes i a la vegada que m'ajudin a aprendre*

What do I expect from the teacher? *Que ens ajudi en el que no entenem*

What do I expect from myself? *Que pugue tenir un bon resultat d'angles i treure bones notes*

Students. Initial Evaluation:

Name: [redacted] Surname: [redacted]



I want to learn.(H1)	X	
I think the topics are going to be interesting. (H1)	X	
I will be able to understand the topics. (H2)	X	
I will be able to apply the things I will learn. (H2)	X	
I will learn about English culture.(H3)		X
I will learn differences between English and Catalan life.(H3)		X

What do I expect from the activities? *Espero que les activitats siguin divertides*

What do I expect from the teacher? *Espero que la profesora ens tradueixi i m'ajudi a entendre alguna cosa*

What do I expect from myself? *espero aprovar aquest credit, ja que m'agrada bastant s'angles*

APPENDIX 11

Experimental group students' initial evaluation written comments

What do I expect from the activities?

Que siguin divertides, entretingudes, que em serveixin per aprendre i que no siguin les típiques de sempre.

What do I expect from the teacher?

Que ensenyi bé, que puguem aprendre d'ella i "que la profesora ens tradueixi si no entenem alguna cosa".

What do I expect from myself?

Esforçar-me, aprendre, aprovar i anar ben preparat al batxillerat.

APPENDIX 12

Experimental group students' perception on translation

Nom: _____ Cognom: _____ Curs: 4at d'ESO

	Sí	A vegades	No
Quan sento algú parlar en anglès l'intento traduir per entendre'l.		X	
Quan llegeixo un text en anglès les idees les capto directament en anglès.			X
Si comparo l'anglès amb les llengües que conec m'és més fàcil aprendre'l.	X		
Utilitzo més diccionaris monolingües que bilingües.			X
Quan parlo amb algú en anglès faig mentalment la traducció del que vull dir.	X		
Si llegeixo un text en anglès i no sé una paraula, prefereixo que m'expliquin el seu significat en anglès i no que em donin una traducció.			X
Creus que t'és útil la traducció per aprendre anglès? Per a què més pot servir la traducció segons el teu punt de vista? Si... perquè així se més paraules. Per saber i que et queda a la memòria les paraules en anglès			

17-09

Nom: _____ Cognom: _____ Curs: 4at d'ESO

	Sí	A vegades	No
Quan sento algú parlar en anglès l'intento traduir per entendre'l.	X		
Quan llegeixo un text en anglès les idees les capto directament en anglès.		X	
Si comparo l'anglès amb les llengües que conec m'és més fàcil aprendre'l.	X		
Utilitzo més diccionaris monolingües que bilingües.		X	
Quan parlo amb algú en anglès faig mentalment la traducció del que vull dir.	X		
Si llegeixo un text en anglès i no sé una paraula, prefereixo que m'expliquin el seu significat en anglès i no que em donin una traducció.			X
Creus que t'és útil la traducció per aprendre anglès? Per a què més pot servir la traducció segons el teu punt de vista? Si... Per el món laboral que és força important			

APPENDIX 13

Experimental group students' Anglo-Saxon culture pre-test

Multiculturality pre-Test

Name: V Surname: [redacted] Level: 4.1C Date: 17/9/04

1- Write the name of three English festivities. Explain something about them.

- Halloween: Festival of a terror night. R
- St. Valentine's day: Day of the lovers. R
- Independence day: Day commemerative for a independence. R

2- When do English people normally eat? R

Breakfast	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8	<input checked="" type="checkbox"/>
Lunch	12	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>
Tea-time	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>
Dinner	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>

3- What do English people normally eat?

	Hot meal	Sandwich	Snack	Cereals and toasts
Breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Lunch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tea-time	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dinner	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4- What is a bed and breakfast?

eat in the bed X

5- Who is the milkman?

the milkman report the milk for every houses in the town. B

6- Are there a lot of large green parks where you can go to have a walk in England?

the central park is the biggest of the England for walk. X

7- Who is the King/Queen of England?

I don't remember. Sorry. X

8- How is a normal conversation between English people?

to talk about the sports, basKetball, baseball and Rugby, the 3 famous sport in the England. X

4

Multiculturality pre-test

Name: Surname: Level: 4.1 Date: 17/09/04

1- Write the name of three English festivities. Explain something about them.

- Halloween, is a day festive 31 d'october, gosh, matches, C person walk in the city. R
- X
- X

2- When do English people normally eat?

Breakfast	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>
Lunch	12	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>
Tea-time	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>
Dinner	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input checked="" type="checkbox"/>

X

3- What do English people normally eat?

	Hot meal	Sandwich	Snack	Cereals and toasts
Breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lunch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tea-time	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dinner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

R

4- What is a bed and breakfast?

5- Who is the milkman?

6- Are there a lot of large green parks where you can go to have a walk in England?

7- Who is the King/Queen of England?

Isabel II

8- How is a normal conversation between English people?

Salutation, conversation about the years

2

Experimental group students' Anglo-Saxon culture post-test

Multiculturality post-test

Name: [REDACTED] Surname: [REDACTED] Level: 4.1 Date: 9-6-05

1- Write the name of three English festivities. Explain something about them.

- Christmas: Kids receive presents on Christmas Day B
- Easter: there are colourful easter eggs B
- Halloween: Kids go to people houses wearing strange clothes, like they are witches, vampires... to ask for sweets. B

2- When do English people normally eat?

Breakfast	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8	<input checked="" type="checkbox"/>
Lunch	12	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>
Tea-time	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>
Dinner	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input checked="" type="checkbox"/>

X

3- What do English people normally eat?

	Hot meal	Sandwich	Snack	Cereals and toasts
Breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lunch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tea-time	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dinner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B

4- What is a bed and breakfast?

Some where you can go to sleep and breakfast

5- Who is the milkman?

the man who bring the milk to the houses

6- Are there a lot of large green parks where you can go to have a walk in England?

yes, there are

7- Who is the King/Queen of England?

elizabeth II

8- How is a normal conversation between English people?

.....

X

8

Multiculturality post-test

Name: [REDACTED] Surname: [REDACTED] Level: 4/C Date: 9/6/05

1- Write the name of three English festivities. Explain something about them.

- Halloween: People who are disguised make trick or treat to have sweets. B
- Christmas: Santa comes and bring presents and the family stays together. B
- Easter: They put eggs in the garden and children have to find. B

2- When do English people normally eat?

Breakfast	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>
Lunch	12	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>
Tea-time	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>
Dinner	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>

B

3- What do English people normally eat?

	Hot meal	Sandwich	Snack	Cereals and toasts
Breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lunch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tea-time	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dinner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B

4- What is a bed and breakfast?

A house where you can sleep and have breakfast. It's like a hotel but it isn't because it doesn't have the same things. B

5- Who is the milkman?

A man who delivers milk. B

6- Are there a lot of large green parks where you can go to have a walk in England?

Yes, there are. B

7- Who is the King/Queen of England?

Elisabeth the Second. B

8- How is a normal conversation between English people?

It's more cold than us and more formal. B

Q's

Control group students' Anglo-Saxon culture pre-test

Multiculturality pre-test

Name: Surname: Level: 4.2 Date: 21/01/09

1- Write the name of three English festivities. Explain something about them.

-
-
-

2- When do English people normally eat?

Breakfast	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input type="checkbox"/>
Lunch	12	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>
Tea-time	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>
Dinner	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>

R

3- What do English people normally eat?

	Hot meal	Sandwich	Snack	Cereals and toasts
Breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lunch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tea-time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dinner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

R

4- What is a bed and breakfast?

.....

5- Who is the milkman?

.....

6- Are there a lot of large green parks where you can go to have a walk in England?

...No

7- Who is the King/Queen of England?

...Elizabeth

R X

8- How is a normal conversation between English people?

.....

1's

Multiculturality pre-test

Name: [REDACTED] Surname: [REDACTED] Level: 4th-A 4.2. Date: 21/09/04

1- Write the name of three English festivities. Explain something about them.

- Halloween..... R
-
-

2- When do English people normally eat?

Breakfast	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>	B
Lunch	12	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	
Tea-time	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	
Dinner	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>	

3- What do English people normally eat?

	Hot meal	Sandwich	Snack	Cereals and toasts	B
Breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Lunch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tea-time	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Dinner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

4- What is a bed and breakfast?

... Hot & esmorça..... X

5- Who is the milkman?

.....

6- Are there a lot of large green parks where you can go to have a walk in England?

.....

7- Who is the King/Queen of England?

... Isabel..... R

8- How is a normal conversation between English people?

.....

3

Control group students' Anglo-Saxon culture post-test

Multiculturality post-test

Name: Surname: Level: 42 Date: 09-06-05

1- Write the name of three English festivities. Explain something about them.

- Saint. Valentin..... R
- ~~Autumn~~ Halloween..... it is a terror festivity. R
- Mezay Christmas..... X

2- When do English people normally eat?

Breakfast	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>
Lunch	12	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>
Tea-time	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>
Dinner	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>

B

3- What do English people normally eat?

	Hot meal	Sandwich	Snack	Cereals and toasts
Breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lunch	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tea-time	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dinner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B

4- What is a bed and breakfast?

Emergency al.l.t...... X

5- Who is the milkman?

~~L'homo~~ Mesire que por ta la llet porta me la..... B

6- Are there a lot of large green parks where you can go to have a walk in England?

Yes it is..... B

7- Who is the King/Queen of England?

..... X

8- How is a normal conversation between English people?

Parker el reves de manabla..... X

5

Multiculturality post-test

Name: Surname: Level: 4th 2nd 2000 Date: 9/6/05

1- Write the name of three English festivities. Explain something about them.

- Christmas & Noël..... X
- Halloween & Ça çan els nen es desfressen? paves per els coses que sent a la porta de les cases demant caramels..... B
- Sant Valentí → quan les persones que s'estimen s'regalen algans..... B

2- When do English people normally eat?

Breakfast	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input type="checkbox"/>	R
Lunch	12	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	
Tea-time	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	
Dinner	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>	

3- What do English people normally eat?

	Hot meal	Sandwich	Snack	Cereals and toasts	R
Breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Lunch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tea-time	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Dinner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

4- What is a bed and breakfast?

breakfast es l'acompanyar..... X

5- Who is the milkman?

l'home de llet..... B

6- Are there a lot of large green parks where you can go to have a walk in England?

Yes..... B

7- Who is the King/Queen of England?

Isabel II..... B

8- How is a normal conversation between English people?

.....

6

Appendix 13.1

1- Test d'homocedasticitat, per veure si les variàncies són iguals o no. Tenim les següents dades

Experimental (Subíndex 1)	Control (Subíndex 2)
$\bar{x} = \frac{70}{24} = 2.92$ mitjana $\sigma^2 = 1.88$ variància $\sigma = 1.37$ desviació estandard n= 24 observacions $\rho^2 = \frac{n_1}{n_1 - 1} \cdot \sigma^2 = \frac{24}{23} \cdot 1.88 = 1.4$ quasivariància	$\bar{x} = \frac{19}{13} = 1.46$ mitjana $\sigma^2 = 1.91$ variància $\sigma = 1.38$ desviació estandard n= 13 observacions $\rho^2 = \frac{n_1}{n_1 - 1} \cdot \sigma^2 = \frac{13}{12} \cdot 1.91 = 2.069$ quasivariància

El test d'homocedasticitat és

$H_0: \frac{\rho_2^2}{\rho_1^2} = 1$ equival a dir si les variàncies són iguals.

$H_1: \frac{\rho_2^2}{\rho_1^2} \neq 1$ equival a dir si les variàncies no són iguals.

S'ha de comparar F_{exp} amb la F_{teo}

F_{exp} : F experimental . F funció de Fisher, que està tabulada.

F_{teo} : F teòrica

$$F_{\text{exp}} = \frac{\rho_2^2}{\rho_1^2} = \frac{2.069}{1.9617} = 1.05$$

F_{teo} : $F_{n_2-1, n_1-1, 1-\alpha}$ En el nostre cas F_{teo} : $F_{23, 12, 5} = 2.20$

Criteri de decisió

Si $F_{\text{exp}} < F_{\text{teo}}$ aleshores **No** rebutgem H_0 Per tant les variàncies són iguals.

Si $F_{\text{exp}} > F_{\text{teo}}$ aleshores rebutgem H_0 Per tant les variàncies són diferents.

En el nostre cas

$F_{\text{exp}} = 1.05 < F_{\text{teo}} = 2.20$ aleshores **No** rebutgem H_0 Per tant les variàncies són iguals.

2- Contrast d'hipòtesis per les mitjanes.

$$H_0: \mu_0 = \mu_1$$

$$H_1: \mu_0 \neq \mu_1$$

Depèn del que hagi sortit al primer punt, és a dir si les variàncies són iguals o no, s'ha d'agafar un estadístic de control o un altre.

Degut a que les variàncies són iguals l'estadístic en qüestió és

$$T_{\text{exp}} = \frac{\bar{x}_1 - \bar{x}_2}{S^* \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ que s'ha de comparar amb } T_{\text{teo}} = T_{n_1+n_2-2, 1-\alpha/2}$$

$$\text{Ara } S^* = \frac{(n_1 - 1)\rho_1^2 + (n_2 - 1)\rho_2^2}{n_2 + n_1 - 2}$$

$$\text{En el nostre cas } S^* = \frac{23 \cdot 1.9617 + 12 \cdot 2.069}{24 + 13 - 2} = 1.99$$

$$T_{\text{exp}} = \frac{2.92 - 1.46}{1.99 \sqrt{\frac{1}{24} + \frac{1}{13}}} = 2.13$$

$$T_{\text{teo}} = t_{35, 0.025} = 2.04 \text{ Aquest valor s'ha trobat amb unes taules de la T-student}$$

Criteri de decisió

Si $T_{\text{teo}} < T_{\text{exp}}$ aleshores rebutgem H_0 Per tant les mitjanes són diferents.

Si $T_{\text{teo}} > T_{\text{exp}}$ aleshores **No** rebutgem H_0 Per tant les mitjanes són iguals

En el nostre cas

$T_{\text{teo}} = 2.04 < T_{\text{exp}} = 2.13$ aleshores rebutgem H_0 Per tant les mitjanes **NO** són iguals
LES DIFERENCIES SÓN SIGNIFICATIVES.

These results have been checked using the SPSS computer program.

APPENDIX 14

Reading accuracy pre- and post-test

walking around the world



Dave Kunst has travelled a lot. On 5 October, 1974, he became the first person to walk around the world. He started in Minnesota, USA. Four years, three months and 16 days later, Dave finished his journey in the same place after travelling 23,250 kilometres. He had used 21 pairs of shoes and had walked more than 20 million steps.

When Dave started his trip, he was accompanied by his brother John and a mule. They crossed USA and they flew to Portugal. The journey across Europe was fun but the brothers had a lot of problems because they didn't speak any foreign languages. In Asia, their journey became harder. In the Desert of Death bandits attacked the brothers. Dave was shot and injured and his brother was killed.

Four months later, Dave and another brother, Pete, started to walk again from the exact place where John died. They finished the journey across Asia and went to Australia. After a year, Pete had to return to his job. Luckily he met a woman called Jenni who offered to walk with him. After some kilometres they had fallen in love.

When Dave finally finished he had crossed four continents, he had lost a brother, but he had also found a partner to love.

Experimental group students' reading accuracy pre-test



Alumne/a... [Redacted]
 Àrea... Anglès... Nivell... 4t 20... Grup... B 4.1.
 Data... 19 / 09 / 24
 Qualificació [Yellow box]

Observacions professor Pre-test

CAMINAR ARRÉU DEL MÓN -0'5

En Dave Kunt ha viatjat molt. El 5 d'octubre va esdevenir la primera persona que havia anat arreu del món. El va començar a Minnosta, USA. Quatre anys, tres mesos i 16 dies després, en Dave havia acabat el seu viatge en el mateix lloc després de viatjar 23.500 kilòmetres. Ell va usar 21 parells de sabates i va tenir que caminar més de 20 milions de pasos.

Quan en Dave va començar el seu viatge, ell estava acompanyat del seu germà John i l'altre germà. Ells van atrevir-se a atravesar els estats units i van viatjar fins a Portugal.

La jornada a través d'Europa va ser aventura però els seus germans van tenir molts problemes perquè no parlaven moltes de les llengües. A Àsia, la seva jornada va ser perillosa. En el desert de la mort els bandits van atacar els seus germans. En Dave estava enfadat perquè el seu germà va ser assassinat.

Quatre mesos després, en Dave i l'altre germà, en Pete, van començar a caminar un altre cop per el mateix lloc on en John va morir. Ells van acabar la estada a través de Àsia i van anar a Austràlia. Després d'un any, en Pete va tornar a la seva feina. Ell va conèixer una dona que es deia Teri qui li va oferir de anar amb ella. Després d'uns km ells es van enamorar.

Quan en Dave va acabar de atravesar els quatre continents ell havia perdut el seu germà, però ell havia trobat l'amor.



Alumne/a: [redacted]

Àrea: _____ Nivell: _____ Grup: 4.1.

Data: 17, 09, 04

Qualificació:

PASEJAR ARREU DEL MÓN -05

5

Observacions professor

Pre-test

En Dave Knott a viatjat a per tot. El 30 d'octubre de 1974 va esdevenir la primera persona que a pariejat ⁻⁰⁵ anem ¹ el món. Va començar a MINNESOTA EE.UU. quatre anys, 3 mesos i 16 dies ⁻¹ avans, Dave va acabar la jornada on el metex bloc avans de viatjar 23,250 kilòmetres. Va per servir 21 parells de sabates i va caminar tenir que caminar mes de 20 milions de passos.

Quan en Dave va començar el viatge, ell va ser acompanyat per el seu germà John i una mula. Ells trave soren els EE.UU i van voler a Portugal.

La jornada de travessar Europa va ser divertida pero els germans van tenir molts de problemes perquè ells no saviem parlar ⁻⁰⁵ diverses llengües. A Àsia, da per seua jornada va se molt difícil. En el Desert de la Mort uns bandi va atacar als germans. Dave va se disparat i derribat i el seu germà va morir ser assassinat. ⁽⁺⁰⁵⁾

4 mesos després, Dave i un altre germà, Pete, comensaren a camina un altre cop desde el bloc exacte de la mort del ~~Pete~~ John. Ells finalitzaren la jornada de travensà d'Àsia i van arribar fins austràlia. Un any avans ⁻¹ Pete va tenir que tornar a la seua feina. Per sort es va trobar amb una noia anomenada Jenni que es va oferi a caminar amb ell.

Després de molts ⁻⁰⁵ kilòmetres ells van canar en l'Àmer.

Quan en Dave finalment va finalitzar la travensà dels 4 continents, se perdre un germà, pero ell va trobar una company d'Àmer.

Experimental group students' reading accuracy post-test



Alumne/a XXXXXXXXXX

Àrea English Nivell 4.1. Grup C

Data 9 / 6 / 05

8

Qualificació

Observacions professor Post-test

Donant la volta al món caminant
 Dave Krumpholtz ha ~~travessat~~ ^{viatjat} molt. El 5 d'Octubre de 1977, va esdevenir la primera persona en donar la volta al món caminant. Va començar a Minessota, EEUU. Quatre anys, tres mesos i 16 dies després, en Dave va acabar el seu viatge al mateix lloc després de caminar 23, 250 quilòmetres havia fet servir 21 parells de sabates i havia caminat més de 20 milions de passos.

Quan en Dave va començar aquest viatge, anava acompanyat pel seu germà John i una mulla. Van travessar els EEUU i van anar a Portugal. El viatge a través d'Europa va ser divertit però els germans ^{-0.5} havia tingut molts problemes ja que no parlaven cap llengua estrangera. A Àsia, el seu viatge va esdevenir més dur. Els vands van atacar els germans ^(+0.5) en el desert de la mort. En Dave va ser disparat i ferit i el seu germà va ser assassinat.

Quatre mesos més tard, en Dave i un altre germà, en Pete, van començar a caminar una altra vegada desde el mateix lloc on en John va morir. Van acabar el viatge a través d'Àsia i van anar a Austràlia. Després d'un any en Pete havia de tornar a la feina. Afortunadament ^{-0.5} va conèixer una dona anomenada Jenni que es va oferir a caminar amb ell. Després d'alguns quèsets es van enamorar.

Quan en Dave finalment va acabar havia creuat quatre continents, havia perdut un germà, però també havia trobat una companya per estimar.



Alumne/a. [redacted]

Àrea. Anglès. Nivell. 4.1. Grup. B

Data. 9 / 6 / 05

10

Qualificació



Observacions professor

Post-test

Començant al voltant del món

En Dave Kunst ha viatjat molt. El 5 d'octubre de 1974, va esdevenir la primera persona a fer la volta al món. Va començar a Minnesota, Estats Units. Quatre anys, tres mesos i 16 dies més tard, en Dave va acabar el seu viatge de mateix lloc després d'haver viatjat 23,250 quilòmetres. Havia servit 21 parells de sabates i havia fet més de 20 milions de passos.

Quan en Dave va començar el seu viatge, estava acompanyat pel seu germà John i una mulla. Van creuar els Estats Units i van volar cap a Portugal. El viatge per Europa va ser divertit però els germans van tenir molts problemes perquè no parlaven cap llengua estrangera. A Àsia, el seu viatge va ser més dur. Al Derwent de la Marí uns bandits van atacar els germans. Havien disparat en Dave i estava ferit, i el seu germà va ser assassinat.

Quatre mesos més tard, en Dave i un altre germà, en Peter, van començar a caminar des del lloc exacte on en John va morir. Van acabar el viatge per Àsia i van anar cap a Austràlia. Després d'un any, en Peter havia de tornar a la seva feina. Afortunadament, ^{en Dave,} va trobar una dona anomenada Jenni que es va oferir per caminar amb ell. Després d'uns quants quilòmetres es havien enamorat.

Quan en Dave finalment va acabar havia creuat quatre continents, havia perdut un germà, però també havia trobat una dona a qui estimar.

Control group students' reading accuracy pre-test



Alumne/a.....

Àrea Anglès..... Nivell 4^{TE}ESO Grup 4.2.....

Data 16 / 09 / 04..... 2..... Qualificació

CAMINANT AL VOLTANT DEL MÓN

Observacions professor Pre-test

Dave Kunst treballava molt. El 5 d'octubre, 1974 va començar a la primera persona a caminar al voltant del món. Va començar a Yinnesota, USA. 4 anys, 3 mesos i 16 dies després, Dave va acabar la jornada en el mateix lloc després de viatjar 23 250 kilòmetres. Va haver de portar 21 parelles de sabates i va caminar més de 20 milions de pasos. Quan va començar, va estar acompanyat per el seu germà John i una mula. Van travessar USA i van anar per Portugal. La jornada a través d'Europa va estar difícil, però els germans tenien molts problemes perquè no parlaven aquells idiomes. Europa i Àsia, la jornada va ser diffícil. En el desert de la mort, els bandits atacaven als germans, Dave va ser disparat i engafat el seu germà i el seu equip. 4 mesos després, Dave i l'altre germà, Pete, van tornar a caminar exactament des del lloc on el seu germà va morir. Van acabar el dia travessant Àsia i arribant a Austràlia. L'any veient, Pete va tornar a la seva geïa. Algun fonadament va conèixer a una dona que es deia Jenny qui es va oferir per caminar amb ell. Després d'uns quants quilòmetres es van emmorar. Quan Dave va acabar de clavar als 4 continents, va perdre el seu germà, però també va trobar l'home



Alumne/a: [redacted]
 Àrea: English Nivell: Art Grup: C 92
 Data: 16 / 08 / 04 Qualificació: 0

Observacions professor Pre-test

Caminant arreu del món

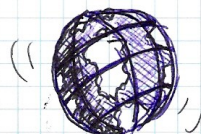
Dave Kunst ha viatjat molt. El 5 d'octubre, va ser la primera persona que d'arreu del món. Va començar en Minnesota, USA. Quatre anys i tres mesos i setze dies després, Dave acaba la seva jornada avancs de viatge 23,250 quilometres.

Va usar vint i un parells de sabates i va caminar molt, ~~assent~~ va fer servir vint milions de ---

Després, Dave comença la ruta, anava acompanyat del seu germà John i una mule. Ells van creuar USA, y van voler cap a Portugal. En una setmana creuen Europa però els germans tristíssims perquè tenen molts problemes perquè ells no parlen diferentes llengües. En Àsia, la setmana va ser molt llarga. En el desert the Death unes bandes ataquen als germans. Dave va i el seu germà va morir.

Quatre mesos després, Dave i el seu germà, Pete, comencen a caminar de nou cap el lloc on va morir John. Ells ^{van} acabar la setmana creuen Àsia cap a Austràlia.

1 any abans Pete torna on era. ---
 Dave acaba de creuar els 4 continents amb el seu germà, però està trist perquè no ha trobat l'amer. ---



Handwritten signature

Control group students' reading accuracy post-test



Alumne/a.....

Àrea Anglès..... Nivell 4^{ta} ESO Grup 6.2

Data 7 / 10 / 2015.....

7

Qualificació

Observacions professor Post-test

Caminant al voltant del món:

Dave Kunst va nàviat uel. El 5 d' Octubre de 1974, ell va ser la primera persona a donar la volta al món. Va començar a Minnetota, USA. Quatre anys, tres mesos i setze dies després, Dave va acabar el seu recorregut després d'haver viatjat 23'250 quilòmetres. Ell va utilitzar el parell de sabates i va caminar al voltant de 20 milions de passos.

Quan en Dave va començar el seu viatge, estava acompanyat per el seu germà John i una mula. Ells van creuar USA i va voler fins Portugal, el viatge a través d'Europa va ser divertit els germans van tenir molts problemes perquè no sabien parlar cap llengua estrangera. A Àsia, el viatge va ser vegut. Al Desert de la Mort uns bandits van atacar als germans i a en Dave el van disparar i el seu germà va morir.

Quatre mesos després, en Dave i el seu altre germà, Pete, van començar a caminar desde el mateix punt on en John va morir. Ells van acabar el viatge a través d'Àsia i van anar a Austràlia. Després d'un any, Pete va tenir que tornar a la seva feina.

-05 Ell va conèixer a una noia que es deia Jenni ella es va decidir a caminar amb ell.

Després d'un quilòmetre, ells es van enamorar.

Quan al final en Dave va acabar el viatge a través dels quatre continents, ell va perdre a un germà, però va trobar l'amor.



Alumne/a: [redacted]
 Àrea: ANG-LE Nivell: 1. ESO Grup: A-2 42.
 Data: 7 / 10 / 05

5

Qualificació



Observacions professor Post-test

CAMINANT AL VOLTANT DEL MÓN

A Em Kumot ⁻¹ li agrada viatjar. El 5 d'octubre, 1974, va ser la primera persona que va donar la volta caminant al món. Va començar a Mímmeota, als EUA. 4 anys, tres mesos i 16 dies després, en Dave va acabar el seu viatge a després de 23250 Km. Ell va usar 21 parts de sabots i va ser més de 20 milions de passes.

En Dave va començar, a caminant del seu germà John i una anella. ^{-0.5} Va ser els EUA i va volar amb avió Cap a Portugal. A Europa ell i ^{-0.5} els seus germans van tenir problemes per el idioma que no coneixien. A Asia, ⁻¹ els hi va passar el mateix. En el desert

^{-0.5} de Death ~~una~~ ^{-0.5} banda van atacar els germans, Dave va patir ^{-0.5} ferides però el seu germà ⁻¹ el van matar.

4 mesos després, en Dave ^{-0.5} va començar a caminar cap a les plaes de John, ^{-0.5} van acabar el Asia i van anar a Austràlia. ^{-0.5} L'any següent en Pete va tenir que tornar a treballar. En Dave ^{-0.5} es va trobar amb una dona la Jenni que es va oferir per acompanyar-la. Després de ser Km es van enamorar.

En Dave va acabar passant per 4 continents, va perdre un germà però ^{-0.5} va guanyar un amor per ella la Jenni.

Appendix 14.1

1- Un test d'homocedasticitat, això és per veure si les variàncies són iguals o no.
 Tenim les següents dades

Experimental (Subíndex 1)	Control (Subíndex 2)
$\bar{x} = \frac{48}{25} = 1.92$ mitjana $\sigma^2 = 1.86$ variància $\sigma = 1.36$ desviació estandard n= 25 observacions $\rho^2 = \frac{n_1}{n_1 - 1} \cdot \sigma^2 = \frac{25}{24} \cdot 1.86 = 1.9375$ quasivariància	$\bar{x} = \frac{24}{15} = 1.6$ mitjana $\sigma^2 = 1.31$ variància $\sigma = 1.14$ desviació estandard n= 15 observacions $\rho^2 = \frac{n_1}{n_1 - 1} \cdot \sigma^2 = \frac{15}{14} \cdot 1.31 = 1.4$ quasivariància

El test d'homocedasticitat és

$H_0: \frac{\rho_1^2}{\rho_2^2} = 1$ equival a dir si les variàncies són iguals.

$H_1: \frac{\rho_1^2}{\rho_2^2} \neq 1$ equival a dir si les variàncies no són iguals.

S'ha de comparar F_{exp} amb la F_{teo}

F_{exp} : F experimental . F funció de Fisher, que està tabulada.

F_{teo} : F teòrica

$$F_{\text{exp}} = \frac{\rho_1^2}{\rho_2^2} = \frac{1.9375}{1.4} = 1.3839$$

F_{teo} : $F_{n_2-1, n_1-1, 1-\alpha}$ En el nostre cas $F_{\text{teo}} : F_{24, 14, 0.05} = 2.13$

Criteri de decisió

Si $F_{\text{exp}} < F_{\text{teo}}$ aleshores **No** rebutgem H_0 Per tant les variàncies són iguals.

Si $F_{\text{exp}} > F_{\text{teo}}$ aleshores rebutgem H_0 Per tant les variàncies són diferents.

En el nostre cas

$F_{\text{exp}} = 1.3839 < F_{\text{teo}} = 2.13$ aleshores **No** rebutgem H_0 Per tant les variàncies són iguals.

2- Contrast d'hipòtesis per les mitjanes.

$$H_0: \mu_0 = \mu_1$$

$$H_1: \mu_0 \neq \mu_1$$

Depèn del que hagi sortit al primer punt, és a dir si les variàncies són iguals o no, s'ha d'agafar un estadístic de control o un altre.

Degut a que les variàncies són iguals l'estadístic en qüestió és

$$T_{\text{exp}} = \frac{\bar{x}_1 - \bar{x}_2}{S^* \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ que s'ha de comparar amb } T_{\text{teo}} = T_{n_1+n_2-2, 1-\alpha/2}$$

$$\text{Ara } S^* = \frac{(n_1 - 1)\rho_1^2 + (n_2 - 1)\rho_2^2}{n_2 + n_1 - 2}$$

$$\text{En el nostre cas } S^* = \frac{24 \cdot 1.9375 + 13 \cdot 1.4}{25 + 15 - 2} = 1.295$$

$$T_{\text{exp}} = \frac{1.92 - 1.6}{1.295 \sqrt{\frac{1}{25} + \frac{1}{14}}} = 0.7347$$

$$T_{\text{teo}} = t_{38, 0.025} = 2.021 \text{ Aquest valor s'ha trobat amb unes taules de la T-student}$$

Criteri de decisió

Si $T_{\text{teo}} < T_{\text{exp}}$ aleshores rebutgem H_0 Per tant les mitjanes són diferents.

Si $T_{\text{teo}} > T_{\text{exp}}$ aleshores **No** rebutgem H_0 Per tant les mitjanes són iguals

En el nostre cas

$T_{\text{teo}} = 2.21 > T_{\text{exp}} = 0.7347$ aleshores acceptem H_0 Per tant les mitjanes són iguals **LES DIFERENCIES NO SÓN SIGNIFICATIVES.**

These results have been checked using the SPSS computer program.

APPENDIX 15

Mind-maps: *Why should we learn English?*



Alumne/a. [redacted]

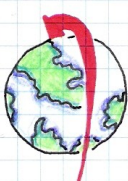
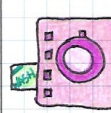







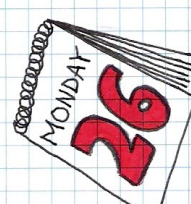
Àrea ENGLISH Nivell 4r Grup C

Data 20 / 09 / 04

Qualificació

Observacions professor

Why is learning ENGLISH important?

- For communicate with people around the world.
 - 
- For general instructions of many things.
 - 
 - 
- For meet new people.
 - 
- For going into Internet.
 - 
- For travel.
 - 
- For your laboral opportunities.
 - 
- For desenvolpe your intelligence.
 - 
- For having more culture.
 - 
- For the future.
 - 



Alumne/a. [redacted]

Àrea ANGLÈS Nivell 4.ºESO Grup -4-

Data 21 / 9 / 04

Qualificació



Observacions professor

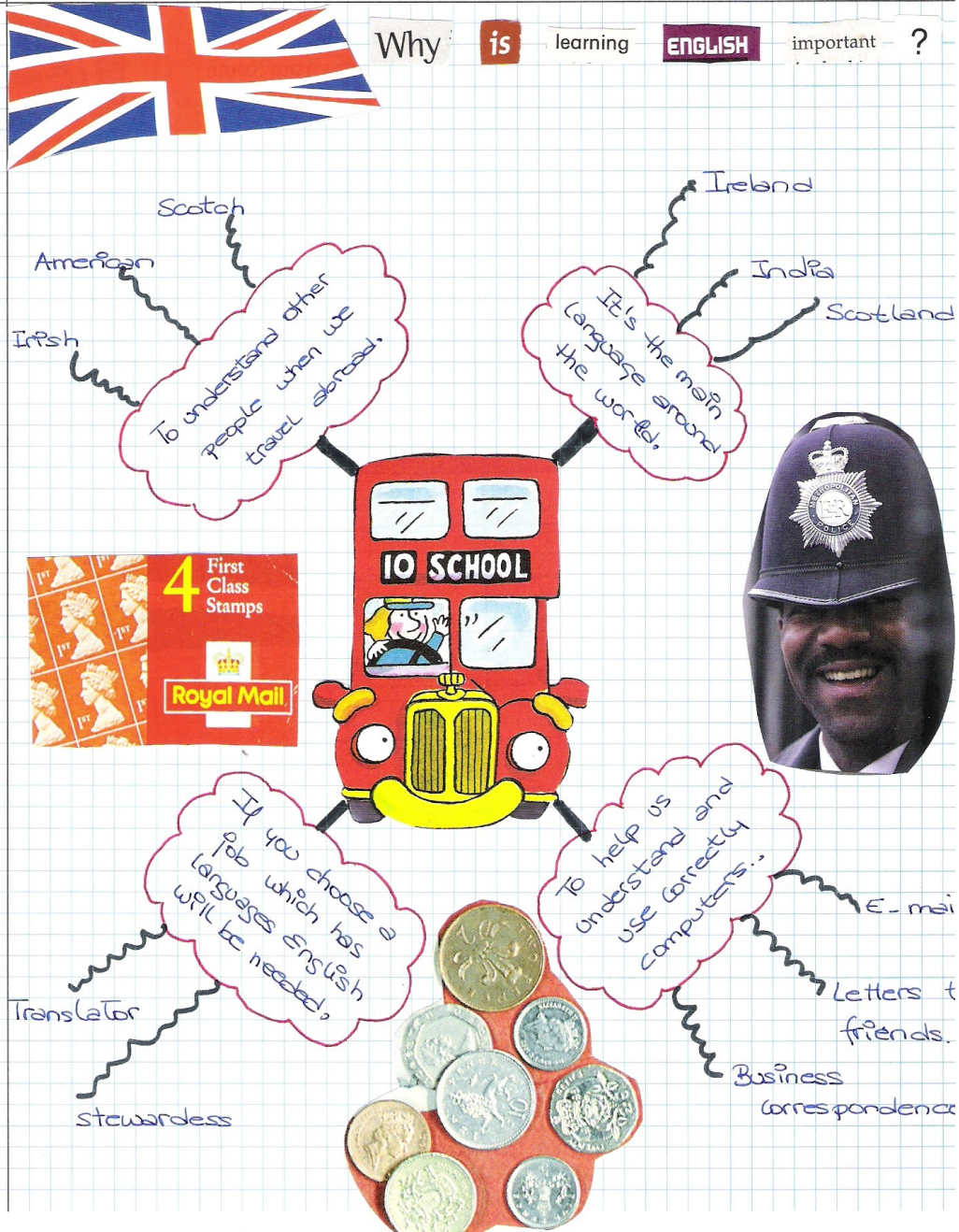
WHY IS LEARNING ENGLISH IMPORTANT?

- In the future for my job.
- Because many people speak English
- For have more culture.
- Because my favourite singers sing in English
- Because in the computer program is very important understand it.

Alumne/a [redacted]
 Àrea Nivell 4ºESO Grup C
 Data / /
 Qualificació

Observacions professor

Why **is** learning **ENGLISH** important - ?



To understand other people when we travel abroad.

- Scotch
- American
- Irish

It's the main language around the world.

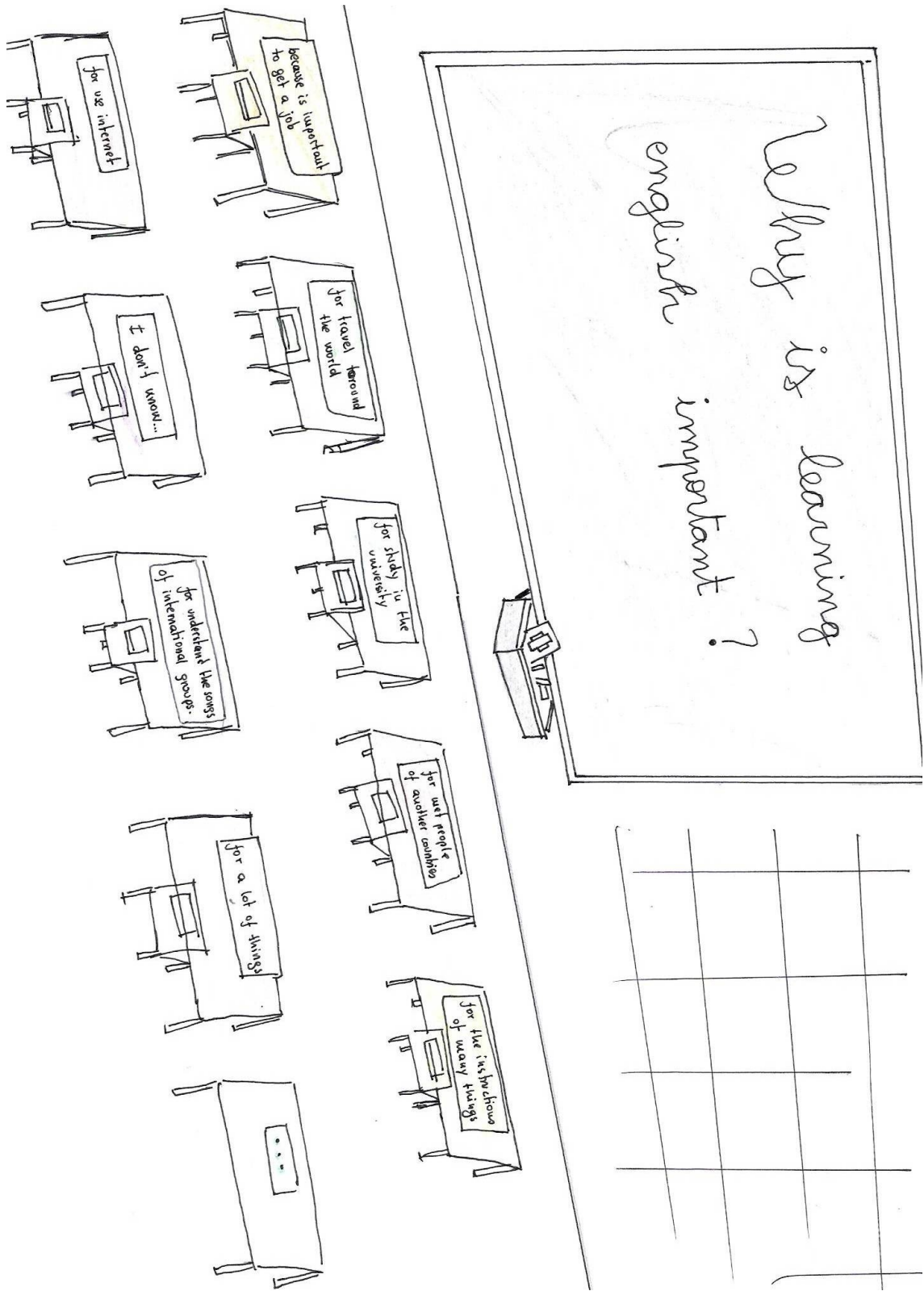
- Ireland
- India
- Scotland

To help us understand and use correctly computers...

- E-mail
- Letters to friends.
- Business correspondence

If you choose a job which has languages English will be needed.

- Translator
- stewardess



APPENDIX 16

Teacher's initial evaluation questionnaire

Teacher. Initial Evaluation:

Group of students: 4.1.

What are my main objectives?

To attain reading accuracy, to help them use translation appropriately, to motivate them to learn, to transmit cultural values, to help them understand and be understood.

What do I expect from the activities?

To be useful and amusing.

What do I expect from the students?

To be interested and to learn as much as they can.

What do I expect from myself?

To be able to attend diversity and have ADA in mind while teaching.

How can I improve the students' reading accuracy?

Making them read and do some comprehension activities, some translations, some discussions, etc.

How can I interest and motivate the students?

Preparing all the activities thoughtfully and being motivated myself to do them.

How can I make them notice the multicultural differences?

Comparing their own culture (Catalan, Spanish, Moroccan, Russian, German) with English culture.

How can I make them aware of their use of translation?

Letting translation become part of their daily activities.

What can I do to respect individual needs?

Carrying out a lot of different activities to attend the different intelligences and the different perceptual styles.

APPENDIX 17

Teacher's diary

Experimental group

At the beginning students were really excited about all the new activities, though they always wanted to know whether they would be marked.

MI and NLP questionnaires

Students enjoyed doing the MI and NLP questionnaires. They all shared and compared their results.

The interpreted picture

As during the pilot study students did not understand some of the words that appeared in the text. Before starting the exercise I wrote some words and a translation on the board. Students liked the task as it was like a game. However, some students complained because they had to draw. While I read, learners draw, erase and draw again, etc. It was funny for them to see each other's drawings. When I showed the original drawing, students were shocked. So many different drawings and no one was similar to the original one.

The English Language Importance

Students did not know what a mind-map was, so it had to be explained. To motivate them, I promised that the best mind-map would get a prize. There were very nice mind-maps and the prize for the best one was an agenda (Oxford University Press present).

Control group

Students in the control group enjoyed themselves a lot with the first days of class activities. They got to know the teacher and their classmates a bit better. The aims were made clear. The students in this group were rather close. Although there were different learners from other countries, one could tell they were quite integrated. During the first week, students in the control group realised something was happening in the

experimental group's English class, and they asked me what was going on. I explained to them about the action research and, even before knowing what all was about, they enquired why they could not be the experimental group. I explained my reasons and I told them they would be doing different but also amusing activities.

Unit 1

Experimental group

Fruit connection

The students did not like this activity. They were very shocked and I think it will be difficult to make them do creative activities. My first impression is that they think "there's no point in doing such strange activities". Other teachers started saying that it is a very difficult group because they talk and talk non-stop and it is hard to work with them.

Famous people routine

Though my perception is that they have enjoyed the activity, it is difficult for me to see whether they enjoyed the task. It is difficult to make the experimental group students show their feelings. From this moment I can tell that this group is very different from last year pilot group. Last year pilot group students also found the activities original, but they collaborated much more and they expressed their feelings openly at the end of each task.

This is the first task I have recorded. Though a camcorder is an intrusive technique, I think they will soon get used to it and they will forget about it.

A woman on a roof

Through this task, I could see who the leaders in the class were. In the last part of the task they had to vote for the most original story, but they did not vote for the stories but the people who wrote them. This gives me the idea, for the next time, to hang the stories on the wall without names.

Project

I realised that students are very interested in new technologies and especially in the Internet. They enjoyed being in the computer room finding and organizing information to create a real trip.

Control group

Although throughout this unit the students were quite motivated to do the activities planned, they complained saying that the experimental group students were doing more interesting activities, such as translations... Again, the members of this group are very close. The control group also enjoyed going to the computer room even if we had a lot of problems while we were there, as some computers did not work properly. Their projects as well as their task results were quite good. Moreover, when they had to work in groups, apart from enjoying themselves, they were really cooperative and their resulting works were fantastic.

Unit 2

Experimental group

Obituary notice

It ended up being a problematic activity because one of the student's parents complained and said it was "un exercici macabre". I had just expected my students to set their life objectives explicitly and discuss how they could reach them. The complaint had a clear explanation. That mother was very ill with cancer. Obviously I apologised to the students as well as to that mother.

In a former life I was...

This task did not work really well, the drawback was that as all students work in their own pace, some students had to wait for their partner to finish (they used the fast-finishers activities –see appendix 2). Students used their dictionaries a lot and I realised that some did not know how to use them. I asked the students' book publishing house representative whether he had a game related to the use of the dictionary. As there is a

game, we are going to use it with the students. Some translations were better than the original texts, so it was useful to teach the students that sometimes translations can improve original texts.

Garfield

Comic strips are always visually motivating and students enjoyed trying to work out the meaning of the Garfield comic strip. They generally found this translation activity more monotonous than the previous activities.

Halloween

The students did not find the vocabulary or the history sections on my web difficult, but the story section was not so easy. The way to make the triorama was a bit complicated for them to understand. I think the problem was that they are not used to synthesize or working with their hands. Moreover, they are really competitive and they think working with a partner is not the best way to show their capabilities. The optional song projects were really interesting and we listened to some of them in the classroom. It was great fun.

The wise old man story

This activity worked better than last year. I had prepared some cards with the most difficult vocabulary words. In the students' opinions, the feeling faces were a "waste of time". I explained that they were useful to know their feeling, and that they could be a guide to whether they had understood the text. Though my impression was that the story was understood, through the translation I could tell that it wasn't. The last sentence, which is the clue to the story, was, in some cases, either not translated or wrongly translated. Then, I understood why some of the students thought the tale was a "xurrada".

Control group

Students in the control group started complaining about anything we did. After the second debate, where students asked again to do the same activities the experimental group of students was doing, even the best learners in this group externalised their anger

when I explained they could not do the same tasks because of the action research. From then on, the relationship between the control group students and myself changed a bit. However, I enjoyed a lot teaching them, even more than teaching the same things to the experimental group students. The members of the control group were really agreeable and one could trust them. The sensation I had while teaching them, despite the fact that one of the teaching hours was from 5 to 6 in the afternoon, was that they were very concentrated on what I was teaching. They were most of the time in silence and looking at the board. The truth was that after the first explanation, I had to go on repeating the same things again and again. Once, after explaining the same thing, in different ways four times, I realised that despite the fact that the students seemed to be listening, their minds were in their own world.

Unit 3

Experimental group

Scissors and experiences

This was a task I thought would be clear to the students, but my sensation was that, on the contrary, they ended up being confused. So, I stopped it and the students did not finish the task proposed initially.

Doctor, doctor worksheet

This activity was really successful. Students found the jokes funny and they tried to translate them to explain them to other classmates. After that, the students from other groups –mainly from the control group- wanted to translate jokes saying: “els tens mimats en els del grup 1, fins i tot traduïu acudits”. Though it was not planned, this task was the starting point of a debate about the usefulness of NGOs. In the school there is a teacher who is really ill and has sent a letter to be read. In this letter he explains that we are lucky to be in the first world and have so many possibilities to cure some diseases and abate our pain.

Christmas

Through the creation of an adaptation of Dicken’s Christmas Carol, the students enjoyed themselves a lot preparing a play adapted to different societies. It ended up

being the most successful project of the whole year. The other 4th of ESO groups asked to do the same thing.

Control group

I realised, every time students arrived in the classroom they more or less knew the structure of the lesson. One day, I changed the lesson structure a little bit. I started only by giving them their homework for the next day. Students were so lost, that I had to retake the traditional classroom structure. I told them that this was something I was doing with the experimental group. Immediately afterwards they asked me to go on with other things I did with the experimental group. The activities the control group students were doing were not boring at all, as the students recognised. However, as they were not “new” because I had been using them for several years, I was maybe not as motivated as when I used the tasks proposed for the experimental group students. Hence, I suppose I did not transmit excitement. I would have to change this aspect of my teaching.

Unit 4

Experimental group

Whisper dictation

After I had explained several times the first activity students had to do, the task started. Dictations are really useful to get students’ attention. I mimed while reading, for the students to completely understand the meaning of the text. When I was whispering the last word someone asked: “per què ho dius en veu baixa?” A couple of students had not understood the activity. The task ended up being useful for them in the sense that they had to do a bit of memory exercise.

The experimental group students’ attention decreases. They seem to be demotivated and I’m quite worried. Tasks which worked extremely well with the pilot group last year, are not working this year.

Well-known people passives

Though at the beginning the students had difficulty in identifying the famous characters, the activity was really interesting as they could notice that passive sentences tend to be translated in Catalan as active sentences. This is because the passive is more common in English than in Catalan.

In the school there are students from Pringy, a little village in France. During some hours, these students are distributed in some of the school classrooms to see how Spanish students learn. We have taken advantage of this situation to do a cultural exchange with them.

Play translation

This task was not very successful. The students ended up not creating dialogues between two things but monologues of what they were. It was fun because they struggle to express themselves, and wanted the rest of the classmates to guess what they were. The classmates were full of expectancy about each performance because they wanted to be the first person to guess. As I have already said the students in this class are really competitive.

Project

After hanging the “Love it or Hate it” chartboard on the class walls, students were proud to show other classmates about their opinions on the topics.

Control group

I tried to be more enthusiastic with the control group tasks during this lesson, but something happened. I was so enthusiastic, that I unconsciously transported some aspects of ADA in the control group class. For example, I encouraged the different perceptual styles through a task similar to the ones carried out with the experimental group students. The learners from the control group were very pleased and asked me whether they could go on with these types of activities. They were very disappointed when we went back to the activities I had planned for them.

Unit 5

Experimental group

Inner grammar experience

It was funny to see the students with their eyes closed trying to imagine something. I could see from the outside, some of the students who did not succeed in imagining the biscuit and the sensations while eating it. What I realised was that, if students got lost in the middle of the explanation because they did not know the meaning of a word or expression, they did not go on listening to try to follow the other instructions, they disconnected. Finally, for the second part of the activity, some of them felt really motivated when they were asked to write a similar text with one of the options written on the board. Some of the results were really good.

Red box, green box

After explaining the activity, every student thought for about 5 minutes to write two sentences, one in the present perfect tense and the other in the present continuous tense. I thought they had understood the difference between these two tenses, but I was wrong. They were read out loud and students themselves corrected them.

Sound interpretation

Students found this activity very difficult to understand, but at the end, some of the stories created were really interesting. It was funny to notice the different sounds students attached to the same symbol. Finally, as I expected, the students with the highest musical intelligence were the ones who obtained higher marks in this activity.

Control group

The students in the control group were really enthusiastic whenever I asked them to bring the video book, for example. They knew we would go to the English classroom, watch a video and discuss about some aspects of it. They also enjoyed going to the computer room or to the library, as their class routine changed. Although they were a bit lost at the beginning with the change, they followed their classmates to know what they

had to do. The students in the control group were not very attentive to what I was saying, although my perception, and that of many other teachers, was that they followed us.

Unit 6

Experimental group

Modal chain

Through this modal chain task, I could notice that it was very difficult for the experimental group students to understand their peers first and then to translate the sentences. They realised that word for word translation does not work.

The students' enthusiasm is very poor, they tend to talk non stop. Trying to do a "different task" is a challenge. All the other teachers complain about the experimental group students' attitude.

The modal machine

Most of the modal machines worked really well and I think they were useful for the students.

The odd gadget

The students were really creative; they tried to invent gadgets to cover their needs concerning their everyday life. Some of the translations improved the original texts. Other students, even after so many translation activities, tended to translate word-by-word and it did not work.

Control group

As the learners in the control group were so insistent about doing translation activities, I proposed a translation task to be done during the classroom time. It took me half of the lesson to explain to them, one group after another, what was expected from them. Although in my opinion the instructions were clear, most of the groups got them wrong.

Summing up, it was a complete disaster. I think it was due to the fact that the control group students do not know how to use translation, as happened with the experimental group students at the beginning of the academic year.

Unit 7

Experimental group

Mirror and water

This task did not work as I expected, maybe because the students did not find it interesting enough. I explained, before the task, that working with words is a way to learn them unconsciously. “Quina xorrada” or “que original” were some of the reactions to the exercise.

Possible, unlikely and impossible sentences

This task has been very useful for me to relate the English to the Catalan way of life, and compare these two cultures to others. Some unlikely or impossible sentences in some cultures can be possible in others. A whole lesson was spend talking about cultures, and about the importance given to some societies, over the others.

The fortune teller

Some of the students showed real interest in knowing what the hand lines mean. There was a student who is an “expert” on that, and taught us what other hand lines mean. She explained that she has many gypsy friends and that they know a lot about hand lines. This has also been useful to establish some cultural differences.

Why do I have...?

This activity was really interesting. Students brought: a squeezer, an alarm clock, a packet of biscuits, a microphone, ropes for horses, etc. Classmates were more interested in seeing the objects than in trying to guess the reason why they had them in their bags.

According to the students, every new activity proposed is bored, uninteresting, etc. This is a very difficult group. They talk a lot and even when they enjoy themselves with a

task they always complain because I suppose, otherwise, it would be seen as a sign of weakness.

Conditional dominoes

I was really dissatisfied with this task. Although I thought the task was understood, it wasn't. But... do students really know how to play dominoes? The three members of the group tried to get all the pieces together in a line, but they did not play.

Project

The students were really motivated to bring English songs to the classroom. They had to create activities related to the song and make other classmates do them. It worked well. Some of the chosen songs were easier to understand than others, but in general I could see the students enjoyed themselves very much. The surprising thing was that most of the groups used translation activities (not the typical ones, but original translation activities) in the project. I asked them why, and they answered that it was because they wanted to know whether the classmates had understood the song.

During the LA SALLE DAY many different activities were organised. I proposed to ask someone to do an emotional intelligence workshop to the students. It was great fun. Some of the most interesting activities were:

- Students had to blow a balloon as much as they could (most of the balloons exploded and in the workshop I explained it was the pressure they had inside them).
- Students had a notice on their back with a name (prejudgement) "The clown" "the silly" etc. and the other mates had to treat them as the name indicated. (They could see how bad is attaching prejudgements to the people.)

Control group

I am very upset with the control group students because I feel they do not read the title of the activities they have to do. If I explained the activities they were asleep, and now that I give them the instructions all clearly written down, either they do not read them or their reading accuracy is so poor that they do not understand them. I think I would have

to use more texts and do more reading accuracy activities in order to improve their written comprehension; otherwise, the results on the inner school English tests would be very low.

Unit 8

Experimental group

Desert Island

They found it difficult to be shown to their classmates, they were reluctant to write some of the things they would really take to the island. The intrapersonal intelligence was harder to follow than the interpersonal one.

If I... facts!

The first half of the task was easy. The students with better marks were the ones who took more risks in trying to explain new things. But the most interesting activity was the translation, as through translation they realised the mistakes of their classmates and they finally wrote their proposals.

What would you do if...

This was a very stressful activity. I thought with a few instructions students could do the task, but they needed to be more guided. They asked for more explanations on how to complete the task. If these students are let free they get stuck. So, the task was explained more specifically telling them to complete the activity with conditionals.

I travelled to Cambridge for a weekend and I recorded many different situations to study them in class with the students. It was very successful as many cultural differences (Catalonia-England) were seen. I brought a portable computer into the classroom and though the video was seen in groups, the discussion started after watching the video.

Control group

I was really satisfied with the way students in the control group deal with the tasks requiring cultural exchanges. There are different cultures represented in the classroom and I suppose this is why the debates, for example, are really enriching. However, during the debates, learners tend to rely too much on me as well as on their L1. They continuously ask: “how do you say ‘...’ in English?” They require a word-by-word translation! Whenever I asked them to find another way to say what they wanted to say, they got stuck. They did not like doing their homework, their results were not very satisfactory, they complained a lot and two people had already left school. However, the general classroom atmosphere was quite pleasing.

Unit 9

Experimental group

Attractive words

Even now, after so many “creative” activities, some experimental group students complain about any new activity proposed. They do not understand why focussing on the form, sound and feeling of words should be useful. Their faces show disappointment after my explanation. They had never been asked before whether they liked or did not like a word.

Monster maths

Though the operations are not difficult, the challenge is: understanding the problem. As students knew they were able to do the maths part, they wanted to know the exact meaning of the words to be able to solve the problems. It was quite difficult to maintain the order in the class as some pupils were shouting: “però què vol dir ?” while others had just found the solution and were repeating it over and over again. As I realised from the very beginning, this was a very talkative group, but in some activities such as this one, even the students themselves asked their classmates to shut up.

Believe it or not

As can be seen from the recording, students were unable to arrange the strips of paper in the correct order to form a story. Was it because the story was too long? Maybe. I had to organise them. There was not a person who led this group till I started to give clues (there were two class leaders in the group). Later, as expected, one of the leaders started organising and distributing the others.

Projects

Imagine an answer

Again a “strange activity”. Though the answers were original and the translations were really good.

Rack your brains

Students loved this task. They participated, they asked, ...

WH-Crazy sentences

This activity did not work because some of the students did not understand what they had to write in their pieces of paper. But when the students had picked up all the strips of paper (the useful ones) and had to build a story, the amusement started.

Who will win the present?

This was the most successful activity from the whole year. They enjoyed it. They had fun and they revised what they had learned during the whole academic year.

With the pilot group, students clapped their hands after each activity they liked. The experimental group never clapped their hands, but though they did not show it, the students in that group were grateful. At the end of the school year, I was given a card saying thanks for all the work I did with them (see annex 17.1) .

Control group

The control group students' motivation seems to have decreased through the academic year, maybe due to the fact that my enthusiasm was not as high with their activities as with those of the experimental group.

According to my perception their general reading accuracy was low, although it increased from the beginning of the academic year. The effort the learners in the control group made to understand a text was not very big, they usually waited for me to explain them the meaning of the text. Thus, their most common attitude concerning texts proposed was passive.

The strongest point of the learners in the experimental group was, in accordance to my perception, the cultural exchange among students, even when it was not planned by the teacher. Any text with an explicit cultural print was the point of departure of maybe a debate on cultural items.

Summing up, it was nice to work with the control group despite the fact that their effort to learn was not as high as expected. They also were generally very extrovert and it was clear whenever they liked or disliked an activity, task or project.

Classroom debates

Experimental group

“Apart d’aprendre vocabulari, la teva classe no es fa tan avorrida com si es va seguint el llibre.”

“Si fas alguna cosa en comú, en grup, pots conèixer altres opinions i es veuen coses diferents.”

“Cadascú aporta el seu granet de sorra.”

“Els altres et poden ensenyar els errors que fas.”

“Hi ha gent que tradueix paraula per paraula i en la nostra llengua aquella frase no funciona perquè potser no està ben dita. Algunes frases no tenen sentit.”

“Qualsevol traducció s’ha d’elaborar molt.”

“Individualment la traducció és una eina molt important també perquè nosaltres mentalment traduïm i si estem acostumats a fer-ho, pues serà millor!”

“You can’t translate all the time because later it’s worse. For learn you have to use the language. If you translate everything you are making more actions and in the depth you haven’t learned. You do more actions.”

“És fàcil no traduir?” “No. Ho aconseguixes quan penses en la llengua.” “Quan ja has traduït molt.”

“A mi em passa amb el castellà i el català. Depèn de la llengua materna que tens, tradueixes per parlar l’altra. Jo sóc castellà i tradueixo fins que porto una estona. Però em costa molt.”

Billi Elliot (tutoria):

“Abuela! Ya es la hora del té.”

“Ha anat a la nevera a buscar ous?” “És estrany, no?”

Control group

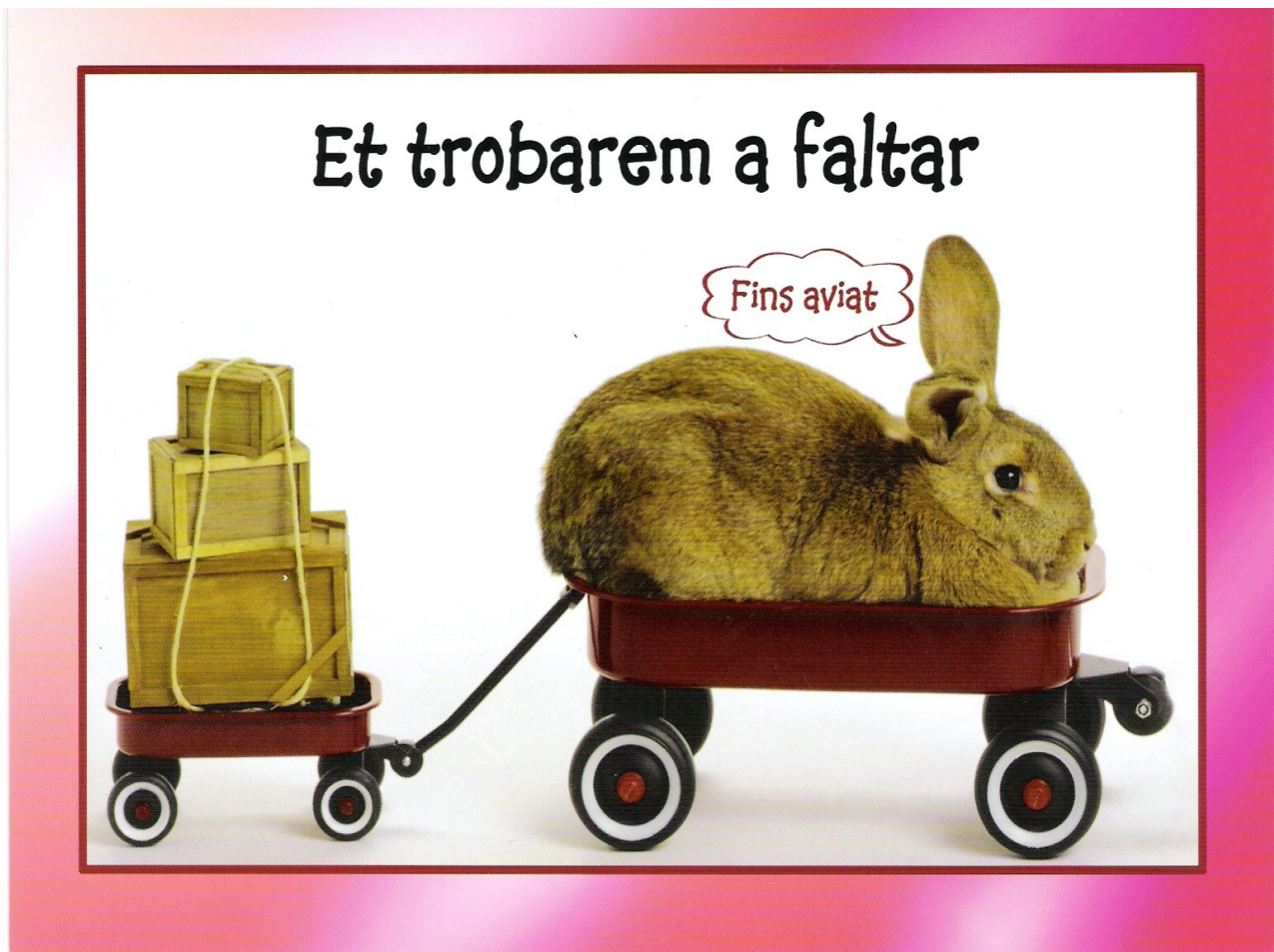
“Tot i que les activitats que anem fent no estan mal, ens agradaria fer els exercicis que fan en el grup 1! Per què no els podem fer?”

“Per què en el grup 1 tradueixen molt si a nosaltres ens dius que és millor que no traduïm?”

“Els de l’altre grup fan problemes de mates, coses de ciències, de tecno... a mi m’agradaria que féssim projectes de tecno a l’hora d’anglès! No podem?”

Appendix 17.1

Students' thank you card



2004-2005
10-6-05

L'any passat
no va poder ser però
aquest any em fongut la
sort de fer anglès amb tu i ens
ho em passat molt bé a les teves
classes, i ens em regut molt amb tu!

Que tot el grup de companyes
Marta
Ariadna
Alba
Lorena
Irene
Rebeca
Pere
Isaac
Gestira
Cristina
Lidia
Carmen
Jessy
L
Paula
Pau
Carmen
Lidia
Carmen
Lidia
Carmen
Lidia
Carmen

APPENDIX 1S

Control group students. Sample exam

Test for Unit 1

A Vocabulary

- 1** Complete the sentences with the correct form of the verbs in the box. Use the present simple or present continuous.

cry stare point bite kiss

- Why you your nails? Are you nervous?
- When we want someone to look at an object, we at it.
- My baby sister when she is hungry.
- In Spain, friends each other on both cheeks when they meet.
- A: Why you at that building?
B: Because I think it's very unusual.

Mark: / 5

- 2** Complete the sentences with the opposite of the adjectives in the box.

romantic patient polite honest
emotional

- My friend is so She hates waiting.
- She's very She never shows her feelings.
- I didn't realize that my friends were I thought they always told the truth.
- My dad never buys flowers for my mum. He's always been
- I complained about the shop assistant because she was to the customers.

Mark: / 5

B Grammar

- 3** Complete the sentences with the gerund of the verbs in the box.

swim play feed jog draw take

- I don't mind the dog but I hate him for a walk.
- My sister likes pictures and I love the piano.
- and are good forms of exercise.

Mark: / 6

- 4** Complete the dialogue with the correct form of the verbs in the box. Use the present simple or present continuous.

do understand study want cry
leave go

- Sue:** What's the matter, Kim? Why (1) you ?
- Kim:** My boyfriend (2) town soon. He's going to live in London.
- Sue:** But you can visit him in London.
- Kim:** No, I can't. I haven't got time. I (3) for my exams at the moment and I (4) my homework every weekend.
- Sue:** Why don't you try to make some new friends? I (5) to a party next Saturday. You can come too.
- Kim:** That's my boyfriend's last weekend here. I (6) to spend it with him. Nobody (7) my problem. I don't know what to do.

Mark: / 14

Experimental group students. Sample exam

Name: _____ Surname: _____ 4th of ESO **Unit 6**

1. Say what the speaker is doing. After each sentence write one of the phrases from the box.

Asking for advice	Asking permission	Expressing a wish
Giving an order	Inviting	Making a request
Making a suggestion	Offering to help	Refusing permission

Would you like to spend the day with us in the museum?

May I sit down?

You must report to me every day.

What important paintings should I look for?

Shall I go into this room?

Shall I help you understanding this painting?

I'm sorry you can't touch anything.

Could you stand behind that point, please?

We really must do a wonderful tour.

Mark: /9

2. Here is some information for visitors to a New York City museum. Write the missing words. Use only one word in each space.

Before you go to the museum you find out what you need. You have to take some money. You also need water. But there is a rule you can be sure about: no one take food inside the museum. Some times the museum gets very busy, but do not worry; you visit all the room as they are big enough. Remember that you are not to smoke anywhere inside the museum. And do not forget either that you are to pick up a map from the museum, otherwise, you get lost.

Mark: /9

3. Choose the most appropriate modal verb.

Take your notebook. You want to take notes in the museum.

Must/can't/may

Excuse me, you tell me where the toilets are?

May/must/could

The museum be closed now. There are no lights on the main entrance.

Can't/must/can

We go to the art gallery tomorrow. We are ill.

Can't/ought/will be able

You smoke in public places.

Needn't/mustn't/should

Mark: /4

4. Match the sentence halves.

- | | |
|-------------------------------------|---|
| a. Why don't you come with us? | 1. No, they can't be. They are too simple. |
| b. If she'd stayed a bit longer, | 2. I'm not sure, she might. |
| c. Don't worry about the language, | 3. she could have seen this Dali's paintings. |
| d. Will Marry be there? | 4. I can speak English. |
| e. Aren't these paintings Warhol's? | 5. The visit may be very interesting. |

Mark: /5

5. Write a second sentence so that it has a similar meaning to the first. Use the words in brackets.

- Perhaps this painting is from Gaugin. (May)
 It is possible that Picasso painted a picture all in blue. (Might)
 It's impossible for Miro to paint realistic pictures. (Can't)

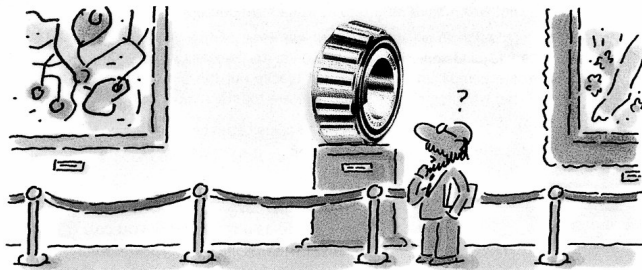
Mark: /3

6. Read the text and fill in the blanks.

Schlock of the New

DOUBLETAKE: Collective Memory and Current Art – the title alone is enough to cause serious (0) _____, but together with the essays and statements in the accompanying catalogue, it induces total (1) _____.

At least the pamphlet issued as a guide to the exhibition is marginally more (2) _____. It will leave you in no doubt about the inflated pretensions and muddled thinking which have produced this show of installations, photography, painting and sculpture by 23 mostly young artists. These artists, we read, "challenge us by pushing our (3) _____ of the world around us beyond familiar limits". They also "dig deep into the common



20 memories of our culture, our biology and our technology, to see how these (4) _____ the way we understand the present and shape the future". It makes you think they're all (5) _____ for the Nobel prize.

25 Until you see the work, that is. Displayed here are the products not of the inquiring, creative intellect, but of minds in the pursuit of whatever is 30 trivial, affected, (6) _____, egotistical or preposterous. Admittedly, the packaging is often appealing, but even

before the unwrapping begins, you know the box is empty.

35 New art, as the exhibition guide quite reasonably (7) _____, has a history of getting on people's nerves. But it doesn't necessarily follow that everything (8) _____ is new, art, or, 40 indeed, important. Novelty is not the same as originality, and incomprehensibility isn't always an indication of quality. There is little danger that DOUBLETEAKE will ever find its place in 45 the collective memory. **G**

- | | | | | |
|---|----------------------|-----------------|--------------------|-------------------|
| 0 | a. <u>misgivings</u> | b. fear | c. horror | d. worries |
| 1 | a. doubt | b. mistrust | c. query | d. disbelief |
| 2 | a. conceivable | b. intelligent | c. clever | d. comprehensible |
| 3 | a. feeling | b. conviction | c. understanding | d. belief |
| 4 | a. fix | b. establish | c. choose | d. determine |
| 5 | a. candidates | b. applicants | c. winners | d. contestants |
| 6 | a. self-possessed | b. self-assured | c. self-respecting | d. self-indulgent |
| 7 | a. asserts | b. tells | c. insists | d. announces |
| 8 | a. upsetting | b. annoying | c. distracting | d. inflaming |

Mark: /8

7. How would you describe the attitude of the reviewer?

Mark: /1

8. Would you go and see this exhibition? Why?

Mark: /1

Total:	/40
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APPENDIX 19

Pre-evaluation worksheet: Sample

Curs 2005-2006



FULL DE PRE-AVALUACIÓ

Data: 4/11/05

Curs: 4 ESO

Alumne/a:

	Treballa amb interès	Treballa amb normalitat	Assisteix a classe amb atenció	El seu rendiment és bo	Participa activament a classe	Està motivat	Es preocupa pels seus estudis	Sorganitza i és constant	Es inconstant en el treball	No treballa	A vegades no presenta els deures	Ha de millorar les presentacions	Presenta tard els treballs	Ha d'estudiar més	No mostra interès	Pot fer més del que fa
Ll. Catalana																
Ll. Castellana	X															
Ll. Anglesa																
Ll. Francesa																
Ciències naturals											X					
Ciències socials	X															
Música									X							
Educació Física	X															
Ed. visual i plàstica												X				
Matemàtiques	X												X			
Religió	X															
Tecnologia	X															
Crèdit Variable																
Observacions	<p>Intenta millorar</p> <p>faltado no tiene exámenes</p>															

Observacions de COMPORTAMENT:



Cal retornar aquesta part conforme s'ha rebut la pre-avaluació

Data de rebuda de la comunicació: _____

Nom de l'alumne: _____

Signatura dels pares _____

APPENDIX 20

4th of ESO Inner school English exam (2004-2005)

Col·legi LA SALLE FIGUERES
Departament de Llengües estrangeres
Avaluació Interna
4at ESO

Prova d'anglès
 Curs acadèmic:.....

Alumne/a:

ASK VICTORIA

A. In which mass media can you find a section like this one?

B. Write another title for the Ask Victoria section.

C. Relate the writer to the problem

- | | |
|-------------|-----------------------------|
| 1. Jonathan | a. Be on a diet |
| 2. Esther | b. The unexperienced driver |
| 3. Joanna | c. Job disagreement |
| 4. Daniel | d. Jealousy |
| 5. David | e. Family matters |

1.... 2.... 3.... 4.... 5....

D. Are the statements true (T) or false (F)? Write T or F in the column.

- a) Daniel's sister is a little fat.
- b) Joanna is jealous of her boyfriend.
- c) Jonathan doesn't get along with his grandfather.
- d) Esther wants to be a car mechanic.
- e) Daniel's parents think that he's irresponsible.
- f) Daniel hasn't got a driving licence.

E. Which of the sentences below do you think come from letters asking for advice? (A) And which ones come from letters someone wrote to a friend? (F). Write A or F in the column

- g) I don't have a licence yet, but I agreed.
- h) I'm fine thanks.
- i) Have you heard the news?
- j) I really need advice.
- k) I feel embarrassed when that happens.
- l) I had a great time.

F. Translate these expressions:

- | | |
|--------------------------|---------------------------------|
| a. To get on well | d. To stop her |
| b. To lose weight | e. To get embarrassed |
| c. To spend time | f. To pay for the damage |

G. Answer these questions:

- Does Joanna want to spend all the time with her boyfriend?
- Does Esther really want to be a car mechanic?
- How did Daniel's parents punish him?
- Does Jonathan want to share his bedroom with his grandfather?
- Is David's sister beautiful after losing so much weight?

H. Complete the text with the missing words.

- | | | | | |
|-------|-------|-------|-------|--------|
| 1.... | 2.... | 3.... | 4.... | 5.... |
| 6.... | 7.... | 8.... | 9.... | 10.... |

I. Write a letter to Victoria asking for help**J. Imagine you are Victoria. Write an answer to one of the letter above.**



Ask
Victoria
Advice from Victoria Lee

Dear Victoria,
My grandfather has problems with his legs and he isn't able to walk well. He isn't able to live by himself anymore. I want him to come and live with us, but we have a very small flat. My mother says that the only place for him is in my room. She thinks I won't be able to get on well with my grandfather if we share a room. I think my grandfather is great and I'm sure we'll be able to get along. What do you think? Should we try it?
Jonathan



Dear Victoria,
My boyfriend and I have been together for about six months. I like him a lot, but we have a big problem. He's very jealous. He gets angry when I spend time with anyone else. He says that he doesn't have to share me with anyone and that I should want to be with him all the time. I enjoy being with him, but I can't be with him all the time. I also want to spend time with my other friends. What can I do? Have you got any suggestions?
Joanná

Dear Victoria,
My parents and my brother make fun of me because I want to be a car mechanic when I finish school. They say that because I'm a girl I won't be able to lift heavy things and I won't want to get dirty. I get very embarrassed when they talk like that, but I also get angry. They don't realise that I'm serious and this is what I really want to do. Do you think that I'm wrong?
Esther

Dear Victoria,
Last weekend a few friends were at my house and we had nothing to do. One of my friends made a suggestion. He said, "Let's go for a ride in your parents' car." I don't have a licence yet, but I agreed. I said, "OK, I can drive well." The problem was that I couldn't really drive well and I had an accident. One of my friends was hurt and the police came. Now I'm in a lot of trouble. My parents were very angry and said that I'm irresponsible. They said that I can't see my friends outside of school for a month and I must work to pay for the damage to the car. How can I make them see that I'm really responsible?
Daniel

Dear Victoria,
I'm very worried about 1 sister. She had to lose 2 weight so she 3 on a diet. She lost a 4 kilos and she was 5 happy. At first people 6 her compliments and 7 felt great, so she decided to lose 8 weight. Now she's very skinny. I told her to 9 dieting, but I wasn't able to stop her. She's still losing weight and she looks terrible. Is there 10 I can do to help her?
David

APPENDIX 21

Experimental group students' opinions on paper

La classe d'anglès és bastant divertida i fem activitats, i vivem bastant i això ens fa estar més contents. No cal millora gaire.

Trobo que la manera d'explicar és molt bona, tot i que el ritme que hi ha a les classes és una mica massa accelerat a vegades.

M'agrada perquè és una classe amb molta participació (lectures, activitats, etc.)

No m'agrada gaire que hi hagem tants deures

Generalment a mi em sembla que està força bé l'assignatura d'anglès. A nosaltres ens va molt bé que ens ensenyin aquesta classe i ens parlin amb anglès, perquè aprendre anglès no ha de ser solament saber escriure sino també saber expressar-se verbalment amb aquest idioma com amb qualsevol

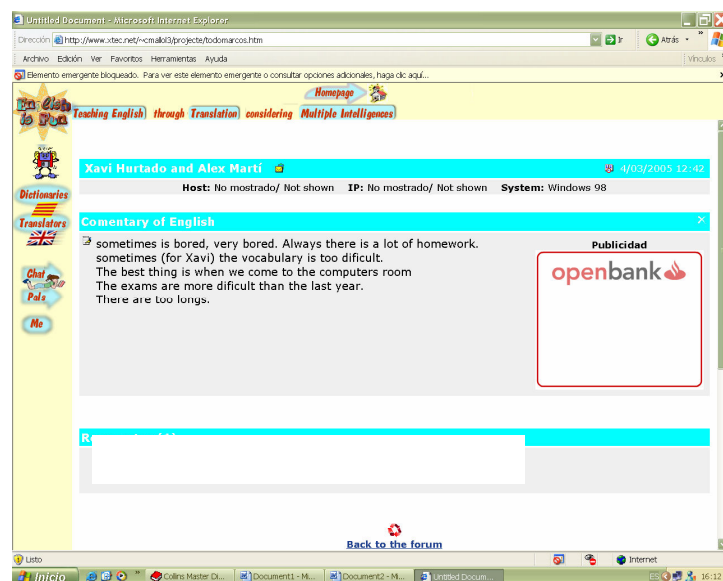
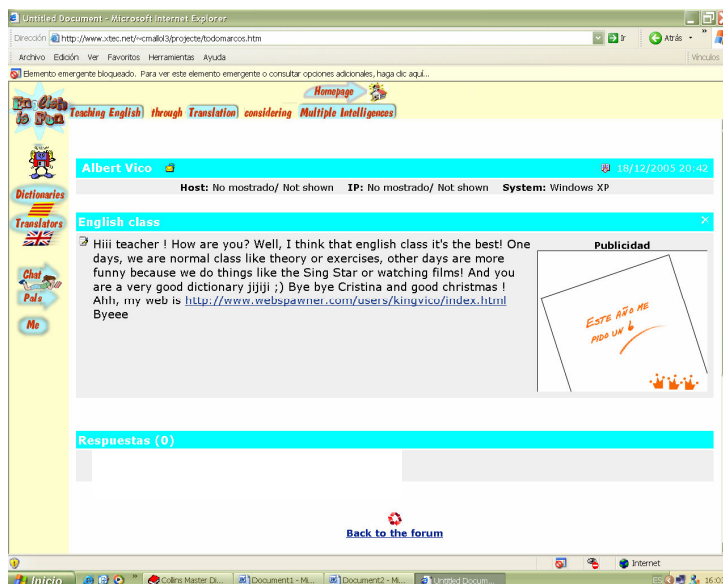
~~interès~~ altre. També està bé que mirem i escoltem pel·lícules amb anglès. Estaria bé que portéssim cançons modernes amb anglès que coneixem i que les traduïssim al català i així aprendrem vocabulari més fàcilment i ens ho passarem bé.

M'agraden més aquestes classes la unió i el fet d'això es perquè hi ha una diferència respecte les de l'any passat. La classe es fa en anglès i així ens anem acostumant a parlar anglès. Respecte a la forma d'ensenyar crec que utilitza un bon mètode.

APPENDIX 22

Experimental group students' opinions on the web





APPENDIX 23

Experimental group students' perception on the appropriateness of different activities, tasks and projects

Student. Perceptions during the Activity

Yes: 2 points

So, So: 1 point

No: 0 points

Activity name	I liked the activity	I learned new grammar or vocabulary	I have seen cultural differences	I think the material used was appropriate	The teacher takes into account our needs	The translation activity was useful	Total
Fruit connection	Yes	So	No	Yes	So	Yes	8
Three house descriptions	So	Yes	So	Yes	So	Yes	9
Famous people (dice)	So	So	Yes	Yes	So	Yes	9
A woman on a roof	Yes	Yes	So	So	So	Yes	10
Written class conversation (library)	So	Yes	Yes	Yes	So	Yes	10
Computer project	Yes	Yes	Yes	Yes	So	Yes	11
I'm a gemmer like I was	1	1	1	2	1	1	7
Obituary notice	0	0	0	0	0	0	0
Gangfield	2	1	2	2	2	2	11
Dra wings & sentences	2	1	1	2	2	1	9
the wise old man	1	1	2	1	1	2	8
doctor, doctor jokes	2	2	1	2	2	1	10
Illness Susans & open.	1	1	2	1	1	2	8
True and false communication sounds	1	2	1	1	2	1	8
Who's the agent	1	1	1	1	2	1	7
Whisper dictation	1	1	1	1	1	1	6
Well-know people passive	1	1	1	1	1	1	6
Is it true for you?	1	1	1	1	1	1	6
2 boxes	2	1	2	2	1	1	9
Sound interpretation	2	1	1	2	1	1	8
Imagine a biscuit	2	2	2	2	2	1	11
What's your partner thinking?	1	1	1	1	1	1	6
Modal Machine	1	1	1	1	1	1	6
The odd gadget	0	0	0	0	0	0	0
Funny game	1	1	2	2	2	1	9
Use mirror and water	2	1	1	1	1	1	7
Dominot	2	2	2	2	2	2	12
Possible likely impossible	1	1	2	1	2	1	8
the fortune teller	1	1	1	1	1	1	5
Kulur drawings	2	2	2	1	2	1	10
Desert island	2	1	0	2	2	2	9
Is I... (chain)	1	2	1	2	2	2	10
What would do you if?	2	1	1	2	1	2	9
Funny jokes worksheet	2	1	1	2	2	2	10
Attachre words	2	2	2	2	2	2	11
Schivement in life	2	1	1	2	2	2	10
Monster Maths	1	2	0	2	2	2	9
Brain teasers	2	2	1	2	2	2	11
Imagine an answer	2	2	1	2	2	2	11
Crazy story (who, what...)	2	2	1	2	2	2	11
the present	2	2	0	2	2	2	10

Student. Perceptions during the Activity

Yes: 2 points

So, So: 1 point

No: 0 points

Activity name	I liked the activity	I learned new grammar or vocabulary	I have seen cultural differences	I think the material used was appropriate	The teacher takes into account our needs	The translation activity was useful	Total
Fruit Connection	1	2	1	1	2	1	8
Three house description	1	1	1	1	1	1	6
Famous people	2	2	2	2	2	1	11
A woman on a roof	1	2	1	1	1	1	7
Written class conversation	2	1	1	2	2	2	10
Computer project	2	2	2	2	2	1	11
In a former life I was	1	1	2	2	1	2	9
Obituary notice	0	1	0	1	2	1	5
Garfield	1	1	1	2	1	1	7
Drawings and sentences	1	2	1	1	1	2	8
the wise old man	2	1	1	2	2	2	10
doctor, doctor jokes	0	1	1	2	2	1	7
Scissors & experiences	2	1	1	2	1	2	9
True and false concentration	1	2	1	1	1	2	8
Who's the agent	0	1	0	1	1	1	4
Whisper dictation	1	1	0	2	1	1	6
Well-known people	1	2	2	1	1	2	9
Is it true for you?	1	1	2	1	2	2	9
2 boxes	1	2	0	2	1	2	8
Sounds interpretation	2	1	2	1	1	2	9
Imagine a biscuit	1	2	1	0	2	1	7
What is your partner thinking?	2	2	1	2	1	2	10
Model Machine	1	1	2	1	2	1	8
The odd gadget	0	2	1	1	0	1	5
Funny game	2	0	2	0	2	1	7
Hot mirrors and water	1	2	0	2	1	2	8
Dance	2	1	2	1	2	2	10
Possible, likely, impossible	1	1	1	2	1	1	7
The fortune teller	2	2	1	1	1	1	8
Future drawings	1	1	2	1	1	1	7
Desert Island	1	2	1	1	1	1	7
If I... (chain)	1	2	1	1	1	0	6
① Funny jokes worksheet	1	1	0	0	1	1	4
① Attraction words	0	2	0	1	1	1	5
② Moustache words	1	1	1	1	2	1	7
Brain teaser	0	1	0	0	1	1	3
Imagine an answer	1	1	1	1	1	2	7
Crazy story	2	1	1	2	2	2	10
The present	2	1	1	2	1	2	9

APPENDIX 24

Teacher's perception on the appropriateness of different activities, tasks and projects

Teacher. Perceptions during the activity:

Yes: 2 points

So, so: 1 point

No: 0 points

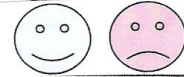
Activity Name	Students motivation	Students accuracy	Students awareness of multiculturality	Material appropriateness	Teacher = activity guide	Consideration of Multiple Intelligences	Appropriateness of translation activities	Total
Fruit connection	0	0	0	1	1	1	1	4
3 house description	1	1	0	1	1	2	2	8
Famous people	2	1	1	1	1	1	1	8
A woman on a roof	2	2	0	2	1	1	2	10
Written conversation	2	1	1	1	1	1	2	9
Computer project	2	1	2	2	2	1	1	11
In a former life I was	2	1	0	1	1	2	2	9
Obituary notice	2	1	0	0	1	2	2	8
Garfield	2	1	0	2	2	2	2	11
Drawing and sentence	1	2	2	2	1	1	1	10
The wise old man	1	0	0	1	2	2	1	7
Doctor, doctor, jokes	2	2	0	2	1	1	2	10
Scissors and experience	0	0	0	0	1	1	1	3
T/F connection	2	1	2	1	2	0	1	9
Who's the agent?	2	2	0	2	1	1	1	9
Whisper dictation	2	2	0	2	2	0	1	9
Well-known passives	1	1	1	2	1	0	2	8
Is it true for you?	1	1	0	1	2	0	0	5
2 boxes	2	0	2	0	2	2	2	10
Sound interpretation	2	2	1	0	1	1	1	8
Imagine a biscuit	1	2	1	2	2	1	2	11
Partner thoughts	1	2	2	1	1	1	1	9
Model machine	1	1	1	1	1	1	1	7
The odd gadget	1	1	1	1	1	1	1	7
Funny games	1	2	0	0	2	1	0	6
Mirror and water	0	0	0	1	0	0	1	2
Dominoes	2	1	0	0	1	1	1	6
Possible, likely, impos.	1	2	2	2	2	1	0	10
The fortune teller	2	1	0	0	1	1	1	6
Future drawings	1	1	1	2	1	1	2	9
Desert island	2	2	2	2	0	1	1	10
If I chain	1	2	2	2	2	2	1	12
What would you do if...	2	1	2	2	2	1	2	12
Funny jokes worksheet	1	1	2	1	1	1	2	9
Attractive words	2	2	2	1	1	1	1	10
Achievements in life	1	1	1	0	1	1	1	6
Monster maths	1	1	1	1	1	1	1	7
Brain teaser	2	1	2	1	1	1	1	9
Imagine an answer	2	1	1	2	1	1	1	9
Crazy stories	1	1	1	1	1	1	1	7
The present	2	2	2	2	1	1	2	12

APPENDIX 25

Experimental group students' formative evaluation questionnaire

Students. Formative Evaluation:

Student's name: [REDACTED] [REDACTED]



I enjoyed myself while learning.(H1)	x	
I want to continue learning.(H1)		x
I have learned a lot.(H2)	x	
I know how to use the vocabulary and grammar of the previous units.(H2)	x	
I understood the oral and written texts.(H2)	x	
I have discovered some cultural differences between me and English people.(H3)	x	
I have learned that there are differences between Catalan and English life_styles.(H3)	x	

	1	2	3	4	5
The translation activities are interesting.			x		
The activities are useful for me.			x		
The teacher considers our individual needs.			x		
The teacher's explanations are appropriate.		x			
My attitude towards learning is good.			x		
My attitude towards others is good.				x	

Students. Formative Evaluation:

Student's name: [REDACTED] [REDACTED]



I enjoyed myself while learning.(H1)	x	
I want to continue learning.(H1)	x	
I have learned a lot.(H2)		x
I know how to use the vocabulary and grammar of the previous units.(H2)	x	
I understood the oral and written texts.(H2)		x
I have discovered some cultural differences between me and English people.(H3)	x	
I have learned that there are differences between Catalan and English life_styles.(H3)	x	

	1	2	3	4	5
The translation activities are interesting.	x				
The activities are useful for me.			x		
The teacher considers our individual needs.			x		
The teacher's explanations are appropriate.			x		
My attitude towards learning is good.				x	
My attitude towards others is good.			x		

APPENDIX 26

Teacher's formative evaluation questionnaire and written comments

Teacher. Formative Evaluation:

Group of students: 4.1.



Do I teach at an appropriate rate?		X
Do I teach at an appropriate level?	X	
Do I consider individual needs?	X	
Do I use appropriate material?	X	
Do I use new technologies?	X	
Do I encourage every student?		X
Do I give them enough opportunities to practise English?	X	
Do I think the activities are appropriate?	X	
Do I think I use too many translation activities?		X
Do I think translation helps them to learn?	X	

Yes	Sometimes	No
-----	-----------	----

Do my students like the activities we are doing? (H1)	X		
Do I consider student's interests? (H1)		X	
Do I ask and listen to my students suggestions? (H1)			X
Do my students learn new vocabulary? (H2)	X		
Do my students improve their grammar? (H2)		X	
Do my students use English appropriately? (H2)		X	
Do my students try to understand the English way of life? (H3)	X		
Do my students learn how English people live? (H3)		X	
Do my students notice the difference between England and Catalonia? (H3)		X	

How can I improve the NO answers?

I will try to do the tasks and projects more slowly. I will not try to do every single activity. I think I should spend more time with every activity. I will try, from now on, to encourage and even give stickers to students who are improving. I will also ask their opinion on some of the activities after finishing them. I will try to use more cultural activities too.

APPENDIX 27

Experimental group students' summative evaluation questionnaire

Students. Sum^mative Evaluation:

Name: XXXXXXXXXX Surname: XXXXXXXXXX



I have enjoyed myself while learning.(H1)	X	
The topics were interesting.(H1)	X	
I have learned a lot.(H2)	X	
I know how to use the vocabulary and grammar of the lessons.(H2)	X	
I have learned about English culture.(H3)	X	
I have learned many differences between Catalan and English people.(H3)	X	

	1	2	3	4	5
The translation activities were interesting.					X
The activities were useful for me.					X
The teacher considered our individual needs.				X	
The teacher's explanations were appropriate.					X
My attitude towards learning was good.				X	
My attitude towards others was good.				X	

What activities did I like the most? Monster Maths / The Present

What did I find most useful? TRANSLATION ACTIVITIES / WHO'S THE AGENT?

What did I find most useless? THE ODD GADGET

What did I find most interesting? WHAT IS YOUR PARTNER THINK?

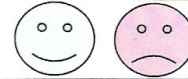
What did I find most boring? EXAMS / WORKBOOK

What was I one of the best at? ACTIVITY TO WRITE A LETTER TO FOREIGN IMAGINATE FRIEND

What would I change for next year? NOTHING

Students. Sumative Evaluation:

Name: [redacted] Surname: [redacted]



I have enjoyed myself while learning.(H1)	X	
The topics were interesting.(H1)	X	
I have learned a lot.(H2)	X	
I know how to use the vocabulary and grammar of the lessons.(H2)	X	
I have learned about English culture.(H3)	X	
I have learned many differences between Catalan and English people (H3)	X	

	1	2	3	4	5
The translation activities were interesting.				X	
The activities were useful for me.			X		
The teacher considered our individual needs.			X		
The teacher's explanations were appropriate.					X
My attitude towards learning was good.				X	
My attitude towards others was good.				X	

What activities did I like the most? *Crazy story and the present*

What did I find most useful? *Translations*

What did I find most useless? *I don't know*

What did I find most interesting? *Walking around the walk*

What did I find most boring? *Computer project*

What was I one of the best at? *Writing*

What would I change for next year? *Nothing*

APPENDIX 28

Experimental group students' summative evaluation written comments

To the question “**What activities did I like the most or what did I find most useful?**” 96,5% of students answered: translation activities. The others placed translation activities on “**What did I find most boring?**”

Apart from that, other interesting opinions are the ones that show the students' interest in new technologies (especially computers).

Through the summative evaluation comments, students also showed appreciation towards their work on multiculturalism.

They also congratulate the teacher as she has spoken to them most of the time in English.

APPENDIX 29

Sufficiency exam

End-of-year test

A Vocabulary

1 Add two more words to each group.

- 1 Positive adjectives to describe character: *polite*,,
- 2 Romantic gifts: *perfume*,,
- 3 Art: *painting*,,
- 4 Adjectives to describe art: *modern*,,
- 5 World issues: *war*,,
- 6 Body art: *hairstyle*,,
- 7 Materials and patterns: *plastic*,,
- 8 Newspapers: *crossword*,,
- 9 Reporting verbs: *reply*,,
- 10 Geographical features: *island*,,

Mark: / 10

B Grammar

2 Complete the text with the correct form of the verb in brackets. Use the present simple, present continuous, past simple, present perfect, past perfect or would.

Dear Gary,
 How are you? I (1) (not hear) from you for a while. (2) you (find) a job yet? I (3) (have) an interview last week, but I think the interviewers (4) already (choose) the person they wanted. I'm not worried, though, because I (5) (go) to three more interviews next week. (6) you still (go) out with Annabel? You

(7) (be) together for a long time, haven't you? If you asked her to get married, (8) she (say) yes? I (9) (split) up with my girlfriend last month, but we're still friends. I (10) (see) her quite often at the sports centre.

Well, I must go now. Write soon with your news.

Best wishes
 Mike

3 Correct the mistakes in these sentences.

- 1 I can't lift the box - it's such heavy.

- 2 She did used to be a beauty consultant.

- 3 Do you like to travel round the world when you leave school?

- 4 Snore really gets on my nerves.

- 5 My illness disappeared so I didn't must go to the doctor.

- 6 I'll phone you later if I had time.

- 7 Do you think people have more free time in the future?

- 8 John hasn't decided on a profession, but he will be an engineer.

- 9 They said that they will be at home later.

- 10 The incident described in all the newspapers.

Mark: / 20

C Reading

4 Read the text and answer the questions.

Today was my last day at school and I felt surprisingly emotional. I didn't cry but I spent a lot of time hugging my friends and I even kissed a couple of my teachers! The day started with my last English lesson, but I'll be continuing the subject at university because I want to be a journalist. We studied a poem about a young person looking into the future, which was great fun.

All the lessons that followed were quite relaxed - we spent most of the time chatting and asking questions. Some of the teachers gave us advice and the most important message was to work hard but to have a good time too. One teacher asked about the first thing we wanted to do when we left. My reply was to dye my hair, because it had been completely forbidden at school.

I asked my friends how they felt about the future. Most of them said they were optimistic and felt confident about their plans. My best friend, Lucy, however, said she felt depressed about the environment and the problems in the world. She is the only one of my friends who wants to volunteer to work in the developing world. The rest of us are divided into two groups - those who want to continue studying and those who are looking for a job. One of the boys boasted that he had already got a job as a computer programmer and that he would be a millionaire soon.

- 1 Did the writer expect to show any emotion on her last day at school?
.....
- 2 What is the writer's ambition?
.....
- 3 Was the poem they studied entertaining?
.....
- 4 Did the teachers give very formal lessons on the writer's last day?
.....

- 5 What advice did the teachers give?
.....
- 6 What did the writer say she wanted to do to her image? Why?
.....
- 7 Did most of the writer's friends feel positive about the future?
.....
- 8 How was Lucy different?
.....
- 9 Is earning money a priority for Lucy?
.....
- 10 Will all the writer's friends be students in the future?
.....

Mark: / 10

D Writing

5 Write a description of what life will be like for young people in the future. Include the following information.

Paragraph 1: the world of work

Paragraph 2: the environment and world issues

Paragraph 3: relationships

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Mark: / 10

A	B	C	D	Total
/10	/20	/10	/10	/50

APPENDIX 30

Teacher's summative evaluation questionnaire and written comments

Teacher. Summative Evaluation:

Group of students: *4.1.*



Have I taught at an appropriate rate?	X	
Have I taught at an appropriate level?	X	
Have I considered individual needs?	X	
Have I used appropriate material?	X	
Have I used new technologies?	X	
Have I encouraged every student?		X
Have I given them enough opportunities to practise English?		X
Do I think the activities were appropriate?	X	
Do I think I used too many translation activities?		X
Do I think translation helped them learn?	X	

	Yes	Sometimes	No
Did my students like the activities we did? (H1)		X	
Did I consider student's interests? (H1)	X		
Did I ask and listen to my students suggestions? (H1)	X		
Did my students learn new vocabulary? (H2)	X		
Did my students improve their grammar? (H2)	X		
Did my students use English appropriately? (H2)		X	
Did my students try to understand the English way of life? (H3)	X		
Did my students learn how English people live? (H3)	X		
Did my students notice the difference between England and Catalonia? (H3)		X	

Have I written a diary for each lesson? What can I draw out of it?
Yes, I am very optimistic some times and very pessimistic others and this is a drawback for the students.

Did I take into account Multiple Intelligences? Was it useful?
Yes, quite often, though it was difficult. There were too many students.

Did I take into account the different representational systems of my students?
Yes, I did.

Were the topics as interesting as I thought for the students?
No, I thought they would be more interesting.

Did the students feel comfortable using translation?
Yes, I think so.

Have they understood some multicultural differences?
Yes, I think so.

Have the students improved their accuracy?
Yes, I hope so.

Am I satisfied with the job?

Yes, I am quite satisfied because I can see students are also satisfied.

What would I improve?

Many things such as my teaching speed, my way of encouraging students, some tasks, etc.

APPENDIX 31

Transcriptions: Video recordings

Famous people dice

S19: (S19 throws a dice). Actor.

Teacher: Try to explain yourself a bit more. Don't say very specific clues because it is very quick to guess.

S19: He's very handsome, he's fourteen years old, mmm... he's a very good actor, mmm... com es diu portar?

Teacher: He wears...

S19: No, portar anys. Que porta molts anys treballant.

Teacher: ahhhh... He has worked for several years now. Yes.

S19: És que no sé què més! His girlfriend "està prenyada".

Students: Ja, ja...

Teacher: ...Is pregnant.

S11: Brad Pit.

Teacher: Brad Pit? Catorze anys?

S19, S11: Quaranta.

Teacher: Ahhh. Forty. Fourteen and forty the difference is?..... OK? Not forty. Shhh... Very good, Brad Pit.

S23: Que porta molts anys treballant d'actor i que té quaranta un any que... que la seva núvia esta prenyada i ...

Teacher: What else?

S19: He's handsome.

S23: Que és molt...

Teacher: He's handsome.

S4: Què vol dir això?

S11: Què és "handsome"?

Teacher, S19: guapo.

S23: Guapo.

Teacher: OK. Very good. Thankyou.

The poster

S19: Senyo... com es diu passej...

Remember your classmates

Teacher: Ready? S6, can you ask him about someone, please?

S6: What is...

Teacher: Can you speak a bit louder?

S6: What was S28 doing?

Teacher: What was S28 doing?

S8: She sleeping.

Teacher: She was... she was sleeping. Is she sleeping? Yes. Very good, very good. Just a moment, just a moment. Let's try to do another one. Turn around. OK. For example, S23, can you ask him something?

S23: mmm...

Teacher: What is...?
S23: What is doing S21?
Teacher: What is S21 doing?
 (Silence)
Teacher: S21.
S8: És que aquest no el sé.
Teacher: No. OK. Can you help, S21?
S21: En català no?
Teacher: Yes.
S21: Mossegar el boli.
S8: Bite a stylo.
Teacher: Present continuous. He is...
 (Silence)
 ?: biting
Teacher: He is... biting...
S8: He is biting a... his pen.
Teacher: Very good.

Who is the agent?

S19: La Mona Lisa està en el museu del Louvre a París i també se li pot dir la Gioconda.
Teacher: Perfecte. Vinga. Següent.
S: Picasso.
Teacher: És Picasso?
Students: Sí.
Teacher: Molt bé.
S15: Ah, Picasso és un pintor espanyol que va pintar Guernica.
Teacher: Molt bé.
S20: Zapatero.
Teacher: Per què rieu, pobre, una vegada que l'encerta...
S3: És zapatero, no?
Teacher: És zapa...uuu... ja ho dic, una vegada que l'encerta, dic Zapatero, sí, sí.
S28: Espanya és governada (busca confirmació) per Zapatero.
S26: Ah... many immigrants
Students : Riure
Teacher: La gent aquí qui són ?
S26 : Many immigrants.
Teacher : Sí exacte, many immigrants.
S29 : Ah... que molt immigrants venen als països del primer món per millorar la seva vida.
Teacher: Very good. And finally, the last one.
S5: Industries.
Teacher: Many industries. Yes, very good.
S23: Que la contaminació és produïda per moltes indústries arreu del món.

Well-known people passives

S2: The fifth symphonie was componed by Beethoven.

Teacher: Is it correct?

Students: Yes.

Teacher: Yes, very good. Can you ask someone to translate this sentence for you, please?

S2: S12.

Teacher: S12.

S12: La cinquena simfonia va ser composta per Beethoven.

Teacher: Very good. Thank you. OK, Ammm...

S6, can you go to the blackboard with the second one?

S6: America was discovered by Columbus.

Teacher: OK. America was discovered by Columbus.

S6: S11.

Teacher: S11.

S11: America va ser descoberta per en Colón.

Teacher: Very good. S1.

S1: No.

Teacher: No? S22? The third one, please?

S22: Ammm... Relativity theory was invented by Einstein.

Teacher: By Einstein. Was it, is it correct?

Students: Sí.

Teacher: Yes?

S3: Que. la teoria de la relativitat, pues... va ser creada per l'Einstein.

Teacher: Very good. Another one. Let's see, S10,

S10: No.

Teacher: S14,

S14: No la tinc.

Teacher: S26.

S26: A lot of countries were conquered by Napoleón

Teacher: Is it correct?

Students: Sí.

Teacher: Very good. Can you tell someone to translate?

S26: Ammm... S2.

S2: Molts de països van ser conquerits per Napoleón.

Teacher: OK. S25.

S25: "Romeo and Juliette" was wrotten by Spakespeare.

Teacher: Was wrotten by Shakespeare. Is it correct?

S5: No. És "written" no? És "written".

Teacher: OK. Write, wrote, written. OK. Can you point at someone to translate?

S25: L'S5.

Teacher: S5.

S5: "Romeo i Julieta" va ser feta per Shakespeare.

Teacher: Very good. Another one, S20.

S20: Jo?

Students: Laugh.

S20: No, aquesta no la tinc.

Teacher: No? Ahhh... S12.

S12: A lot of films was made by Charles Chapplin.

Teacher: Sorry, a lot of...

S12: ...films was (looking for confirmation) made.

Students: Talking.

Teacher: It doesn't..., it doesn't matter. Let's correct this one.

S12: Oh... vale!

Teacher: No, no, no, it doesn't matter. It is OK. Can you repeat this sentence, please?

S12: A lot of films was made by Charles Chapplin.

Teacher: do you think... do you agree with this? A lot of films was (emphasised) made by Charles Chapplin.

Students: No.

S12: Were made.

Teacher: Were made. OK. A lot of films, they were made. OK. Can you point at someone to translate this sentence, please?

S12: S4.

Teacher: S4.

S4: Ammm. Moltes pel·lícules van ser fetes per ell, bueno... en Charles Chapplin.

Teacher: OK. And finally... S13

S13: La última... Rock was sing by Elvis.

Teacher: Rock was sing...

S13: By Elvis. Sí. ...By Elvis, no?

Teacher: Sing? Was sing?

S13: Ai... sang. Sung. Sung.

Teacher: Was sung by Elvis.

S13: iiiiii. S14.

S14: Rock va ser cantat per l'Elvis.

Teacher: OK. Very good.

Possible, unlikely and impossible clauses.

Teacher: One, two and three. Shhhhhhh.

Teacher: Shhhhhhhhh.

Teacher: OK. Stop.

?: Complaining about the wrong sentences of other students.

Teacher: Ok. Please silence. We are now going to read some of the sentences.

I'll ask some of you to tell me the sentence... one sentence. You can choose your own sentences or you can choose any of the ones you have written. OK. So you can choose your owns or the ones you have written. You will tell me the sentence and the whole class will try to correct. This is correct or not and one of your classmates will translate the sentence. OK? Let's start. For example...

Students: Talking.

Teacher: You don't understand!

S7: Què hem de fer?

Teacher: You have to... I'm going to ask you: Tell me a sentence. And you...

S7: La meva?

Teacher: You'll have to choose. Your own or the others'.

S7: Vale.

- Teacher:** OK? And then, we will discuss if it is correct or not. And we will translate.
- S7:** Vale, però què ha d'estar correcte? La frase?
- Teacher:** The sentence, yes. The structure of the sentence. Yeah?
- S7:** Nodding.
- Teacher:** So, for example..., S28. Can we start with you?
- S28:** It rains tonight... If it rains tonight we can go out.
- Teacher:** If it rains tonight we can go out.
- S28:** No. We will go out.
- Teacher:** We will go out, very good. What happens here? Who has written this sentence? Is it yours?
- S28:** I... me...
- Teacher:** It's your own? It's yours... Your sentence... Sorry?
- S14:** Si l'has feta tu.
- S28:** Ah... yes, sí, sí.
- Teacher:** It's your sentence. OK. Can someone translate? (Pointing at someone)
- S3:** Doncs... si plou aquesta nit... pues no sortirem, no sortirem, no ho sé.
- Teacher:** Is this correct?
- S28:** Yes.
- Teacher:** OK. S22.
- S22:** Ahhhh... If I win the national lottery I will go to China.
- Teacher:** If I win the national lottery I will go to China. Is this correct? What do you think?
- Students:** Yes.
- Teacher:** Yes? Can you translate it, please?
- S8:** Si guanyo la loteria aniré a Xina.
- Teacher:** Very good. Another one, S13.
- S13:** If a tiger walks into a class it will eat all of us.
- Teacher:** OK. If a tiger walks into a class it will eat us. Is this correct?
- Some student:** Yes.
- Teacher:** Ahhhh. How can we translate it? (Pointing at someone) How can you translate it?
- S14:** Si un tigre entra a classe... I no me n'he enterat.
- Teacher:** Can you repeat the second half?
- S13:** It will eat all of us.
- Teacher:** It will eat us all.
- S14:** Ah. Se'ns menjarà a tots.
- Teacher:** OK. Very good.
- Teacher:** Now, something different. I'm going to tell you to say one of the sentence you have that is wrong. One, which is wrong. And we will try to correct them. It doesn't matter if it's yours or another's. But try to choose one which is wrong. OK? So let's start with you, S6.
- S6:** How wrong?
- Teacher:** Wrong. The sentence, the structure of the sentence is wrong.
- S6:** If written two times "if".
- Teacher:** For example. Twice "if", yes.
- S6:** Ahhhh... If one tiger walks into the class if it escapes from the zoo.

Teacher: ... If one tiger comes into the class if it escapes from the zoo. Or something like this. What happens here? It is a conditional sentence. So how many times “if” should appear in a sentence?

Students: One.

Teacher: Just once, OK? So how can we correct this sentence? Who can help me to correct the sentence? Can you repeat it again, please?

S6: If one tiger walks into the class...

Teacher: If one tiger walks into the class... Till here. Is this correct?

Students: Yes.

Teacher: Yes. So now, the second part.

S6: If it escape from the zoo.

S23: Hi ha dos “if”.

Teacher: Yes. So how could we correct this?

S9, S21...: Falta el Will.

Teacher: We will... or it will...

?: It will escape from the zoo?

Teacher: It will ...escape from the zoo? It doesn't work.

S9: It's better change the phrase.

Teacher: Very good. It's better to change the order. Can you change the order, then?

S9: But we can say also... We... no. A tiger will walks into a class if he escapes from the zoo.

Teacher: If a tiger escapes from the zoo, it will work... walk into the class.

Very good. And how would we translate that? How could we translate this S8?

S8: Si entra un tigre a classe...

S14: No. Si surt un tigre del Zoo.

Teacher: Can you say a translation, then? (Pointing at S14)

S14: Que... Si un tigre s'escapa del zoo, podrà venir a la classe.

Teacher: ?..... so that's different.

The fortune teller

Teacher: Do you remember the exercise about the fortune teller? Yes? About the “fortune teller”. Let's see. S5, tell me. The lines of your hands.

S5: Sí. I won't have a long life.

Teacher: Ohhhh. What a pity. Can you (pointing at S11) translate what has he said?

S11: Que... té la vida molt llarga.

?: Tindrà.

S11: Tindrà una vida molt llarga.

S2: No tindrà.

S5: No, he dit: won't (emphasis) have.

S11: Doncs no tindrà.

Teacher: Ah! He won't have a long life. Another one. Here, S25.

S25: No l'he fet aquest exercici.

Teacher, some students: Ohhhh!

Teacher: What has happened?

S25: No, que no...

Teacher: OK. Here. For example, S14.

S14: Ahhh. Hi ha un problema.

Teacher: Just one...

S14: Just one problem because I not have the line of the life.

Teacher: That's a very big problem. (To the rest of the class) His problem is that he doesn't have the life line. (To the student) But... are you sure? Can you tell... can you show me your hand?

S19: És l'altra mà.

S14: No, no és aquesta.

S11: ?

S14: Aiiii!

Teacher: The *life line* deu ser aquesta. Sí home que la tens. Güita, güita, güita...

S14: Güita-la. (Laughing)

Teacher: You will have a long life. Another one. Here, S8. Please, silence?

S8: Quina haig de dir?

Teacher: It doesn't matter, one. You choose.

S8: I think I will be happy.

Teacher: Very good. (Pointing at one student) Can you translate his sentence?

S13: Crec que seré feliç.

Looking into the future

Teacher: Let's do it all together then. Now, first one. Let's start with you (pointing at a student). Yes, please.

S21: Ho dic ja tot...?

Teacher: Yes. Sr. Harold Spencer Jones. A British Astronomer in 1957 said... what? Which prediction did he say?

S21: We will never go to the moon.

Teacher: We will never go to the moon. How can you translate that, S4?

S4: Ahhh... que ell no... ?...

Teacher: Aquí no diu res d'ell eh! We (emphasise) will never go to the moon. We.

S11, S4: Nosaltres.

Teacher: Nosaltres.

S4: No podríem mai anar...

S8: Mai anirem...

Teacher estem parlant del will, del futur, per tant nosaltres

S4: No podrem...

S8: Mai anirem...

Teacher: Mai anirem a la lluna. Podríem seria condicional. We are talking about the future, not the condicional. Eh? Next.

S23: Ahhhh.

Teacher: Victor Hudo said that, Victor Hugo who is a French writer, in 1842 he said... want?...

S23: In the 20th century we will not exist.

Teacher: In the... sorry?

S23: In the 20th century

Teacher: In the 20th century, yes...

S23: Do we not exist.

Teacher: Do we not exist?

S23: Ohhhhh.... World....

Teacher: World would not exist? World would not exist! And that ...?.... How would you translate that? S3?

S3: En el segle vint el món no existirà.

Teacher: Very good.

Teacher: Shhhhh. S26, next, please?

S19: Tot està equivocac no?

Teacher: Sorry?

S19: Tots aquests s'han equivocac.

Teacher: They are wrong predictions (nodding). We will... we are going to finally say that they were wrong predictions. Very good.

S26: They will never do it, it's impossible.

Teacher: They will never do it, it's impossible. Who said that?

S26: The Bright brother's fa...

Teacher: The Bright brother's father. OK? The father said that his sons...

S11: Pot tornar a repetir? They will never...

Teacher: They will never do it, it's impossible.

S19: El què?

Teacher: Flying (miming).

S: Volar.

Teacher: OK? How would you translate that, S1?

S1: No ho podran fer mai... ahhhh....

Teacher: És impossible.

Why do I have

Teacher: OK? Ready?

S26: Why do I have this thing for a horse in my bag?

Teacher: Very good! Why do I have this thing for a horse... these ropes for a horse in my bag?

S2: Because maybe later you are going to go to ride a horse.

Attractive words

S9: I like "gossip", because it is a strange word for me and I like the dull ... sound of this.

Teacher: Of it, yes.

S9: I like "foreign" because it sounds good and I like also the writing.

Teacher: The writing... yes.

S9: I like "home" because I feel relaxed.

Teacher: You feel relaxed with...

S9: Home.

Teacher: Home.

S9: I like "horoscope" because the sound of "h". Ahhhh. What are the words that you don't like?

Teacher: Yes?

S9: “Wig”, because it is very short.

Teacher: “Wig”, short. Very good.

S9: “Guide”, because it sounds quite simple. “Literal” I don’t feel good with this word.

Teacher: OK. Very good.

What would you do if...?

S24: What would you do if your mother buys a jumper, it was 50% off. It was 100 pounds and she has paid 60 pounds? If this happens I would go to the shop and argue with the shop keeper.

Teacher: Perfect, very good. Can you do the second one.

S24: What would you do if you didn’t understand the language your friends spoke. If I didn’t understand the language I would learn the language my friends spoke.

Teacher: Very good.

S24: What would you do if you could win a prize either singing, dancing or listening to music? If I could win the price I would do it listening to music because I’m very lazy.

Teacher: Because I’m.... sorry?

S24: Very lazy.

Teacher: Lazy, OK.

S24: What would you do if a classmate tells you that he’s very bad at English? If he tells me this, I would help my classmate with his English.

What would you do if you found 10,000 euros in a suitcase? If I found a suitcase with 10,000 Euros, I would spend this money and then I would take the suitcase to the police.

Teacher: OK. Yes.

S24: What would you do if you broke a leg during summer time in a trip to Argentina? If I broke my leg I would commit suicide. What would you do if you were in another country and you didn’t know how to read maps? If I didn’t know how to read maps I would ask people.

S9: What would you do if you go to the countryside for the journey and you find many kinds of birds injured? If I go to the countryside for the journey and I find many kinds of birds injured I would take them to the vet.

S11: Què?

Students: Talking

Teacher: If I go to the countryside for the journey and I find many Can you repeat the answer?

S9: I will help them, taking them to the vet.

Teacher: I will help them, taking them to the vet. S26.

S26: Pots tornar a repetir?

S9: I will help them taking them to the vet.

S26: els ajudaré portant-los al veterinari.

Teacher: Very good.

S9: What would you do if you see a UFO at night? If I see a UFO at night I will say to the experts.

Teacher: I will say... I will tell it to the experts. If I see a UFO at night I will tell it to the experts. So how would you translate that? S13.

S13: Si veu un OVNI per la nit, pues..... trucará els experts.

Teacher: very good. OK thank you very much.

Transcriptions: Audio recordings

Charles Dickens (See appendix 31.1)

- S24: ¿Qué teneis en la introducción?
 S23: Coneixes a l'Oliver Twist? No?
 S14: Sí, això sí.
 S11: Bueno va.
 S17: ¿Y en la otra qué tenéis?
 S24: Va, coneixes a l'Oliver twist? I aquesta ja està.
 S24: Va. ¿Y la otra? Va.
 S23: Qué pones tu?
 S24: El podrà... el podràs veure'l aviat en una pel·lícula adaptada en la història de Charles Dickens.
 S23: "Adaptada", no seria "basada"?
 S24: Sí, també.
 S23: No sé.
 S24: Sí, sí.
 S23: Es que "adaptada" no sabia el que significava.
 S24: Pues basada.
 S17: Aviat el podràs veure en una pel·lícula.
 S23: Aviat podràs veure'l en una pel·lícula basada en la història de Charles Dickens.
 S17: Sí, esto queda bien.
 S23: Aviat podràs veure'l... aviat coma.
 S17: Se lo tiene que decir todo... veure'l.
 S23: En una pel·lícula basada en la histò... en la història de Charles Dickens. I autor més que escriptor, no?
 S17: Fica "autor".
 S24: Autor.
 S11: La història o l'història?
 S23: Basada en la història.
 S24: La història, amb accent, accent a la o, obert.
 S23: De Charles Dickens.
 S11: ¿Cómo se escribe "Dickens"? Ah.
 S24: Autor del segle 19.
 S23: Un autor.
 S17: Un autor?
 S23: Sí, sí, "un autor".
 S11: Jo he ficat "dinovè autor".
 S23: Bua! "Dinové autor".
 S17: Jo he posat "autor del segle XIX".
 S24: Sí, és "autor del segle XIX".
 S11: Vaaaaale.
 S23: Sí, sí, sí.
 S11: Autor del segle...
 S24: X palet X.
 S11: Però ho fiquem en ...

- S24: X palet X.
 S23: Aixís.
 S17: ¿Con palitos?
 S23: Claro no lo vamos a poner siglo ...
 S11: ¿Qué passa ...?
 S24: La gravació
 S23: Palito X. S5 que eres cortita.
 S24: Palito.
 S11: No soy cortita.
 S17: Per on anem?
 S23: A ver... imagina't que ets un pobre orfe, no?
 S5, S24: Sí.
 S24: De cajón.
 S17: Imagina't que ets un pobre orfe, no?
 S24: Sí.
 S17: Aquí está puesto “orfe” y “pobre”.
 S14: Suposo que no hi ha gaire diferència.
 S17: Sí.
 S14: A, bueno, sí! Un és una persona...
 S17: I pots ser orfe però ser ric.
 S11: I ara què?
 S23: Punto y aparte hija...
 S11: Pues escríbelo tu.
 S23: Perdona, perdona, no sabes poner Típpex y poner punto y aparte?
 S11: Es que es otro... ahora borrar todo esto...
 S23: No pasa nada S5... va, va. No, no va ahora bien. Sí, que sí es el siguiente párrafo. No puedes ponerlo en el mismo.
 S11: Pues decídmelo porque yo voy escribiendo.
 S24: Òstia tiu...
 S29: Tenemos que seguir la ley.
 S23: Ja, ja ... que tonto... Va S29 torna-hi.
 S14: S'escriu en boli no en Tippex.
 S23: S5, ha sido culpa mia.
 S11: No, no, ya.
 S23: Venga que sí niña. (...)
 S11: Vuélvemelo a decir.
 S23: Imagina't que ets un pobre orfe.
 S17: ¿Qué más? Va. Bueno...
 S23: ¿Qué tenéis después?
 S24: A ver, me he perdido. “Vius en un correccional”.
 S23: ¿En un qué?
 S24: Un orfanat on els nens (...) tenen forçats a treballar.
 S17: Yo he puesto, “on els nens treballen a la força”.
 S23: Jo tinc “on els nens són forçats a treballar”.
 S14: “On els nens són forçats a treballar”, sí.
 S24: Sí pero está en pasado o en presente?
 S11: Va digueu-ho. I els nens... o què?
 S23: “?” Está en presente.
 S11: Vius en un correccional.
 S23: “Vius en un correccional.” Coma. “Un orfanat on els...”

- S24: ...On els nens joves...
- S23: ... Coma, això és una coma?
- S11: Sí.
- S23: A tranquil·la.
- S17: Els nens joves no queda malament?
- S14: Jo he posat “gent jove”.
- S23: Yo he puesto “els nens petits”, pero...
- S24: Sí.
- S23: Posa el que vulguis, a mi me da igual.
- S11: Els nens petits.
- S23: “On els nens petits”. Haz propaganda... Mayoría Absoluta, aquí.
- S11: “Estaven forçats a treballar”, no?
- S23: On els nens petits són [emphasis] forçats a treballar.
- (Silence)
- S11: Y ¿Seguido, o aparte?
- S4, S23: Seguido.
- S23: Et donen molt poc menjar...
- S24: Sí, “rebs poc menjar i ets castigat durament”.
- S14: I et castiguen severament.
- S23: “Rebs” no? “Et donen poc menjar.” Què heu ficat? Què heu ficat? La primera frase.
- S14: Et donen poc menjar i et castiguen severament si protestes o fas el més petit error.
- S17: Si fas el menor dels errors.
- S23: Oh! “El menor dels errors.”
- S14: ¡Qué culta!
- S23: Ja, ja.
- S14: Qué culllllllllta.
- S11: I et castigaven severament si protestaves o cometies algún error.
- S24: Tu, anem a pas de tortuga, eh!
- S11: Està bé, no?
- S23: Dónde... me he perdido.
- S11: I et castigaven severament si protestaves o cometies algún error.
- S23: Sí, es más o menos lo que he puesto yo.
- S17: Algún error no, perquè aquí fica...
- S23: El mínim error.
- S17: Eso.
- S23: “The smallest” uno, “et donen poc menjar”.
- S24: I ets castigat durament si protestes o comets el mínim error.
- S17: Sí.
- S23: Sí.
- S11: “Poc menjar”, coma?
- S23: Coma, sí. “I et castiguen durament si protestes o comets el mínim error.”
- S11: Protestes?
- S17: Sí, sí, “si protestes”.
- S23: O comets el mínim error.
- S24: Ezto ez lo que le passava a Oliver Twist.
- S23: ¿Qué has puesto tu?
- S24: És lo que li va passar.

- S23: “Això és lo que li passava a l’*Oliver Twist*.” No, esto lo tenemos todos igual “Això és el que li pas... El que li passa...” No? Sí.
- S11: Li passa?
- S17: Sí. “Li passa.”
- S23: Això és lo que li passa a l’*Oliver Twist*.
- S11: Li passa?
- S24: Happens.
- S23: Happens.
- S11: A vale.
- S23: Això és [emphasis] el que li passa a l’*Oliver Twist*.
- S14: Amb accent, eh?
- S11: Vale...
- S23: No.. el que li passa... a l’*Oliver Twist*.
- S17: Punto y aparte.
- S23: Esto..., los títulos no los he traducido yo.
- S17: “Dickens as...” a no, yo tampoco.
- S24: Dickens com un nen petit.
- S14: “Com un noi jove”, jo hi he posat.
- S24: Com un nen petit. Dickens como un niño pequeño. “Dickens as a young boy”.
- S23: “Dickens”, com què?
- S11: Què? *As* què vol dir?
- S24, S23: Com.
- S11: Com a nen petit?
- S24: ¿Sí, si no? Por huevos.
- S14: No sé.
- S23: En traducción castellano no tiene mucho sentido.
- S24, S23: Sería “Dickens de pequeño”. Sí.
- S11: Ai... però jo ja he...
- S23: És igual, ja està bé.
- S24: En rosa...
- S23: Aiiii... a veure...
- S11: Jo hi he ficat “*Oliver Twist* és un dels llibres més apreciats de Charles Dickens”.
- S24: Sí.
- S11: ¿Está bien?
- S24: Sí.
- S23: Pues yo estaba equivocado.
- S24: ¿Qué tenías?
- S23: Yo había puesto “*Oliver Twists* és un dels llibres més estimats”. Y está mal. “Més apreciats”.
- S24: Sí.
- S17: Estimats, apreciats...
- S23: No. De’n Charles Dickens
- S17: Va, què més?
- S14: En aquesta i altres històries Dickens escriu sobre nens perduts, perseguits o pobres.
- S23: Aquesta i moltes altres històries.
- S11: Bueno va... que m’ho dicti algú.
- S17: Va.

- S24: En aquesta i en moltes altres històries...
- S11: No te sento.
- S23: “En aquesta i en moltes altres històries...” és sorda, eh?
- S11: En aquesta i en ...
- S23: Moltes altres històries...
- S24: Has posat “en aquesta” o “en aquestes”?
- S11: “En aquesta i en moltes altres històries”, coma.
- S24: Sí, coma, “Dickens”.
- S23: “Escriu sobre gent perduda”, no?
- S24: “Gent”? No, “nens”.
- S14: Nens.
- S23: No però fica “about lost” i no hi fica nens.
- S24: Pero se sobreentiende si es un orfanato...
- S23: Ah... claro.
- S11: Jo hi he ficat “Dickens escriu sobre perdre...”
- S23: “Perdre...” sobre desaparecidos.
- S24: Si lo pone ahí, mira.
- S11: Sobre “persecussions”.
- S24: “?”
- S23: ¿Pero en castellano como se diría?
- S24: Niños pobres, perdidos i perseguidos
- S17: “Dickens escriu sobre...” què hi posem... “nens”?
- S23: Nens perduts, perseguits o pobres.
- S24: Punt.
- S17: Punt i seguit.
- S23: Per què?
- S24: Per què? Pregunta. És per separat.
- S17: Sí? És una pregunta? Hòstia!
- S14: Sí diu “why”?
- S17: “Why”?
- S23: Sí, no seria “because”?
- S24: I l’accent obert a la “e”?
- S11: Ja l’he ficat.
- S23: Qué te piensas, si la S5 es la mejor.
- S24: Vale.
- S11: Prou de cachondeo que vas a ver.
- S24: Pu... punt i apart. Què és aquí? “Quan Dickens només tenia 12 anys”, no?
- S17: I ell té la pròpia experiència.
- S23: Ell ha experimentat la pobresa i la injustícia
- S24: Ah! Sí!
- S23: ¿Eh? ¿Qué has puesto tu?
- S24: Al mateix punt, eh!
- S11: Al mateix? Qui m’ha dit punt i apart?
- S23: Quien lo ha dicho.
- S24: Yo, yo, me he equivocado.
- S14: Vaya impresora més polenta, eh? que tenim?
- S17: Si hay más Típpex que no letra
- S11: Al final ho faràs tu, eh?
- S24: Se tendrá que recargar el tubo.
- S11: Per què?...

- S17: Ell ha experimentat...
- S23: Ell ha experimentat la pobresa i la injustícia. (...) la pobresa i la injustícia
- S24: En su propia sangre.
- S14: Ell mateix.
- S17: En pròpia experiència.
- S23: No perquè és “had the experience”. “La pobresa i la injustícia”, a ver ¿qué dices tu?
- S11: Ahora sí. Punto y aparte, no?
- S24: Ara sí. Punt i apart.
- S17: Va sí, i ara què?
- S14: Quan tenia 12 anys.
- S17: Quan Dickens només tenia 12 anys.
- S23: Quan només tenia 12 anys.
- S17: “Dickens”, no?
- S14: No.
- S24: Sí...
- S11: Lo pone...
- S23: Sí però... bueno sí, yo también lo he puesto. “Quan en Dickens només tenia 12 anys.”
- S17: Quan Dickens... només tenia 12 anys...
- S11: “Tenia” va amb accent o no ?
- S17: No.
- S23: No. Venga S5 canta un ratito. Bueno, no, la S4, la S4 que sí que sabe. Canta, la de la dutxa. Ja, ja, ja.
- S23: Pero... ¿Qué haces tío? ¿Qué haces? ¿Eres tonto?
- S17: Tio, tápalo.
- S24: Tápalo.
- S23: Futura actriu...
- S11: Bueno, va!
- S23: Quan Dickens només tenia 12...
- S11: 12 anys... van empresonar el seu pa... el seu pare.
- S14: Per deutes.
- S17: “El seu pare va ser empresonat”, he ficat jo
- S24: El seu pare fou empresonat pels deutes.
- S14: Sí, jo he ficat el mateix.
- S24: El seu pare fou empresonat per deutes.
- S23: Sí.
- S23: Pels deutes.
- S17: Pels deutes.
- S23: Sí, sí ja parlem.
- S17: Però si crideu tant no se’ns sent.
- S11: El seu pare... poso “fou” ?
- S23: “Fou”, “fou” és que tenim un vocabulary molt culte.
- S17: Sí, “fou”.
- S11: Fou empresonat.
- S17: “Pels deutes.” Punto y seguido. “La seva família”, no?
- S23: Ja, ja.
- S17: “La seva família.” Todo el mundo tiene eso. “La seva família.” ¿Qué más?
- S14: Va, sí. “Va viure a la presó amb ell”, no?
- S17: Sí, “va viure a la presó amb ell”. I ara una ratlleta.

- S11: “Presó” va amb doble essa o no?
 S24: Què?
 S11: Que si “presó” va amb doble essa?
 S17: No.
 S14: No, no.
 S17: No.
 S24: A... sí?
 S17: Sí, no?
 S11: Sí, sí, sí.
 S23: No no? No. A la presó amb ell.
 S23: S30, no em piquis. Ya está aquí el notas. Ja està xupant càmera.
 S11: Bueno va, “a la presó amb ell”.
 S17: ¿Una rallita, no?
 S11: Ara... ¿Qué pongo?
 S17: Una rallita
 S23: “La família va viure a la presó amb ell”. Una rallita.
 S24: Excepte.
 S17: Excepte Charles.
 S23: Hhóstia, yo siempre me pierdo, ¿eh? ¿Dónde estamos ahora?
 S24: Tío.
 S17: Coma.
 S23: Ah, vale, vale.
 S23: Excepte en Charles.
 S17: Va, ¿qué tenemos, tenéis aquí?
 S23: Que vivia sol en una habitació llogada.
 S11: Coma, después de “Charles”, coma.
 S17: Sí.
 S14: Sí, coma.
 S17: Sí. Que vivia sol.
 S23: En una habitació llogada, no?
 S17: Sí. En una habitació de lloguer.
 S24: De lloguer.
 S17: “De lloguer” fiquem?
 S23: I que...
 S17: En una habitació de lloguer, ¿y que más? i que “tenia que treballar 10 hores...”
 S24: Diàries.
 S14: Diàries.
 S23: Diàries, per una fàbrica. Diàries.
 S11: I tenia que...
 S23: Tenia que...
 S11: Treballar
 S17: 10 hores diàries.
 S11: ¿Lo pongo en números?
 S17: Sí, sí “deu hores”.
 S23: Diàries per una fàbrica. Diàries
 S17: A una.
 S23: “A una”, eh?
 S24: Nos quedan siete minutos.
 S11: Va.

- S23: Esto comporta presión eh? [referring to the camcorder]
 S17: Va, ¿qué más?
 S23: Si no ya estaríamos.
 S17: ¿Qué más? “Els llibres de Charles Dickens...”
 S11: Sí, “normalment porten la injustícia social”.
 S17: Yo he puesto “soviet”.
 S23: Mostren normalment una injustícia social.
 S11: Val, un moment.
 S17: Els llibres de Charles Dickens mostren...
 S11: Els llibres de Charles Dickens...
 S17: “Mostren normalment”, no ?
 S11: Mostren normalment.
 S17: Què més?
 S23: S30, treballa.
 S17: Les injustícies socials. No? Les injustícies socials. Punto.
 S23: S30, treballa. Que treballis, tiu.
 S11: ¿Que aquí no hacen nada ya, eh? Solo lo hacemos la S4 y yo.
 S23: Siiiiii...
 S17: Després de “socials”...
 S23: Què “socials”?
 S17: Bueno socials...
 S23: Injustícies socials...
 S17: Pues, “injustícies socials”.
 S11: Injustícies socials.
 S14: No, és singular.
 S23: Mosten la [emphasis] injustícia social.
 S17: Mira, niño, por no estar atento.
 S11: Da igual, joder, aish...
 S23: No, mira porque lo pone aquí “social injustice” si no pondría “social injustices”.
 S11: Ahora ésto parecerá aquí.
 S17: Va ¿después de esto qué?
 S23: ¿Y ésto qué? Una “injustícia social”.
 S17: ¿Qué una? La [emphasis] injustícia social.
 S14: És igual.
 S23: Va, sí.
 S11: La injustícia social
 S17: “Dickens” què més?
 S14: Jo he posat “apostava per la...”
 S17: Apostava. Jo també he ficat “apostava”.
 S14: ... Per la pobresa i mostrava la crueltat.
 S17: ... I la pobresa podia conduir a la gent...
 S11: Ehhhh! Eh, va... “apostava”.
 S23: Abogava.
 S17: Ya. Es lo que ponía en el *desto*, pero no se entiende lo que dice. No sé quien me lo dijo, “apostava”, “aprofundia”...
 S23: Sí, lo pone aquí en la traducción.
 S17: Ahí pone abogar.
 S23: Aquí pone abogar?
 S24: Abogar quiere decir...

- S17: La Montse Dosantos em va dir que podia ser apostar.
 S24: A pues...
 S23: “Apostava”, per què?
 S11: “Dickens apostava” què?
 S17: Per la pobresa.
 S24: Es que queda un poco mal.
 S11: Ohhhh!
 S24: A... apuesta por la pobreza.
 S11: Ai, es verdad queda fatal.
 S24: Parece que... que...
 S11: Venga... que haya pobreza...
 S23: Defensava, no?
 S17: Defensava.
 S24: Sí. Bueno, defensava la pobreza también parece...
 S23: No porque mira...
 S24: Sí, “defensava la pobreza”, pero... ¿en qué sentido?
 S11: Bueno, jo ho borro.
 S24: Queda mejor abogar.
 S23: Pero... ¿qué significa abogava?, ¿lo sabes tu?
 S24: Sí, que defendía los intereses...
 S23: Ohhhh... pues yo no lo sé.
 S17: Eres tonto.
 S23: Ya está aquí la lista.
 S11: Burro, burro.
 S23: Eh! Ya está aquí.
 S17: Eh! ¿Qué? Yo soy superdotada.
 S23: Sí..., ya te diré yo de qué.
 S17: ¿Ya te diré yo de qué? Como te pases te arrepentirás.
 S24: Posa “abogava”.
 S14: No, “abogava” en català?
 S23: Eh! És igual,
 S11: Bueno.
 S17: Se lo voy a preguntar a la Señó.
 S11: Dickens...
 S24: Eh, señó...
 S17: S6!
 S24: Per dir “abogava” una paraula que quedí bé... perquè “apostava” i “defensava”...
 S23: Defensava la pobresa.
Teacher: No us puc donar una solució.
 S24: El diccionari ens diu “abogava” i no l’entenem.
 S23: Si no hi hagués la cámara...
 S17: Ens la diria.
 S11: Señó una paraula... no vé d’aquí.
 S23: Defensava, que os he dicho?
 S11: Defensava la pobresa...
 S24: No acabem.
 S17: “I mostrava”. No, no, espera no copies...
 S11: I mostrava que la crueltat i la pobresa podíen conduir la gent al criminalisme.

S17: Al crim.

S11: Més o menys, sí.

S23: ¿Qué havéis puesto aquí?

S24: ¿A dónde?

S17: Yo lo mismo que tu pero... “crim”. En comptes de “criminalisme”.

S11: Defensava la pobresa i...

S23: Defensava la pobresa i mostrava... que la crueltat i la pobresa...

[They talk about other subjects such as French, natural sciences...]

S11: “I la pobresa...” Va acabem.

S23: “Que la crueltat i la pobresa podien conduir... Podien conduir la gent al crim. Podien conduir a la gent...” Bueno es igual ya está bien... ya está bien.

Appendix 1.1

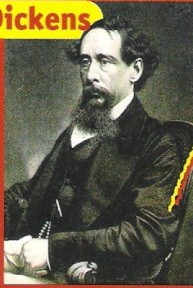
Oliver Twist: Original

Success Story

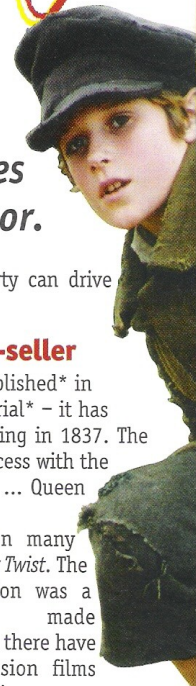
Text by Ailsa Paterson

Charles Dickens

- ▲ Charles Dickens was born in 1812.
- ▲ When Dickens was age 12, he was forced to work in a factory* when his father was imprisoned for debt*.
- ▲ Later that year, Dickens' father was helped by his relations*, and Dickens went back to school.
- ▲ Age 15, he had to leave school and worked in an office*. He studied* at night, and became a journalist.
- ▲ At age 24, Dickens had his first stories published*.
- ▲ Dickens became one of England's most* popular authors. He wrote 19 major novels*, several short stories and sketches, and he also collaborated on a play*.
- ▲ Charles Dickens died* in 1870, aged 58. He was buried* in Westminster Abbey, London.
- ▲ Dickens' epitaph reads: "He was a sympathiser to the poor, the suffering*, and the oppressed*; and by his death*, one of England's greatest* writers is lost to the world."



Do you know *Oliver Twist*? You can soon see him in a film adaptation of the story by Charles Dickens, the 19th-century* author.



Imagine that you are a poor orphan*. You live in a work-house* – an orphanage* where young children are forced to work. You are given very little food, and punished* severely if you protest or make the smallest mistake. That is what happens to Oliver Twist.

cruelty* and poverty can drive people to crime.

Oliver, a best-seller

Oliver Twist was published* in a magazine as a serial* – it has 53 chapters – starting in 1837. The story was a big success with the general public and ... Queen Victoria.

Dickens as a young boy

Oliver Twist is one of Charles Dickens' best-loved books. In this and many other stories, Dickens writes about lost, persecuted or poor children. Why? He had experienced poverty* and injustice himself.

There have been many adaptations of *Oliver Twist*. The first film adaptation was a silent* movie made in 1909. Since then there have been films, television films and cartoon animations.

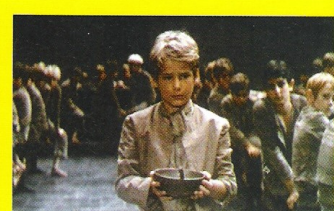
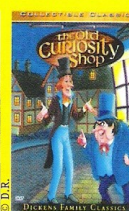
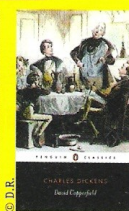
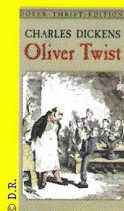
When Dickens was just 12 years old, his father was imprisoned for debt*. His family lived in prison with him – except for Charles, who lived alone* in a rented* room and had to work ten hours a day in a factory*.

The stage* version of the musical* "Oliver" was one of the most successful musicals in history. It was played in theatres all over the world. The film of the musical received an Oscar for Best Picture in 1969. Will the new *Oliver Twist* film by Roman Polanski have the same success? ■

Charles Dickens' books usually show social injustice. Dickens championed* the poor, and showed that

Dickens' most popular books

- The Pickwick Papers
- Oliver Twist
- Nicholas Nickleby
- The Old Curiosity Shop
- A Christmas Carol
- David Copperfield
- Great Expectations ...



There have been many film adaptations of Dickens' books. For example, this famous scene which shows Oliver asking for more food is taken from "Oliver", the 1969 musical* of Oliver Twist.

Oliver Twist: Translation



Alumne/a.....

Àrea..... Nivell..... Grup.....

Data..... / /

Qualificació



Observacions professor

OLIVER TWIST

Coneixes l'Oliver Twist? Aviat, podràs veure'l en una pel·lícula basada en la història de Charles Dickens, autor del segle XIX.

Imaginat que ets un pobre orfe. Vius en un correccional, un orfanat on els nens petits són forçats a treballar. Et donen poc menjar, i et castiguen severament si protestes o cometes el mínim error. Així és el que li passa a l'Oliver Twist.

Dickens com a nen petit.

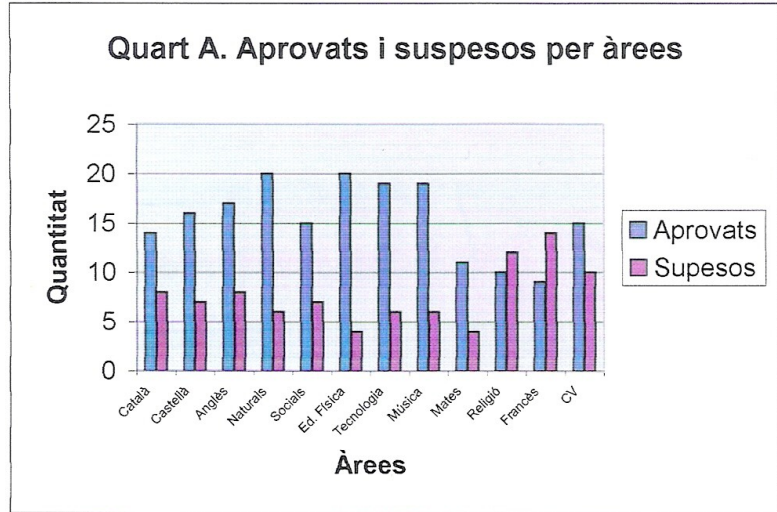
Oliver Twist és un dels llibres més apreciats de Charles Dickens. En aquesta, i en moltes altres històries, Dickens escriu sobre nens perduts, perseguits o pobres. Per què?. Ell ha experimentat la pobresa i la injustícia. Quan Dickens només tenia 12 anys, el seu pare fou empresonat pels deutes. La seva família va viure a la presó amb ell - excepte Charles, que vivia sol en una habitació de lloguer i tenia que treballar 10 hores diàries en una fàbrica.

Els llibres de Charles Dickens mostren normalment la injustícia social. Dickens defensava la pobresa, i mostrava que la crueltat i la pobresa podien conduir la gent al crim.

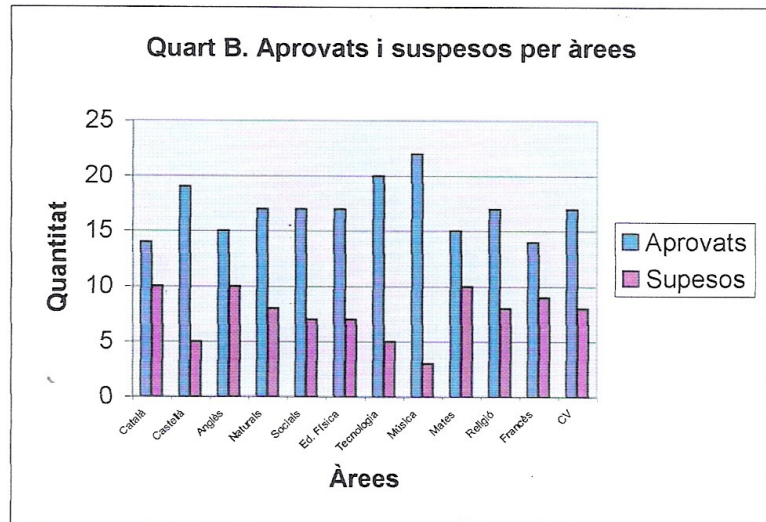
APPENDIX 32

Students' assessment according to the 4th of ESO coordinator

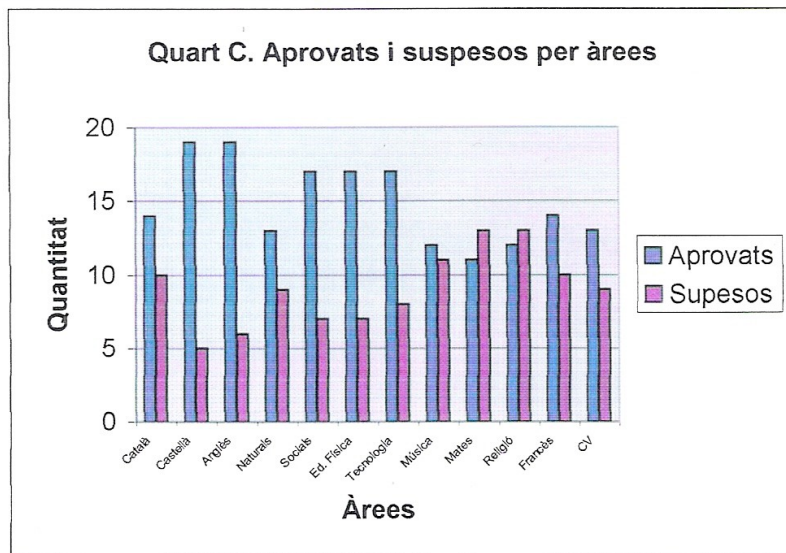
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	Aprovats	14	16	17	20	15	20	19	19	11	10	9	15
	Supesos	8	7	8	6	7	4	6	6	4	12	14	10



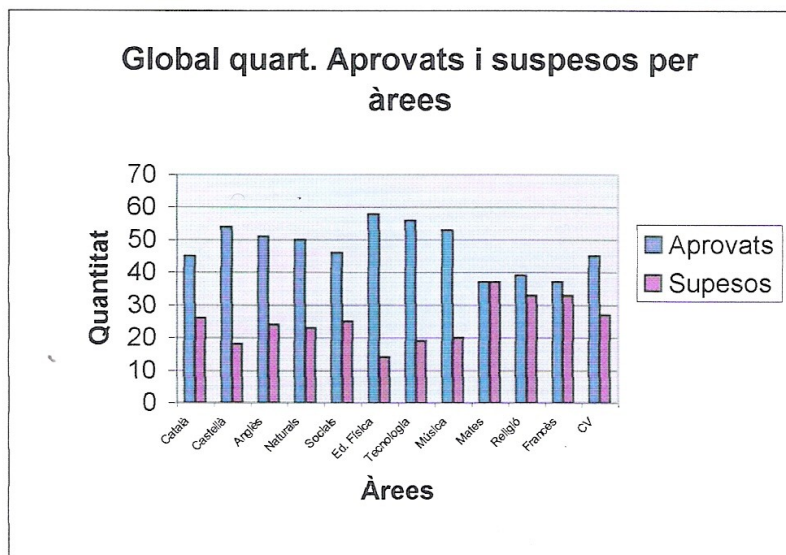
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	Aprovats	14	19	15	17	17	17	20	22	15	17	14	17
	Supesos	10	5	10	8	7	7	5	3	10	8	9	8



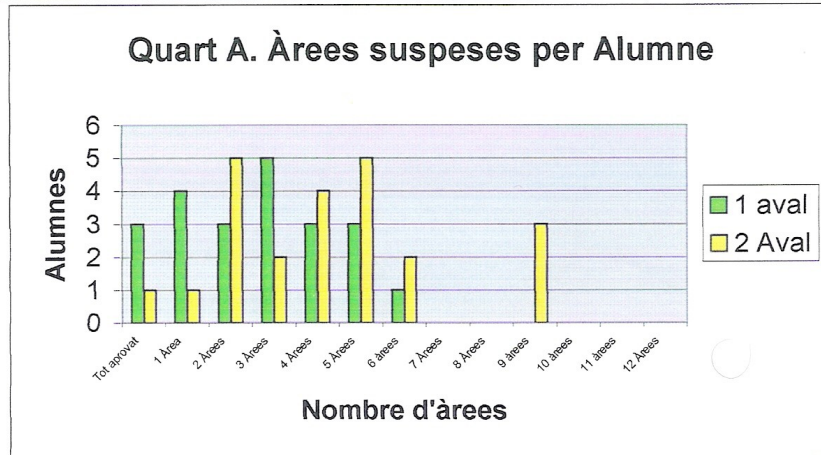
4C	Català	Castellà	Anglès	Naturals	Socials	Ed. Física	Tecnologia	Música	Mates	Religió	Francès	CV
	Aprovats	14	19	19	13	17	17	17	12	11	12	14
Supesos	10	5	6	9	7	7	8	11	13	13	10	9



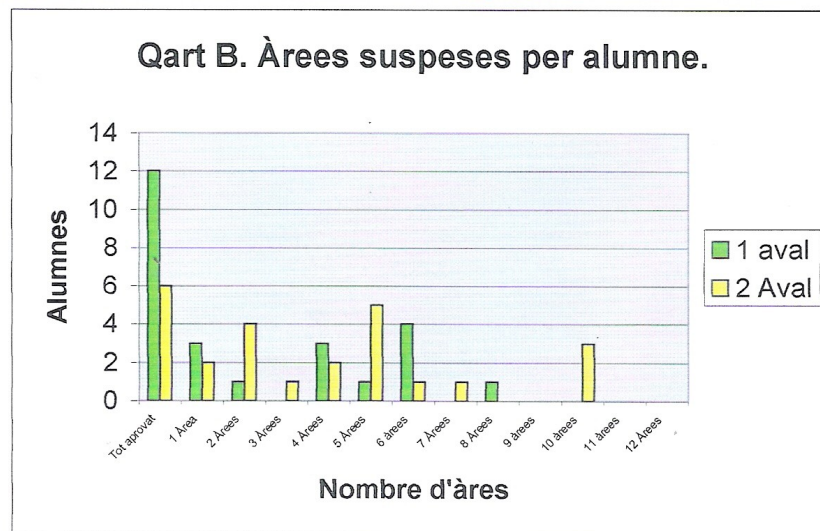
Global	Català	Castellà	Anglès	Naturals	Socials	Ed. Física	Tecnologia	Música	Mates	Religió	Francès	CV
	Aprovats	45	54	51	50	46	58	56	53	37	39	37
Supesos	26	18	24	23	25	14	19	20	37	33	33	27



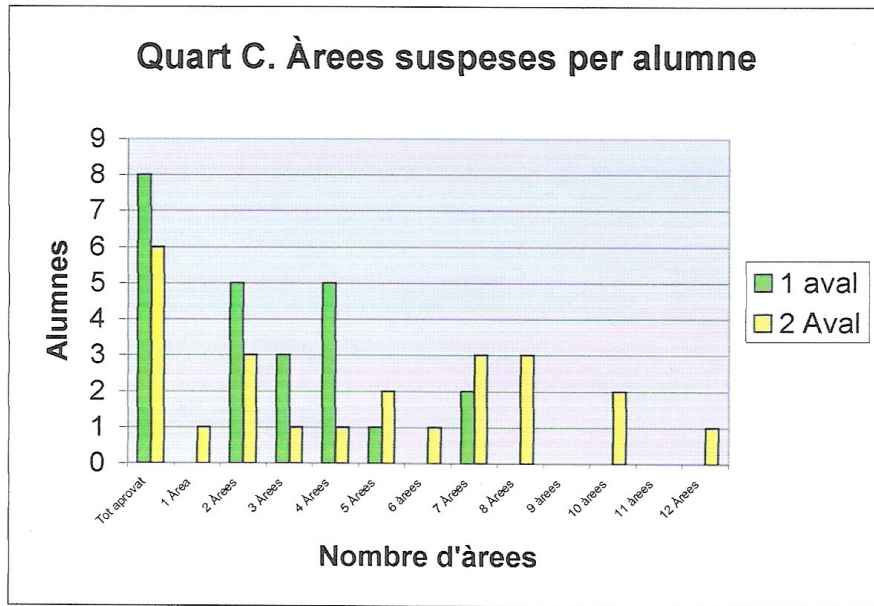
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	1 aval	3	4	3	5	3	3	1	0	0	0	0	0	0
	2 Aval	1	1	5	2	4	5	2	0	0	3	0	0	0



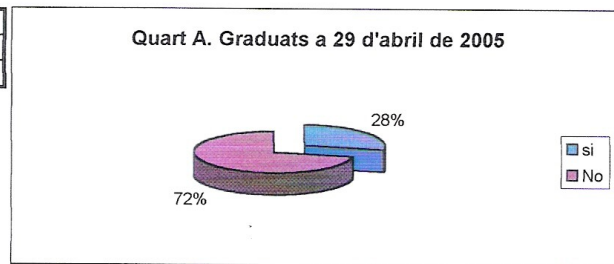
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	1 aval	12	3	1	0	3	1	4	0	1	0	0	0	0
	2 Aval	6	2	4	1	2	5	1	1	0	0	3	0	0



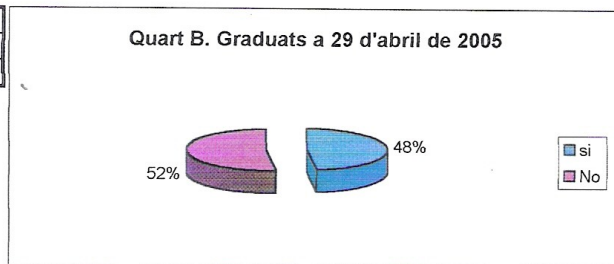
4C	Àrees suspeses	Tot aprovat	1 Àrea	2 Àrees	3 Àrees	4 Àrees	5 Àrees	6 àrees	7 Àrees	8 Àrees	9 àrees	10 àrees	11 àrees	12 Àrees
	1 aval	8	0	5	3	5	1	0	2	0	0	0	0	0
2 Aval	6	1	3	1	1	2	1	3	3	0	2	0	1	



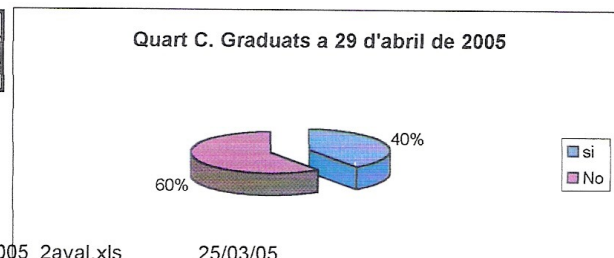
4A	Titulacions	
	si	7
No	18	



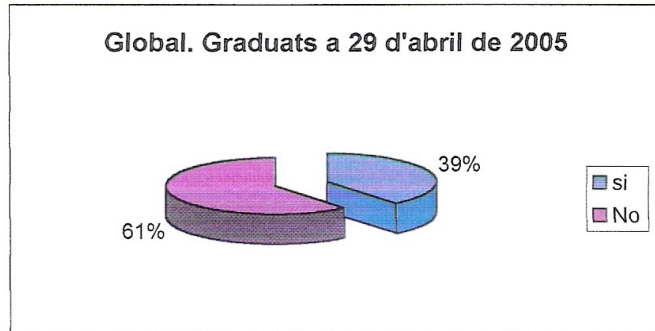
4B	Titulacions	
	si	12
No	13	



4C	Titulacions	
	si	10
No	15	



Global	Titulacions	
	si	29
	No	45



Letter to parents

La Salle Figueres
C/ Doctor Burgas, 17
17600 Figueres
<http://www.sallfigueres.com>

Benvolguts pares:

Aprofitant la valoració de resultats de la segona avaluació, el professorat de quart d'Eso creu oportú convocar una reunió per als pares d'aquells alumnes que no han obtingut les qualificacions esperades. La intenció de la trobada correspon a la voluntat de col·laboració mútua pares - escola, que cal reforçar sobretot a mesura que s'apropa el final de curs.

Esperem doncs, la seva assistència el proper *dimarts dia 5 d'abril de 2005 a les 21:00 h* a la sala Montserrat del col·legi.

Cordialment,

La Coordinació d'Estudis de quart.

APPENDIX 33

Activities tasks and projects proposed

All the activities, tasks and projects proposed have some common objectives:

1. Engage individual students in the learning of English.
2. Make learners feel good while learning.
3. Let students experience different emotions in a lesson.
4. Provide learners with input a bit above their level.
5. Motivate students through varied and appealing activities and tasks.
6. Make students practise English through the four skills.
7. Encourage the use of all perceptual styles while learning English.
8. Promote curriculum globalization.
9. Help students perceive errors or mistakes as feedback.
10. Facilitate communication among learners, encouraging group work.
11. Make students realise social inclusion is of utmost importance nowadays.
12. Assist learners understanding that, while learning a foreign language, culture is essential.

All these aims have their foundations in the Affectivity and Diversity approach.

1. Introduction to motivation, multiple intelligences, NLP and translation

Title:	The English Language Importance
Timing:	15 minutes.
Material:	Pen and paper.
Appendices:	Appendix 15¹
Objectives:	Let students realise the importance of learning English. Let students become aware of their individual needs and interests.
Description:	The teacher will explain to the students that they will have to build a mind map in order for the teacher to know the importance of learning English for each individual student. The teacher will explain that before starting the mind-map it is convenient to do a brainstorming of all the ideas each student has in his/her head. After that, the ideas should be arranged into a mind map. The mind map should contain words, drawings and whatever students think necessary to clarify their ideas.

¹ The appendices in green are students' productions

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X	X	X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: MI and NLP Questionnaire
Timing: 20 minutes.
Material: Two questionnaires and pen.
Appendices: 7, 8 and 9.
Objectives: Let students know what Multiple Intelligences and NLP are. Let students know their individual strongest intelligence. Let students know they preferred representational system.
Description: The teacher will first explain what Multiple Intelligences are, and then (s)he will give the students a questionnaire on Multiple Intelligences. Learners will try to find out their individual strongest intelligence. Then the teacher will explain what NLP is about and, again, (s)he will give the students a questionnaire on the different representational systems. Students will have to find out the one(s) they prefer.

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
	X				X	X	X	X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: The Interpreted Picture
Timing: 20 minutes.
Material: The translation questionnaire, the picture the teacher is going to describe, pen and paper.
Appendices:
Objectives: Let students know how our world map can change the interpretation of a text. Reflect on the translation subjectivity.

Reflect on the interpretation of a text.
 Reflect on what translation is.

Description:

Before doing any translation activity, the teacher –without explaining his/her opinion on the topic- will give the students a questionnaire about translation. Through this questionnaire, the teacher will know what students think about translation activities.

Then, an activity, where the teacher will describe a picture (see: www.xtec.net/~cmallol3) to the students and they will have to draw a picture, will start.

The teacher, for example, will say:

There are some blocks of flats in the background of the picture; there is a fence in the middle of the picture that separates the buildings and a park. There is a pathway on the right hand side of the picture going from the fence to a bench situated in the foreground. There is a girl sat on the left hand side of the bench and on her left there is a dove that is looking at her. The girl is not very tall; she has got black hair and two ribbons on it. She is wearing glasses, a coat and she is holding a school bag. She is not happy. Behind the girl on her left and on her right there are some tall trees and some bushes.

After finishing the drawing, in small groups, the students will compare their drawings. They will have to give reasons why they think they have drawn this or that landscape. After that, the teacher will show the drawing described, and the whole class will discuss about different interpretations of the same text.

-Adapted from González (2001)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title:	Translating or Not Translating
Timing:	30 minutes.
Material:	Pen and paper.
Appendices:	
Objectives:	Let students know how culture changes the interpretation of a text.

Reflect on what translation is.

Description:

The teacher will explain the students the importance of culture in the language learning and in the translation field.

For example, the Senegalese word:

Asalaa-maalekum!

Though a rather literal translation would be:

La pau sigui amb tu!

It can be translated as:

Hola!

The teacher will explain that the culture and context is very important for any translation.

Another example would be the English expression:

Black and white.

It would be, literally translated as:

Negre i blanc.

But in Catalan, for example, the correct expression is:

Blanc i negre.

The teacher will explain that the same happens with idioms. One should know the culture of the language object of study and the images this language uses, in order to translate idioms.

The teacher will write on the blackboard a group of idioms in one column and a group of disordered explanations of the idioms in another column, and students will have to match them.

Sample idioms:

To be over the moon
 To know your onions
 To cost peanuts
 To be up to you
 To be in someone's shoes
 To ring a bell
 To have a brain wave

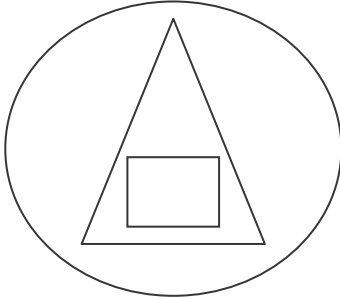
(Explanations of the idioms in the correct order:)

To be very happy
 To know a lot about a particular topic

<p>To be very cheap To decide yourself To be in someone's situation To be something I've heard about before To have an inspiration</p> <p>After that students have to try to find possible Catalan translations for each idiom. Students have to be aware that they may have to change completely the image of the idiom.</p>								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X				X	X	X	
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
x		x		x				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x			x		

2. Unit 1

Title: Fruit Connection								
Timing: 15 minutes.								
Material: Ball, pen and paper.								
Appendices:								
Objectives: Learn vocabulary related to character. Lose fear when speaking in front of the others.								
Description: Students will have to relate a character word to a fruit or vegetable, and give reasons why they have connected the two words. The student asked by the teacher, after making the connection out loud, and explaining his/her reasons, will throw a ball to another student who will translate the character and the fruit/vegetable words.								
-Adapted from Tsai (2003)-								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X				X	X	X	
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
x		x		x				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x					

Title:	Three Figures Sentences
Timing:	30 minutes.
Material:	Pen and paper.
Appendices:	
Objectives:	Practise the present simple tense . Use oral translation.
Description:	<p>The teacher will ask the students to focus on something they do regularly (a habit or routine). They will have to imagine themselves doing this activity. The teacher will draw three circumscribed figures: a circle, a triangle and a square. The students will have to copy the drawings on their notebooks. In the square, the students will have to write sentences about things they normally see while doing the habit or routine. In the triangle they would have to write about things they normally hear. And in the circle, about things they normally feel. (2 sentences for each figure.)</p> <div style="text-align: center;">  </div> <p>Then, the students will have to work in small groups and compare their answers, first in English and then, they will have to compare their answers in their L1. It will also be a way of translating their present simple sentences orally for others.</p> <p style="text-align: right;">-Adapted from Tsai (2003)-</p> <p>After that, the teacher can start a debate on whether the students think people in English speaking countries or in other countries around the world see, hear or feel the same things in the same way. The teacher will ask some questions to start with:</p> <p style="text-align: center;"><i>Do you know how many names do Eskimos have to designate different shades of white? Can you imagine why?</i></p> <p style="text-align: center;"><i>The Esquimos have, something like, 29 different words corresponding to different shades of white. Being able to communicate what kind of snow is out there is quite important for survival in their environment. So this is an example to illustrate that we may "know" something, but we may not be able to communicate it to people from a different culture.</i></p>

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X	X	X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: Three House Descriptions
Timing: 15 minutes.
Material: Pen and paper.
Appendices:
Objectives: Practise the present simple tense . Use translation.
<p>Description:</p> <p>First of all the teacher will try to make students talk about the differences between English houses and Catalan houses. After that, the teacher will read 3 descriptions of houses to sell and students will have to vote for the one they would like to buy.</p> <ol style="list-style-type: none"> a) <i>This is a house with lots of windows because the view from all the rooms is fantastic. One can see the sea, the mountains, etc.</i> b) <i>This house is near the beach and one can hear the sound of waves, the birds singing, etc.</i> c) <i>This is a house where one can feel the sun all day long; it is a house in the middle of nature where the wind makes the leaves of trees dance.</i> <p>In groups, depending on the house they had chosen, students will have to translate its description. Finally, the teacher will tell the learners that the three houses are the same one but seen from different perspectives (either described auditory, visually or kinaesthetically).</p> <p style="text-align: right;">-Adapted from Tsai (2003)-</p>

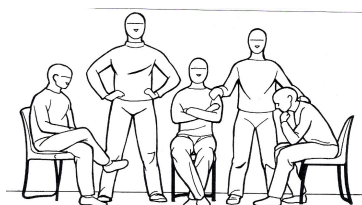
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X	X	

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: Famous People Dice
Timing: 45 minutes.
Material: Dice, pen and paper, a hard-boiled egg.
Appendices:
Objectives: Practise the present simple tense . Practise the imperatives. Use translation.
<p>Description: The teacher will bring a big dice to the classroom. Every number will correspond to a profession:</p> <p style="text-align: center;">1- Singer 2- Politician 3- Actor 4- Musician 5- Artist 6- Royal family member</p> <p>Each time a different student will throw the dice and will have to describe a person either singer, politician, actor, musician artist or royal family member, depending on the number (s)he got. The sentences for the description will have to follow this model:</p> <p style="text-align: center;">I am when</p> <p style="text-align: right;">-Adapted from Revell and Norman (1999:52)-</p> <p>For example:</p> <p style="text-align: center;">I am joyful when I sing. I am pessimistic when I see the news concerning me. I am scared when I see parents criticizing me. I am lucky when I want to win money. I am sweet when I am with children. (The person described is: Michael Jackson.)</p>

With these clues the other classmates will have to guess who the famous person is. The one who guesses the name of the famous person will throw a ball to another person, who will have to translate the last sentence of the description. After 5 students finish the previous activity, a photo of them will be taken by another student. The teacher will give the photographer a drawing of how would (s)he like the 5 students to be arranged. The photographer will have to try to arrange the people as in the drawing to take a photo without touching them or talking in their L1.



-Adapted from Watcyn and Howard (2001: 122)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: The Poster
Timing: 30 minutes.
Material: A poster, pen and paper.
Appendices:
Objectives: Practise the present continuous tense . Compare the present continuous in English and in the students' L1.
Description: First of all the teacher will hang a poster on the blackboard and will ask students to say what sounds, smells, feelings and tastes do they imagine, just looking at it. Then, the teacher will ask students to write at least five sentences using their L1 about things that are happening in the poster. After that, students will have to exchange their sheets of paper and a classmate will translate the sentences into English and write, at least, three more sentences in English, again about the poster. After that, the owner of the sheet of paper will have to translate the sentences written by the classmate into their L1. In each sheet of paper there will be two groups of sentences one in English and the other in the L1. That would allow students to compare and find out similarities and differences on the construction of the present continuous in their L1 and in English.
-Adapted from Davis, Garside and Rinvolutri (1998: 54)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
	X		X		X	X		X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: A Woman on a Roof
Timing: 15 minutes.
Material: Pen and paper.
Appendices:
Objectives: Practise the present continuous tense . Compare how the present continuous works in the students' L1 and in English.
Description: The teacher will ask the students to close their eyes and imagine a woman on a roof. They will have to write at least 8 different reasons why is she on the roof. Sentence 1 will have to be in English, sentence 2 in their L1, 3 in English, 4 in their L1, etc. The English sentences should be in present continuous and the L1 sentences should express the here and now idea of an action. When the students finish they have to go around the room and try to find translations or “semi-translations” of what they have written. There will be two winners; one winner will be the one who finds more translations of his/her sentences; and the orther will be the student who has written the most original idea of what a woman could do on a roof. Then a debate on gender could start. -Adapted from Rinvolucris and Davis (1995: 138)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: Remember your Classmates								
Timing: 15 minutes.								
Material: None.								
Appendices:								
Objectives: Practise the present continuous tense . Compare how the present continuous works in the students' L1 and in English.								
Description: One student will go in front of the class and all his/her classmates will do something, e.g. Anna will touch her mouth with her finger, David will start writing, etc. After some minutes (all the students should do the same thing during these minutes), the learner who is in front of the class will turn around, facing the blackboard. (S)he will have to remember as many activities the different classmates were doing, as possible. The other students can help using only their L1.								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		X
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
x		x		x				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x					

Title: A Famous Person's Life	
Timing: 30 minutes.	
Material: Pen and paper.	
Appendices:	
Objectives: Practise the present simple and present continuous tenses . Lose fear when speaking the foreign language. Practise translation. Get fluency in English.	
Description: The teacher will start describing the routines and the activities of a well-known person. Students have to guess who the person is. Sample text: <i>She sings ballads, pop songs, and dance and hip hop too. She controls everything about her music: she writes the words, she writes the music and she records and produces her albums. She also controls the business side of her career. She is now working very hard. She is writing, recording and producing a new album and she is also</i>	

working on a film. She is a sensitive person and she has fans all over the world.

The answer is: *Mariah Carey*

-Text adapted from *I Love English* (April 2003)-

After that, the teacher will dictate the text, in the students' L1, and as they listen they will have to write an English translation. Then, the teacher will write the original version on the blackboard and they will be able to compare their text to the original version.

A possible translation could be:

Ella canta balades, cançons pop i dance i també hip-hop. Ho controla tot de la seva música: escriu la lletra, escriu la música, ho enregistra i produeix els seus àlbums. També controla la part dels negocis de la seva carrera professional. Actualment treballa molt dur. Està escrivint, enregistrant i produint un nou àlbum i a més treballa en una pel·lícula. És una persona sensible i té fans arreu del món.

Multiple Intelligences involved

Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X		X	X	X		

Modes of perception involved

Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved

H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: Rap Song
Timing: 45 minutes.
Material: Pen and paper.
Appendices:
Objectives: Practise the present simple and present continuous tenses. Use translation.
Description: In groups, students will have to make a rap song showing they know the formation and uses of the present simple and present continuous tenses. The whole class will vote for the best rap song, and after singing it, the students will have to copy it and then, translate it, to check understanding, and to notice how difficult it is not only to translate the lyrics of a song but also to adapt them to some music. Students will

vote again for the best translation.								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X		X	X	X		
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
x		x		x				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x					

Title: Written Class Conversation
Timing: 20 minutes.
Material: Cardboard, pen and paper.
Appendices:
Objectives: Practise the present simple and present continuous tenses . Use English to communicate.
<p>Description: The teacher will show the students how to make a WH gadget.</p> <div style="text-align: center;"> </div> <p>After making the WH-gadget, students will have to write a question on a piece of paper to any of their classmates, and make sure the classmates receive it. They have to go on writing questions to different classmates till they receive an answer. Then, they have to answer back in order to establish a written dialogue for some minutes, but without leaving other answers unattended. Finally, each student will choose one of his/her written conversations and be prepared to go -together with the other classmate- in front of the class and using gestures and sounds, help the other students to guess what was the conversation about.</p> <p style="text-align: right;">- Adapted from Rinvolucrí (2003)-</p>

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X		X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x		x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

3. Project:

Title: Advertising I
Timing: 3 sessions
Material: Computer.
Appendices:
<p>Objectives: Practise Spoken and written English.</p> <p>Analyse ads.</p> <p>Use the Internet to find out information.</p> <p>Use translation.</p> <p>Get information about how to be a responsible consumer.</p>
<p>Description:</p> <p>The first three sessions will be held on the computer room. Students, in groups of three, will do a project or web quest on how to be a responsible consumer (which is related to the transversal topics). The Internet address is: http://www.xtec.es/crle/02/webquests7english/2index2.html. There are four parts, which will have to be done in a separate Word document:</p> <p>An <u>introduction</u> where students will have to answer the questions, and use an Internet monolingual or bilingual dictionary to find out the meaning of the words given.</p> <p>A <u>task</u> where students are a group of investigative reporters and they have to investigate unethical practices in the way some brand names are produced.</p> <p>A <u>process</u> where all the activities are placed. There are 7 groups of activities:</p> <ul style="list-style-type: none"> • In the first group some questions have to be answered, a survey has to be prepared and a report has to be written; • In the second group the students have to find, on some given web pages, 10 multinationals that have been criticized and give reasons why. • In the third group the students have to find out 5 of the 10 preceding multinationals that have responded to the criticism in their commercial websites. • In the fourth group the students have to start making their own lists of “OK” and “Not OK” brand names, and their reasons. • In the fifth group students have to prepare a guided report. • In the sixth group students have to prepare a class presentation using anything that can help the rest of the classmates to follow their explanations (e.g. audiovisual support, such as: posters, videos, Power point

presentations, etc.) When the presentation of all the groups will finish the students will vote for the most interesting, carefully researched, unusual and radical presentation.

- Finally, the seventh group has two activities: students will have to write a letter in English and in Spanish (the translation) to send to an organization and prepare to do a debate in the class.

The last part is the self-evaluation where students will have to write a short essay answering some questions already given to find out what they have learned from the project.

Multiple Intelligences involved

Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X	X	X

Modes of perception involved

Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
X	X	X		

Hypothesis involved

H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
X	X	X

4. **Unit 2**

Title: Sounds in your house
Timing: 15 minutes.
Material: Pen and paper.
Appendices:
Objectives: Learn vocabulary words related to sounds. Learn the equivalences of the vocabulary words in their mother tongue.
Description: The teacher will ask the students to draw a map of their house and write down each vocabulary word in a space of their house, either the sofa, or the bed, or the lamp. When the students finish, they will have to get in pairs and discuss the reasons why they have put each word in this or that particular space. They will have to give reasons for their choices -this time they can use their L1-, so the vocabulary words will have to be translated orally and that is another way of learning them. Students will correct themselves if they need it.
-Adapted from Rinvolucrí (2003)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X	X	X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

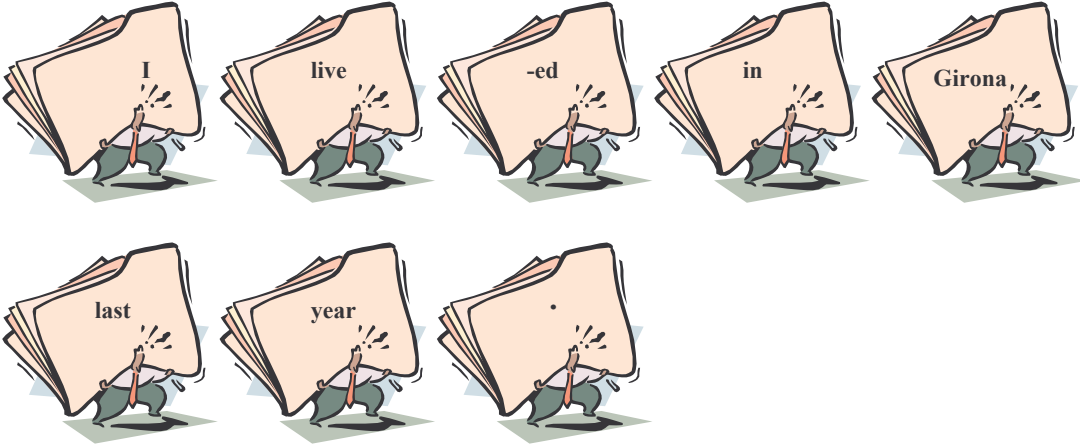
Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title:	In a Former Life I Was...
Timing:	45 minutes.
Material:	Pen and paper.
Appendices:	33.1
Objectives:	Practise the past simple tense . Learn that there may be more than one version for a translation and that they can all be correct. Practise NLP logical levels.
Description:	<p>The teacher will ask the students to complete the sentence “In a former life I was...” and go on explaining their own story maybe in the form of a tale but remembering that they are the animal or object chosen. They have to talk in the first person singular. The students will have to define their identity (who am I?), values (what’s my opinion about the things around me?), skills (What can I do?), behaviour (What do I do?) and environment (where do I live?). It should have at least 60 words.</p> <p>After finishing the essay, and before giving it to a classmate, the author has to write as distinctly as possible the name of the thing or animal chosen in the air with his/her finger till the partner guesses the object or animal chosen. Then, the student will have to give his/her story to the classmate and (s)he will have to translate it into their L1. After that, another classmate will translate the text back into English without looking at the first version. Then, there will be a debate in the class to discuss whether the resulting texts were the same as the original texts and if they think one is better than the other.</p>
	-Adapted from Tsai (2003)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X	X	X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title:	Every Person a Word							
Timing:	20 minutes.							
Material:	None.							
Appendices:								
Objectives:	Practice the past simple tense . Practise how to bild sentences. Use translation.							
Description:	It is an activity to be done in big groups. Every person of a group will be an English word, ending or punctuation mark. The teacher will say a sentence in the past simple tense in the students' L1 and the students will have to arrange themselves in the correct order as quickly as they can and say their word out loud in order to form the correct English sentence.							
Sample:								
-Adapted from Rinvoluceri (2003)-								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X			
Modes of perception involved								
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory				
	X	X						
Hypothesis involved								
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity						
X	X							

Title:	Obituary Notice
Timing:	15 minutes.
Material:	Pen and paper.
Appendices:	33.2
Objectives:	Practise the past simple tense . Help students think about what do they want to achieve in their lives. Use translation.
Description:	<p>This is an activity to be done individually. The teacher will explain that an obituary is a short newspaper article written about someone after (s)he dies and that they are going to write their own. The teacher will explain that they should consider the obituaries in terms of their life objectives: <i>What do you want to achieve in life?</i> Students can decide when (they can be 160 years old) and how they die, they can write about their personal and/or professional life and it can be as short or as long as they want.</p> <p>Sample drill to follow:</p> <p><i>Name of deceased</i> <i>Age</i> <i>City of residence</i> <i>Date of death</i> <i>Place of death</i> <i>Cause of death</i> <i>Date of birth</i> <i>Place of birth</i> <i>Marital status</i> <i>Occupation</i> <i>Employer</i> <i>Number of years at Employer</i> <i>Retired</i> <i>Biographical information (Items of personal interest)</i> <i>Survivors (spouse, children, parents, grandchildren...)</i> <i>Details of service</i></p> <p>After writing the obituaries, each student will give his/her's to a classmate to translate. Finally the two classmates will talk about the obstacles they may encounter through life, and how can they now help to make their goals become realities.</p> <p style="text-align: right;">-Adapted from Revell and Norman (1999)-</p>

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X	X	X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
X	X	X		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
X	X	X

Title: Garfield Story

Timing: 20 minutes.

Material: Poster, pen and paper.

Appendices:

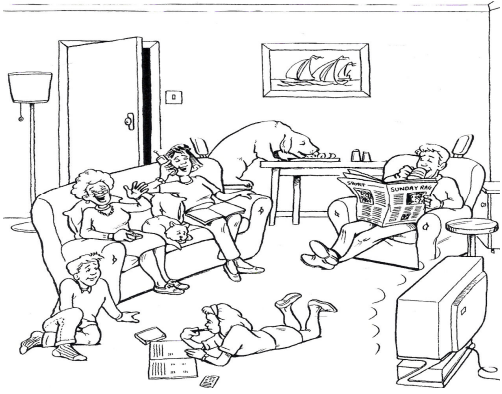
Objectives: Practise the past continuous tense.
Use translation.

Description:
The teacher will give a comic strip to the students. (It is related to the possibility we all have to do things; an NLP standpoint). The teacher will give them some time to work in pairs and to talk in English, about what was happening in each vignette. The students will then translate the comic strip into their L1, to be published in a magazine, for example.

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: Who Was I?
Timing: 30 minutes.
Material: A poster, pen and paper.
Appendices:
<p>Objectives: Get confidence in using English. Practise the past continuous tense. Use translation to compare the past continuous tense in English and in the students' L1.</p>
<p>Description: The teacher hangs a poster on the blackboard and the students will have to ask questions to the teacher in order to guess who the teacher was in that poster. The teacher will only be able to answer yes or no. Sample questions and answers:</p> <p style="text-align: center;">“Who was I?”</p> <p style="text-align: center;">“Were you holding a phone?” “No, I wasn’t.” “Were you laughing?” “No, I wasn’t.” “Were you sleeping on the sofa?” “Yes, I was.”</p> <p style="text-align: center;">The answer is: The cat</p> <div style="text-align: center;">  </div> <p style="text-align: center;">-The picture is from Watcyn and Howard (2001: 70)-</p>

After that, students have to imagine that a robbery was committed in the block of flats this family is living in –they are living in flat number 5 where the grandfather is shaving himself.



Students –in threes- will take turns to be one of the people in the poster of the block of flats, the policeman who is investigating the robbery and an interpreter as the policeman is Catalan/Spanish. The policeman should ask questions to find out if this or that person could be the criminal, such as:

- Were you eating?
- Were you hearing music?
- Were you listening to music?
- Were you playing the guitar?
- Were you feeling happy?



Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X			

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
X	X	X		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
X	X	X

Title:	The Portable Phone Worksheet
Timing:	20 minutes.
Material:	Worksheet, pen and paper.
Appendices:	
Objectives:	Practise the past continuous tense . Use translation to compare the past continuous tense in English and in the students' L1.

Description:								
Individually, each student will have to complete the portable phone worksheet (from Case 1994: 23) and then, together with a group of students –around 3-, will have to translate a couple of the squares. (Each group will translate different sentences). Then, the translations will be put together. Finally, each student will create another square for a famous person (s)he admires.								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
X		X		X				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
X			X			X		

Title:	Drawings and Sentences
Timing:	45 minutes.
Material:	Pen, paper and posters.
Appendices:	
Objectives: Practise the past simple and past continuous tense . Use the L1 to help understand better how English works. Know the differences between life in England and in Spain.	
Description:	
The teacher will give three sentences to the students and they have to represent them through a drawing. For example:	
<p>While I was running it started to snow</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	
Sample sentences:	
<p><i>It was raining when I saw a UFO.</i> <i>When my mum called me I was watching TV.</i> <i>I was cycling when I met my friend.</i> <i>While I was on holiday my birds died.</i> <i>While I was kissing you last night your brother came in.</i></p>	
Then, to make the activity more creative, it will be in the other way round; the teacher will give a set of drawings to the students and individually students will	

have to establish the relationship between two of them through a sentence.
 Sample sentence:

Mary was having a shower when the phone rang.

After that, students will have to connect all the drawings to create a story.

6:30



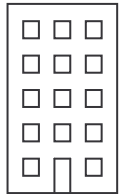
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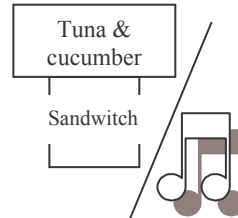
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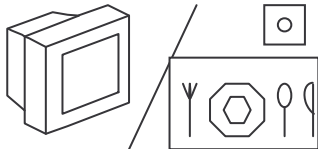
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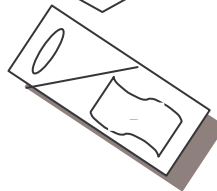
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7:00



9:00



Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title:	The Wise Old Man Story
Timing:	55 minutes.
Material:	Mood-posters, flashcards, pen and paper.
Appendices:	33.3
Objectives:	Practise the past simple and past continuous tenses. Use translation.
Description:	<p>The teacher will explain a story with a lighted scented candle and some background music. Before reading the story the teacher will check through flash-cards if students understand some of the most complicated vocabulary words that will appear in the story. The story includes visual, auditory and kinaesthetic words and expressions. The teacher will write some faces representing moods on the board and while reading students have to draw one of the faces depending on their feelings while listening.</p>
	
	From: http://www.feelingfacescards.com/

The teacher will read the text a second time and during this second reading students will have to imagine the appearance of the characters, the setting, etc... Then, the students will get in small groups and share their ideas.

After that, the teacher will read the story again and at the end students will have to get in pairs and try to write a translated version of the same story. But they will be different publishers. Finally, all versions will be read out loud in the class and the whole class will discuss whether they thought the translations would be as similar or as different as they turned out to be.



Once upon a time there was a widower who had two bright, young daughters who were so curious about everything that they kept asking questions. Questions, questions, questions. And though their father was able to answer some of their questions, there were many he couldn't answer. And he began to feel that they needed someone who could. So he decided to send them to live with the wise old man who lived on the hill. The father explained his daughters that they were going to live with someone who would be able to answer their questions.

So off went the two girls to live with the wise old man who lived on the hill. And they continued to ask questions. Questions, questions, questions. But unlike their father, the wise old man always had an answer. He could answer every single question they asked. He was doing extremely well.

At first, this was delightful. But as time went by, the girls began to find a little irritating that, no matter what they asked, the old man always had an answer. And as time went by some more, they began to find it very irritating. So they began to search for ways to catch him out.

One day, while the two sisters were walking on the fields, one sister ran up to the other with a beautiful, bright, blue butterfly in her hands. "I've got a great idea," she said. "I've just found this butterfly and I thought I would hide it in my hands and go and ask the old man whether it is alive or dead. If he says it is dead, I'll open my hands and let it fly out. If he says it's alive, I'll give a quick, hard squeeze and open my hands and say "Wrong, it's dead!" So whatever he says, he can't win." "Brilliant!" said her sister, and off they went to find the wise old man.

Eventually they found him soon. He was sitting on a rock under a eucalyptus tree. The girls rushed up. "Oh wise old man," said the sister with the butterfly, "I've got this butterfly in my hands, and I want you to tell me if it's alive or dead."

The wise man looked at the two sisters for a moment and thought. Then he smiled. "My dears," he said, "the butterfly is..."

For fast finishers, another interesting activity would be to imagine a different ending to the same story.

-Adapted from Revell and Norman (1997:10)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X				X	X	X	X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
X	X	X	X	

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
X	X	X

Title:	The Poem
Timing:	20 minutes.
Material:	Pen and paper.
Appendices:	
Objectives:	Practise the past simple and past continuous tense . Use translation.
Description:	Students have to create a poem in groups showing they know the uses and formation of the past simple and past continuous tenses. Then the groups will translate the poem of another group, but it should rhyme.

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X			X	X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
X	X	X		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
X	X	

5. Project:

Title:	The World of English I
Timing:	3 sessions.
Material:	Boster, the <i>Exchange</i> book, information about the group <i>Queen</i> , cassette and recorder.
Appendices:	
Objectives:	Practise Spoken and written English.

<p>Get information about a musical group. Get the correct intonation of the song. Using the mother tongue as a vehicle to access the English language.</p>																										
<p>Description: In the first session students will read the Kate and Company story, then they will do the activities related and, finally, they will read the Culture File and do its activities.</p> <p>In the second session the teacher will start hanging on the blackboard a poster of the musical group Queen. Then the students will listen to a Queen's song and, at the same time, they will have the lyrics of the song in front of them. While listening, the students have to fill in some blanks. After that, they will have to draw in small groups a picture representing each paragraph. The teacher will check through the drawings, whether that the students have understood the meaning of the song. The teacher would have asked the students to bring information from a magazine, the Internet, etc. about the group. So, in the following step, students will brainstorm the information they have, to be able to find out more about the group before reading, listening and answering some questions about it.</p> <p>During the third session Students will listen to the song again, and then they will have the possibility to sing while listening. After that, each group will translate, apart from the chorus, another paragraph, but they will not have the lyrics in front of them, only the drawings, as a reference. They will have to translate according to the music, not necessarily following the original text. Then, the whole class will try to create their own song improving, if needed, the translated paragraphs and voting for the best translation of the chorus. After that, the students will be able to sing the song in their L1 and the teacher will record it.</p>																										
<p>Multiple Intelligences involved</p> <table border="1"> <thead> <tr> <th>Logic</th> <th>Linguistic</th> <th>Musical</th> <th>Spatial</th> <th>Kinaesthetic</th> <th>Interpersonal</th> <th>Intrapersonal</th> <th>Naturalist</th> <th>Existencial</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td></td> <td>X</td> </tr> </tbody> </table>									Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial	X	X	X	X		X	X		X
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial																		
X	X	X	X		X	X		X																		
<p>Modes of perception involved</p> <table border="1"> <thead> <tr> <th>Visual</th> <th>Auditory</th> <th>Kinaesthetic</th> <th>Olfactory</th> <th>Gustatory</th> </tr> </thead> <tbody> <tr> <td>x</td> <td>x</td> <td>x</td> <td></td> <td></td> </tr> </tbody> </table>									Visual	Auditory	Kinaesthetic	Olfactory	Gustatory	x	x	x										
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x	x	x																								
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H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity																								
x	x	x																								

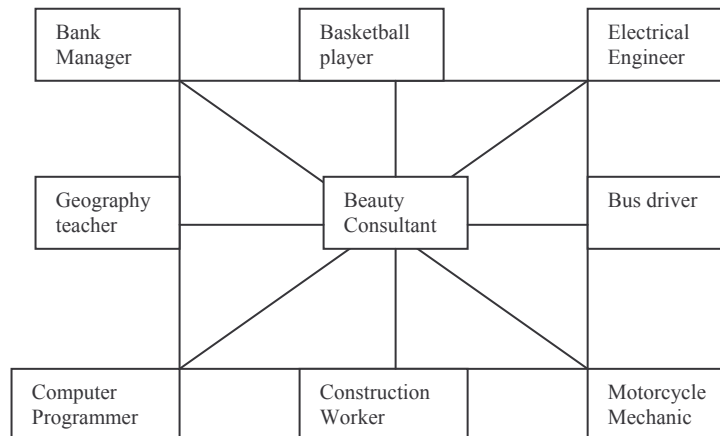
6. Unit 3

Title:	Noughts and Crosses Acrostic
Timing:	15 minutes.
Material:	None.
Appendices:	
Objectives:	Revise vocabulary words related to jobs. Use the students' L1 equivalents of the vocabulary words.

Description:

The teacher will mime a job and any student can shout out loud the name of the job if (s)he guesses which job is being gestured. Then, it will be the turn of the student who has guessed the previous representation.

The teacher will divide the class into 2 groups and the whole class will play noughts and crosses. Each team should try to do three in a row, but how?



A person of a team will choose one of the jobs written on the board and then (s)he, helped by the group, has to create an acrostic of the word chosen. It means that, if they choose “Bank Manager” they will have to use all the letters in the two words to form different English words. These English words, if possible, should be about jobs.

Sample words:

- | | |
|-------------------|-------------|
| Basketball player | Music agent |
| Shop Assistant | Architect |
| CleaNning woman | Navigator |
| Karate expert | MusiciAn |
| | BaG piper |
| | Engineer |
| | DoctoR |

The other group will have a dictionary and they have to accept or refuse the words given by their classmates, having in mind that all the words that appear in a dictionary are accepted. Finally, the same group will have to say again the job in English and translate it into their L1. That would be a good way to revise vocabulary related to jobs and to consolidate the words from that unit.

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

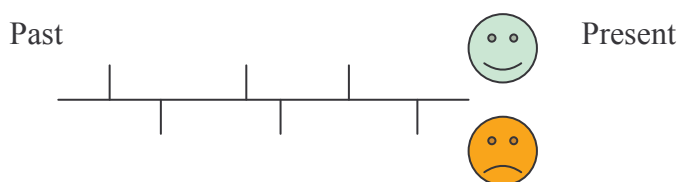
Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: Scissors and Experiences
Timing: 15 minutes.
Material: Scissors, pen and paper.
Appendices:
Objectives: Practise the present perfect tense . Use translation to compare the present perfect tense in English and in the student's L1.
<p>Description:</p> <p>The teacher will explain with the help of a pair of scissors some present perfect sentences. Holding the scissors towards the pupils, the teacher will explain that one blade is the "present" –it does not move- and the other blade is a "past to present" blade.</p> <p>For example, to represent the sentence:</p> <p style="text-align: center;">"I've lived here all my life."</p> <p>The teacher will open blades as far as they go and without moving the "present" blade, the "past to present" blade starts moving till the teacher closes the scissors. To represent the same will happen with the sentence:</p> <p style="text-align: center;">"I have been to Paris 3 times."</p> <p>While closing the scissors the teacher will stop three times. Then it will be the turn of the students to try to represent some sentences. Sample sentences:</p> <p style="text-align: center;"><i>I've been to Japan once</i> <i>I've played football for 5 years</i></p> <p>Then, students will imagine three good and three bad experiences they have had and they will have to represent them in a time-line. But first, they will have to find out how do they store time in their minds. The teacher will ask students:</p> <p style="text-align: center;"><i>Close your eyes and picture yourself sitting where you are, in your chair. Point at it. Open your eyes. Close your eyes again. Now imagine yourself at the end of today, getting</i></p>

ready to go to bed tonight. Point at it. Open your eyes. Close your eyes again. Now picture yourself this morning getting ready to come to school. Point to that picture. Open your eyes.

Students have to draw their own time-lines according to where they pointed at. Now, students should write –in their personal time line- three good and three bad experiences they have had. (the good experiences should be written in English and the bad experiences should be written in the students’ L1). Then students will exchange sheets of paper and a classmate would translate the events either into Catalan or into English, depending on the original language. Then the two students will discuss the circumstances and the effects of the events.

Sample time-line:



-Adapted from Revell and Norman (1999) and from www.Bogglesworld.com-

Multiple Intelligences involved

Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X	X	X

Modes of perception involved

Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
X	X	X		

Hypothesis involved

H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
X	X	X

Title: Doctor, Doctor! Worksheet
Timing: 10 minutes.
Material: Worksheet, pen and paper.
Appendices:
Objectives: Practise the present perfect tense . Use translation to help understand the equivalences.
Description: The teacher will explain that every student will be given a worksheet (from Case 1994: 7) and they will have to complete each joke with its punchline. After that, the students will have to translate the jokes as if they were going to explain them in their mother tongue. The jokes have to work! Finally, a possible debate would be to decide whether the jokes can work in all countries, and why.

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X				X	X		X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: True or False Concentration Game
Timing: 30 minutes.
Material: Pen and paper.
Appendices:
Objectives: Practise the present perfect tense . Use oral translation.
<p>Description:</p> <p>This is an activity to be done with the whole group. The teacher will explain that the students are going to play a concentration game with their eyes shut. So first students will stand up and do some body gym. The teacher will give the instructions:</p> <p style="text-align: center;"><i>Touch your right knee with your left hand and repeat slowly from left to right and from right to left.</i> <i>Touch your right ankle with your left elbow and repeat slowly from left to right and from right to left.</i> <i>Shake your hands, your arms, your shoulders, your legs, your feet, your hips, your head.</i> <i>Now, let's start!</i></p> <p>The first student will make a true or false sentence in English about something (s)he has done this morning. The person sitting next to this first student would have to translate it into their L1. The third person would have to repeat the first sentence and add another English sentence about him/herself. The fourth person would have to repeat the first translated sentence and translate the second one. This would go on until a person cannot remember anymore the sentences already said. After that, the English sentences would be written on a sheet of paper and the students will have to guess who said each sentence and whether they were true or false. Then, the whole class will check if they have it right.</p> <p style="text-align: right;">-Adapted from Revell and Norman (1999: 46) and from Rinvolucris and Davis (1997: 93) -</p>

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
	X				X	X		X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: Missing Vignettes
Timing: 30 minutes.
Material: Poster, pen and paper.
Appendices:
Objectives: Practise the present perfect tense . Use translation to know the L1 equivalent of the present perfect English tense.
<p>Description:</p> <p>The teacher will divide the class in groups of 5 and each pair is going to work with the same incompleted story. There will be three vignettes missing: number 1, number 3 and number 5, and students have to imagine how does the main character feel, and what has happened before the three vignettes they have. They will have to create a complete story out of the information given. They will have to write present perfect sentences for the missing drawings and they will have to draw the missing vignettes.</p> <p>After that, they will have to mime the story in front of the whole class and the class will have to guess the information the group has added. Then the students performing will say their sentences and show their drawings. Finally the teacher will give the students the original strip. Finally, a debate can start on where students think this story happens.</p>

Solution:



Multiple Intelligences involved

Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X	X	X

Modes of perception involved

Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved

H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

7. Project:

Title:	Advertising II
Timing:	3 sessions.
Material:	Wall chart, pen and paper, information about a product, pictures about the product, video player, cassette player or camcorder.
Appendices:	
Objectives:	<p>Practise Spoken and written English.</p> <p>Use the imagination to be creative.</p> <p>Analyse ads.</p> <p>Use the Internet to find out information.</p> <p>Use translation.</p> <p>Get information about how to be a responsible consumer.</p>
Description:	<p>During the first session the teacher, together with the students, will analyse some magazine, radio and T.V. advertisements, focussing on a specific one in each media. However, before analysing a specific ad. the teacher will do some warming</p>

up activities to create expectation, such as explaining the story behind an ad. and asking some questions about it (e.g. Who are the main characters? Where are they? What do they want? What is the ad. about? To whom is it directed? Will it be the same around the world?)

After that, some students will report their ideas to their classmates. During the analysis the teacher will ask the students to try to study what's behind an ad. (e.g. music, images, actors, etc.), as well as to write 10 adjectives to describe the product (e.g. sophisticated, tasty, sweet-smelling, high class, attractive, young...). Then the ideas will be said out loud in the class and written on the board. Afterwards, students can check if they were right with their expectations. The teacher can also ask groups of students to describe the same scenes but for another season, for another audience, etc. After that, in groups, the advertisements will have to be translated taking into account –when necessary- the lip movements of the actors, the changing of scenes or the page distribution.

The last two sessions will be dedicated to create an advertising campaign for a product of the students' choice. There are four steps to be followed:

- Step 1: students will have to create an ad. agency with a group of friends, each team will have to have a name. A secretary, a spokesperson, an artist and a language controller should also be designed.
- Step 2: students will have to choose a product to compete with other agencies to advertise it; they will have to demonstrate creativity.
- Step 3: students will have to plan the campaign (describe the product, think of a name for the product, invent a slogan, create a customer profile, decide what product qualities to promote, decide what makes it different from its rivals, choose the best techniques for selling the product, design and produce a printed ad. that will attract the customer's attention and plan and record a TV or radio ad. keeping it short).
- Finally, step 4: students will have to compete for the account; the class will have to vote on the best ad. campaign. The best campaign would get the job.

–Adapted from *it's magazine* (2003)–

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X	X	X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
X	X	X		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
X	X	X

8. Unit 4

Title: Video Guessing								
Timing: 15 minutes.								
Material: TV set, video, pen and paper.								
Appendices:								
Objectives: Learn vocabulary related to the world of TV programmes. Know a possible translation for all the words being studied.								
Description: The teacher will have a video recording with some seconds of different programmes: the news, the weather, drama series, documentaries, soap operas, chat shows, game shows, films, comedies, cartoons, sports programmes and music programmes. The class will be divided in four teams. Each student, individually, while watching the video, will have to write the English words for the different programmes in order of appearance. Then, in groups, students put the words they have in common and the first team to write all the programmes in the correct order, and their translations on the blackboard will be the winner.								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
	X		X	X	X	X		
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
X		X		X				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
X			X			X		

Title: Who is the Agent?	
Timing: 10 minutes.	
Material: Ball.	
Appendices:	
Objectives: Learn how to use the passive voice in the present simple tense. Use translation to know the present simple passive equivalent in the students' L1.	
Description: The teacher will write some sentences on the board and the students will have to guess: Who is the agent? The student who guesses first will throw a ball to a classmate to make him/her translate the sentence. Sample sentences: <div style="text-align: center;"> <p>a) <i>Vodka is made from potatoes and it's typical from Russia.</i></p> <p>b) <i>The Mona Lisa is in the Louvre museum in Paris and it is also called La Joconde.</i></p> </div>	

<p>c) <i>Picasso a Spanish painter painted Guernica.</i> d) <i>Spain is ruled by Zapatero.</i> e) <i>Elisabeth II is the Queen of England.</i> f) <i>Many immigrants come to the first world countries to improve their lives.</i> g) <i>Pollution is produced by many industries around the world.</i> h) <i>Rainforests are being destroyed by first world countries.</i></p>								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X		X
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
x		x		x				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x			x		

Title: Whisper Dictation
Timing: 20 minutes.
Material: Pen and paper.
Appendices:
Objectives: Learn how to use the passive voice in the present simple tense. Use translation to know the present simple passive equivalent in the students' L1.
Description: The teacher will dictate a text, but during the dictation there will be some words that the teacher will whisper. During the writing process, the words the teacher whispers will have to be translated into the students' L1. Sample text: <i><u>I am given a candle, the candle is lit by a lighter, the lighter is put on the table, the table is placed in the middle of the dinning room and the dining room is painted by my father. The paint is bought by my mother, she is hurt by a van, the van is driven by a man and this man is known in the village as Billy the Kid.</u></i> (The underlined words will be the ones that the teacher will whisper.) After the dictation the students will have a text in two languages. They have to retranslate the Catalan words into English again. -Adapted from Deller and Rinvolucrí (2002: 32)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X		X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: Play Translation
Timing: 25 minutes.
Material: Pen and paper.
Appendices:
Objectives: Learn how to use the passive voice in the present simple tense. Use translation to know the present simple passive equivalent in the students' L1.
Description: Every student will have to choose 3 partners. Two students in each team will be the interpreters (one would be the English-Catalan interpreter and the other would be the Catalan-English interpreter). The other two students will have to create a dialogue. One student will pretend to be an English person not understanding a word of Catalan, and the other student will pretend to be a Catalan person not understanding English at all. The dialogue will have to be between two things, so every speaker would have to be a thing. Students have to personalise the things they choose. For example, one student could say: <p style="text-align: center;">“Hello, I am a TV, I’m watched by many people, I’m switched on nearly every day, I’m normally placed on a table.”</p> The English-Catalan interpreter should then translate for the other students. After that, the Catalan speaker starts talking; once (s)he has finished the Catalan-English interpreter should translate for the other students. The students should change their roles at least a couple of times.

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X	X	X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x			

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: Two Chances
Timing: 30 minutes.
Material: Sheets with clues .
Appendices:
Objectives: Learn how to use the passive voice in the past simple tense. Use translation to know the past simple passive equivalent in the students' L1.
Description: The class will be split up in two teams. Both teams will have a worksheet with its solutions. Students in one team will have to read the clues to the members of the other team who have to guess the right answer. The teacher will give one point to a group each time an object can be identified within a minute –students have two chances-. The first player in team A reads a clue to team B, anyone in team B is allowed to translate the sentence to the other members of the team and try to find the answer. If team B does not answer or the answer is incorrect, it will be the turn of team A. If team A's answer is correct, it will be awarded the point. The process is then reversed.

Clues for team B:

1. This was invented by Cornelius Drebbel in 1624 and it was first tried out underwater in the River Thames.
Submarine
2. Once this was invented by Vladimir Zworykin, the art of family conversation died.
Television
3. Once this was patented by Percy Spencer in 1945, cooking became a lot quicker and it can now be found in kitchens worldwide.
Microwave
4. Although originally designed by Leonardo da Vinci, the first one that flew was built by Igor Sikorsky in 1939.
Helicopter
5. This musical instrument was invented by an Italian called Bartolomeo Cristofori in 1709 and its black and white keys are made of ivory.
Piano
6. Although these sweet roll things to eat are thought to be French, they were first made in Vienna.
Croissants
7. This was discovered in China when some leaves fell in the Emperor Shan Yeng's cup of hot water.
Coffee

Clues for team A:

1. A lot of cinemas had to close down because very few people went there to see films after this was invented by the Russian Alexander Ponatieff in 1956.
Video-recorder
2. This drink was developed in the USA in 1896 and the exact recipe has been a secret ever since.
Coca-Cola
3. Copies of documents were made by using a piece of carbon paper and a typewriter before this was invented by Chester Carlson in 1948.
Photocopier
4. This dark drink was discovered by Ali bin Omar al Shidilly when he was lost in the desert by boiling the fruit of a plant.
Coffee
5. Before this was invented in 1876 by Thomas Edison, you could only talk to people in other countries by traveling to them.
Telephone
6. This was installed in a building in 1857 and invented by Elisha Otis. If it hadn't been developed, skyscrapers would not exist now.
Lift / Elevator
7. This drink was first made by a Scottish monk in 1494 and it's also produced in Ireland.
Whisky

-Adapted from Berman (2002: 56-57)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X			

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
X	X	X		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
X	X	

Title:	Find the Active-Passive Partner
Timing:	15 minutes.
Material:	Individual cards.
Appendices:	
Objectives:	Learn how to use the passive voice in the past simple tense.

Use translation to know the past simple passive equivalent in the students' L1.								
Description:								
<p>Every student in the class will be given a card with a sentence either in English (active or passive) or in the students' L1 (active or passive). The same sentence will be written in the active voice in English and in the student's L1 and in the passive voice again in English and in the student's L1. The students will have to go around the class to find their partners. Each student will end up having 3 partners.</p> <p>Sample sentences:</p> <ol style="list-style-type: none"> 1. <i>This sentence was said by Shakespeare.</i> 2. <i>Shakespeare said this sentence.</i> 3. <i>Aquesta frase la va dir Shakespeare.</i> 4. <i>Shakespeare va dir aquesta frase.</i> <p>Finally, students will have to create a group of four sentences similar to the ones above and they will have to write them down on a sheet of paper. The only condition is that it should be related to TV programmes.</p>								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
X		X		X				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
X			X			X		

Title:	Well-Known People Passives
Timing:	15 minutes.
Material:	Famous people cards, pen and paper.
Appendices:	
Objectives:	<p>Learn how to use the passive voice in the past simple tense.</p> <p>Use translation to know the past simple passive equivalent in the students' L1.</p>
Description:	<p>The teacher will hang some posters of well-known people on the board (Shakespeare, Chaplin, Presley, Beethoven, Einstein or Columbus). First the whole class will discuss: Why are all men and there is not a single woman? Then, the teacher will explain that though nowadays they are very famous people, they had some problems.</p> <p>For example: Albert Einstein's maths teacher thought he was useless.</p> <p>After that, each student should identify all the people and write a passive sentence about each one of them. Finally, the whole class will put all the sentences in common and will translate them orally.</p>

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X			X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: Is it True for You?
Timing: 15 minutes.
Material: Pen, paper and worksheet.
Appendices:
Objectives: Learn how to use the passive voice in the past simple tense. Use translation to know the past simple passive equivalent in the students' L1.
Description: Every student will be given a sheet of paper with many sentences, some in the active and some in the passive voice. Each student can change what (s)he feels is not correct for him/her. Each student chooses a pair of sentences and gives his/her translated version to the person sat in front of him/her. The student who receives the translation should retranslate the sentences, without looking at the original handout, and give them back to the owner. There will be a discussion on whether the translation corresponds to the original sentences. A possible discussion question could be: "Would these sentences work for students in all countries?" Sample sentences: I was born I pushed out of my mother's womb I was taught how to crawl I crawled all over the floor I was loved by my mum I loved my mum I was taught to fight my brother or sister I fought with my brother or sister I was taught to read I learned how to read

I was given homework
I did school things at home

-Adapted from Rinvoluceri and Davis (1995: 74)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X		X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: Arranging Colour Cards																		
Timing: 20 minutes.																		
Material: Teacher passive cards.																		
Appendices:																		
Objectives: Learn how to use the passive voice in the present and past simple tense . Use translation to know the past simple passive equivalent in the students' L1.																		
Description: The teacher will distribute some cards with different words on the floor. Each card, depending if it is the subject, verb or object of a sentence will have a different colour. With these cards students will be able to build different active and passive sentences. The first time, the teacher will arrange some words to form an active sentence, and then one student will have to go to the blackboard and build its passive equivalent. The task will go on till there is no one card left on the floor.																		
Multiple Intelligences involved																		
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Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial										
X	X		X	X	X		X											
Modes of perception involved																		
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H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity																
x	x																	

Title: Transform it!								
Timing: 20 minutes.								
Material: None.								
Appendices:								
Objectives: Learn how to use the passive voice in the present and past simple tense . Use translation to know the present and past simple passive equivalent in the students' L1.								
Description: The class will be divided in two groups. Each team has got 10 points at the beginning of the game. The teacher says a sentence in the active voice either in the present simple or in the past simple tense and each time one student of either one group or another will go to the blackboard and transform it into the passive voice (it could also be in the other way round). Then, another student of the same group will translate the sentence into their L1. The other group will have to decide if the transformation and the translation are correct. If the first group was right in only one of the sentences, it receives 5 points if it was right in both, it receives 10 points. If the second group correction was right, it receives 5 points if it was wrong, it loses 5 points. Sample sentences:								
<ul style="list-style-type: none"> • <i>I switch on the TV every day at the same time.</i> • <i>The teacher gave me a lot of homework.</i> • <i>My brother wrote a letter to his girlfriend.</i> • <i>Someone cut the paper on top of my desk. (2 options)</i> • <i>Russian grandmothers made bread every Sunday.</i> • <i>African teenagers fed the elephant during the safari.</i> • <i>I knew her.</i> • <i>My dad taught me how to make my bed.</i> • <i>This construction noise wakes me up every morning.</i> • <i>The shop assistant sold many products he had in his shop.</i> 								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		X
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
x		x		x				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x			x		

Title:	Which Animal or Object are You?							
Timing:	15 minutes.							
Material:	Pen and paper.							
Appendices:								
Objectives:	Learn how to use the passive voice in the present and past simple tense . Use translation to know the present and past simple passive equivalent in the students' L1.							
Description:	<p>Every student will have to write a name of an animal or object on a piece of paper. Every student will stick this piece of paper on the back of a classmate. The classmates cannot look at their word and will have to guess what they are. Every classmate can only have one piece of paper stuck on his/her back. They have to ask questions and the other students can only say "yes" or "no".</p> <p style="text-align: center;">A: "Am I normally placed in the dining room?" B: "Yes, you are!" A: "Am I used every day?" B: "Yes, you are!" A: "Am I a TV?" B: "Yes, you are!"</p> <p>During this activity soft music will be played. When the music stops, everybody should stop the activity and go to his/her desk. Then, the whole class will try to help those who have not been able to guess what they are.</p>							
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X	X	X
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
x		x		x				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x					

9. **Project:**

Title:	The World of English II
Timing:	3 sessions.
Material:	A chart board, magazines, scissors, felt-tip pens and a cassette.
Appendices:	
Objectives:	Practise Spoken and written English. Get information about a musical group.

<p>Get the correct intonation of a song. Using the mother tongue as a vehicle to access the English language.</p>																										
<p>Description: In the first session students will read the Kate and Company story, then they will do the activities related. After that, students read the Culture File together with the teacher and do the activities.</p> <p>In the second session, students have to create some posters using a chart board. The title of the project would be: Love it or Hate it. Students, in groups of around two, will have to choose a topic (school, work, punishment, marriage, tattoos, animals, cigarettes and alcohol, films and games, voting and driving), and write its advantages and disadvantages. When students will hand in their work they will have to present it. Each student will have to be able to give his/her opinion either in English or in Catalan.</p> <p>In the third session, Students will learn about a musical group, will listen to a song and will do the activities in The Story of Pop 2.</p>																										
<p>Multiple Intelligences involved</p> <table border="1"> <tr> <td>Logic</td> <td>Linguistic</td> <td>Musical</td> <td>Spatial</td> <td>Kinaesthetic</td> <td>Interpersonal</td> <td>Intrapersonal</td> <td>Naturalist</td> <td>Existencial</td> </tr> <tr> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td></td> <td></td> </tr> </table>									Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial	X	X	X	X		X	X		
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial																		
X	X	X	X		X	X																				
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H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity																								
x	x	x																								

10. Unit 5

Title: Two Cards Each Time
Timing: 20 minutes.
Material: None.
Appendices:
Objectives: Learn vocabulary related to romantic gifts. Use translation to know the equivalent in the students' L1 of the vocabulary words.
Description: On the blackboard, there will be a cardboard with some cards stuck on it, the students will only be able to see the back of the cards. The class will be divided in 4 groups and each group can turn round two cards each time. If a picture and its corresponding word coincide the students will have to say the translation of the word in their L1 and if it is correct they win one point. If they get two pictures, two words or a picture and a word that do not correspond, the cards are again turned and the other group starts again.

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x			

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: Inner Grammar Experience
Timing: 30 minutes.
Material: Pen and paper.
Appendices: 33.4
Objectives: Remember how to use the present perfect tense . Use translation to remember the equivalence of the present perfect in the students' L1.
<p>Description:</p> <p>The teacher will guide the students through an inner experience. They will have to imagine themselves eating a biscuit. First, the teacher should check that everyone is happy to eat a biscuit. Then, the teacher will ask students to relax and will lead them to a guided fantasy:</p> <p style="text-align: center;"><i>Imagine a biscuit you like a lot. A delicious biscuit. Look at it closely. Smell it. Your mouth is beginning to water. In a moment you are going to eat the biscuit. Say to yourself: "I'm going to eat this biscuit".</i></p> <p style="text-align: center;"><i>Hold your biscuit near your nose and mouth. And then, slowly, bite into it. Slowly chew the biscuit and notice how delicious it tastes. You are really enjoying the biscuit. Say to yourself: "I'm eating a biscuit".</i></p> <p style="text-align: center;"><i>Take another bite. Chew it. Taste it. Enjoy it. Repeat these actions till you finish this delicious biscuit. Now lick your lips, move your tongue all around the inside of your mouth to catch any last bits of biscuit and swallow them.</i></p> <p style="text-align: center;"><i>Notice how you feel now. Notice the taste in your mouth. Notice how your stomach feels. Say to yourself: "I've eaten a biscuit".</i></p> <p style="text-align: center;"><i>How are you feeling now? Take a deep breath and come back to the room bringing the feeling with you. Open your eyes.</i></p> <p>The teacher will ask the students to say how they feel. Then the teacher will write some sentences on the board such as:</p>

He acabat els deures.
 He suspès un exàmen.
 M'he netejat les dents.
 He discutit amb el meu pare.
 He menjat massa xocolata.
 He anat al cinema amb els amics.

Then, students will have to write an English translation for all these sentences and try to write one feeling under each sentence. Finally, students can choose one of the aforementioned sentences and write a text similar to the one read by the teacher.

-Adapted from Revell and Norman (1999: 100)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x	x	x

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: For and Since Board game
Timing: 15 minutes.
Material: Board game, dice and counter.
Appendices:
Objectives: Learn how to use “for” and “since”. Use translation to know the equivalence of “for” and “since” in the students’ L1.
Description: The students will organize themselves in groups of four people. They will have a sheet of paper with the board game (from www.esl-lounge.com). Each group will be divided, and 2 students will play a board game against the other 2. The first couple of students will roll a dice and they will get a number. They will have to count as many squares as numbers and, using the part of the sentence written on the square they land, a different student each time will have to create a sentence and the other will have to translate the sentence. If both answers are correct, the other group will roll the dice and go on with the game. If one of the answers is incorrect they will have to go back to their previous position. There are many squares with a cross on them; if students fall on these squares, they have to go back one square. The winner is the group that arrives first at the end.

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x			

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: How Long Have You Been Married?
Timing: 15 minutes.
Material: Worksheet, paper and pen.
Appendices:
Objectives: Learn how to use “for” and “since”. Use translation to know the equivalence of “for” and “since” in the students’ L1.
Description: To create expectation, the students will first have to guess whether some sentences about marriage that the teacher will read are true or false: <ol style="list-style-type: none"> 1. <i>Four out of ten marriages in the UK are likely to end in divorce.</i> 2. <i>Divorce is bad for your health! Divorced men have greater chance of dying prematurely than married men.</i> 3. <i>Women are keener than men on divorce.</i> 4. <i>It is a tradition for brides to wear “something old, something new, something borrowed and something in the shoe”.</i> 5. <i>Two witnesses are required at a marriage ceremony to make it legal.</i> 6. <i>Nowadays in Britain young people get married earlier than before.</i> <p style="text-align: right;">-Sentences from Berman (2002:111)-</p> <p>The students will have a worksheet (from www.handoutsonline.com) and the teacher will explain, through a time-line, different ways to express similar ideas. Then, these different sentences will be translated into the students’ L1.</p>

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x		x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title:	For and Since Test
Timing:	30 minutes.
Material:	Pen and paper.
Appendices:	
Objectives:	Learn how to use “for” and “since”. Use translation to know the equivalence of “for” and “since” in the students’ L1.
Description:	The teacher will ask the students (arranged in groups of four) to write a test on the “FOR/SINCE” grammar point. Students exchange their tests. Finally, students give the completed tests back to the group who wrote them. These students, then, correct the tests. -From Deller and Rinvolucri (2002: 33)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x				

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title:	Red Box, Green Box
Timing:	15 minutes.
Material:	Two boxes (a green and a red one), pen and paper.
Appendices:	
Objectives:	Learn how to differentiate the present perfect and past simple tense . Use translation to know the equivalences of the present perfect and the past simple in the students’ L1 and see the difficulty in translating these two verbs.

Description:								
<p>The students write a sentence in English in the past simple tense, they also write the translation of the sentence on the same sheet of paper. After correcting the sentences, they are put in a red box. When all the students have put their sentences in the red box, the box is closed with its lid. This means that they are all finished actions with no relation to the present. Then the students write a sentence in the present perfect tense with the corresponding translation. When all the students have finished and after correcting the sentences, the sheets are collected in a green box. This box will not be closed, to show that the sentences have a relation to the present. The winners are the students with the longest correct sentences.</p>								
-Adapted from Harper (2002: 4)-								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X	X	X
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
x		x		x				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x			x		

Title:	PP and PS Board Game
Timing:	15 minutes.
Material:	Board game, dice and counter.
Appendices:	
Objectives:	<p>Learn how to differentiate the present perfect and past simple tense.</p> <p>Use translation to know the equivalences of the present perfect and the past simple in the students' L1 and see the difficulty in translating.</p>
Description:	
<p>The teacher will give a board game (from www.esl-lounge.com) to groups of 3 students. One student each time will have to roll the dice and move around the board with his/her counter. The students will have to use the following time expressions matching the number they rolled:</p> <ol style="list-style-type: none"> 1. <i>Yesterday</i> 2. <i>Today</i> 3. <i>Last week</i> 4. <i>This month</i> 5. <i>Last year</i> 6. <i>Students can choose!!!</i> <p>Only when the other students agree on whether the answer is correct, a translation of the sentence should be resolved. After that, students can ask questions about the</p>	

details of the statement.
For the rest of the game, students just have to follow the instructions. The first person to arrive at the “finish” square will be the winner.

Multiple Intelligences involved

Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		

Modes of perception involved

Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved

H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: Sound Interpretation
Timing: 40 minutes.
Material: Pen and paper.
Appendices: 33.5
<p>Objectives: Learn how to differentiate the present perfect and past simple tense. Use translation to know the equivalences of the present perfect and the past simple in the students’ L1 and see the difficulty in translating these two verbs.</p>
<p>Description:</p> <p>The teacher will give the beginning of a story that the students, in groups, have to continue:</p> <p style="text-align: center;"><i>“A year has passed since I wrote...”</i></p> <p>The only condition is that in the story, the sounds that the students interpret through the following drawings, should appear:</p> <div style="text-align: center;"> </div> <p>After that, students will have to perform their stories only through mime and sounds (no words are allowed). They also will have to perform facing the blackboard. The other groups have to guess the stories and write a summary in their mother tongue. Finally, they will have time to discuss the results and compare the summaries to the original stories.</p> <p style="text-align: right;">Adapted from Feldstein et al. (2002)</p>

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

11. Project:


Title:	The News
Timing:	3 sessions.
Material:	Video, Hi-fi, pen and paper, camcorder, cassette recorder, newspapers, magazines.
Appendices:	
Objectives:	<p>Practise Spoken and written English.</p> <p>Use the imagination to be creative.</p> <p>Analyse the mass media.</p> <p>Use translation.</p> <p>Get information on how to listen to or read the mass media critically.</p>
Description:	<p>During the first session the teacher together with the students will analyse the news on the TV, the radio and some newspapers. The structure each media follows to give the information to the audience. The teacher will make students answer some question for each piece of news analyzed:</p> <p style="text-align: center;"><i>What?</i> <i>When?</i> <i>Where?</i> <i>Who?</i> <i>How?</i> <i>Who with?</i> <i>Why?</i></p> <p>Then, the possible differences between news in England and in Spain are analysed. After that, students in groups will have to choose in which media do they want to present the news of a country they choose. And they will have time to prepare the presentation.</p> <p>During the second session students can continue working on the presentation.</p> <p>During the third session students have to hand in their work. The whole class will vote for the best presentation.</p>

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X		X	X		X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

12. Unit 6

Title: Art Puzzle
Timing: 20 minutes.
Material: Puzzles of sentences, pictures posters, pen and paper.
Appendices:
Objectives: Learn vocabulary words related to art. Use translation to know the equivalent in the students' L1.
Description: The students will have paintings on the wall, and mixed up words from different sentences. The pictures and the sentences are related to different painters like: Botticelli, Rubens, Goya, Monet, Miró, Warhol and Dalí. The students, in groups, will have to say what sounds, tactile sensations, feelings, smells and tastes do they associate with the paintings. Then, students will have to put the words of each sentence in the correct order, and then choose the pieces of painting that corresponds to the sentence and do a puzzle.
For example:

<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><u>Rubens</u></p> <p>Rubens' work is nowadays shocking because the models of beauty have changed a lot.</p> </div>
-Adapted from Revell and Norman (1999)

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X	X	X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: What is Your Partner Thinking?
Timing: 20 minutes.
Material: Pen and paper.
Appendices:
Objectives: Learn how to use: may / might, must, can't. Use translation to know the equivalences of these words in the students' L1.
Description: The class will be divided in groups of four. The chairs will be arranged in order -for the four members of the same group- to be able to see each other's face. There will be silence in the classroom for 5 minutes and the students will have these 5 minutes to look at each other, and write sentences on a piece of paper about anything they can imagine the other person is thinking. For example: <p style="text-align: center;">“Dolors might be thinking of her boyfriend.”</p> They will have to write at least 4 sentences. While doing this activity soft music will be played. After that, they will exchange sheets of paper with one of the partners and they will have to write their names and translate one of the sentences into their L1. Then, they will exchange sheets of paper again and another partner will write also his/her name on the sheet of paper and again choose a different sentence and translate it, etc. till all the sentences are translated. Then, the discussion on whether the sentences are true or false starts. <p style="text-align: right;">-Adapted from Rinvoluceri and Davis (1995: 97)-</p>

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x			

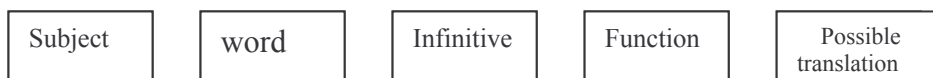
Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: Modal Chain								
Timing: 15 minutes.								
Material: None.								
Appendices:								
Objectives: Learn how to use: can / could, have to/ had to. Use translation to know the equivalences of these words in the students' L1. Be aware that a one to one translation correspondence does not exist.								
Description: The class will be split up in four groups. They will have to choose one of the vocabulary words being studied to build a sentence. For example: <div style="text-align: center;"> <p>I can't learn the irregular verbs. I could study harder.</p> </div> Then, per groups, a sentence will have to be built in a loud voice in front of the other classmates. They will also have to give a possible word by word translation for each component. The team with the longest correct sentence will win the game. For example: <div style="text-align: center;"> <p>Student A: "I. Jo." Student B: "I can. Jo puc." Student C: "I can play. Jo puc jugar/tocar." Student D: "I can play the. Jo puc tocar el/la." Student E: "I can play the guitar. Jo puc tocar la guitarra."</p> </div> <div style="text-align: right;"> <p>-Adapted from Rinvolucris and Deller (2002: 31)-</p> </div> A possible variation would be that the students take the role of a teenager in another country. Then, depending on the sentence created the whole class will be able to discuss about cultural differences.								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X	X	X
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
x		x		x				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x			x		

Title: Can or Can't that is the Question!								
Timing: 10 minutes.								
Material: Can cards.								
Appendices:								
Objectives: Learn how to use: can / can't . Use translation to know the equivalences of these words in the students' L1.								
Description: First the sentence: <i>"Whether you think you can or you think you can't you're right."</i> <p style="text-align: right;">Henry Ford</p> will be written on the blackboard and the whole class will discuss on the sense of this sentence. Then, students will have to imagine they are in a specific country and each student would complete one of the following sentences: "I can see...", "I can hear...", "I can feel...", "I can smell..." "I can taste...". Till one student cannot continue. Then, the country will be changed and students will start again. <p style="text-align: right;">-Adapted from Revell and Norman (1999: 140)-</p>								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X				X	X	X	X
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
x		x		x		x		x
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x			x		

Title: Modal Machine	
Timing: 20 minutes.	
Material: Cardboard, pen, scissors, worksheet, instructions sheet.	
Appendices: 33.6 and 33.7.	
Objectives: Learn how to use: may /might, must, can't /can /could, have to/had to . Use translation to know the equivalences of these words in the students' L1.	
Description: The teacher will give each student a worksheet to make some concepts clear to everyone. The students will have to write an example sentence and a possible translation for every concept. When the students will finish the worksheet, they will	

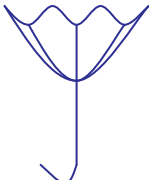
have enough material to build a modal machine. It should contain these parts:



The teacher will show the students how to build the modal machine. Then, the students will think of excellent teachers they have had in their lives and write down five qualities they had, or things they did, which made them excellent. Then, they will share their ideas with other classmates and with the teacher. Using the modal machine students will have to write 5 sentences directed to the English teacher, on what they would like him/her to improve.

-Adapted from Revell and Norman (1999: 115)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X				X	X		
Modes of perception involved								
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory				
x	x	x						
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x					

<u>Title:</u> The Odd Gadget
<u>Timing:</u> 20 minutes.
<u>Material:</u> Pen and paper.
<u>Appendices:</u> 33.8
<u>Objectives:</u> Learn how to use: may /might, must, can't /can /could, have to/had to. Use translation to know the equivalences of these words in the students' L1.
<u>Description:</u> Each student will have to invent an odd gadget and write advantages and disadvantages -at least 8- of the gadget, using the modal words they are studying. For example:

Inverted Umbrella: You may use it as a parasol.

You can see where you are going.
You can't use it when it rains.

Then the students exchange their sheets of paper and put a face on a classmate's sheet of paper. If they like the gadget their classmate has invented, they draw:



If they do not like the invention they draw:



The student with more happy faces will be the winner. And his/her sentences will be translated on the board, and they will be discussed.

-Adapted from Rinvoluceri and Davis (1995: 97)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X		X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: Modal Funny Game
Timing: 20 minutes.
Material: Pen, paper and instructions worksheet.
Appendices: 33.9
Objectives: Learn how to use: may /might, must, can't /can /could, have to/had to. Use translation to know the equivalences of these words in the students' L1.
Description: Each student will have to find two partners to work with. They have to create an item with a piece of paper -the teacher will show them how to do it- and write the eight concepts they are studying on it. Under each concept the students will have to write +, - or ?. When the item is ready the students get in groups and start to play. Student A says a number, student B plays the number on the item and asks: "which word do you prefer?" (showing only four of the concepts). Student A says the word (s)he prefers. Student B lids up the word and under it there will be, for example, the symbol: "+". Then, student A will have to say a sentence in affirmative with the word chosen. After that, student C translates the sentence. Then, students change roles and continue playing since the teacher says: "Stop". Finally, the whole class

will discuss the problems they have had, and they will share the most original sentences.

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

13. Project:

Title:	The world of English III							
Timing:	3 sessions.							
Material:	Pen, paper, the <i>Exchange</i> book and cassette.							
Appendices:								
Objectives:	Practise Spoken and written English. Get the correct intonation of a song. Using the mother tongue as a vehicle to access the English language.							
Description:	<p>In the first session students will read the Kate and Company story, then they will do the activities related. Students will have to create a dialogue –10 minutes long-where one person should ask and the other should give permission to do something in given situations. Then, students exchange sheets of paper and another group will translate the dialogue.</p> <p>In the second session students perform their dialogues and, then, they have to talk about the translations they were given. After that, students read the Culture File and do the activities related.</p> <p>In the third session, students will listen to a song, will learn about a kind of music and will do the activities in The Story of Pop 3.</p>							
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X		X	X		
Modes of perception involved								
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory				
x	x	x						
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x			x		

14. Unit 7

Title: Mirror and Water								
Timing: 10 minutes.								
Material: Pen and paper.								
Appendices:								
Objectives: Learn vocabulary related to world issues. Use translation to know the equivalent in the students' L1.								
Description: This is a creative activity where pupils will have to pay attention to all the letters that constitute each vocabulary word. Students will have the words they are studying written on a piece of paper. They will have to write again the English words as if there was a mirror in front of them. After that, they will have to write the translation next to each word and write again the translation but as if there was water under it. For example:								
Finally, students have to draw a symbol for each world issue.								
-Adapted from Feldstein et al. (2002)-								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X			X		
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
x								
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x					

Title: “If” Board Game								
Timing: 15 minutes.								
Material: Board game, dice and counter.								
Appendices:								
Objectives: Learn how to use the first conditional in English. Use translation to know the equivalences of the first conditional in the students' L1.								

Description:								
<p>Students have to get in groups of three. One will be the observer and will have to take notes on what the other two students say. The other two students start playing a board game (from www.esl-lounge.com). They will have to finish the sentences written on the squares. While playing they will have to listen carefully to their opponents in order to remember -later- all his/her sentences. The winner is not the student who finishes the game first, but the one that after finishing the game remembers exactly most of the sentences said by his/her opponent and can translate them correctly.</p> <p>Then, a discussion on the different possible ways to translate a sentence will start.</p>								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X	X	X
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
x		x		x				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x					

Title:	Possible, Unlikely and Impossible Clauses
Timing:	20 minutes.
Material:	Pen and paper.
Appendices:	
Objectives:	<p>Learn how to use the first conditional.</p> <p>Use translation to know the equivalences of the first conditional in the students' L1.</p>
Description:	<p>As this is an activity that requires a lot of concentration and a lot of creativity, students will do some breathing activities before doing the activity, just to relax. Students will work first individually, reading some clauses that the teacher will write on the blackboard. There will be: possible, very unlikely and even impossible events for a Spanish teenager.</p> <p>Students will have to choose five unlikely and/or impossible clauses for them and complete them making an "if" sentence. After that, students will have to move around the class to find other classmates who have chosen the same sentences. Then, they will have to write the most original endings on their sheets of paper. The winner will be the student whose ending is written in most of the other classmates' sheets of paper.</p> <p>After the activity the teacher can comment on the impossible or very unlikely sentences for Catalan teenagers that can be possible or very likely for a teenager of another country.</p>
	Sample clauses:

*It rains tonight.
 I win the national lottery.
 There is nothing to eat today.
 I go to sleep at 9 p.m.
 Our teacher falls asleep in the class.
 A milkman delivers milk to my house every morning.
 I am the president of my country.
 A tiger walks into the class now!
 A friend asks me to the cinema tonight.
 Our teacher gives us a lot of homework tonight.
 I can play the piano very well.
 I eat a sandwich at lunchtime.
 I feel very tired this evening.
 I find a lot of money in the street.
 I am very frightened tonight.
 I have four hands.
 I meet the president of the USA.*

Multiple Intelligences involved

Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		X

Modes of perception involved

Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved

H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: Conditional Dominoes
Timing: 20 minutes.
Material: Pen, paper and empty domino worksheet.
Appendices:
Objectives: Learn how to use the first conditional . Use translation to know the equivalences of the first conditional in the students' L1.
Description: The class will be divided in groups of around 5 students. All groups will have a domino worksheet and the students will have to build 30 sentences on the pieces of the domino. Then, groups will exchange their domino worksheets in order to play the traditional domino game (but matching two clauses of different conditional sentences). The only condition is that one complete sentence cannot be written in the same piece of domino. Students will be able to leave their pieces on top of the table after matching the two halves of a sentence. The winner will be the student with less or no pieces of domino.

-Adapted from www.esl-lounge.com-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X	X	X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

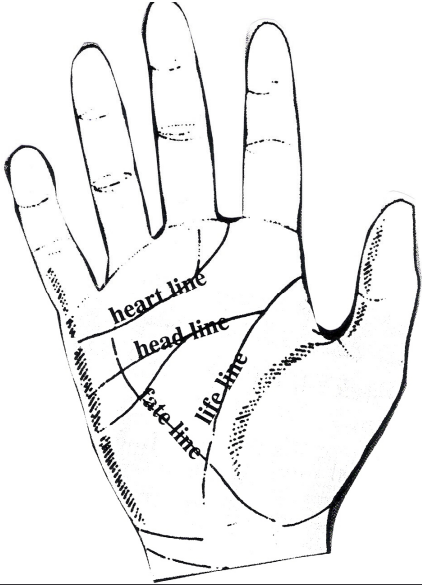
Title: Looking into the Future
Timing: 20 minutes.
Material: Pen, paper and worksheet.
Appendices:
Objectives: Learn how to use: will . Use translation to know the equivalences of the future tense in the students' L1.
Description: There are seven predictions, made by well-known people, on a worksheet (from Case 1994: 63). They were all wrong. Students will have to complete them and write a prediction on something they strongly believe will happen in the future. It can be related to whatever students want. Then, students go around the class to find original future predictions. They also will have to write in their L1 the predictions that they agree with on their sheets of paper. After that, the whole class will discuss on the predictions and on the cultural differences of each prediction and on whether the prognostications can or can't be possible.

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X	X	X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: The Fortune Teller

Timing: 10 minutes.								
Material: None.								
Appendices:								
Objectives: Learn how to use: will . Use translation to know the equivalences of the future tense in the students' L1.								
Description: The teacher will hang on the blackboard a poster with the drawing of a palm of a hand with some of its lines: heart line, head line, life line and fate line. After that, students have to get in pairs and one of the students -following the lines on the palm of one of his/her classmates- will predict his/her future. After each prediction, just to check, the student who listens to the predictions will have to repeat what his/her partner has said in the students' L1. For example: A: "You will have a long life." B: "Tindr� una vida llarga." 								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		X
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
X		X		X				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
X			X					

Title: Future School

Timing: 15 minutes.																		
Material: Pen and paper.																		
Appendices:																		
Objectives: Learn how to use: will . Use translation to know the equivalences of the future tense in the students' L1.																		
<p>Description: The teacher will propose a topic: "Future school", and will ask three open questions to encourage students to start describing how they imagine the school of the future. Sample questions:</p> <p style="text-align: center;"><i>What will school be like in 50 years?</i> <i>How will students learn?</i> <i>What will they learn?</i></p> <p>After writing a middle-size text, students will exchange their sheets of paper and following the handwriting of the original author -and trying to think as (s)he would think- will translate the text.</p>																		
<p>Multiple Intelligences involved</p> <table border="1"> <tr> <th>Logic</th> <th>Linguistic</th> <th>Musical</th> <th>Spatial</th> <th>Kinaesthetic</th> <th>Interpersonal</th> <th>Intrapersonal</th> <th>Naturalist</th> <th>Existencial</th> </tr> <tr> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> <td>X</td> <td>X</td> <td></td> <td>X</td> </tr> </table>	Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial	X	X		X		X	X		X
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial										
X	X		X		X	X		X										
<p>Modes of perception involved</p> <table border="1"> <tr> <th>Visual</th> <th>Auditory</th> <th>Kinaesthetic</th> <th>Olfactory</th> <th>Gustatory</th> </tr> <tr> <td>x</td> <td>x</td> <td>x</td> <td></td> <td></td> </tr> </table>	Visual	Auditory	Kinaesthetic	Olfactory	Gustatory	x	x	x										
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory														
x	x	x																
<p>Hypothesis involved</p> <table border="1"> <tr> <th>H₁ Motivation</th> <th>H₂ Accuracy</th> <th>H₃ Multicultural diversity</th> </tr> <tr> <td>x</td> <td>x</td> <td>x</td> </tr> </table>	H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity	x	x	x												
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity																
x	x	x																

Title: Why do I Have...?
Timing: 15 minutes.
Material: Real objects, teacher's bag.
Appendices:
Objectives: Learn how to use: going to . Use translation to know the equivalences of the future tense in the students' L1.
<p>Description: The teacher will use his/her bag to take out some real object such as: a radio, an apple, a towel, a teddy bear, a computer disk, a bible, a fork, a pair of scissors, a photo, a toothbrush, a calculator, a mouse, a shoe...</p> <p>The teacher will put his/her hand in his/her bag and take hold of one of the objects inside, feeling it to guess what it is, but unable to see it. The other students ask yes/no questions to get clues so that they can guess what the object is. After that, the teacher will take out the item and, for example, will ask:</p>

“Why do I have a tennis racket in my bag?”

The students will have to give suggestions. For example:

“You’re going to play tennis after the lesson”.

Another student will write the answers in their L1 on the board and at the end the teacher will say if the sentences on the board are true or false. After that, students take it in turns to do the same.

A possible question that the teacher could ask, to make the task funnier, could be:

“Maria, why do you have my address and a gun in your bag?”

-Adapted from www.esl-lounge.com-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
	x		x	x	x	x		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: Discover Your Students
Timing: 10 minutes.
Material: Posters, pen and paper.
Appendices:
Objectives: Learn how to use: going to . Use translation to know the equivalences of the future tense in the students’ L1.
Description: The teacher will dictate some sentences in the students’ L1 and each student will write, in English, the sentences (s)he considers adequate for him/her. Sample sentences: <div style="text-align: center; margin-top: 10px;"> <p><i>Aquesta nit miraré 2h la tele.</i></p> <p><i>Avui estudiaré mates.</i></p> <p><i>Aquest vespre faré els deures.</i></p> <p><i>Aquest vespre jugaré amb l’ordinador.</i></p> <p><i>Per dinar menjaré un sandwich de cogombre.</i></p> <p><i>Demà no aniré a l’escola.</i></p> <p><i>El dijous que vé faré esport.</i></p> <p><i>Soparé a les 7h.</i></p> <p><i>Aquest fi de setmana aniré al cinema.</i></p> <p><i>Diumenge sortiré amb els amics.</i></p> </div>

*Demà sortiré de l'escola a les 3h.
Aquest any aniré de vacances.*

-Adapted from Rinvolucrí and Deller (2002: 22)-

Each of these sentences can give rise to a discussion on multicultural differences between countries.

According to the last sentence, the teacher will hang on the wall of the classroom some posters of different places to go on a trip. Each student will look at all the travel posters and will try to live an inner experience in each destination: to see, hear, smell and feel as they were in the poster. After that, students will choose one of the posters and will write about the planned experiences (s)he is going to live when he goes to that particular place.

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		


Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: Puppets
Timing: 45 minutes.
Material: Pen, paper, scissors, sticks and cardboard.
Appendices:
Objectives: Learn how to use: going to . Use translation to know the equivalences of the future tense in the students' L1.
Description: The teacher will explain that students in groups will perform, through puppets (they can be finger puppets, shadow puppets, paper puppets, glove puppets, etc.), a story. It can be a story from whenever or wherever students want. It can be real or imaginary. The winner will be the group that uses more times the "going to" future structure.

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: Will and Going to Drawings
Timing: 10 minutes.
Material: Posters, pen and paper.
Appendices:
Objectives: Learn how to differentiate: will and going to . Use translation to know the equivalences of the future tenses in the students' L1.
Description: The teacher will hang some pictures on the blackboard. The students will have to choose 6 drawings and write a sentence for every two drawings. Then, they will give the sheet of paper to a classmate and the classmate will have to translate the sentences in their L1. After that, another classmate will retranslate the sentences without looking at the original sentences. Finally, in groups of three, students will discuss whether the sentences and the translations are correct.
Sample drawing:


Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: Future Chairs
Timing: 10 minutes.
Material: Two chairs.
Appendices:
Objectives: Learn how to differentiate: will and going to . Use translation to know the equivalences of the future tenses in the students' L1.
Description: The teacher will place two chairs in front of the class: one will represent “Going to” and the other “Will”. Students will have to sit in a different chair each time and say a sentence with “Going to” and another one with “will” in relation to the same event. The teacher can give an example: The teacher will sit in the first chair and will say: <p style="text-align: center;">“I’m going to meet a friend tonight.”</p> Then, a different student each time translates what the teacher has said. After that, the teacher, who was sat on the first chair, goes to the second chair and says: <p style="text-align: center;">“We will go out for a walk on the park near our house.”</p> Then another student will translate this last sentence. Students will be invited to sit in the different chairs and follow the teacher example. <p style="text-align: right;">-Adapted from Rinvolucris and Davis (1995: 110)-</p>

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: Future Pop Song Chorus								
Timing: 45 minutes.								
Material: Pen and paper.								
Appendices: 33.10								
Objectives: Learn how to differentiate: will and going to . Use translation to know the equivalences of the future tenses in the students' L1. Know that some times it is good to translate without being very faithful to the original.								
Description: The teacher will explain that the students in groups have to create the lyrics for the chorus of a well-known pop song. The lyrics should show the formation and uses of “will” and “going to”. The groups will have to sing their song and the other classmates will have to guess the original song the performing group has chosen. After that, the whole class will vote for the best lyrics and will translate them. Then, a debate on the difficulty of translating songs can start.								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X		
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
x		x						
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x					

15. Project:

Title: Design Your Own T-Shirt								
Timing: 2 sessions.								
Material: T-shirts, pen, paper and computer.								
Appendices: 33.11								
Objectives: Practise English. Be creative. Use translation.								
Description: During the first session, the teacher together with the students will analyse some messages in t-shirts. 100% ME To Beer or not to Beer No War								

Then the teacher will explain that the students are going to design their own t-shirts under the condition that in one side there should be a message in English and in the other side there should be the Catalan version of the English message. The messages can be of whatever students want. Students have to be creative and design their t-shirts layout, etc.

During the second session students will go to the computer room and there, they will be able to make their design ready to print.

(Students will also be asked to start looking for an e-pal and fill a questionnaire during the term.)

Finally, During a lesson (previously accorded) everybody will have to wear their t-shirts.

Multiple Intelligences involved

Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X	X	X

Modes of perception involved

Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved

H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

16. Unit 8

Title: Battle Word Game
Timing: 15 minutes.
Material: Pen and battle word grid.
Appendices:
Objectives: Learn vocabulary related to the body art. Use translation to know the equivalent in the students' L1.
Description: The students will have a grid in a sheet of paper. They will have to place three of the "body art" words they are studying and their translation in the grid. Each square can just correspond to a letter of one or two words. Two students will play the battleship game. The student that guesses more words will be the winner. Finally the teacher can open a discussion on body art in different cultures.

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X		X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: Funny Jokes
Timing: 10 minutes.
Material: Pen and worksheet.
Appendices:
Objectives: Learn how to use the second conditional in English. Use translation to know the equivalences of the second conditional in the students' L1.
Description: Students have to complete six jokes in a worksheet (from Case 1994: 56) and then, they will have to create a joke similar to the ones they have completed. After that, they will have to give their sheets of paper to a classmate to translate their joke. Finally, students will have to vote for the funniest joke!

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X			X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x		x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: Conditional Cards
Timing: 40 minutes.
Material: Pen and paper.
Appendices:
Objectives: Learn how to use the second conditional in English. Use translation to know the equivalences of the second conditional in the students' L1.

Description:
 Students get in groups of four. They will have to write 30 sentences. One part of the sentence (if clause) should be written in a card the other part of the sentence should be written in another card. So, there will be 60 cards in total. After that, students give their complete card set to another group; all the groups should not work with the card set they created. Then, the game starts. They shuffle the cards and give ¼ of the cards to each member. Every student should classify his/her cards in 2 face down piles (the “if” clause and the other clause). In turns each student turns over a top card from a pile (e.g. if clause) and places it in the middle of the table. Then, the others turn over the top card of their other pile and as soon as one student sees a sentence whose meaning makes sense, the student shouts ”Snap” and (s)he can pick up the cards. The more cards a student gets the better!

-Adapted from www.experiencethailand.netfirms.com-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X		X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x		x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title:	If I... Facts!
Timing:	20 minutes.
Material:	Pen and paper.
Appendices:	33.12
Objectives:	Learn how to use the second conditional in English. Use translation to know the equivalences of the second conditional in the students’ L1.
Description:	<p>Students will write one personal fact in English. Then, students have to rewrite their sentences using “if”.</p> <p>For example:</p> <p style="padding-left: 40px;">“I have two brothers.” “If I didn’t have two brothers, I would have my own TV.”</p> <p>Finally, they get in groups of four and:</p> <p style="padding-left: 40px;"><i>Student A: dictates his/her sentence in L1 to student B</i> <i>Student B: dictates student A’s sentence in English to student C.</i> <i>Student C: puts student B’s sentence into the third person and dictates it to student D.</i> <i>Student D: translates student C’s sentence into their L1 and</i></p>

dictates it to the group.

For example:

Student A: “Si no tingués dos germans, tindria la meva pròpia tele.”

Student B: “If I didn’t have two brothers, I would have my own TV.”

Student C: “If he didn’t have two brothers, he would have his own TV.”

Student D: “Si no tingués dos germans, tindria la seva pròpia tele.”

They repeat the process changing roles. At the end of the activity each student should have been students: A, B, C and D, at least once.

-Adapted from Rinvolucrí and Deller (2002: 37)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X			X	X	X	X	X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title:	Conditional Board Game
Timing:	20 minutes.
Material:	Board game, dice and counter.
Appendices:	
Objectives:	Remember how to use the first and second conditional . Use translation to know the equivalences of the first and second conditional in the students’ L1.
Description:	Students will play a board game (from www.esl-lounge.com). They will have to invent a conditional sentence using what is written on the squares. For example: If your fridge is empty tonight...? “If my fridge is empty tonight I’ll go to the supermarket tomorrow.” The first student to get at the end will be the winner. Finally, students should talk about the funniest sentences they have built. They will

put these sentences in common and they will write down the funniest ones with their translations.

Multiple Intelligences involved

Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		

Modes of perception involved

Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved

H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: What Would You Do If...
Timing: 15 minutes.
Material: Pen and paper.
Appendices:
Objectives: Remember how to use the first and second conditional . Use translation to know the equivalences of the first and second conditional in the students' L1.
Description: Students will have to answer some questions. All the questions start with: What would you do if... every question deals with one of the Multiple Intelligences. Sample questions: <p style="margin-left: 40px;"><i>Logical- What would you do if your mother buys a jumper it was 50% off, it was 100 pounds and she paid 60 pounds?</i></p> <p style="margin-left: 40px;"><i>Linguistic- What would you do if you didn't understand the language your friends spoke?</i></p> <p style="margin-left: 40px;"><i>Musical- What would you do if you could win a prize either singing, dancing or listening to music?</i></p> <p style="margin-left: 40px;"><i>Interpersonal- What would you do if a classmate tells you that he's very bad at English?</i></p> <p style="margin-left: 40px;"><i>Intrapersonal- What would you do if you found 10000 euros in a suitcase?</i></p> <p style="margin-left: 40px;"><i>Kinaesthetic- What would you do if you broke your leg during summer time in a trip to Argentina?</i></p> <p style="margin-left: 40px;"><i>Sapcial- What would you do if you were in another country and you didn't know how to read maps?</i></p> <p style="margin-left: 40px;"><i>Naturalist- What would you do if you go to the countryside for the journey and you find many different kinds of birds injured?</i></p> <p style="margin-left: 40px;"><i>Existencial- What would you do if you see a UFO at night?</i></p> <p>The most original answers will receive a prize (it can be a sweet) and the other classmates will have to copy them on a sheet of paper and translate them.</p>

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X	X	X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: Chocolate Day
Timing: 30 minutes.
Material: Sample cards, cardboard, felt-tippen, pen and paper.
Appendices:
<p>Objectives: Remember how to use the first and second conditional. Realize that the collocation of some words is not the same in English and in the students' L1. Use translation to know the equivalences of the first and second conditional in the students' L1.</p>
<p>Description: The teacher will show the students a greeting card from July the 7th: The Chocolate Day (see www.123.greetings.com). Then the teacher will write on the board some words that can go together with the noun: chocolate. Sample words:</p> <p style="text-align: center;"><i>Before: dark, white, plain, melted, hot, drinking, milk, grated.</i></p> <p style="text-align: center;"><i>After: factory, money, cake, bar, day.</i></p> <p>Some of these words go in front of the word “chocolate” and the others go after the word “chocolate”. The teacher will tell the students to guess which words go before and which words go after “chocolate”. Using some of the words above, students have to build first or second conditional sentences on a postcard –which they have to design- to be sent that particular day. After that, students will exchange their cards and translate them. Finally, a discussion on the different possible translations can start.</p> <p style="text-align: right;">-Adapted from Rinvolucris and Deller (2002: 43)-</p>

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: Desert Island
Timing: 15 minutes.
Material: Pen and paper.
Appendices: 33.13
Objectives: Learn how to use: would prefer, would like, would love, would hate.
<p>Description:</p> <p>Students first get in small groups (around 2), then in middle size groups (around 5), then in big groups (around 8) and finally the whole class, to discuss what would they take to a desert island. They are only allowed to take two items for each question.</p> <p>Sample questions:</p> <ol style="list-style-type: none"> a) <i>What two books would you like to bring?</i> b) <i>What luxury food would you prefer to take with you?</i> c) <i>What special drink would you like to take?</i> d) <i>What two pieces of music would you love to listen to?</i> e) <i>Who would you like to be on the island with?</i> f) <i>What personal item would you like to take?</i> <p>The only condition is that students are not allowed to take equipment to try to escape from the island.</p>

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X	X	X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: “Gussy” Performance								
Timing: 20 minutes.								
Material: None.								
Appendices:								
Objectives: Learn how to use: would prefer, would like, would love, would hate. Use translation to know the equivalences of Would in the students’ L1.								
Description: Students will have to prepare and perform a dialogue (they can choose the number of classmates they want to work with) using “would prefer, would like, would love or would hate” but substituting the verbs and nouns after these expressions for “gussy” and a number. “Gussy” does not mean anything but from the context, and some clues, the other classmates should guess its meaning. For example: <div style="text-align: center;"> <p>Student A: Hello, John! How are you? I’m going to the cinema tonight. Would you like to “gussy1”?</p> <p>Student B: Well, I would prefer to “gussy2” to the theatre. There is a very interesting play I would love to “gussy3”. It is called Maricel.</p> <p>Student A: Ok. We can go to the theatre if you want, but I prefer “gussy4”. My friends have said it is a well-known Shakespeare’s play.</p> <p> gussy1= come gussy2= go gussy3= see gussy4= Romeo and Juliet</p> </div> <p>After each performance students will have some time to guess the meaning of the “gussy” words and to translate the “gussy” sentences.</p>								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
x		x		x				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x					

Title: The Grammar Letter								
Timing: 10 minutes.								
Material: Letter, pen and paper.								
Appendices:								
Objectives: Learn how to use: too, so and such. Use translation to know the equivalences of Too, So and Such in the students' L1.								
Description: The teacher would present Too, So and Such through a letter. Then, the whole class will discuss this grammar point. Then, the teacher will show through a kind of poster how many events and holidays, apart from the chocolate day- are being celebrated in the month of July in North American countries (see www.123.greetings.com). After that, students will have to write at least a couple of sentences with every concept: too, so and such referring to the events on the poster. Then, students will go around the class to try to find the same sentences in other students' sheets of paper, to agree on a translation. So, next to the original sentences each student should have the name of a classmate and a translation. The more coincidences between students the better. The winner will be the student(s) with all the sentences translated, and with a classmate name next to all of them. -Adapted from Rinvoluceri and Davis (1995: 159)-								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X		X
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
x		x		x				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x			x		

17. Project:

Title: The world of English IV	
Timing: 3 sessions.	
Material: Pen, paper, the <i>Exchange</i> book and cassette.	
Appendices:	
Objectives: Practise Spoken and written English. Get the correct intonation of a song. Use the mother tongue as a vehicle to access the English language.	
Description: In the first session students will read the Kate and Company story, then they will do the activities related. After that, students will read the Culture File and do the activities related.	

In the second session, students will listen to a bilingual song and will do the activities in The Story of Pop 2. Students will have to invent, for the chorus of a well known song -any song they like around the world-, bilingual lyrics, record them and, optionally, create a short dance.

In the third session students will play the music with the lyrics and perform their dance.

Multiple Intelligences involved

Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X		X

Modes of perception involved

Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved

H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

18. Unit 9

Title: Attractive Words
Timing: 20 minutes.
Material: Pen and paper.
Appendices:
Objectives: Learn vocabulary related to newspapers. Use translation to know the equivalent in the students' L1.
Description: The teacher will explain students that these vocabulary words are considered the most attractive words in the English Language. The teacher will try to make students feel the words for some minutes. Next, students will have to explain their sensations. After the reflection, the students should think again on the words, should write them down on a piece of paper, and should answer: <p style="text-align: center;"><i>Which are your favourites from the list?</i> <i>Put them in order.</i> <i>Why do you like them?</i> <i>Is it the look of the word on paper?</i> <i>Is it the sound of the word as you say it?</i> <i>Is it the feeling that you can get about what the word represents?</i> <i>Is there another reason?</i> <i>Are there any words here that you do not like?</i> <i>Why not?</i></p> <p>Now, students translate the words and with the words in their L1 they will have to answer the same questions again.</p> <p style="text-align: right;">-Adapted from Revell and Norman (1999: 61)-</p>

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X		X	X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: Achievements in Life and Excuses
Timing: 45 minutes.
Material: Pen and paper.
Appendices:
Objectives: Learn how to use: the past perfect tense in English. Use translation to know the equivalences of the past perfect in the students' L1.
Description: The teacher will dictate some sentences about hi/her own achievements in life –if students are 15 years old, the teacher will pick his/her first 15 years-. Students will have to write the statements in green if they are true for them, in red if they are not true for them and in orange if they do not know. Sample sentences: <p style="margin-left: 40px;">a) <i>By the age of one I had learnt to walk.</i></p> <p style="margin-left: 40px;">b) <i>By the age of two I had started to talk, but I hadn't learnt to ride a bike.</i></p> <p style="margin-left: 40px;">c) <i>I had learned to read by the age of six.</i></p> <p style="margin-left: 40px;">d) <i>I had gone to England by the age of 12 but I hadn't visited Russia.</i></p> <p style="margin-left: 40px;">e) <i>By the age of thirteen I had read a lot of books.</i></p> <p style="margin-left: 40px;">f) <i>I had had a boyfriend by the age of 15.</i></p> <p style="margin-left: 40px;">g) <i>By the age of 15 I had also learned to invent school excuses.</i></p> Students will have to translate the sentences written in green. Then, they will get in groups of four to explain to each other which of the sentences were also true for them. After that, students will have to write a couple of new sentences about things achieved by a certain date. Finally, the whole class will put the sentences in common. <p style="text-align: center;">-Adapted from Rinvoluceri and Davis (1995: 59)-</p> Now, concerning statement g, a full task will be developed. Assuming that students know how to invent school excuses, each student will have to tear a sheet of paper into six strips. Each person will have to write an excuse in

L1 on the first slip of paper, a second excuse in English on the second slip of paper, etc. till they have six excuses, three in English and three in the students' L1. Students have to go around the room and try to get rid of as many slips of paper as possible. To get rid of the slips of paper they have to find the same excuse written in the other language by another classmate and exchange the slips. The winner is the student with the least slips in their own handwriting after 5 minutes. Finally, the whole class will discuss whether the same excuses they had written could also be used by other teenagers around the world.

-Adapted from Rinvoluceri and Deller (2002: 79)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: Believe it or Not
Timing: 50 minutes.
Material: Pen and paper.
Appendices: 33.14
Objectives: Learn how to use: the past perfect tense . Use translation to know the equivalences of the past perfect in the students' L1.
Description: Students will get in groups of four; the teacher will give each group strips of paper that constitute a full story. The members of the group will have to arrange the strips to form a story. Students reread the stories and try to feel like if they were the main characters of the story: <p style="text-align: center;"><i>What would you feel?</i> <i>How would you feel?</i> <i>What would you think?</i> <i>What would you smell?</i> <i>What would you see?</i> <i>What would you hear?</i></p> <p>Then, students will get together in pairs (the two students in each pair should be members of different groups). Each student should have copied the story. Students will have to read the stories and give them a title. After that, students will have to learn the texts by heart to be able to explain them helped by some pictures, words, etc without looking at the original texts. Before listening to the partner's story, the teacher will give students some</p>

instructions:

Student A

Explain the story to your partner. Decide how to use your body and voice to make the story as interesting as possible.

Student B

Your partner will tell you a story. In the beginning, listen attentively. After about a minute, I'll drop a pen on the floor as if by accident. At this point, stop listening and start acting as if you were bored and uninterested.

Then, students will share their reactions.

After that, students start again and this time student A will dictate the story to student B and student B will have to translate it and write it down in a sheet of paper and vice versa. Finally, the whole class will discuss on how useful the task was.

-Adapted from Revell and Norman (1999: 93)-

Multiple Intelligences involved

Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X		X	X		X

Modes of perception involved

Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved

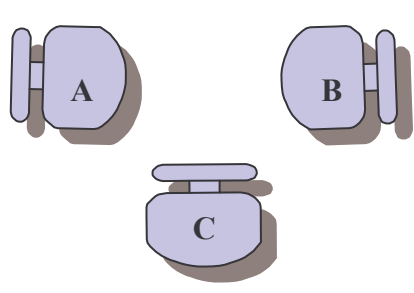
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: Monster Math
Timing: 15 minutes.
Material: Monster math sheet, pen and paper.
Appendices:
Objectives: Learn how to use: the past perfect tense . Use translation to know the equivalences of the past perfect in the students' L1.
Description: The teacher will read some math problems (from www.bogglesworld.com). After listening to them, students will have to give an answer to the problems and then translate one problem, the one they liked the best, to be given to primary school students.

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: Positive Gossiping
Timing: 30 minutes.
Material: None.
Appendices:
Objectives: Learn how to use: the reported speech . Use translation to know the equivalences of the reported speech forms in the students' L1.
Description: The students will get in groups of three. One student (A) will be facing another (B) and the last one (C) will turn his/her back to the others.

<p>Students A and B will have to gossip in a positive way about C. They will have 2 minutes. Then, the students in the same group will change positions -three times-. While students are in C position they have to listen carefully, and take notes. After that, each person will have to go around the class finding other groups and reporting what the others have said about him/her. L1 can be used. Finally, with the whole class, each person has to report one thing said about him/her. In reporting, though, this person has to change positive and negative polarities.</p> <p>For example:</p> <p style="padding-left: 40px;">Student A to B: “Maria is really helpful to other students.” Student C: “They said I don’t care about other students.”</p> <p style="text-align: right;">-Adapted from Davis, Garside and Rinvoluceri (1998: 82)-</p>

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: Report the Video
Timing: 30 minutes.
Material: Video, TV set, pen and paper.
Appendices:
Objectives: Learn how to use: the reported speech . Use translation to know the equivalences of the reported speech forms in the students' L1.
<p>Description:</p> <p>The teacher will record a piece of a conversation between English people. Students will watch the video without sound and they will have to answer some questions such as:</p> <p style="text-align: center;"><i>What facial expressions do they use?</i> <i>Do they make eye contact?</i> <i>What do you notice about their mouth movements?</i> <i>How are they standing/ sitting and moving?</i> <i>How close are they to one another?</i> <i>Do they touch one another? When? How?</i></p> <p>After discussing these questions, students –in pairs- should report what they think has been said to a classmate. Then, the whole class will discuss first in English and then in the students' L1 what the characters say. Finally, students will watch the video again with sound and they will check who was right and who was wrong. Apart from that, they will have to answer some more questions:</p> <p style="text-align: center;"><i>How loudly do they speak?</i> <i>How fast?</i> <i>What do you notice about the rhythm?</i> <i>What do you notice about the intonation?</i> <i>What noises do they make which are not actually words?</i> <i>What other things do you notice?</i></p> <p>Finally, students will write the top ten rules for maintaining a good conversation with English people.</p> <p style="text-align: right;">-Adapted from Revell and Norman (1999: 109)-</p>

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: Who Knows?
Timing: 15 minutes.
Material: Pen and paper.
Appendices:
Objectives: Learn how to use: the reported speech . Use translation to know the equivalences of the reported speech forms in the students' L1.
Description: Pupils will get together in big groups. Students will write secretly –without writing their names- in a piece of paper one thing that even their best mates would be surprised to find out. Then, a group leader will collect all the pieces of paper in a box and will read them out loud to the entire group. The members of the group will have to guess who wrote the sentences asking just one question. Every member of the group will have to report in his/her notebook the group's sentences, guessing who wrote them. For example: <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">I think Barcelona will win the league.</div> Notebook: “Joan wrote he thought Barcelona would win the league.” After that, they will exchange notebooks and the receiver will translate the sentences (s)he thinks are true. Finally, a whole group discussion will start. <p style="text-align: right;">-Adapted from Rinvoluceri and Davis (1995: 61)-</p>

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X	X	X	X		X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

19. Project

Title: Who Wants to be a Millionaire?
Timing: 2 sessions.
Material: Pen and empty grids.
Appendices:
Objectives: Revise grammar and vocabulary.
Description: <p>The teacher will split the class in four groups and all the four groups will have to prepare 15 questions, as well as 4 answers to each question, to play “Who Want to be a Millionaire?” The first question will have to be easy (it will worth 100£), the second should be more difficult (it will worth 200£), the third question should be even more difficult (it will worth 300£) till the 15th question (it will worth 1 million£). The questions can be about whatever students want to: vocabulary, grammar, translations, real life situations, culture, etc.</p> <p style="text-align: right;">1st question 100£ 2nd question200£ 3rd question300£ 4th question500£ 5th question1000£ 6th question2000£ 7th question4000£ 8th question8000£ 9th question16000£ 10th question.....32000£ 11th question.....64000£ 12th question.....125000£ 13th question.....250000£ 14th question.....500000£ 15th question 1 Million£</p>

Questions grid:

After that, during the second session, in groups, students will play the game. Each group will answer the questions of another one. The questions should be answered in order. Students have to choose the most appropriate answer and they will have to continue till they find a question they cannot answer or they do not want to risk losing the money they have won. The winner will be the group with more money.

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X	X	X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

20. Unit 10

Title: Imagine an Answer
Timing: 10 minutes.
Material: Pen and paper.
Appendices: 33.15
Objectives: Learn vocabulary related to travel. Use translation to know the equivalent in the students' L1.
Description: This is an imagination game. Students will have to answer –giving reason- some imaginative questions. Sample questions: <i>What colour is the equator?</i> <i>What does a border look like?</i> <i>What does an island taste like?</i> <i>What does a pole sound like?</i>

*What texture is a continent?
 How does a mountain range feel?
 How old is a forest?
 How deep is a desert?
 How much is an ocean?
 What kind of music is a lake?*

Students will exchange their sheets of paper four times and write on their own notebooks the most original sentences in their L1. Finally, the whole class will have to agree on the best answer for every question and translate the question and the answer.

-Adapoted from Revell and Norman (1999)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X		X	X	X	X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

<u>Title:</u> Rack your Brains!
<u>Timing:</u> 40 minutes.
<u>Material:</u> Pen and paper.
<u>Appendices:</u> 33.15
<u>Objectives:</u> Revise grammar: past simple, past continuous, present perfect, past perfect, going to, will, would, can, have to. Use translation to remember the equivalences in the students' L1.
<u>Description:</u> Pupils will get in groups of four. The teacher will dictate some puzzles and each group should try to solve them as quickly as they can. <p style="text-align: center;">What did Paul like? If Fred liked toffee, fun, photography, life and laughter and he hates pictures, captains, tea, tears and spaguetti bolognaise, what did Paul like? Clue: Susan liked psychology, singing, toasts, whistling and syrup and she hated therapy, talking, humming, bread and jam. Answer: Fred only liked words containing the sound “f” the first letter of his name. We assume that Paul liked anything containing the sound “p”.</p>

Forwards, Backwards and Upside-down

Can you think of a word in English which when written in capital letters, reads the same forwards, backwards and upside-down?

Clue: Think about it around midday.

Answer: NOON

The Chicken, the Fox and the Corn

A farmer will have to cross a river with a chicken, a fox and some corn. He can only carry one of them at one time, but he can't leave the fox alone with the chicken (the fox would eat the chicken) or the chicken alone with the corn (the chicken would eat the corn): How is he going to get himself and everything else across the river?

Answer: The farmer is going to row across the river with the chicken, leaving the fox and the corn behind. He's going to row back with an empty boat. He's going to take across the fox, leaving the corn behind. At the far side, he's going to leave the fox but he's also going to take back the chicken. At the first bank he is going to leave the chicken and take the corn across. He's going to leave the corn with the fox and he's going to go back to fetch the chicken.

Cockerel on the Roof

A cockerel has sat exactly in the middle of a roof which has a slope at 33% and the other slope at 45%. It has laid an egg exactly at the top, at the point where the two slopes meet. Where has the egg gone?

Answer: Probably to a museum because it would be the first cockerel ever to lay an egg!

Symbols

Mary had seen these symbols:

She had thought about them and she had decided that next symbol had to be:

Do you agree? What is then the next symbol?


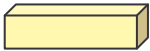



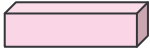

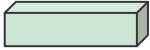

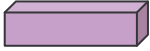


Answer: The symbols are made by writing numbers with their mirror image.

-Adapted from Revell and Norman (1999: 111-114)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X	X	X

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title:	WH- Crazy Sentences
Timing:	30 minutes.
Material:	Pen, paper and 6 boxes.
Appendices:	
Objectives:	Revise grammar: past simple, past continuous, present perfect, past perfect, going to, will, would, can, have to. Use translation to remember the equivalences in the students' L1.
Description:	<p>Students will have to write some words answering the following questions:</p> <p style="text-align: center;"> <i>When?</i> (<i>first box</i>)   <i>Who?</i> (<i>second box</i>)   <i>What?</i> (<i>third box</i>)   <i>Where?</i> (<i>fourth box</i>)   <i>How?</i> (<i>fifth box</i>)   <i>Why?</i> (<i>sixth box</i>)   </p> <p>Students put the When answers in the first box, the Who answers in the second box, etc. A couple of students each time will take a piece of paper from every box to create a sentence. The first box will tell them which tense they have to use (past, present or future.); the second box will tell them the subject of the sentence, etc. Sentences do not have to have meaning, they only have to be grammatically correct. The sentences will have to be written and translated in a sheet of paper. For example:</p> <p style="text-align: center;"> When? This week Who? Joan What? Drink whisky Where? In a supermarket How? With a sausage Why? Because a box was empty </p>

Resultant sentence:								
<p>This week Joan has drunk whisky with a sausage in a supermarket because a box was empty. Aquesta setmana en Joan ha begut whisky amb una salsitxa en un supermercat perquè una caixa era buida.</p>								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X	X	X
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
x		x		x				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x			x		

Title:	Design Your Board Game							
Timing:	40 minutes.							
Material:	Pen and cardboard.							
Appendices:								
Objectives:	Revise grammar: past simple, past continuous, present perfect, past perfect, going to, will, would, can, have to.							
Description:	Students will have to create a board game to revise grammar. They are free to be creative. They have to end up designing a game for the other classmates to play in groups. There should be different types of questions.							
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X	X	X
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
x		x		x				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x			x		

Title:	Experience the Sentences
Timing:	30 minutes.
Material:	Pen and paper.
Appendices:	

Objectives: Revise grammar: **past simple, past continuous, present perfect, past perfect, going to, will, would, can, have to.**
Use translation to remember the equivalences in the students' L1.

Description:

The teacher will explain the students that (s)he will read some sentences stopping after each one. The teacher wants the students to experience each sentence, that means to notice their feelings in each one and be able to write their feelings. After that, and according to the feelings students have written, they have to write the sentences they remember down on a sheet of paper. Then, the teacher will read again the sentences but in the students' L1, and the students should try to check whether their English sentences are correct or not.

I eat biscuits.
I'm eating a biscuit.
I've eaten a biscuit.
I ate a biscuit.
I'm going to eat a biscuit.
I will eat a biscuit.
I had just eaten that biscuit when my friend came in.
I was eating the last biscuit when my friend came in.
If my friend hadn't come in I would have eaten the last biscuit.
I had to eat the last biscuit.

-From Revell and Norman (1999: 102)-

After that, students will have to choose one of the sentences and create as many other related sentences as they can; only adding one or two words to the original sentence. They can change punctuation.

For example:

I eat biscuits.
I eat many biscuits.
I eat many chocolate biscuits.
I do eat many chocolate biscuits.
I do not eat many chocolate biscuits.

The results will be corrected on the blackboard and a translation will be accorded for each sentence. The student who gets more sentences out of an original one would be the winner.

-Adapted from Rinvoluceri and Davis (1995: 34)-

Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X		X		X	X		

Modes of perception involved				
Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved		
H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	

Title: Balls of String
Timing: 30 minutes.
Material: Three balls of string.
Appendices:
Objectives: Revise grammar: past simple, past continuous, present perfect, past perfect, going to, will, would, can, have to. Use translation to remember the equivalences in the students' L1.
Description: Students will have to sit in a circle. The teacher will bring 3 balls of string and give one student the end of one to hold. The teacher will unravel the string, and give it to someone on the other side of the circle. This person will hold a piece of it. The teacher will keep crossing backwards and forwards, so the string makes a star shape. The teacher will repeat this action with the three balls of string. The teacher will give each student at the beginning of each string a sentence. Then, this student should reproduce it to the person (s)he is connected until it comes to the last student of the same ball of string. This last student has to run to the board and write down the translation of what (s)he has received. The first team to finish and produce a final sentence, the more similar to the original one the better, will be the winner.
<p>The diagram shows a circle of 20 student icons. Three strings are stretched across the circle, each forming a star shape. The strings are colored red, blue, and green. For each string, an arrow labeled 'First' points to the student at the beginning of the string, and an arrow labeled 'Last' points to the student at the end of the string. The strings are interconnected, creating a complex web of connections between students.</p>

Sample sentences:

- A: Our friend Mary had never been to New York when she was fifteen.*
B: My mother lost her passport when she was running for the plane.
C: We are going to build a five-star hotel and we think that the hotel will be famous.
A: You can, but you do not have to pay now if you do not want to.
B: I would love a room with a view but I suppose it will cost more.
C: My cousin Alex has travelled a lot through this mountain range.

-Adapted from www.eslcafe.com/ideas/sefer.cgi?Games-

Multiple Intelligences involved

Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X	X	X

Modes of perception involved

Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
x	x	x		

Hypothesis involved

H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
x	x	x

Title: Who Will Win the Present

Timing: 45 minutes.

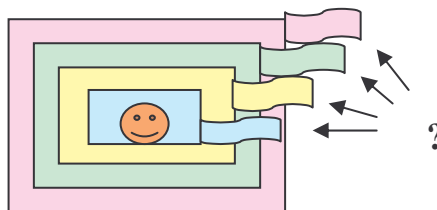
Material: A present wrapped many times.

Appendices:

Objectives: Revise grammar: **past simple, past continuous, present perfect, past perfect, going to, will, would, can, have to.**
 Use translation to remember the equivalences in the students' L1.

Description:

The teacher will have to wrap a present –it can be a lollipop- many times. Each packet will have a grammar question a student will have to answer in order to unwrap the packet.



Pupils will arrange themselves in a circle. The teacher will be out of this circle near a Hi-fi and (s)he will press the play button to be able for the students to listen to

some music. The present will go round the circle -from one hand to another- till the music stops. When the music stops, the person who has got the present in his/her hand will be the one who will have to answer the question. If this person answers correctly (s)he can unwrap the wrapping. This game goes on till one student finds the present under the last wrapping. This last student can have the present.

Sample questions:

1. Explain the daily routine of one of your parents.
2. What are you doing at the moment?
3. What did you do last summer?
4. Complete: "While I (have a shower) my mother..... (call) me."
5. Is this sentence true for you? "Every Christmas I am given a present."
6. Translate the sentence and transform it into an active sentence: "This picture was painted by Picasso."
7. You are on the floor and your motorbike is near you on the floor as well. What has happened?
8. Write a similar sentence but with "since". "I have been studying in this school for 6 years".
9. Say two things you can do and two things you can't do.
10. Translate: "Podries tancar la finestra si us plau?"
11. Say in another way: "You have to come back before 3h. a.m."
12. What type of conditional sentence is: "If I play I win."
13. What would you do if your boyfriend or girlfriend didn't have a mobile?
14. What are you going to do next weekend?
15. What would your father answer?
Use Will!
Son/daughter: My bike is broken! Could you arrange it for me, please?
Father:
16. Translate. "Fa uns anys havia tingut problemes amb els meus amics."
17. Use "To, So and Such" to say that a sofa from a shop is very expensive.

Multiple Intelligences involved

Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X	X	X	X	X	X

Modes of perception involved

Visual	Auditory	Kinaesthetic	Olfactory	Gustatory
X	X	X		

Hypothesis involved

H ₁ Motivation	H ₂ Accuracy	H ₃ Multicultural diversity
X	X	X

21. Project:

Title: The World of English V								
Timing: 3 sessions.								
Material: The <i>Exchange</i> book, worksheets, cassette and mobile phone.								
Appendices:								
Objectives: Practise Spoken and written English. Get information about a musical group. Get the correct intonation of a song. Using the L1 as a vehicle to access the English language.								
Description: In the first session students will read the Kate and Company story, and then they will do the activities related. Students learn how to talk on the phone. Next, they will have to complete the “On the phone” worksheet (from Case 1994: 66) and, in pairs, perform a guided role-play. In the second session students read the Culture File and learn some text message abbreviations and, if necessary, they create the Catalan equivalents. Then, students practise how to talk through the phone and how to use the text messages abbreviations –and invent new ones- using their mobiles. Finally, Students will listen to a song and will do the activities in The Story of Pop 5. In the third session, all the students in groups will choose a type of music and a group or a singer, and will write on a chart board a brief description of the type of music this group or singer plays, a brief biography of them, and one song they like. Finally, they will have to prepare tasks for their classmates to deal with the song choosen.								
Multiple Intelligences involved								
Logic	Linguistic	Musical	Spatial	Kinaesthetic	Interpersonal	Intrapersonal	Naturalist	Existencial
X	X	X	X		X	X		
Modes of perception involved								
Visual		Auditory		Kinaesthetic		Olfactory		Gustatory
x		x		x				
Hypothesis involved								
H ₁ Motivation			H ₂ Accuracy			H ₃ Multicultural diversity		
x			x			x		

Appendix 33.1

In a former life I was...



Alumne/a XXXXXXXXXX

Àrea..... Nivell..... Grup.....

Data...../...../.....

alificació



Good Work!

Observacions professor

In a former life I was a tiger because I liked running and I liked the mountains landscapes ^{there} ~~with~~ tigers live. Also I liked meat and I slept a lot. I normally I ~~comparted~~ did that tigers prefer for example running behind the animals I could eat.

En una vida anterior jo era un tigre perquè m'agrada córrer i m'agrada els paisatges de muntanya on viuen. També m'agrada la carn. Jo dormia molt. Feia ~~els~~ el que els tigres feien per exemple córrer darrere les preses i podem menjar



Alumne/a. [REDACTED]

Àrea..... Nivell..... Grup.....

Data...../...../.....

Qualificació



Observacions professor

In a former life I was a t-shirt.
 I was a beautiful t-shirt with short sleeves.
 I live in a cupboard with other clothes.
 I can't went out when I want, I can only went out when
 someone took me and washed me.
 I used to spend the time wasting, but when someone
took me I spent all they with he or she and then I went
 to the washing machine.

En una altra vida jo era una samarreta
 To era una samarreta bonica de màniga curta.
 To vivia en un armari amb altra roba.
 To no podia sortir quan volia, jo podia sortir
 quan algú m'apujava i se'm portava.
 To estava el temps esperant, però quan algú
 m'apujava jo passava tot el dia amb ell/ella i després anava
 a la rentadora.

Appendix 33.2

Obituary notice

OBITUARY NOTICE

The last 29th October, our favourite baseball player, [REDACTED] died. He was only forty years old (he was born in Barcelona, ^{the} 17th December), but he had a lot of heart problems. His wife, Angelina Rodríguez, says that Pau sometimes couldn't breathe. He died in his new flat in Chicago, when he was sleeping, with a calm ^{and} death. He stayed in Chicago because he was doing a lot of business works ^{there}. Pau had two daughters and a son (Mary, Clare and Michael jr.). We'll never forget his smile when he did a home run.



lez

El darrer 29 d'Octubre, el nostre jugador favorit de beisbol, [REDACTED], va morir. Nouen
 tenia 40 anys (nasut a Barcelona, el 17 de Desembre de , però tenia molts problemes de cor.
 La seva dona, Angelina, ~~deia~~ que en [REDACTED] a vegades no podia ni respirar. Va morir en
 el seu nou pis de Chicago, amb una mort calzada mentre dormia. Estava vivint a Chicgo
 perquè tenia molts negocis. En Pau tenia dos filles i un fill (Clara, Maria i Miquel). Mai no
 oblidarem el seu somriure quan feia un "home run".

PEACE
NOBEL
PRIZE

30/10/1889
30/5/2067

She died on the 30th March. ^{she was} with 77 years old. She lived all of her life in the Catalan Countries and Euskal Herria. She died in Lleida before she got the Independence for ^{the} Catalan Countries and has been helping poor people. She worked teaching History.

We will never forget you, we love you until the end of times...

Because you ^{were} ~~were~~, we ^{are} ~~be~~
because we ^{are} ~~be~~, they will be
• Your sons •

Va morir el 30 de Març. Tenia 77 anys. Va viure tot els anys de la seva vida en els Països Catalans i Euskal Herria. Va morir a Lleida després d'aconseguir la independència per als Països Catalans i haver estat ajudant la gent pobre. Va treballar de mestra d'Història.

* MAI T'OBLIDAREM, T'ESTIMAREM FINS AL FINAL DEL TEMPS *

Perque tu van ser, nosaltres som
Perque nosaltres som, ells seran.
• Els teus fills •

Appendix 33.3

The wise old man story

To be published in a book for adults

Hi havia una vegada un home que es va quedar vidu amb dues filles. Aquestes, eren molt curioses i tot ho volien saber. Tot el dia estaven fent preguntes al seu pare, però ell n'hi havia que no les sabia contestar. Ell cansat de no poder respondre a les seves filles, els va dir que anessin a buscar un savi que vivia dalt d'un turó i que ellx els hi podria respondre totes les preguntes. Elles hi van anar i continuaven igual de curioses i feien moltes preguntes. El savi les contestava totes. Les dues nenes, al final ja estaven cansades i fins i tot una mica irritades de que el savi tingués respostes a totes les seves preguntes. I un dia que estaven corrent per un camp, una de les germanes va agafar una papallona blava i va tenir una idea, fer-li una pregunta al vell savi que fos quina fos la resposta ell s'equivoqués. Consistia en anar a buscar el savi, amb la papallona blava entre les mans, tapant-la i preguntar-li si la papallona que una de les germanes portava dins les mans estava viva o morta. I l'estratègia era la següent: si el savi deia que la papallona estava morta, ella obriria les mans i la papallona sortiria volant. I si ell deia que la papallona estava viva, esclafaria la papallona amb les mans, així segur que el savi s'equivocaria. Un cop ho van tenir tot planejat, van anar a buscar el vell savi per fer-li la pregunta. Li van fer la pregunta i el savi va respondre: la papallona existeix.

Així doncs el savi va trobar una resposta a la pregunta sense haver de dir si la papallona estava viva o morta.



To be published in a children's book

* Hi havia una vegada, en un país molt llunyà, una família molt feliç, fins que un dia uns angslets molt petits es van emportar a la mare cap al cel, a veure el Sr. Déu. Des d'aquell dia, la mare no va tornar mai més!

Les dos filletes sempre preguntaven, preguntaven i preguntaven, però resultava que el seu pare no tenia respostes per tot. Per això, un bon dia, van anar a veure al Sr. Boregi, l'home més gran i savi d'aquell poble, conegut com "l'home del sac".

Les nenes tenien molta i molta por, perquè era un home molt sinistre i sense l'orella dreta. Però resultava que era un tros de pa, i va estar disposat a respondre totes les preguntes d'aquelles nenes. Era un home que tenia respostes per tot i més. Les nenes estaven tídes de que aquell home sempre tingués alguna cosa a dir, per això van fer un pla. Tot va anar així:

Un dia amb molt de sol, les dos germanetes cantaven i ballaven pel tronet. De cop i volta, una papalloueta blava molt i molt bonica, es va parar a les mans d'una d'elles. Ràpidament va anar corrents a ensenyar-li a la seva altra germaneta. Les dues van decidir que aquella era l'oportunitat que el gran savi fallès.

Van pensar que si el ensenyaven la papalloueta al gran savi i el preguntaven si estava morta o viva; si ell els responia que estava viva, doncs l'arafaven i si els deia que estava morta, donaven la vida i la deixaven volar, d'aquesta manera fanen que el savi homenet s'equivoques.

Però aquell dia les dues germanetes van descobrir que aquell home era savi de veritat, perquè el seu pla no va funcionar, perquè els va contar: la papalloueta és!

I amb un gat i un gos aquest conte s'ha fet!

Excellent!



Appendix 33.4

Inner grammar experience

I HAVE EATEN TOO MUCH CHOCOLATE!

Today, at ~~the~~ breakfast I have eaten chocolate. It was very delicious but I have eaten too much.

I have dyed cookies in the chocolate and this combination had been very sweet.

My mouth turned ~~into~~ water, ~~into~~ transparent water.

It has been a great experience but, ~~now~~ I have a stomachache. It isn't important because, next Wednesday I'm going to eat chocolate, so I will be moderate.

But chocolate ^{is} ~~is~~ something very irresistible ... Taste chocolate, it is ~~very~~ delicious!!

✓ N ↓

Ice-cream

I ~~feel~~ the flavour of vanilla in my lips...
 The ice-cream its breeze but ~~it~~ ~~is~~ ~~so~~ ~~much~~ ~~hot~~, the
 vanilla melts in my mouth I feel the cold in my
 tongue ~~it~~ ~~causes~~ pleasure.

I'd like that this moment ~~is~~ never finish~~ed~~..

the ice-cream is so delicious... mmm...

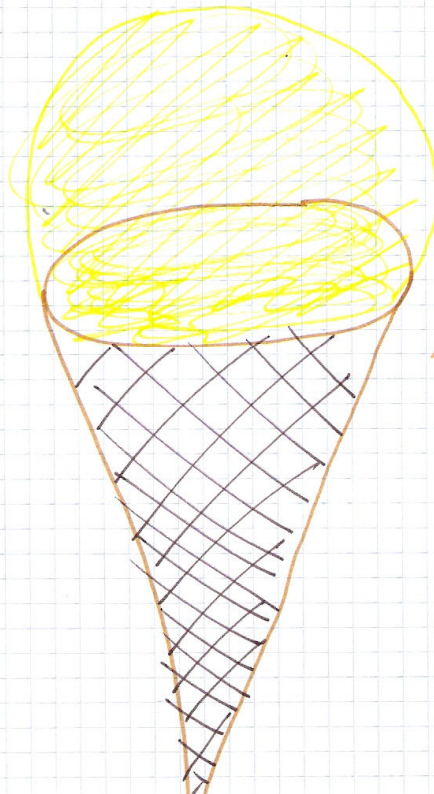
Now ~~comes~~ the best pleasure: the biscuit.

I bite the biscuit, its crunchy!!!

Its very delicious, slowly I arrive to the end
 of the biscuit, for ~~my~~ its the best part because
 the biscuit its ~~is~~ covered ~~from~~ ~~with~~ ~~the~~ ~~chocolate~~.

I'm eating the ~~chocolate~~ ~~and~~ ~~at~~ the end the biscuit, its
 delicious... chocolate melt in my mouth.

the ice-cream ~~is~~ ~~coming~~ ~~to~~ ~~an~~ ~~end~~. this is my little pleasure.



Appendix 33.5

Sound interpretation

A year has passed since...

A year has passed since the war started. If I close my eyes, I can listen ^{to} the ambulances and the police ^{men} driving in the streets of Bagdad, *nni-nno-ni-nno* trying to help the families who have lost a son, a brother, or both (I've lost a my wife, my father and my two daughters). I can also remember the American soldiers shouting in the streets *hey!! hey!!*, I didn't understand ^{his} words, but I'm sure that they were insults. But I remember very good the worst day in my life. I got up very early and I decided to take the car and I went to visit my grandmother in a village near Bagdad. I was driving since 7.00 when a bomb fell near me, *baoumm!!*. I don't remember what happened, but two hours later I woke up. There wasn't ^{anybody} nobody in all the road and I hurt my leg. I needed help and I decided to use a flare, *hiiuu - boom!* I lighted it and two seconds later I saw a very beautiful light in the sky of this very ugly country called Iraq. I was very tired *ahh...* ??? and I fell sleep but, then, I began to listen ^{to} a lot of shouts (perhaps they were American soldiers, or normally people). They wre shouting but, when I saw them, they began to wisper *Hey!! - shh baba*, I didn't know who they were, because they hid their faces. They had guns. They caught me and they hurt me. A lot of hours later they closed me in a room. I became crazy and I began to knock the door and shout *MM (toc-toc)* "please! help me! is ^{someone} someone there?" And, yes! there was someone, but he was in the room with me, he spoke French and he told me that he was a journalist (like me), and we were hostatges. Now, I'm still here, my friend is dead and I'm writing this letter, and I want to ask you a favour, PLEASE, HELP ME! ^{To do me}





Thank you.




✓ E ↓

The computer's story (representing sounds)

A year has passed since I have had ADSL. At first I ^{was} have connected on the Net and all were advantages but one day when I ^{wanted to} would send an e-mail; the e-mail hasn't sent. I only listened ^{to} a strange, short sound like a horn (●), I thought that it was a virus but the sound continues and the antivirus said that there weren't virus on the computer.

The time ^{passed} pass and the sound disappeared but this month it has returned. This time the sound has been different it sounds like when you let off a banger (). I was worried about this and I brought the computer to the computer expert. He has looked it but nothing has happened. I ignored and happier I switched on ^{the computer again} but suddenly on the screen there ^{was} s an ugly man with a computer. He was sleeping and snoring (). When I saw ^{it}, I jumped out of the chair and I shouted. My father came up the stairs and asked me what was happening. I was showing him when ^{he} the man woke up and a woman told him: ^{to make the} move the soup is boiling! () We listened a new sound like a cardiac monitor () and the man has disappeared of the screen.

Finally I have done a reset on the computer and I have installed all the programs again. The computer has been ready. Now when I switch on the computer I look on the screen and I wait for the Windows ^{to make the} correct sound () but I'm very nervous. Are you in the same situation?

✓ (EJ)

4rt ESO C
Grup 4.1

Appendix 33.6

Modal machine worksheet

	Modal (Present)	Definition	Example	Possible translation	Modal (Past)	Definition	Example	Possible translation
+	Can	Ability, permission, possibility, request			Could	Past ability		
-	Cannot – Can't	Negative ability, negative permission			Could not	Negative past ability		
?								
+	May	Probability, request, permission			-----			
-	May not	Negative probability						
?								
+	Might	Possibility			-----			
-	Might not – Mightn't	Negative possibility						
?								
+	Must	Obligation, advice, Deduction, comment			Had to	Past obligation		
-	Must not – Mustn't	Prohibition			Did not have to – Didn't have to	Negative past obligation		
?								
+	Have to	Obligation, deduction			Had to	Past obligation		
-	Do not have to – Don't have to	No obligation			Did not have to – Didn't have to	Negative past obligation		
?								

Appendix 33.7

Modal machine

I				
YOU		Go		
HE	MODAL	Run	FUNCTION	TRANSCATION
SHE		Play		
IT	MUST	Listen	OBIGATION	HAVE TO
WE		Open		
YOU		Come		
THEY		etc.		

* WE USE 'MAY' OR 'MIGHT' TO TALK ABOUT SOMETHING WHICH IS POSSIBLE.

* WE CAN USE 'MUST' OR 'CAN'T' TO TALK ABOUT THINGS THAT ARE CERTAIN.

* WE USE 'CAN' AND 'COULD' TO TALK ABOUT ABILITIES.

* WE USE 'HAVE TO' AND 'HAD TO' TO TALK ABOUT OBLIGATION IN THE PRESENT OR IN THE PAST.

PRONUNCIATION

CAN AS /kən/.

CAN'T AS /kɑ:nt/.

COULD AS /kʊd/.

Affirmative
Subj + MODAL + VERB → She might be very old

Negative
Subj + MODAL + NOT + VERB → We can't go out
Subj + AUX. + MODAL + VERB → I don't have to study

QUESTION
MODAL + Subj + VERB → CAN I OPEN THE WINDOW?

Appendix 33.8

The odd gadget

THE ODD GADGET

Who can use it when we are sleeping.

His name may be the "dream's breaker."

It must be soft.

We shouldn't use it very often.

With it, we can have a headache.

It's perfect for the people ^{who} that they must get up very early.

L' APARELL ESTRANY

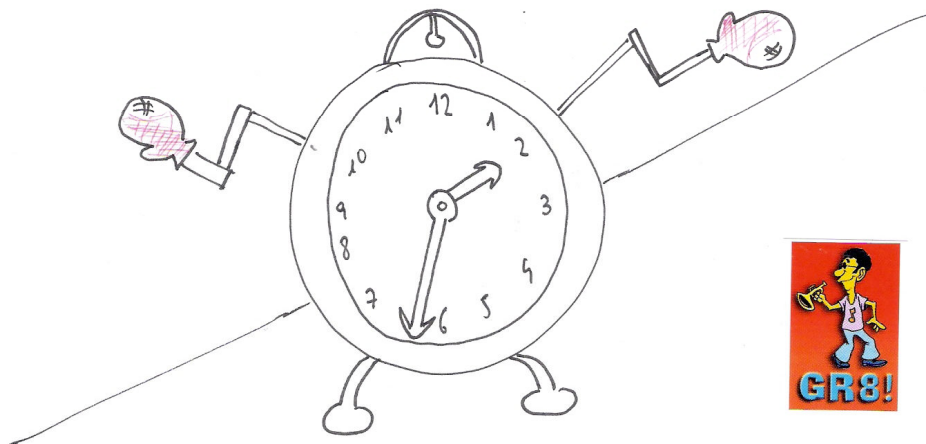
El podem utilitzar quan estem dormint.

El seu nom podria ser "el trencador de somnis" fa de ser tou.

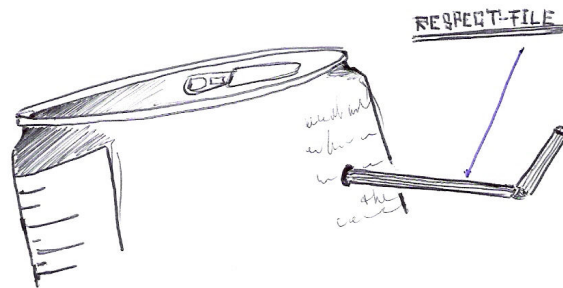
No és recomanable utilitzar-lo sovint.

Malgrat això, podem agafar mal de cap.

És perfecte per la gent que s'ha d'aixecar d'hora.



THE RESPECT FILE



The Respect File is the gadget of the future, because in the future the people will like it to drink all types of glasses.

In ~~definitive~~ the "Respect File" is the solution for your problems.
 Summing up

* You can buy it in specific establishments and in the factories "respect-files".

Respect-Files_S.L @ The message . com. ✓ 7

unes, heu die [redacted] i veig a presentar-vos el meu nou invent:

El "Respect File"

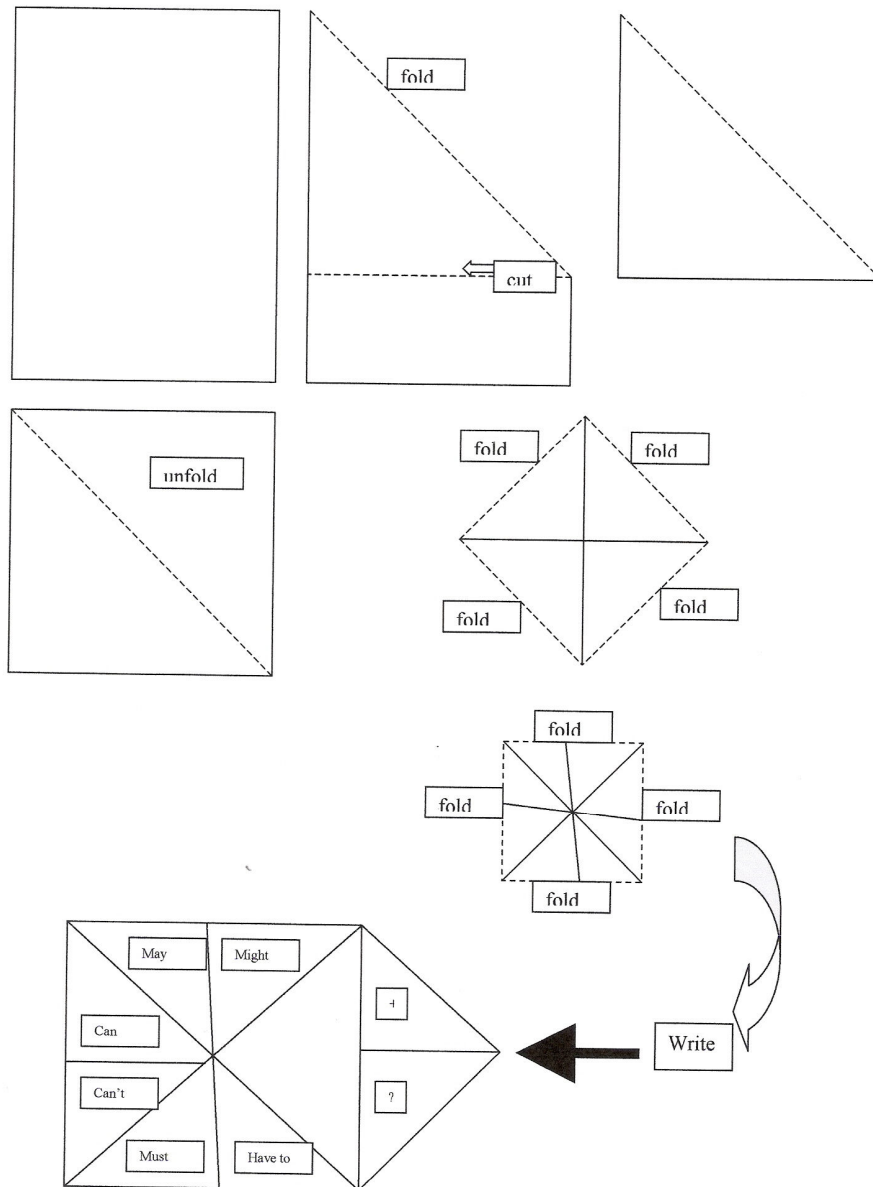
quest és l'invent del futur, ja que la gent l'utilitzaran per a veure tot tipus de segures

à definitiva, el Respect file és la solució per als teus problemes.

ets compra-b a qualsevol botiga especialitzada. a les fàbriques de "Respect File".

Appendix 33.9

Modal funny game gadget



Appendix 33.10

Future pop song chorus

SONG



ADAM'S FAMILY

I am a boy,
my name is Pau,
I'll kill you now,
listen, Ferran,
I'll kill you now,

I have a knife,
it's very long,
I know where you live,
listen Ferran,
I know where you live,

SIMPSON:

I am your worst nightmare,
and I'll kill you in your dreams
all of your dream

FAMILIA ADAMS:

Jo sóc un noi
El meu nom és Pau,
Et mataré,

Em sents Ferran ?
Et mataré.

Tinc ganivets,
I són ben llargs,
Sé molt bé on vius,
Em sents Ferran ?
Sé molt bé on vius.

SIMPSON :

Sóc el pitjor malson,
Que has pogut tenir mai,
I tindràs mai !

✓ E

Appendix 33.11

Get in contact with an e-pal





PROJECT IDEAS


All about my ePAL!


	Me	My ePAL
First Name:	[Redacted]	[Redacted]
Age:	15 years old	15 years old
Birthday:	17/11/89 / 23/11/89	23 / 08 / 1989
Place of Birth:	Barcelona / Figueras	Santiago (Cuba)
Country of Residence:	Spain	Belgium
Languages Spoken:	English, Spanish, Catalan and French	Dutch, Spanish, French, English and German
School Grade:	4 ESO	3 rd Batxilerrat (secondary school)
Family Members:	three	three
Pets:	No / A cat	No, he has sold his dog to a Chinese
Favourite School Subject:	Science / History	He hasn't got
Favourite Book:	Harry Potter / Pilares de la Tierra	Dragonball Z / Markes
Favourite Food & Drink:	Pasta and fanta	tray pizza and coke
Favourite Sport:	None	football and fight
Favourite Holiday:	Summer	Spain
Favourite Animal:	Delphin / cat	Dog
Hobbies:	watch TV, listening to music	play with the computer
Places you've visited:	Paris, London and Spain, Lisboa Andorra, France } Spain, Paris	Paris, Barcelona, Amsterdam, Frankfurt, Boulogne, ...
Biggest Accomplishments:	protest for everything	disturb the others
Future Goals:	Pass the selectivity	He hasn't got.
Hero / Heroine:	Nobody	Nobody

ePALS Holiday Chart

Name of Holiday: Antwerpen's holiday	Holiday Symbols: 
Date of Holiday: 1 st may	
Partner Classes that celebrate it: Everybody	
Description and Traditions: The name of the city comes from a legend in the XVI th century when Brabo threw a hand	

Name of Holiday: Vlaanderen's holiday and work's day	Holiday Symbols:  <p>Coat of arms</p>
Date of Holiday: 1 st may	
Partner Classes that celebrate it: Everybody cause there's no class	
Description and Traditions: Vlaanderen is the region where he lives and Antwerpen is a city but it's also a province.	

Name of Holiday: Christmas	Holiday Symbols: 
Date of Holiday: 25 th December	
Partner Classes that celebrate it: Everybody	
Description and Traditions: celebration of when Jesus was born with the tradition of the presents given by Santa, and all the family together	

Name of Holiday: All saint's day	Holiday Symbols: 
Date of Holiday: 1 st November	
Partner Classes that celebrate it: The ones who had recently lost somebody	
Description and Traditions: It's a day to remember all the people that had gone. Some people go to the cemetery to bring flowers, talk and pray	

Appendix 33.12

If I... facts!

If I ... facts.

I live in a house

If I didn't live in a house, I would live in a flat

If I lived in a flat, we wouldn't have ^{many} rooms

If we didn't have ^{many} rooms, I wouldn't have my own room

If I didn't have my own room, I would have to share it with my brother.

If I had to share my room with my brother, we would argue every day.

If we argued every day, we would have to separate us

If we had to separate us, we wouldn't have room in the flat

If we didn't have room in the flat, we would have to buy a house.

✓ 9

Visc en una casa

Si no visqués en una casa, vivria en un pis

Si visqués en un pis, no podriem tenir habitacions

Si no tingués una habitació, no tindria la meua propia habitació

Si no tingués la meua propia habitació, l'hauria de compartir amb el meu germà

Si hagués de compartir la meua habitació amb el meu germà, discutiríem cada dia

Si discutíssim cada dia, ens hauríem de separar.

Si ens separéssim, haguéssim de separar, no tindriem habitació en el pis

Si no tinguéssim habitació en el pis, hauríem de comprar una casa

FACTS

I like ~~(all the)~~ sports.

If I didn't like sport, I wouldn't go to practise it

If I didn't ~~practise~~ practise sport, I would be ~~in~~ at home more time

If I ~~was~~ was at home more time, I would ~~study more~~ study

If I ~~study~~ studied, I would pass all the exams.

If I ~~pass~~ passed all the exams, I would have a professional career.

If I had a career, I would find a ~~job~~ good job

If I found a good job, I would ~~be rich~~ earn a lot of money

If I earned a lot of money, I would be rich.

(In conclusion, if I didn't like sport, I would be rich. But I love sport, ~~so~~ what can I do?!!)

Gold Star!

✓ 10

- Si no m'agrada l'esport, no el practicaria.
- Si no el practiques, estaria a casa més temps
- Si estigués a casa més temps, estudiaria.
- Si estudiés, ~~passo~~ aprovaria tots els exàmens.
- Si aprobes tots els exàmens, tindria una carrera.
- Si tingues una carrera, trobaria una nova feina.
- Si trobes una nova feina, guanyaria molt diners.
- Si guanyés molt diners, seria ric.

Appendix 33.13

Desert island

DESERT ISLAND

If I were in a Desert Island I would read these 'Los Pilares de la Tierra' by Ken Follet and 'A Trilogy of Tierra Santa'.

I would read them with a coke in one hand and enjoying the sunny weather.

It would be great if I could eat some carpaccio with some salad or little cones of vanilla.

I've been ^{thinking} ~~thought~~ about the music, maybe tribal music or pop music, no, better Estopa and Opera Chill out. No, I would bring 'Walking on sunshine' and 'We will rock you'.

The good thing of being in a desert island is that you're alone.

To spend the time I would bring some wood puzzles or maybe, better, a CD player.



✓ 95

Illa deserta

Si estigués en una illa deserta, llegiria a llegir "Els Pilars de la Terra" de Ken Follet i la trilogia de "Terre Santa".

Els llegiria amb una coca-cola en una mà i disfrutant del temps d'estiu.

Estaria molt bé si pogués menjar carpaccio amb una amanida o petits pastissos de vainilla.

He estat pensant sobre la música, potser música tribal o pop, no, millor Estopa i Opera Chill out. No, portaria "Walking on sunshine" and "We will rock you".

La millor cosa d'estar en una illa deserta, és estar sol.

Per passar el temps portaria alguns puzzles de fusta o paper, millor, un radiocassette.

DESERT ISLAND

If I was in a desert island I would like to be with the girl who I like, to spend a lot of time with her. Also if I was with a girl in a desert island I would bring two books: the ^{English} dictionary to sleep at night 😊 and the guide book of a ~~best~~ boat to ~~make one~~ ^{help us} to escape from the island.

I would love to listen ^{to} "Los Cochinos" a song of Los Mojinos Escocios and "Vertigo" of U2. If I was in a desert island, then I would ~~to~~ prefer to eat some chocolates like Ferrero Roche because ~~(without chocolate)~~ I like chocolate very much.

Also I would like to drink Coca-Cola with Orange Fanta and Lemon Fanta, it's a very good combination.

Finally If I was in a desert island, I'd like to take my air gun to hunt some animal to survive in the island.

✓ 9

Si estés en una illa deserta, m'agradaria estar-hi amb la noia que m'agrada, per passar molt de temps amb ella. També, si estés en una illa deserta amb una noia m'agradaria emportar-me dos llibres: el diccionari d'anglès per dormir a les nits i una guia de viatgers perquè ens ajudés a escapar-nos de l'illa deserta.

M'agradaria sentir "Los Cochinos", una cançó de Los Mojinos Escocios i "Vertigo" d'U2, si fos en una illa deserta, preferiria menjar alguns bombons com "Ferrero Roche" perquè m'agrada molt la xocolata.

També voldria beure Coca-Cola, amb fanta de taronja i fanta de llimona, és una bona combinació.

Finalment, si fos en una illa deserta, portaria la meua pistola, per fer alguns animals, per sobreviure a l'illa.

Appendix 33.14

Believe it or not

In 1964 a perfectly healthy man died of hypothermia. He was cleaning out a refrigeration truck when the door accidentally closed. There was no-one else around and there was no way of opening the door from the inside. He knew he wouldn't be found till the morning.

When he was found the next day, he was stiff and cold, and his face and fingers were blue. He had clearly frozen to death.

But the extraordinary thing was that the electricity had actually been switched off. It had not been freezing in the refrigeration truck, It had not even been very cold. There was plenty of air and there was no reason at all why he should have died.

A young woman in Haiti went out of her house one morning and screamed. Her parents rushed out and found her pale looking at something pinned to the door. It was a horrible doll and the pin went straight into its heart. "It's woodoo!" she said "I'm going to die!".

Her mother put her to bed. She just lay there. She wouldn't speak, She wouldn't eat. She didn't seem to hear anything anyone said to her. Within a week, she was dead.

Until the day she saw the doll, she had been healthy and happy, although she had recently ended a relationship with her boyfriend. The doctors could find no reasons for her death.



Alumne/a.....

Àrea..... Nivell..... Grup.....

Data..... / /

Qualificació



Observacions professor

~~El 1964 un home perfectament sa va morir d'hipotermia. Estava netejant un camió refrigerador quan la porta es va tancar accidentalment. No hi havia ningú al voltant i no hi havia manera d'obrir la porta des de dins. Ell sabia que no el trobarien fins el matí següent.~~
 Quan el van trobar el dia següent estava hiel i fred. La seva cara i els seus dits estaven blaus. Va quedar congelat fins a morir. La cosa més estranya era que l'electricitat estava apagada. El camió no ~~estava~~ refrigerava. No era fred a dins, estava ple d'aire i no hi havia cap raó per la qual va morir.

Una jove dona haitiana va sortir de casa dels seus pares
 i van trobar una nina penjada a la porta i una agulla anava a través del seu cor. És budú!
 Va dir ella, em moriré, la seva mare es va portar al costat, unes estaves
 entrades allà, no parlava ni mesgiero, no semblava que ~~se~~ sentís res ~~del~~
 que li deien. En una sessió estava uata,
 fins al dia que la veure la horrible nina estava sana i tenia pell i felis, i
 va morir



Alumne/a [REDACTED]

Àrea [REDACTED] Nivell [REDACTED] Grup [REDACTED]

Data [REDACTED] / [REDACTED] / [REDACTED]

Qualificació



Observacions professor

Al 1964, un home perfectament saludable, va morir d'hipotèrmia, estava netejant una càmera refrigeradora, quan la porta, accidentalment es va tancar. No li havia tingut més per els voltants i no li havia cap manera d'obrir la porta desde dins. Sabia que tingui el treball fins al següent matí. Va ser trobat el dia següent. Estava fred i apagat. Tenia la cara i els ~~dit~~ ^{dits} blaus. Realment va morir congelat. Però el ~~mot~~ ^{dit} que realment sorprèn, és que l'electricitat en aquells moments estava apagada. ~~va morir congelat.~~
~~No li haurien pogut per la seva mort sostindre.~~
 La càmera refrigeradora no s'havia estat congelant. En cap moment havia estat molt freda. Estava pleic d'aïre i no li havia cap raó per la qual hagués pogut obrir.

Una dona jove a Haití va sortir de casa seva un matí i veu a un home. Els pares van sortir ràpidament i la seva noia mirant vora la porta ~~Havia~~ ^{Jo era} una nina terrible i le agulla ~~va~~ a caure directament al seu cor. "Es wodeo" va dir, "eu morire".

La seva mare la va posar al llit. No ve's es va estirar ella. No podia parlar. No podia menjar. No volia sentir res que li diguessin. ^{Després una setmana va}
~~est~~ ^{Al cap d'} morir.

Abans de veure la nina, havia estat una noia saludable i feliç, fins i tot havia deixat de religió amb el seu marit. Els doctors no van trobar cap raó per la seva mort.

Appendix 33.15

Imagine an answer & Rack your brain

IMAGINE AND ANSWER

What colour is the equator?

It has the colour of the rainbow

What does a border look like?

It looks like nothing

What does a pole sound like?

Like the ice in your glass

What texture is a continent?

The texture of a loved place

What does a mountain range feel like?

It feels like scratching clouds

How old is a forest?

It's as old as the fairy tales

How deep is a desert?

It's as deep as pyramids under the sand

How much is an ocean?

Take a fountain, it's cheaper

What kind of music is a lake?

It sounds like playing a violin

RACK YOUR BRAIN

A cockerel has sat exactly in the middle of a roof which has a slope at 33% and the other slope at 45% it has laid an egg exactly at the top point where the two slopes meet. Where has the egg gone?

To a psychologist because he wouldn't find the difference between mother and father

SYMBOLS

Mary had seen this symbols she had thought about them and she had decided that next symbol had to be:



THE CHICKEN, THE FOX AND THE CORN

A farmer will have to cross a river with a chicken a fox and some corn. He can only carry one of them at one time but he can't leave the fox with the chicken or the chicken alone with the corn. How is he going to get himself and everything else across the river?

1st time: cross the river with the chicken and return

2nd time: take the corn, cross the river, take the chicken and return

3rd time: let the chicken take the fox, cross the river, let the fox and return

4th time: take the chicken and cross the river

IMAGINE AN ANSWER

1. What colour is the equator?
2. What does a border look like?
3. What does a pole sound like?
4. What texture is a continent?
5. How does a mountain range feel like?
6. How old is a forest?
7. How deep is a desert?
8. How much is an ocean?
9. What kind of music is a lake?

1. The equator is yellow, because it's very hot.
2. A border looks like a cage.
3. A pole sound like a river, water.
4. A continent is very rough, because there are a lot of mountains.
5. It feels cold, because they are very high.
6. Is very old, thousands of years.
7. It's very deep because it has a lot of sand.
8. It's free, everybody can go to it.
9. It's Celtic music, because there are a lot of lakes in Scotland.

RACK YOUR BRAIN

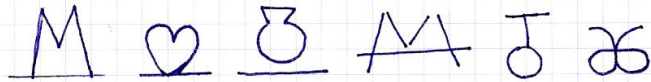
A COCKEREL IN THE ROOF

A cockerel has sat exactly in the middle of the roof. Which has a slope at 33% and the other slope at 45%. It has laid an egg, exactly at the top point where the two slopes meet. Where has the egg gone?

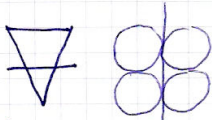
The cockerels don't lay eggs.

SYMBOLS

Mary had seen this symbols:



she had thought about them and she had decided that next symbol had to be:



what is then the next symbol?

CHICKEN, FOX, CORN

A farmer will have to cross a river with a chicken, a fox, and some corn. He can only carry one of them at one time. But he can't leave the fox alone with the chicken or the chicken alone with the corn. How is he going to get himself and everything else across the river?

Frist, the farmer cross with the chicken

He returns and he takes the corn

He returns, but with the chicken

And he takes the fox

He returns and he takes the chicken.