LEARNING ENGLISH THROUGH TRANSLATION:
THE AFFECTIVITY AND DIVERSITY APPROACH

DOCTORAL THESIS
PRESENTED BY CRISTINA MALLOL MACAU
DIRECTED BY MARIA GONZÁLEZ DAVIES

Vol. II

VIC, 2006
VII. APPENDICES
# TABLE OF CONTENTS

VII. APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Activity types</td>
<td>1</td>
</tr>
<tr>
<td>Appendix 1.1</td>
<td>Language Passport</td>
<td>7</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Activities specially designed for fast finishers</td>
<td>19</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>4th of ESO Inner school English exam (academic year: 2003-2004)</td>
<td>25</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Evaluación del servicio educativo</td>
<td>31</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>School magazine</td>
<td>71</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>Students participating in the action-research: experimental and control groups</td>
<td>75</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>Teacher-researcher’s and experimental group students’ MI questionnaire</td>
<td>79</td>
</tr>
<tr>
<td>Appendix 8</td>
<td>Teacher-researcher’s and experimental group students’ VAK questionnaire</td>
<td>87</td>
</tr>
<tr>
<td>Appendix 9</td>
<td>Teacher-researcher’s and experimental group students’ VAKOG questionnaire</td>
<td>91</td>
</tr>
<tr>
<td>Appendix 10</td>
<td>Experimental group students’ initial evaluation questionnaire</td>
<td>95</td>
</tr>
<tr>
<td>Appendix 11</td>
<td>Experimental group students’ initial evaluation written comments</td>
<td>99</td>
</tr>
<tr>
<td>Appendix 12</td>
<td>Experimental group students’ perception on translation</td>
<td>103</td>
</tr>
<tr>
<td>Appendix 13</td>
<td>Anglo-Saxon culture pre- and post-tests</td>
<td>107</td>
</tr>
<tr>
<td>Appendix 13.1</td>
<td>Multiculturality: hypotheses contrast</td>
<td>117</td>
</tr>
<tr>
<td>Appendix 14</td>
<td>Reading accuracy pre- and post-tests</td>
<td>119</td>
</tr>
<tr>
<td>Appendix 14.1</td>
<td>Reading accuracy: hypotheses contrast</td>
<td>131</td>
</tr>
<tr>
<td>Appendix 15</td>
<td>Mind-maps: “Why should we learn English?”</td>
<td>133</td>
</tr>
<tr>
<td>Appendix 16</td>
<td>Teacher-researcher’s initial evaluation questionnaire</td>
<td>139</td>
</tr>
</tbody>
</table>
Appendix 17: Teacher-researcher’s diary
    Appendix 17.1: Students’ thank you card

Appendix 18: Unit exams

Appendix 19: Pre-evaluation worksheet

Appendix 20: 4th of ESO Inner school English exam (academic year: 2004-2005)

Appendix 21: Experimental group students’ opinions on paper

Appendix 22: Experimental group students’ opinions on web page

Appendix 23: Experimental group students’ perception on the appropriateness of different activities, tasks and projects

Appendix 24: Teacher-researcher’s perception on the appropriateness of different activities, tasks and projects

Appendix 25: Experimental group students’ formative evaluation questionnaire

Appendix 26: Teacher-researcher’s formative evaluation questionnaire and written comments

Appendix 27: Experimental group students’ summative evaluation questionnaire

Appendix 28: Experimental group students’ summative evaluation written comments

Appendix 29: Sufficiency exam

Appendix 30: Teacher-researcher’s summative evaluation questionnaire and written comments

Appendix 31: Experimental group students’ video and audio recordings
    Appendix 31.1: Oliver Twist. Original and translation.

Appendix 32: Students’ assessment, according to the 4th of ESO coordinator
Appendix 33: Activities, tasks and projects proposed
   Appendix 33.1: In a former life I was… 353
   Appendix 33.2: Obituary notice 355
   Appendix 33.3: The wise old man story 357
   Appendix 33.4: Inner grammar experience 359
   Appendix 33.5: Sound interpretation 361
   Appendix 33.6: Modal machine worksheet 363
   Appendix 33.7: Modal machine 365
   Appendix 33.8: The odd gadget 367
   Appendix 33.9: Modal funny game gadget 369
   Appendix 33.10: Future pop song chorus 371
   Appendix 33.11: Get in contact with an e-pal 373
   Appendix 33.12: If I… facts! 375
   Appendix 33.13: Desert island 377
   Appendix 33.14: Believe it or not 379
   Appendix 33.15: Imagine an answer & Rack your brain 381
APPENDIX 1
Activity types

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.
7. Correct.
8. Exchange ideas.
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.
- 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.
- 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 traveler.
- 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.

- 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.

Summative 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

- 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

- 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.

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
  1. Civic education
  2. Technological education
  3. Consumer education
  4. Peace education
  5. Intercultural diversity education
  6. Sexual education
  7. Health education

Contract

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

The End

Signatures: Parent/Teacher/Teacher
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 communicative 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 on 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 ad 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".


28/03/2006
Passeport de langues
Language Passport
# Profil linguistique

**Profile of Language Skills**

<table>
<thead>
<tr>
<th>Language(s) maternelle(s)</th>
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<tr>
<td>Maternal language(s)</td>
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<table>
<thead>
<tr>
<th>Autres langues</th>
<th>Other languages</th>
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**Auto-evaluation Self-assessment**

<table>
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<tr>
<th>Écouter</th>
<th>Listening</th>
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<th>Lire</th>
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**Ecriture**

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**Spoken Language**

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<th>A1</th>
<th>A2</th>
<th>B1</th>
<th>B2</th>
<th>C1</th>
<th>C2</th>
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**Example**

Exemple

<table>
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<tr>
<th>Langue Language</th>
<th>A1</th>
<th>A2</th>
<th>B1</th>
<th>B2</th>
<th>C1</th>
<th>C2</th>
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<tbody>
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Appendices
<table>
<thead>
<tr>
<th>Understanding</th>
<th>Listening</th>
<th>Reading</th>
<th>Speaking</th>
<th>Spoken interaction</th>
<th>Writing</th>
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<tbody>
<tr>
<td>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance.</td>
<td>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance.</td>
<td>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance.</td>
<td>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance.</td>
<td>I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance.</td>
<td>I can write a short, simple postcard, for example sending holiday greetings, or filling in forms with personal details, for example existing my name, nationality and address on a hotel registration form.</td>
</tr>
<tr>
<td>I can understand the main points of clear, standard speech on familiar topics.</td>
<td>I can understand the main points of clear, standard speech on familiar topics.</td>
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<td>I can understand the main points of clear, standard speech on familiar topics.</td>
<td>I can understand the main points of clear, standard speech on familiar topics.</td>
<td>I can write a short, simple postcard, for example sending holiday greetings, or filling in forms with personal details, for example existing my name, nationality and address on a hotel registration form.</td>
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<tr>
<td>I can understand extended speech and lectures and follow over complex lines of argument provided the topic is reasonably familiar.</td>
<td>I can understand extended speech and lectures and follow over complex lines of argument provided the topic is reasonably familiar.</td>
<td>I can understand extended speech and lectures and follow over complex lines of argument provided the topic is reasonably familiar.</td>
<td>I can understand extended speech and lectures and follow over complex lines of argument provided the topic is reasonably familiar.</td>
<td>I can understand extended speech and lectures and follow over complex lines of argument provided the topic is reasonably familiar.</td>
<td>I can write a short, simple postcard, for example sending holiday greetings, or filling in forms with personal details, for example existing my name, nationality and address on a hotel registration form.</td>
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<tr>
<td>I can understand most TV news and current affairs programmes.</td>
<td>I can understand most TV news and current affairs programmes.</td>
<td>I can understand most TV news and current affairs programmes.</td>
<td>I can understand most TV news and current affairs programmes.</td>
<td>I can understand most TV news and current affairs programmes.</td>
<td>I can write a short, simple postcard, for example sending holiday greetings, or filling in forms with personal details, for example existing my name, nationality and address on a hotel registration form.</td>
</tr>
<tr>
<td>I can understand the majority of films in standard dialect.</td>
<td>I can understand the majority of films in standard dialect.</td>
<td>I can understand the majority of films in standard dialect.</td>
<td>I can understand the majority of films in standard dialect.</td>
<td>I can understand the majority of films in standard dialect.</td>
<td>I can write a short, simple postcard, for example sending holiday greetings, or filling in forms with personal details, for example existing my name, nationality and address on a hotel registration form.</td>
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</tbody>
</table>

**Writing**

<table>
<thead>
<tr>
<th>A2</th>
<th>B1</th>
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<th>C1</th>
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<td>I can write a short, simple postcard, for example sending holiday greetings, or filling in forms with personal details, for example existing my name, nationality and address on a hotel registration form.</td>
<td>I can write a short, simple postcard, for example sending holiday greetings, or filling in forms with personal details, for example existing my name, nationality and address on a hotel registration form.</td>
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### Summary of Language Learning and Intercultural Experiences

<table>
<thead>
<tr>
<th>Language</th>
<th>Country</th>
<th>Age</th>
<th>Experience</th>
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<tbody>
<tr>
<td>English</td>
<td>USA</td>
<td>5</td>
<td>Native</td>
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<tr>
<td>Spanish</td>
<td>Mexico</td>
<td>10</td>
<td>Proficient</td>
</tr>
<tr>
<td>French</td>
<td>France</td>
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<tr>
<td>German</td>
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<tr>
<td>Arabic</td>
<td>Algeria</td>
<td>30</td>
<td>Limited</td>
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**Notes:**
- **Language:**强势
- **Country:**
- **Age:**
- **Experience:**
  - Native
  - Proficient
  - Fluent
  - Intermediate
  - Limited
### Résumé des expériences linguistiques et interculturelles

**Summary of language learning and intercultural experiences**

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<th>Languages/Language:</th>
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<td>Études dans une région où la langue est utilisée:</td>
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<td>Stars</td>
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<td>Stars</td>
<td>Stars</td>
<td>Stars</td>
</tr>
</tbody>
</table>

**Further information on language and intercultural experiences**

---

Appendices
APPENDIX 2
Activities specially designed for fast finishers

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

• Help other students
  o 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.)
  o 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.
  o 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.
  o 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.

  o 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.

  o Speaking
  - Do it again with a different mood.
  - Write it down.
  - Do it again giving different answers to the questions.

  o 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

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 in 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 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 Byshe 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 tumor.

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

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.

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 (aquil): cerebral
cottage: casa de campo
evil: malo / maldad
ghost: fantasma
harness (aquil): 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
sown 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
INDICE

INTRODUCCIÓN.................................................................3
I. METODOLOGÍA.................................................................5

II. EL CONTEXTO DE LAS NUEVAS POBREZAS EN FIGUERES........7

III. DATOS IDENTIFICATIVOS DEL COLEGIO LA SALLE-FIGUERES....10

IV. RADIOGRAFÍA ESTÁTICA DE LAS DIMENSIONES DE LA POBREZA
   1. La pobreza económica..............................................11
   2. La pobreza educativa..............................................17
   3. La pobreza sociocultural.........................................19
   4. La pobreza valorativa.............................................20

V. RADIOGRAFÍA DINÁMICA DE LAS DIMENSIONES DE LA POBREZA
   1. Del Centro hacia el Centro.....................................22
   2. Del Centro hacia su entorno....................................24

VI. CONSTATACIONES
   A. En relación con la radiografía estática:
      A.1 Ciudad..................................................................26
      A.2 Familias del Centro............................................27
      A.3 Alumnos del Centro............................................28
   B. En relación con la radiografía dinámica:
      B.1 Del Centro hacia el Centro....................................29
      B.2 Del Centro hacia su entorno..................................30

VII. LÍNEAS PROSPECTIVAS.................................................32

CONCLUSIÓN...........................................................................35

ANEXO 1: DATOS DE LAS FAMILIAS

ANEXO 2: REFERENCIAS DISTRITALES SOBRE EL S.E.P.

ANEXO 3: CUESTIONARIO
INTRODUCCIÓN

Evaluaremos 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 alerta 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, conectarán 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).

---

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.

---

¹En 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. Estuvieron también presentes 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 Figueres

La ciudad de Figueres está situada en la Comarca del Alt Empordà 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.

La distribución de la población por edad 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”. 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:

<table>
<thead>
<tr>
<th>Lugar de procedencia</th>
<th>Nº absoluto</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africanos</td>
<td>120</td>
<td>3.5</td>
</tr>
<tr>
<td>Asiáticos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Europeos del Este</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Europeos (U.E.)</td>
<td>30</td>
<td>0.8</td>
</tr>
<tr>
<td>Latinoamericanos</td>
<td>100</td>
<td>2.8</td>
</tr>
<tr>
<td>Gitanos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>250</td>
<td>7.1</td>
</tr>
</tbody>
</table>

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.
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 ciudad8 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.

---

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-FIGUERES

1. Ubicación geográfica:

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

2. Niveles educativos:

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 considerado 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 pertenece 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”.

---

6 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. RADIOGRAFÍA 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 ALUMNOS

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:

<table>
<thead>
<tr>
<th>Nº de Hijos</th>
<th>Matrim. 1°</th>
<th>Matrim. 2°</th>
<th>Adopt.</th>
<th>Otros</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Abs.</td>
<td>%</td>
<td>Abs.</td>
<td>%</td>
</tr>
<tr>
<td>ninguno</td>
<td>3</td>
<td>0.6</td>
<td>449</td>
<td>97.2</td>
</tr>
<tr>
<td>1</td>
<td>142</td>
<td>30.7</td>
<td>9</td>
<td>1.9</td>
</tr>
<tr>
<td>2</td>
<td>270</td>
<td>58.4</td>
<td>4</td>
<td>0.9</td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>6.9</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4 ó más</td>
<td>15</td>
<td>3.2</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>TOTAL</td>
<td>462</td>
<td>100</td>
<td>462</td>
<td>100</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>M² de la vivienda</th>
<th>Nº de familias</th>
<th>%</th>
<th>Personas en el hogar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dos</td>
</tr>
<tr>
<td>Hasta 60 m²</td>
<td>8</td>
<td>1.7</td>
<td>0</td>
</tr>
<tr>
<td>De 60 a 90 m²</td>
<td>96</td>
<td>20.8</td>
<td>10</td>
</tr>
<tr>
<td>Más de 90 m²</td>
<td>352</td>
<td>76.2</td>
<td>11</td>
</tr>
<tr>
<td>ns/nc</td>
<td>6</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>462</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

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, video 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 1 página 3.
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.

<table>
<thead>
<tr>
<th>Otras viviendas</th>
<th>Nº de familias</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>272</td>
<td>58.9</td>
</tr>
<tr>
<td>1</td>
<td>131</td>
<td>28.4</td>
</tr>
<tr>
<td>2</td>
<td>42</td>
<td>9.1</td>
</tr>
<tr>
<td>3 ó más</td>
<td>8</td>
<td>1.7</td>
</tr>
<tr>
<td>ns/nc</td>
<td>9</td>
<td>1.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>462</td>
<td>100</td>
</tr>
</tbody>
</table>

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 periodo 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 Mayoorías 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, podria ser que motivados por el hecho de que Figueres se encuentra muy cerca de la frontera con Francia.
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 casa:

<table>
<thead>
<tr>
<th>Lugar de las vacaciones</th>
<th>nº de familias</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>En la propia ciudad</td>
<td>61</td>
<td>16.5</td>
</tr>
<tr>
<td>En la propia provincia</td>
<td>59</td>
<td>16.0</td>
</tr>
<tr>
<td>En otra provincia</td>
<td>144</td>
<td>39.0</td>
</tr>
<tr>
<td>En el extranjero</td>
<td>59</td>
<td>16.0</td>
</tr>
<tr>
<td>ns/nc</td>
<td>46</td>
<td>12.5</td>
</tr>
<tr>
<td>TOTAL (disfrutan de vacaciones)</td>
<td>369</td>
<td>100</td>
</tr>
</tbody>
</table>

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 casa:

<table>
<thead>
<tr>
<th>Dificultades económicas</th>
<th>Ninguna 0</th>
<th>Poca 1</th>
<th>Media 2</th>
<th>Bastante 3</th>
<th>Mucha 4</th>
<th>ns/nc</th>
</tr>
</thead>
<tbody>
<tr>
<td>La compra del material escolar</td>
<td>168</td>
<td>36.4%</td>
<td>96</td>
<td>20.8%</td>
<td>126</td>
<td>27.3%</td>
</tr>
<tr>
<td>Pagar la cuota colegial mensual</td>
<td>191</td>
<td>41.3%</td>
<td>85</td>
<td>18.4%</td>
<td>125</td>
<td>27.1%</td>
</tr>
<tr>
<td>Pagar los gastos de la casa</td>
<td>166</td>
<td>35.9%</td>
<td>82</td>
<td>17.7%</td>
<td>147</td>
<td>31.8%</td>
</tr>
</tbody>
</table>

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 bastante 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.

---

11 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).
<table>
<thead>
<tr>
<th>Ocupación</th>
<th>Padre</th>
<th>Madre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ama de casa</td>
<td>0</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>22.3</td>
</tr>
<tr>
<td>Agricultor</td>
<td>27</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>5.8</td>
<td>0.6</td>
</tr>
<tr>
<td>Administrativo</td>
<td>41</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>8.9</td>
<td>17.3</td>
</tr>
<tr>
<td>Comerciante</td>
<td>47</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>10.2</td>
<td>8.4</td>
</tr>
<tr>
<td>Construcción</td>
<td>43</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>9.3</td>
<td>0.2</td>
</tr>
<tr>
<td>Fuerzas Armadas</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2.8</td>
<td>0.0</td>
</tr>
<tr>
<td>Funcionario</td>
<td>25</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>5.4</td>
<td>4.1</td>
</tr>
<tr>
<td>Hostelería</td>
<td>27</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>5.8</td>
<td>5.4</td>
</tr>
<tr>
<td>Limpieza</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>5.2</td>
</tr>
<tr>
<td>Personal Sanitario</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>0.4</td>
<td>3.7</td>
</tr>
<tr>
<td>Policía</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0.2</td>
<td>0.2</td>
</tr>
<tr>
<td>Profesor</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>2.2</td>
<td>4.5</td>
</tr>
<tr>
<td>Profesiones liberales</td>
<td>37</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>8.0</td>
<td>4.3</td>
</tr>
<tr>
<td>Sin trabajo</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>0.9</td>
<td>1.1</td>
</tr>
<tr>
<td>Trabajador eventual</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1.1</td>
<td>0.9</td>
</tr>
<tr>
<td>Otras</td>
<td>137</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>29.7</td>
<td>12.6</td>
</tr>
<tr>
<td>Sin datos</td>
<td>43</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>9.3</td>
<td>11.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>462</td>
<td>462</td>
</tr>
</tbody>
</table>

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 oficiales\textsuperscript{14}. 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.

<table>
<thead>
<tr>
<th></th>
<th>Infantil (101)</th>
<th>Primaria (313)</th>
<th>Secundaria (325)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Abs.</td>
<td>%</td>
<td>Abs.</td>
</tr>
<tr>
<td>Solicitudes de becas oficiales</td>
<td>6</td>
<td>5.9</td>
<td>8</td>
</tr>
<tr>
<td>Concesiones de becas oficiales</td>
<td>6</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>Solicitudes de becas no oficiales</td>
<td>5</td>
<td>4.9</td>
<td>6</td>
</tr>
<tr>
<td>Concesiones de becas no oficiales</td>
<td>5</td>
<td>100</td>
<td>6</td>
</tr>
</tbody>
</table>

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.

\textsuperscript{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 si parece denotar una pobreza educativa que sería conveniente tener presente desde el Centro.

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

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:

<table>
<thead>
<tr>
<th>Necesidades</th>
<th>Ed. Infantil</th>
<th>Ed. Primaria</th>
<th>Ed. Secundaria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discapacidades psíquicas</td>
<td>–</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Muy bajo rendimiento académico</td>
<td>3</td>
<td>37</td>
<td>52</td>
</tr>
<tr>
<td>Trastornos conductuales</td>
<td>–</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Víctimas de malos tratos, abandono o negligencia</td>
<td>–</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

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 Centro 15 son 69, que representan un considerable 14.9% de las familias entrevistadas, de los cuales 9 lo son por viudez 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).
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 valorativa\(^{16}\):  

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. Vés 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 aplica 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 que dedicarnos 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 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, si 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 le 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 si 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 crios, 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 currículum 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 poca 17. 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.  CONSTATACIONES

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.

A1. 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 extracurriculares) 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 acarrean 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 currículum 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 pobrezas 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 infrautilizados. 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 pobrezas 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 pobrezas 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 acosas 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 pobrezas 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-Figueroa, para intentar hallar respuestas a las cuestiones que inicialmente nos plantéábamos: ¿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-Figueroa, 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

Appendices
padres. De esta forma también se trataría el aspecto de denuncia y preventivo tan importante cuando hablamos de pobrezas 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 pobrezas 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”.

Este estudio debería servir para lograr un conocimiento mejor, una sensibilidad especial, para saber detectar tipos de pobrezas 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 mucho 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. Confiemos en que así lo haga.

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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

Revista - Memòria  Juny 2005
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 estranières dels alumnes als quals se’ls ha contemplat els diferents estils perceptius. Segons un aproposament 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, escollint 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 racional (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.

La pluralitat d’intel·ligències a l’aula, lluny de ser un impediment per al bon funcionament de la classe, ha estat garantida 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 estudí exhaustiu del procés d’ensenyament-aprenentatge, la tònica general de l’aula ha estat de coope-ració i divertiment sem-pre 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 res-pectar i de la qual cal aprendre a treure’n el màxim rendiment.
APPENDIX 6
Students participating in the action-research

Group 4.1.

<table>
<thead>
<tr>
<th>Action-research group</th>
<th>Students' code</th>
<th>Ordinary classroom group</th>
<th>Specific characteristics</th>
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<tbody>
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</tr>
<tr>
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<td>S2</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td>S3</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td>S4</td>
<td>A</td>
<td></td>
</tr>
<tr>
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<td>S5</td>
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<td></td>
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<tr>
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<td>S7</td>
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</tr>
<tr>
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<td>S8</td>
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<td></td>
</tr>
<tr>
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</tr>
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</tr>
<tr>
<td>Experimental group</td>
<td>S11</td>
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<td></td>
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<tr>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
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<td>S14</td>
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<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td>S15</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td>S16</td>
<td>A</td>
<td>Late comming</td>
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<td>Experimental group</td>
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<td>A</td>
<td></td>
</tr>
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<td>B</td>
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</tr>
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<td>A</td>
<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td>S20</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td>S21</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td>S22</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td>S23</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td>S24</td>
<td>C</td>
<td></td>
</tr>
<tr>
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<td>S25</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td>S26</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td>S27</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td>S28</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Experimental group</td>
<td>S29</td>
<td>C</td>
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### Group 4.2.

<table>
<thead>
<tr>
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<th>Specific characteristics</th>
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<td>B</td>
<td></td>
</tr>
<tr>
<td>Control group</td>
<td>S31</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Control group</td>
<td>S32</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Control group</td>
<td>S33</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Control group</td>
<td>S34</td>
<td>B</td>
<td>Goes to a lower group</td>
</tr>
<tr>
<td>Control group</td>
<td>S35</td>
<td>A</td>
<td>Goes to a lower group</td>
</tr>
<tr>
<td>Control group</td>
<td>S36</td>
<td>A</td>
<td>Comes from a lower group</td>
</tr>
<tr>
<td>Control group</td>
<td>S37</td>
<td>A</td>
<td>Comes from a lower group</td>
</tr>
<tr>
<td>Control group</td>
<td>S38</td>
<td>B</td>
<td>Leaves school</td>
</tr>
<tr>
<td>Control group</td>
<td>S39</td>
<td>A</td>
<td>Comes from a lower group</td>
</tr>
<tr>
<td>Control group</td>
<td>S40</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Control group</td>
<td>S41</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Control group</td>
<td>S42</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Control group</td>
<td>S43</td>
<td>A</td>
<td>Goes to a higher group</td>
</tr>
<tr>
<td>Control group</td>
<td>S44</td>
<td>B</td>
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</tr>
<tr>
<td>Control group</td>
<td>S45</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Control group</td>
<td>S46</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Control group</td>
<td>S47</td>
<td>C</td>
<td>Leaves school</td>
</tr>
<tr>
<td>Control group</td>
<td>S48</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Control group</td>
<td>S49</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Control group</td>
<td>S50</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Control group</td>
<td>S51</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Control group</td>
<td>S52</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Linguistic Intelligence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I like reading books.</td>
<td>2</td>
</tr>
<tr>
<td>2. I can express myself correctly in writing.</td>
<td>2</td>
</tr>
<tr>
<td>3. I like listening to stories.</td>
<td>1</td>
</tr>
<tr>
<td>4. I like telling jokes or anecdotes.</td>
<td>1</td>
</tr>
<tr>
<td>5. I have a good vocabulary in my native language.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Logic-mathematical Intelligence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I often do calculations in my head.</td>
<td>0</td>
</tr>
<tr>
<td>2. I study better relating the things I know to the new things.</td>
<td>2</td>
</tr>
<tr>
<td>3. I am interested in how things work.</td>
<td>2</td>
</tr>
<tr>
<td>4. I like maths or technology.</td>
<td>1</td>
</tr>
<tr>
<td>5. I like trying to solve problems.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual and spatial Intelligence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can read maps easily.</td>
<td>2</td>
</tr>
<tr>
<td>2. I enjoy art activities.</td>
<td>2</td>
</tr>
<tr>
<td>3. Videos, posters and slides help me to learn new information.</td>
<td>2</td>
</tr>
<tr>
<td>4. I have clear visual images (e.g. In an empty room I can imagine the decorations).</td>
<td>2</td>
</tr>
<tr>
<td>5. I’m good at following directions.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bodily-kinaesthetic Intelligence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It’s hard for me to sit quietly for a long time.</td>
<td>2</td>
</tr>
<tr>
<td>2. I’m good at model making.</td>
<td>2</td>
</tr>
<tr>
<td>3. I’m good at sports.</td>
<td>1</td>
</tr>
<tr>
<td>4. I like working with my hands.</td>
<td>2</td>
</tr>
<tr>
<td>5. I learn better through contact.</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Musical Intelligence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can hum the tunes to lots of songs.</td>
<td>2</td>
</tr>
<tr>
<td>2. I play or I would like to play a musical instrument.</td>
<td>2</td>
</tr>
<tr>
<td>3. I often sing songs.</td>
<td>2</td>
</tr>
<tr>
<td>4. Music is an important part of my life.</td>
<td>2</td>
</tr>
<tr>
<td>5. I have a good rhythmical sense.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>
### Interpersonal Intelligence

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I enjoy talking to my friends or going into any Internet chat.</td>
<td>1</td>
</tr>
<tr>
<td>2. My friends often talk to me about their problems.</td>
<td>0</td>
</tr>
<tr>
<td>3. I’ve got a lot of friends.</td>
<td>1</td>
</tr>
<tr>
<td>4. I like working in a group.</td>
<td>2</td>
</tr>
<tr>
<td>5. I love meeting people.</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>4</strong></td>
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### Intrapersonal Intelligence

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<tbody>
<tr>
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<tr>
<td>1. I can define myself as being independent.</td>
<td>0</td>
</tr>
<tr>
<td>2. I try to solve my own problems.</td>
<td>0</td>
</tr>
<tr>
<td>3. I can tell you some things I am good at doing.</td>
<td>2</td>
</tr>
<tr>
<td>4. I sometimes like to spend time alone.</td>
<td>2</td>
</tr>
<tr>
<td>5. I try to learn from my mistakes.</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
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### Naturalist Intelligence

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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I spend a lot of time outdoors.</td>
<td>2</td>
</tr>
<tr>
<td>2. I enjoy listening to nature sounds.</td>
<td>2</td>
</tr>
<tr>
<td>3. I can identify some plant life.</td>
<td>2</td>
</tr>
<tr>
<td>4. I enjoy observing animals.</td>
<td></td>
</tr>
<tr>
<td>5. I love walking near nature.</td>
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### Existential Intelligence

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

(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 which relate the first person to a second or third person are also in the interpersonal intelligence.)
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.

<table>
<thead>
<tr>
<th><strong>Linguistic Intelligence</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I like reading books. 2</td>
<td></td>
</tr>
<tr>
<td>2. I can express myself correctly in writing. 2</td>
<td></td>
</tr>
<tr>
<td>3. I like listening to stories. 1</td>
<td></td>
</tr>
<tr>
<td>4. I like telling jokes or anecdotes. 1</td>
<td></td>
</tr>
<tr>
<td>5. I have a good vocabulary in my native language. 2</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong> 7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Logic-mathematical Intelligence</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I often do calculations in my head. 0</td>
<td></td>
</tr>
<tr>
<td>2. I study better relating the things I know to the new things. 2</td>
<td></td>
</tr>
<tr>
<td>3. I am interested in how things work. 2 &amp;</td>
<td></td>
</tr>
<tr>
<td>4. I like maths or technology. 0</td>
<td></td>
</tr>
<tr>
<td>5. I like trying to solve problems. 0 &amp; 2</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong> 4</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Visual and spatial Intelligence</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can read maps easily. 2</td>
<td></td>
</tr>
<tr>
<td>2. I enjoy art activities. 2</td>
<td></td>
</tr>
<tr>
<td>3. Videos, posters and slides help me to learn new information. 0</td>
<td></td>
</tr>
<tr>
<td>4. I have clear visual images (e.g. In an empty room I can imagine the decorations). 2</td>
<td></td>
</tr>
<tr>
<td>5. I’m good at following directions. 0</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong> 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bodily-kinaesthetic Intelligence</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It’s hard for me to sit quietly for a long time. 2 &amp;</td>
<td></td>
</tr>
<tr>
<td>2. I’m good at model making. 2</td>
<td></td>
</tr>
<tr>
<td>3. I’m good at sports. 2</td>
<td></td>
</tr>
<tr>
<td>4. I like working with my hands. 2</td>
<td></td>
</tr>
<tr>
<td>5. I learn better through contact. 2</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong> 9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Musical Intelligence</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can hum the tunes to lots of songs. 2</td>
<td></td>
</tr>
<tr>
<td>2. I play or I would like to play a musical instrument. 2</td>
<td></td>
</tr>
<tr>
<td>3. I often sing songs. 1</td>
<td></td>
</tr>
<tr>
<td>4. Music is an important part of my life. 0</td>
<td></td>
</tr>
<tr>
<td>5. I have a good rhythmical sense. 2</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong> 7</td>
<td></td>
</tr>
</tbody>
</table>
**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: 8

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

Total: 16

**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. 2
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. 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. 2

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.)
**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 4
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. 3
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 touch. 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. My friends often talk to me about their problems.
3. I’ve got a lot of friends.
4. I like working in a group.
5. I love meeting people.

Total: 10

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

Total: 6

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

Total: 6

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

Total: 6

(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 which relate the first person to a second or third person are also in the interpersonal intelligence.)
APPENDIX 8
Teacher-researcher’s and experimental group students’ VAK questionnaire

Teacher-researcher

-Adapted from Revell and Normand (1997)-

<table>
<thead>
<tr>
<th>VAK Questionnaire:</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• See an elephant</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• See your front door</td>
<td></td>
<td>XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• See your toothbrush</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• See your face</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• See a glass of coke</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• See a TV programme change into an advertisement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• See a plate of your preferred food</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total: 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hear your favourite song</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hear rain</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hear a bell ringing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hear a friend’s voice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hear birds singing</td>
<td></td>
<td>XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hear a birdsong change into a fire alarm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hear your own voice</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Total: 13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Feel excited</td>
<td></td>
<td>XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Feel yourself in cold water</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Feel a cat in your hands</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Feel hot</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Feel free</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Feel your fingers on a piano keyboard</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Feel ice under your feet</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Total: 17</td>
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</tbody>
</table>
Students

- See an elephant
- See your front door
- See your toothbrush
- See your face
- See a glass of coke
- See a TV programme change into an advertisement
- See a plate of your preferred food
- Hear your favourite song
- Hear rain
- Hear a bell ringing
- Hear a friend’s voice
- Hear birds singing
- Hear a birdsong change into a fire alarm
- Hear your own voice
- Feel excited
- Feel yourself in cold water
- Feel a cat in your hands
- Feel hot
- Feel free
- Feel your fingers on a piano keyboard
- Feel ice under your feet

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<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>See</th>
<th>Hear</th>
<th>Feel</th>
<th>Smell</th>
<th>Taste</th>
</tr>
</thead>
<tbody>
<tr>
<td>× × ×</td>
<td>× × ×</td>
<td>× × ×</td>
<td>× × ×</td>
<td>×</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>See</th>
<th>Hear</th>
<th>Feel</th>
<th>Smell</th>
<th>Taste</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total: 9</td>
<td>Total: 4</td>
<td>Total:</td>
<td>Total: 3</td>
<td>Total: 1</td>
</tr>
</tbody>
</table>

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 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.

<table>
<thead>
<tr>
<th>See</th>
<th>Hear</th>
<th>Feel</th>
<th>Smell</th>
<th>Taste</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rose, Rain, Church, Computer, Story, Book, Train, Math, Self</td>
<td>Telephone, Baby, Learning, English</td>
<td>See, Country, Onion, Love, Grass, Future</td>
<td>Coffee</td>
<td>Flash</td>
</tr>
<tr>
<td>Total: 13</td>
<td>Total: 3</td>
<td>Total: 6</td>
<td>Total: 1</td>
<td>Total: -1</td>
</tr>
</tbody>
</table>

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 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.

<table>
<thead>
<tr>
<th>See</th>
<th>Hear</th>
<th>Feel</th>
<th>Smell</th>
<th>Taste</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total: 10</td>
<td>Total: 8</td>
<td>Total: 1</td>
<td>Total: 3</td>
<td>Total: 5</td>
</tr>
</tbody>
</table>

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:**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Surname:</th>
</tr>
</thead>
</table>

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

What do I expect from the activities?  

- Espero que las actividades...  
- Alegre que las actividades...  
- Alegría que las actividades...  

What do I expect from the teacher?  

- Espero que la profesora...  
- Alegre que la profesora...  
- Alegría que la profesora...  

What do I expect from myself?  

- Espero aprobar aquest...  
- Alegre aprobar...  
- Alegría aprobar...  

---

97
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

<table>
<thead>
<tr>
<th>Nom:</th>
<th>Cognom:</th>
<th>Curs: 4at d’ESO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Sí</td>
</tr>
<tr>
<td>Quan sento algú parlar en anglès l’intent traduir per entendre’l.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Quan llegixo un text en anglès les idees les capto directament en anglès.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Si comparo l’anglès amb les llengües que coneo més fàcil aprendre’l.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Utilitzo més diccionaris monolingües que bilingües.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Quan parlo amb algú en anglès faig mentalment la traducció del que vull dir.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Si llegixo 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.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Creus que t’és útil la traducció per aprendre anglès? Per a què més pot servir la traducció segons el teu punt de vista?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Nom:</th>
<th>Cognom:</th>
<th>Curs: 4at d’ESO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Sí</td>
</tr>
<tr>
<td>Quan sento algú parlar en anglès l’intent traduir per entendre’l.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Quan llegixo un text en anglès les idees les capto directament en anglès.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Si comparo l’anglès amb les llengües que coneo més fàcil aprendre’l.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Utilitzo més diccionaris monolingües que bilingües.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Quan parlo amb algú en anglès faig mentalment la traducció del que vull dir.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Si llegixo 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.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Creus que t’és útil la traducció per aprendre anglès? Per a què més pot servir la traducció segons el teu punt de vista?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

105
Experimental group students’
Anglo-Saxon culture pre-test

Multiculturality pre-test

Name: [Redacted] Surname: [Redacted] Level: 4D Date: 17/4/69

1- Write the name of three English festivities. Explain something about them.
   - Halloween… the festivity of the _terror_.
   - St. Valentine’s Day… Day of the _lovers_.
   - Independence Day… Day commemorating the _liberation_.

2- When do English people normally eat?

<table>
<thead>
<tr>
<th>Time</th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Tea-time</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>12</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

3- What do English people normally eat?

<table>
<thead>
<tr>
<th>Time</th>
<th>Hot meal</th>
<th>Sandwich</th>
<th>Snack</th>
<th>Cereals and toasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Lunch</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
</tr>
<tr>
<td>Tea-time</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Dinner</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

B

4- What is a bed and breakfast?
   “Bed and breakfast” is a kind of hotel.

5- Who is the milkman?
   The milkman is a person who delivers milk to homes in the town.

6- Are there a lot of large green parks where you can go to have a walk in England?
   There are some large green parks in England, but not many.

7- Who is the King/Queen of England?
   I don’t remember… Some important figures.

8- How is a normal conversation between English people?
   They talk about sports, basketball, baseball, and rugby, the 3 famous sports in England.
Multiculturality pre-test

Name: ___________________________ Surname: ___________________________
Level: 4.1 Date: 17/03/04

1- Write the name of three English festivities. Explain something about them.
   - Halloween is a day where... 31 October... trick or treats...a person dressed in a costume walks in the city.
   -
   -

2- When do English people normally eat?

<table>
<thead>
<tr>
<th></th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Tea-time</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>6</td>
<td>12</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>✓</td>
<td>1</td>
<td>✓</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

3- What do English people normally eat?

<table>
<thead>
<tr>
<th></th>
<th>Hot meal</th>
<th>Sandwich</th>
<th>Snack</th>
<th>Cereals and toasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tea-time</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?

8- How is a normal conversation between English people?

Calculated, conversation about the...ears...
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.
   - Easter: there are colourful Easter eggs.
   - Halloween: kids go to people houses wearing strange clothes like witches, vampires... to ask for sweets.

2- When do English people normally eat?

<table>
<thead>
<tr>
<th>Meal</th>
<th>Hot meal</th>
<th>Sandwich</th>
<th>Snack</th>
<th>Cereals and toasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>6</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tea-time</td>
<td>4</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3- What do English people normally eat?

<table>
<thead>
<tr>
<th>Meal</th>
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<th>Cereals and toasts</th>
</tr>
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<tbody>
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<td></td>
</tr>
<tr>
<td>Tea-time</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4- What is a bed and breakfast?

somewhere 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?

catherine.

8- How is a normal conversation between English people?

[Redacted]
Multiculturality

1- Write the name of three English festivities. Explain something about them.
   • Halloween: People... make... trick or... treat...
   • Christmas: Santa... bring... presents... tree... family... stay together...
   • Easter: They... eat... eggs... the... gardens... children...

2- When do English people normally eat?
   Breakfast: 6  7  8
   Lunch: 12  1  2
   Tea-time: 4  5  6
   Dinner: 6  7  8

3- What do English people normally eat?
<table>
<thead>
<tr>
<th></th>
<th>Hot meal</th>
<th>Sandwich</th>
<th>Snack</th>
<th>Cereals and toasts</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tea-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4- What is a bed and breakfast?
   A... where... you... sleep... have... breakfast... like... hotel...

5- Who is the milkman?
   A... weekly... so... smile...

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 the Second...

8- How is a normal conversation between English people?
   It's... more... easier... than... and... more... formal...
Control group students’ Anglo-Saxon culture pre-test

Multiculturality pre-test

Name: ____________________ Surname: ____________________ Level: __4.2__ Date: __21/09/04__

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

2- When do English people normally eat?

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tea-time</td>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>Dinner</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3- What do English people normally eat?

<table>
<thead>
<tr>
<th></th>
<th>Hot meal</th>
<th>Sandwich</th>
<th>Snack</th>
<th>Cereals and toasts</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tea-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?
   __Elizabeth__
   __X__

8- How is a normal conversation between English people?

   __15__
Multiculturality pre-test

Name: [Redacted] Surname: [Redacted] Level: 4A - A 6. Date: 21/09/04

1- Write the name of three English festivities. Explain something about them.
   1. *Halloween*
   2. *
   3. *

2- When do English people normally eat?

<table>
<thead>
<tr>
<th>Time</th>
<th>Hot meal</th>
<th>Sandwich</th>
<th>Snack</th>
<th>Cereals and toasts</th>
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<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>12</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Tea-time</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

3- What do English people normally eat?

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?

8- How is a normal conversation between English people?
Control group students’ Anglo-Saxon culture post-test

### Multiculturality post-test

**Name:** [Name Redacted]  
**Surname:** [Surname Redacted]  
**Level:** 4  
**Date:** 09-08-22

1. Write the name of three English festivities. Explain something about them.
   - **St. Valentine**
   - **Halloween**
   - **Christmas**

2. When do English people normally eat?

<table>
<thead>
<tr>
<th></th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Tea-time</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>12</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>7</td>
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<tr>
<td></td>
<td>8</td>
<td>2</td>
<td>6</td>
<td>8</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. What do English people normally eat?

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<th>Hot meal</th>
<th>Sandwich</th>
<th>Snack</th>
<th>Cereals and toasts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tea-time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dinner</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. What is a bed and breakfast?
   - B&B

5. Who is the milkman?
   - [Redacted]

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

7. Who is the King/Queen of England?
   - [Redacted]

8. How is a normal conversation between English people?
   - [Redacted]
Multiculturality post-test

Name: [redacted] Surname: [redacted] Level: 4.5 Date: 3/6/06

1. Write the name of three English festivities. Explain something about them.
   - Christmas, Xmas
   - St. Patrick's Day
   - St. Valentine's Day

2. When do English people normally eat?
   - Breakfast 6 7 8
   - Lunch 12 1 2
   - Tea-time 4 5 6
   - Dinner 6 7 8

3. What do English people normally eat?
   - Breakfast  - Sandwich - Snack - Cereals and toasts
   - Lunch  -
   - Tea-time
   - Dinner

4. What is a bed and breakfast?
   - [X]

5. Who is the milkman?
   - [B]

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

7. Who is the King/Queen of England?
   - [B]

8. How is a normal conversation between English people?
   - [6]
Appendix 13.1

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

<table>
<thead>
<tr>
<th>Experimental (Subíndex 1)</th>
<th>Control (Subíndex 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\bar{x} = \frac{70}{24} = 2.92$ mitjana</td>
<td>$\bar{x} = \frac{19}{13} = 1.46$ mitjana</td>
</tr>
<tr>
<td>$\sigma^2 = 1.88$ variancia</td>
<td>$\sigma^2 = 1.91$ variancia</td>
</tr>
<tr>
<td>$\sigma = 1.37$ desviació estandard</td>
<td>$\sigma = 1.38$ desviació estandard</td>
</tr>
<tr>
<td>$n= 24$ observacions</td>
<td>$n= 13$ observacions</td>
</tr>
<tr>
<td>$\rho^2 = \frac{n_1}{n_1 - 1} \cdot \sigma^2 = \frac{24}{23} \cdot 1.88 = 1.4$ quasivariancia</td>
<td>$\rho^2 = \frac{n_1}{n_1 - 1} \cdot \sigma^2 = \frac{13}{12} \cdot 1.91 = 2.069$ quasivariancia</td>
</tr>
</tbody>
</table>

El test d’homocedasticitat és

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

$H_1: \frac{\rho_2^2}{\rho_1^2} \neq 1$ equival a dir si les variànies 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

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

$F_{teo} : F_{n2-1, n1-1, 1-\alpha}$ En el nostre cas $F_{teo} : F_{23, 12, 5} = 2.20$

Criteri de decisió

Si $F_{exp} < F_{teo}$ aleshores No rebutgem $H_0$ Per tant les variànies són iguals.

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

En el nostre cas

$F_{exp} = 1.05 < F_{teo} = 2.20$ aleshores No rebutgem $H_0$ Per tant les variànies són iguals.
2- Contrast d’hipòtesis per les mitjanes.

H₀: \( \mu_0 = \mu_1 \)

H₁: \( \mu_0 \neq \mu_1 \)

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

\[
T_{\text{exp}} = \frac{\bar{x}_1 - \bar{x}_2}{S^*} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}
\]

que s’ha de comparar amb \( T_{\text{teo}} = T_{n_1+n_2-2,1-\alpha/2} \)

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

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

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

\[
T_{\text{teo}} = t_{35,0.025} = 2.04
\]

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 DIFERÈNCIES 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

<table>
<thead>
<tr>
<th>Observacions professor</th>
<th>Pre-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CAUINADA ANDROU DES MHN - 05</td>
</tr>
<tr>
<td></td>
<td>-05</td>
</tr>
</tbody>
</table>

En Dave havia haixat molt. El 5 d’octubre va extreure la primera pàgina que havia anat arreu del món. El va començar a Minnesota, USA. Quatre anys, ben menys; el 5 d’octubre, en Dave havia acabat el seu viatge en el mateix lloc després de viatjar 23,800 quilòmetres. Ell va reservar 24 pàgines de xarxes i va tenir que cridar més de 25 milions de.

Quan en Dave va començar el seu viatge, ell estava acompañat del seu germà John i de la seva amiga. Ells van adreçar-se als estats unitats i van visites fins a Portugal.

La seva jornada a través d’Espanya va ser divertida i va ser una de les pàgines que ha viscut molta. A Espanya, la seva jornada va ser curiosa. En el llarg de la vuit de batejat van trobar els seus germans. En Dave estava surtjat, juntament amb el seu germà va ser amarintat.

Quatre mesos després, en Dave i el 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 d’Afganistan i van anar a Australia. Després d’un any, en Pete va tornar a la seva teta. Ell va començar una nova que es cloua a uníquement, va estar de cara a aconéixer noves. Noves d’un lluny les va van enamorar.

Quan en Dave va acabar de atravesar els quatre continents, ell havia pujat el seu quena, però això havia tractat l’amor.
Dime, ¿quieres ir a ver a quién se va a llevar en el viaje que va a hacer por el mundo, a América, en el verano, para acabar en el norte de Canadá? De viajar 25,000 kilómetros. Va a estar 21 paradas de trabajo. O un camino tenir que caminar más de 20 kilómetros a pie.

Quiero que, en esta primera etapa, te va ser acompañado por el sueño, que nos debe ser una medida. Eso, por el otro lado, es el sentido de EE.UU. y una vuelta a visitar.

La primera es hacer una visita a Estados Unidos. Pero esa es una forma de llevar un paso de preparar porque, al final, se van a realizar cuatro puntos: A Canadá, al que nos estamos preparando, hay que visitar. En el frente de la otra parte y una vez la estación, que va a la derecha, y el sueño se hace en este momento.

4 menos después, hay un viaje que una vez que ya se va a poder o cambiar una vez que se va a poder a cambiar cuenta. Después de cuatro kilómetros, hay una vuelta en el rumbo. En el rumbo, que va a la derecha, y una vez que se va a poder a cambiar cuenta.
Experimental group students’ reading accuracy post-test

Observaciones professor

Durante el viaje al monte cañon

Dave nunca ha montado mucho. El 3 de octubre de 1992, va esce
la primera persona en tomar el vuelo al monte cañon. La ceremonia
inmortalizada en el EE.UU. Quince años más tarde, me refiero a 1997, Dave va acabo
el suelo del meteoro. Al lejos, se veían las montañas rocosas. Dave
vuelo a hacer grandes esfuerzos y hacer caminatas más de 20
millones de pasos.

Quando Dave va comenzar a este viaje, va llevar consigo un vaso con su
nombre John. Un mazo. Van dejarlo en los EE.UU. y van volver a
Portugal. El viaje a través de Europa va ser divertido pero el guía
hacía trazar rutas y problemas, que nos tuvieron que luchar
contra el viento y el agua. A día, el viaje va ser más fácil. El día
van a hacer algunos ejercicios en el desván de la montaña. En Dave va ser
duro y difícil: el suelo era un asfalto.

Quince meses más tarde, Dave y un otro guía, en Perú, van
comenzar a caminar. Una vez, una vez que el meteoro llegó a
en John ya nunca van volver el vuelo y haber. El guía
van a Argentina y no sabía cómo. Después de un año en Perú, regresó a la familia. Afortunadamente dice que no fue un triste. Sencillamente era un sueño. En Dave va ser

Algunas personas finalmente va acatar hacer un viaje al suelo,
continúa, había pasado un guía, pero también hay
había sido una compañía para este.
Cauçant el voltant del món

en Dave Kunst ha viatjat molt. El 5 d’octubre de 1979
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 al voltat del món. Al després de haver viatjat 23,250 quil
metres, havia fet 21 parells de cossos i havia fet
més de 20 milions de passos
Quan en Dave va començar el seu viatge, estava ocupat
menjant el seu germà John i una muller. Van crear els
Estats Units i van començar a portar cap a Portugal. El viatge per
Europa va ser divertit, però els germans van tenir molts
problemes perquè no parlen cap llengua estrangera a
Asia, el seu germà va ser llavorat. Al Deseri de la No
cuns cartrits van atacar els germans. Hi havia desprat en
Dave i estava fent 'el seu germà va ser assassinat.

Quatre mesos més tard, en Dave endavant guia, en
Peter, va començar a cauixar des de l'Àfrica en el
John va morir. Van acabar el viatge per Àsia i van arribar
cap a Australia. Després d'un any, en Peter havia ja
tornat a la seva seina. Afortunadament, va trobar
una dona enamorada. TTL, que era el que cauixar amb ell. Després d'15 quilòmetres
hi havien enfrontat.

Quan en Dave finalment va acabar havia creuat quatre
continents, havia esdevingut un germà, però també havia trobat
una seina a qui estiver.
Control group students’ reading accuracy pre-test

Dove Kunst reballava moltes. El 5 d’octubre, 1974 va començar a prestar el seu servei amb la unió del món. Va començar a Minnesota, USA, 4 anys, 2 mesos i 16 dies després. Dove va acudir a l’escola en el mateix loc després de viatjar 22.250 km. Vam va que quan acudia a la seva escuela de sabates i va caminar coves de 20 ambicions de gans. Quan va començar a estar acompanyat per el seu germà John i una amiga. Van treballar USA i van acabar per Portugal. La jornada a través d’Europa va estar diversa, però els germans tenien moltes problemes porque no capaven aquells idiomes, Europeus i Àsia, la jornada va ser deguda. En el desert de la mort, els barrots estaven els germans. Dove va acudir a la seva escuela de sabates i va començar a hostigar el seu germà un seu amic. 4 mesos després, Dove va ser germà. Però, van tenir a caminar exactament demai al lloc on el seu germà va morir. Van acabar al dia següent Asia i anaren a Àsia. L’any sigué, Pete va tenir a la seva genta. Afortunadament va caminar a un país que es diu Itàlia que va acudir per començar amb els seus germans quilòmetres en un error. Quan Dove va acudir a coves els 4 sentiments, "Quan acudia al seu germà, però també va trobar l’amor"
Campaments orriu del món

Davide Kust ha visitat molts. El 5 d'octubre va ser la primera persona a l'orriu del món. Va començar en Minnesota, USA, i quatre dies i tres mesos i setze dies després, Davide acabà la seva junta amb uns viatges de 23.250 quilòmetres.

Va usar "chlorite" un parell de sàbates i va començar molt, molt aviat. Va fer sessenta milions de.

Després, Davide comença la ruta, acuda amarganyal del seu germà John i una mule. Els van crear USA, y van visitar cap a Portugal. En una semana creuen Europa, però els germanes trobaren que tenien molts problemes perquè els es podien diferenciar linguísticament. En Asia, la diada va ser molt llarga. Va ser després de la Death Valley, on les borones adonaren als germanes. Davide, i el seu germà, van morir.

Quatre mesos després, Davide i el seu germà, Pete, començaren a començar de nou cap al lloc on va morir John. Els van acabar la semana creuen Asia cap a Austràlia. L'any següent, Pete tornà on era.

Davide acabà de crear els 4 campaments i el seu germà, però ja està trist perquè no ha trobat llorer.
Control group students’ reading accuracy post-test

Alumna: [Blank]
Area: Anglès
Nivell: 4.è escl. Grup G2
Data: 1.5.2023
Qualificació: [Blank]

Observacions professor: Post-test

Date: [Blank]
Qualificació: [Blank]

Text:

Dave Kunit va viatjar veure el 5 d'octubre del 1934, ell va ser la primera persona a donar la vista a Víctor, un vaixell de guerra a Nova York, USA. Queden anys, fins que en la seva vintena, Dave va accedir al seu mestre a dir-li: "Viatja, 83.250 quilòmetres. Ell va utilitzar el pont de controles i va anar al voltant de 20 milions de passos.

Quan es Duran va començar el seu viatge, estava acampat per al seu germà John i una veïna. Ella va començar una època de Portugal, el viatge atravesava des de vegades fins a més de 50 quilòmetres. A times, el viatge va ser forçat al Desert de la Mort un hàbitat que etreix el germe. A l'en Duran el van dispersar i el seu germà va morir.

Quan les aries despert, en Dave i el seu altre germà Pete van comenciar amb un altre dels viatges part a John va morir. Ell va acabar el viatge a través d'Àfrica i van anar a Australia. Després d'un any, Pete va tornar a la seva terra.

Ell va començar a una nova etapa en Asia. Daví ell va trobar a una mica i va estollar amb ali. Després d'un quilòmetres, ell va començar.

Quan el germà de Dave va acabar el viatge atravesava dels quatsos incerts, ell va perdre a un germà, però va trobar l'essor.
Observacions professor

Post-Test

_Caminant al voltant del món_

A en Kumet li agraçà vivat que, el 5 d'octubre, 1974, va ser la primera persona que va adquirir la velera caminant al món.

Va començar a l'ineixida dels EUA. Li agraçà tenir mesos i mesos de supòs que Dave va aconseguir el seu viatge a després de 2,250 km. De vegades es va quedar 2 a 3 mesos al costat de 20 milions de persones.

En Dave, va començar a conèixer el seu germà John i una amiga. Va ser en els EUA i va viatjar vers Cap a Portugal. A Europa, els seus germans van tenir proves per als idioms que van corromperts. A tota la vida, hi va passar molt de temps. En el desitge de deixar una llargada van abandonar els germans. Dave va poder far differents per als seus germàs i el món.

A mesos de passar en Dave, el seu altre germà, Pete, que va començar a començar ocupant el papel de John i va aconseguir el vuit i va anar a Australia. L'any següent en Pete va tenir que tornar a treballar. En Dave es va trobar amb una dona de Jamaica que es va aliar per acompanyar-às. Després de ser Kind es van emancipar.

En Dave va accidar passant però la comunitat va prendre un germà però va quedar un amor per ell la famíl.
Appendix 14.1

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

<table>
<thead>
<tr>
<th>Experimental (Subíndex 1)</th>
<th>Control (Subíndex 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\bar{x} = \frac{48}{25} = 1.92$ mitjana</td>
<td>$\bar{x} = \frac{24}{15} = 1.6$ mitjana</td>
</tr>
<tr>
<td>$\sigma^2 = 1.86$ variancia</td>
<td>$\sigma^2 = 1.31$ variancia</td>
</tr>
<tr>
<td>$\sigma = 1.36$ desviació estandard</td>
<td>$\sigma = 1.14$ desviació estandard</td>
</tr>
<tr>
<td>n= 25 observacions</td>
<td>n= 15 observacions</td>
</tr>
<tr>
<td>$\rho^2 = \frac{n_1}{n_1-1} \cdot \sigma^2 = \frac{25}{24} \cdot 1.86 = 1.9375$ quasivariancia</td>
<td>$\rho^2 = \frac{n_1}{n_1-1} \cdot \sigma^2 = \frac{15}{14} \cdot 1.31 = 1.4$ quasivariancia</td>
</tr>
</tbody>
</table>

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 $F_{\text{exp}}$ amb la $F_{\text{teo}}$

$F_{\text{exp}} : F$ experimental, $F$ funció de Fisher, que està tabulada.
$F_{\text{teo}} : F$ teòrica

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

$F_{\text{teo}} : F_{n_2-1,n_1-1,\alpha}$ 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 variancies són iguals.
Si $F_{\text{exp}} > F_{\text{teo}}$ aleshores rebutgem $H_0$ Per tant les variancies són diferents.

**En el nostre cas**

$F_{\text{exp}} = 1.3839 < F_{\text{teo}} = 2.13$ aleshores **No** rebutgem $H_0$ Per tant les variancies són iguals.
2- **Contrast d’hipòtesis per les mitjanes.**

H₀: \( \mu_0 = \mu_1 \)
H₁: \( \mu_0 \neq \mu_1 \)

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

\[
T_{\text{exp}} = \frac{\bar{x}_1 - \bar{x}_2}{S^* \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

que s’ha de comparar amb

\[
T_{\text{teo}} = T_{n_1+n_2-2,1-\alpha/2}
\]

Ara

\[
S^* = \frac{(n_1 - 1)\rho_1^2 + (n_2 - 1)\rho_2^2}{n_2 + n_1 - 2}
\]

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

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

\[
T_{\text{teo}} = t_{38,0.025} = 2.021
\]

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 **DIFERENCIAS NO SÓN SIGNIFICATIVES.**

These results have been checked using the SPSS computer program.
Mind-maps: Why should we learn English?

- For most new people.
- For general instructions of many things.
- For going into Internet.
- For travelling.
- For communicate with people around the world.
- For English language.
- For study opportunities.
- For developing your intelligence.
WHY IS LEARNING ENGLISH IMPORTANT?

- In the future for my job.
- Because many people speak English.
- Because my favorite songs are in English.
- For me to learn more about my culture.
Why is learning English important?

Scotch
American
Irish

To understand other people when we travel abroad.

It's the main language among the world.

If you choose a job which needs English, will be needed.

To help us understand and use correctly computers.

E-mail
Letters friendships
Business correspondence

Translator
Stewardess

Royal Mail
4 First Class Stamps

10 School
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 so 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 aconsegueixes 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

Et trobarem a faltar

Fins aviat
L’any passat no va poder ser que no em passat molt bé a les classes, que tot et va bé de congés?
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

   1. Why .................. you .................. your nails? Are you nervous?
   2. When we want someone to look at an object, we .................. at it.
   3. My baby sister .................. when she is hungry.
   4. In Spain, friends .................. each other on both cheeks when they meet.
   5. 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

   1. My friend is so .................. She hates waiting.
   2. She’s very .................. She never shows her feelings.
   3. I didn’t realize that my friends were .................. I thought they always told the truth.
   4. My dad never buys flowers for my mum. He’s always been ..................
   5. 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

   1. I don’t mind .................. the dog but I hate .................. him for a walk.
   2. My sister likes .................. pictures and I love .................. the piano.
   3. .................. 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 near 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
C Reading

5 Read the text and answer the questions.

My name's Helen and my best friend is Nicola. We're both 16. We met eleven years ago when we first went to school. We go to the same girls' school, but Nicola and I are very different. She is very sporty – she loves running and doing athletics, and I'm very musical – I sing in a group, and I play the piano and the violin.

We have very different personalities, too. For example, if we watch a romantic film, I always cry, and if we watch a horror film, I'm always terrified. Nicola is the opposite – she doesn't show her feelings. My favourite thing about Nicola is that she is always honest. If I ask her opinion about a new dress or a boy at a party, she always tells the truth. She's also very patient. She doesn't mind waiting for me when I'm late for things.

Nicola is great, but there are some things about her that drive me mad. She is too modest. She blushes every time someone says something nice about her. She's also very, very tidy. Everything is in the correct place in her bedroom. (Mine is the complete opposite because I hate tidying!) The worst habit she has is getting up early. She goes running before school and she never stays in bed late at weekends. I hate people who are active in the mornings – I'm sleepy for an hour after I wake up.

1 How long has Helen known Nicola?

2 How are the girls different at school?

3 Who is more emotional?

4 Does Nicola tell lies?

5 Does Nicola get upset when Helen is late?

6 What makes Nicola go red?

7 What is Helen's bedroom like?

8 What irritates Helen most about Nicola?

9 Does Nicola get up later at weekends?

10 How long does it take Helen to wake up?

Mark: / 5

D Writing

6 Write a description of your best friend. Include the following information.
Paragraph 1: your friend's emotional profile
Paragraph 2: your friend's good habits
Paragraph 3: your friend's bad habits

Mark: / 5

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Oxford Exchange 4 Tests® 7
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.

<table>
<thead>
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<th>Asking for advice</th>
<th>Asking permission</th>
<th>Expressing a wish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving an order</td>
<td>Inviting</td>
<td>Making a request</td>
</tr>
<tr>
<td>Making a suggestion</td>
<td>Offering to help</td>
<td>Refusing permission</td>
</tr>
</tbody>
</table>

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?  
b. If she’d stayed a bit longer,  
c. Don’t worry about the language,  
d. Will Marry be there?  
e. Aren’t these paintings Warhol’s?

1. No, they can’t be. They are too simple.  
2. I’m not sure, she might.  
3. she could have seen this Dali’s paintings.  
4. I can speak English.  
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 (?).______, but together with the essays and statements in the accompanying catalogue, it induces (?)_______.

At least the pamphlet issued as a guide to the exhibition is marginally more (?)_______. It will leave you in no doubt about the inflated pretensions and muddied 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 (?)______ of the world around us beyond familiar limits”. They also “dig deep into the common memories of our culture, our biology and our technology, to see how these (?)______ the way we understand the present and shape the future”. It makes you think they’re all (?)______ for the Nobel prize.

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 trivial, affected, (?)______ egotistical or preposterous. Admittedly, the packaging is often appealing, but even before the unwrapping begins, you know the box is empty.

New art, as the exhibition guide quite reasonably (?)______, has a history of getting on people’s nerves. But it doesn’t necessarily follow that everything (?)______ is now, art, or, indeed, important. Novelty is not the same as originality, and incomprehensibility isn’t always an indication of quality. There is little danger that DOUBLETAKE will ever find its place in the collective memory.

0  a. misgivings       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
APPENDIX 19
Pre-evaluation worksheet: Sample

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<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Level 5</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Comments on the student's progress and areas for improvement.
- Teacher's signature and date.

**Comments:**
- Improve reading comprehension.
- Focus on math problems.
- Encourage more participation in science classes.

**Signature:**
[Signature]

**Date:**
[Date]
APPENDIX 20
4th of ESO Inner school English exam (2004-2005)

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. [F]
 b) Joanna is jealous of her boyfriend. [T]
 c) Jonathan doesn’t get along with his grandfather. [F]
 d) Esther wants to be a car mechanic. [F]
 e) Daniel’s parents think that he’s irresponsible. [T]
 f) Daniel hasn’t got a driving licence. [F]

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

177
F. Translate these expressions:
   a. To get on well
   b. To lose weight
   c. To spend time
   d. To stop her
   e. To get embarrassed
   f. To pay for the damage

G. Answer these questions:
   a. Does Joanna want to spend all the time with her boyfriend?
   b. Does Esther really want to be a car mechanic?
   c. How did Daniel’s parents punish him?
   d. Does Jonathan want to share his bedroom with his grandfather?
   e. 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.
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?
Joanna

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,
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,
I'm very worried about my sister. She had to lose weight so she went on a diet. She lost a lot of weight and she felt great, so she decided to lose more weight. Now she's very skinny. I told her to stop dieting, but I wasn't able to stop her. She's still losing weight and she looks terrible. Is there anything that I can do to help her?
David
APPENDIX 21
La clase de inglés es bastante divertida, tiene actividades, y requiere bastante y a veces están contentos. No calienta mucho.

También que el ritmo que se hace en la clase es una mica más acelerada a veces.

Integrado unas actividades en inglés, la útilidad de la clase es notable.

Respecto a las escuelas anteriores, la clase de inglés es más productiva y desde hace mucho tiempo que no se ha visto una mejora en el español.

La integración tiene que ser más frecuente, para el finalizar con más confianza en el inglés.
APPENDIX 22
Experimental group students’ opinions on the web
Appendices
Experimental group students’ perception on the appropriateness of different activities, tasks and projects

<table>
<thead>
<tr>
<th>Activity name</th>
<th>I liked the activity</th>
<th>I learned new grammar or vocabulary</th>
<th>I have seen cultural differences</th>
<th>I think the material used was appropriate</th>
<th>The teacher takes into account our needs</th>
<th>The translation activity was useful</th>
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191
## Student Perceptions during the Activity

### Yes: 2 points  So, So: 1 point  No: 0 points

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<th>Activity name</th>
<th>I liked the activity</th>
<th>I learned new grammar or vocabulary</th>
<th>I have seen cultural differences</th>
<th>I think the material used was appropriate</th>
<th>The teacher takes into account our needs</th>
<th>The translation activity was useful</th>
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APPENDIX 24
**Appendices**

**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

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<th>Students motivation</th>
<th>Students accuracy</th>
<th>Students awareness of multiculturality</th>
<th>Material appropriateness</th>
<th>Teacher = activity guide</th>
<th>Consideration of Multiple Intelligences</th>
<th>Appropriateness of translation activities</th>
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APPENDIX 25
Experimental group students' formative evaluation questionnaire

**Students. Formative Evaluation:**

Student's name: ____________________________

<table>
<thead>
<tr>
<th>I enjoyed myself while learning (H1)</th>
<th>☒</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to continue learning (H1)</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>I have learned a lot (H2)</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>I know how to use the vocabulary and grammar of the previous units (H2)</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>I understood the oral and written texts (H2)</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>I have discovered some cultural differences between me and English people (H3)</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>I have learned that there are differences between Catalan and English lifestyles (H3)</td>
<td>☐</td>
<td>☒</td>
</tr>
</tbody>
</table>

The translation activities are interesting: ☒ ☐ ☒ ☒ ☐
The activities are useful for me: ☒ ☐ ☒ ☒ ☒
The teacher considers our individual needs: ☒ ☒ ☐ ☒ ☒
The teacher's explanations are appropriate: ☒ ☒ ☒ ☒ ☒
My attitude towards learning is good: ☒ ☒ ☒ ☒ ☒
My attitude towards others is good: ☒ ☒ ☒ ☒ ☒

---

**Students. Formative Evaluation:**

Student's name: ____________________________

<table>
<thead>
<tr>
<th>I enjoyed myself while learning (H1)</th>
<th>☒</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to continue learning (H1)</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>I have learned a lot (H2)</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>I know how to use the vocabulary and grammar of the previous units (H2)</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>I understood the oral and written texts (H2)</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>I have discovered some cultural differences between me and English people (H3)</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>I have learned that there are differences between Catalan and English lifestyles (H3)</td>
<td>☒</td>
<td>☐</td>
</tr>
</tbody>
</table>

The translation activities are interesting: ☒ ☒ ☒ ☒ ☒
The activities are useful for me: ☒ ☒ ☒ ☒ ☒
The teacher considers our individual needs: ☒ ☒ ☒ ☒ ☒
The teacher's explanations are appropriate: ☒ ☒ ☒ ☒ ☒
My attitude towards learning is good: ☒ ☒ ☒ ☒ ☒
My attitude towards others is good: ☒ ☒ ☒ ☒ ☒
Teacher’s formative evaluation questionnaire
and written comments

Teacher. Formative Evaluation:

Group of students: 4.1.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
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<tbody>
<tr>
<td>Do I teach at an appropriate rate?</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Do I teach at an appropriate level?</td>
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<td></td>
</tr>
<tr>
<td>Do I consider individual needs?</td>
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<td></td>
</tr>
<tr>
<td>Do I use appropriate material?</td>
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<td></td>
</tr>
<tr>
<td>Do I use new technologies?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I encourage every student?</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Do I give them enough opportunities to practise English?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I think the activities are appropriate?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I think I use too many translation activities?</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Do I think translation helps them to learn?</td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do my students like the activities we are doing? (H1)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I consider student’s interests? (H1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I ask and listen to my students suggestions? (H1)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do my students learn new vocabulary? (H2)</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do my students improve their grammar? (H2)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Do my students use English appropriately? (H2)</td>
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<td></td>
<td>X</td>
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<tr>
<td>Do my students try to understand the English way of life? (H3)</td>
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<td></td>
<td>X</td>
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<tr>
<td>Do my students learn how English people live? (H3)</td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>Do my students notice the difference between England and Catalonia? (H3)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

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. Summative Evaluation:

Name: ..................................  Surname: ..................................

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The translation activities were interesting.
The activities were useful for me.
The teacher considered our individual needs.
The teacher’s explanations were appropriate.
My attitude towards learning was good.
My attitude towards others was good.

What activities did I like the most? ... Monster. ... Maths. ... Art. ... PE. ...
What did I find most useful? ... Translation. ... Activities. ... Who’s the Agent? ...
What did I find most useless? ... Maps. ... Work. ...
What did I find most interesting? ... What. ... Your. ... Partner. ... Think. ...
What did I find most boring? ... Exams. ... Work. ...
What was I one of the best at? ... Grammar. ... Writing. ... Letter. ... English. ... Maths. ...
What would I change for next year? ... Nothing. ...
## Students' Summative Evaluation

Name: [Redacted]  Surname: [Redacted]

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have enjoyed myself while learning. (H1)</td>
<td></td>
</tr>
<tr>
<td>The topics were interesting. (H1)</td>
<td></td>
</tr>
<tr>
<td>I have learned a lot. (H2)</td>
<td></td>
</tr>
<tr>
<td>I know how to use the vocabulary and grammar of the lessons. (H2)</td>
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<tr>
<td>I have learned about English culture. (H3)</td>
<td></td>
</tr>
<tr>
<td>I have learned many differences between Catalan and English people. (H3)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>The translation activities were interesting.</td>
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</tr>
<tr>
<td>The activities were useful for me.</td>
<td></td>
</tr>
<tr>
<td>The teacher considered our individual needs.</td>
<td></td>
</tr>
<tr>
<td>The teacher’s explanations were appropriate.</td>
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<tr>
<td>My attitude towards learning was good.</td>
<td></td>
</tr>
<tr>
<td>My attitude towards others was good.</td>
<td></td>
</tr>
</tbody>
</table>

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

What did I find most useful? Instructions.

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

What did I find most interesting? Writing around the walk.

What did I find most boring? Computer suspect.

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 multiculturality.

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? (1) .................................. (not hear) from you for a while. (2) .................................. you .................................. (find) a job yet? (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

<table>
<thead>
<tr>
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<th>B</th>
<th>C</th>
<th>D</th>
<th>Total</th>
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<td>/10</td>
<td>/20</td>
<td>/10</td>
<td>/10</td>
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APPENDIX 30
### Teacher’s summative evaluation questionnaire and written comments

**Teacher. Summative Evaluation:**

<table>
<thead>
<tr>
<th>Group of students: 4.1.</th>
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<tbody>
<tr>
<td>Have I taught at an appropriate rate?</td>
<td>X</td>
</tr>
<tr>
<td>Have I taught at an appropriate level?</td>
<td>X</td>
</tr>
<tr>
<td>Have I considered individual needs?</td>
<td>X</td>
</tr>
<tr>
<td>Have I used appropriate material?</td>
<td>X</td>
</tr>
<tr>
<td>Have I used new technologies?</td>
<td>X</td>
</tr>
<tr>
<td>Have I encouraged every student?</td>
<td>X</td>
</tr>
<tr>
<td>Have I given them enough opportunities to practise English?</td>
<td>X</td>
</tr>
<tr>
<td>Do I think the activities were appropriate?</td>
<td>X</td>
</tr>
<tr>
<td>Do I think I used too many translation activities?</td>
<td>X</td>
</tr>
<tr>
<td>Do I think translation helped them learn?</td>
<td>X</td>
</tr>
</tbody>
</table>

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

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
Appendices
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 nóvia 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.
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 zapatero, uuuuu… 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 composada 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 Chaplin.
Teacher: do you think… do you agree with this? A lot of films was (emphasised) made by Charles Chaplin.
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 Chaplin.
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?
Teacher: Was sung by Elvis.
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: Ahhhhh… 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: Ahhhhh. 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: Ahhhhh… 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:

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: Si. 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. Hí 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: Aiii!
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 podriem mai anar…
S8: Mai anirem…
Teacher estem parllant del will, del futur, per tant nosaltres
S4: No podrem…
S8: Mai anirem…
Teacher: Mai anirem a la lluna. Podriem seria condicional. We are talking about the future, not the condicional. Eh? Next.
S23: Ahhhh.
Teacher: Victor Hugo 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 equivocat no?
Teacher: Sorry?
S19: Tots aquests s’han equivocat.
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 podràn 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.
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 prise 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…… trucarà 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.
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.
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: Vaaaaaale.
S23: 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 escribelo 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 pàrrafo. 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.
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: Si 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.
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.
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.
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 cullllllllllita.
S11: I et castigaven severament si protestaves o cometíes 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 cometíes 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 qué?
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: Seria “Dickens de pequeño”. Sí.
S11: Ai... però jo ja he...
S23: És igual, ja està bé.
S24: En rosa...
S23: Aiii... 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?
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 desparecidos.
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…” qué 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: Si diu “why”?  
S17: “Why”?  
S23: Sí, no seria “because”?  
S24: I l’accent obert a la “e”?  
S11: Ja l’he ficat.
S23: Què 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 experiencia.
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 más polenta, eh? que tenim?
S17: Si hay más Tippex 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 qué?
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: “Tenía” va amb accent o no?
S17: No.
S23: No. Venga S5 canta un ratito. Bueno, no, la S4, la S4 que sí que sabe.
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 sí crídeu 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 sí “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.
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: Hhostia, yo siempre me pierdo, ¿eh? ¿Dónde estamos ahora?
S24: Tío.
S17: Coma.
S23: Ah, vale, vale.
S17: Va, ¿qué tenemos, tenéis aquí?
S23: Que vivía sol en una habitación llogada.
S11: Coma, después de “Charles”, coma.
S17: Sí.
S14: Sí, coma.
S17: Sí. Que vivía sol.
S17: Sí. En una habitación de llloguer.
S24: De lloguer.
S17: “De lloguer” fiquem?
S23: I que…
S17: En una habitación de lloguer, ¿y que más? i que “tenía 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.
S23: S30, treballa. Que treballis, tiu.
S11: ¿Que aquí no hacen nada ya, eh? Solo lo hacemos la S4 y yo.
S23: Siii…
S17: Després de “social”…
S23: Què “social”?
S17: Bueno socials…
S23: Injustícies socials…
S17: Pues, “injustícies socials”.
S11: Injustícies socials.
S14: No, és singular.
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 [emphaisis] 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. És 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 quê?
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 també parece…
S23: No porque mira…
S24: Sí, “defensava la pobreza”, pero… ¿en qué sentido?
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 Seño.
S11: Dickens…
S24: Eh, señor…
S17: S6!
S24: Per dir “abogava” una paraula que quedí bé… perqué “apostava” i “defensava”…
S23: Defensava la pobresa.
Teacher: No us puc donar una solució.
S24: El dicionari ens diu “abogava” i no l’entenem.
S23: Si no hi hagués la càmera…
S17: Ens la diria.
S11: Seño 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 podien conducir 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

Imagine that you are a poor orphan*. You live in a workhouse* – 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.

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.

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*.

Charles Dickens’ books usually show social injustice. Dickens championed* the poor, and showed that 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.

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.

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? 
Oliver Twist: Translation

Oliver Twist

¿Sabes "Oliver Twist"? Aquí, podrás verlo en una película basada en la historia de Charles Dickens, del siglo XIX.

Imagínate que eres un pobre orfego, viendo en un orfanato, un orfanato donde muchos niños son forzados a trabajar. Están pocas cosas, pero consiguen que sean lo que pueden o coman el mínimo comer. Aunque es el que le pasa a "Oliver Twist".

Dickens, como no perece.


Quan Dickens només tenia 12 anys, el seu pare fou empresonat per deutes. La seua família va viure a la presó amb ell excepte Charles, que vivia sol en una habitació de llagar i tenia que treballar 10 hores diàries en una fàbrica. 

Els llibres de Charles Dickens mostren normalment la injustícia social. Dickens defendia la pobresa, i mostrava que la cruïl·licitat i la pobresa podien conduir a la gent al crim.
APPENDIX 32
Students’ assessment according to the 4th of ESO coordinator

### Quart A. Aprovats i suspesos per àrees

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### Quart B. Aprovats i suspesos per àrees

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#### Nombre d'àrees

**1 aval**

**2 Aval**

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#### Nombre d’àrees

**1 aval**

**2 Aval**
### Quart C. Àrees suspeses per alumne

![Diagrama de barras mostrant àrees suspeses per alumne](image)

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### Quart A. Graduats a 29 d’abril de 2005

![Diagrama de sector mostrant graduats](image)

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### Quart B. Graduats a 29 d’abril de 2005

![Diagrama de sector mostrant graduats](image)

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### Quart C. Graduats a 29 d’abril de 2005

![Diagrama de sector mostrant graduats](image)

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**Global. Graduats a 29 d'abril de 2005**

- **61%**
- **39%**

- **si**

- **No**
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.
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**

<table>
<thead>
<tr>
<th>Title:</th>
<th>The English Language Importance</th>
</tr>
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<tbody>
<tr>
<td>Timing:</td>
<td>15 minutes.</td>
</tr>
<tr>
<td>Material:</td>
<td>Pen and paper.</td>
</tr>
<tr>
<td>Appendices:</td>
<td>Appendix 15(^1)</td>
</tr>
</tbody>
</table>
| 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

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<tr>
<th>Logic</th>
<th>Linguistic</th>
<th>Musical</th>
<th>Spatial</th>
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### Modes of perception involved

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### Hypothesis involved

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<th>H₂ Accuracy</th>
<th>H₃ Multicultural diversity</th>
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**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.

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### Multiple Intelligences involved

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**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/~cmallo3) 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 form 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)-

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<thead>
<tr>
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<th>Musical</th>
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**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
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

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 |</p>
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<p>| Modes of perception involved |</p>
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| Hypothesis involved |
| H₁ Motivation | H₂ Accuracy | H₃ 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)-

<p>| Multiple Intelligences involved |</p>
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<tr>
<td>Objectives:</td>
<td>Practise the present simple tense.</td>
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<td>Use oral translation.</td>
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</table>

**Description:**

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.)

![Three Figures](image)

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.

-Adapted from Tsai (2003)-

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:

*Do you know how many names do Eskimos have to designate different shades of white?*

*Can you imagine why?*

*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.*
### Multiple Intelligences involved

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### Hypothesis involved

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**Title:** Three House Descriptions

**Timing:** 15 minutes.

**Material:** Pen and paper.

**Appendices:**

**Objectives:** Practise the present simple tense.

Use translation.

**Description:**

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.

\[a) \text{This is a house with lots of windows because the view from all the rooms is fantastic. One can see the sea, the mountains, etc.}\]

\[b) \text{This house is near the beach and one can hear the sound of waves, the birds singing, etc.}\]

\[c) \text{This is a house where one can feel the sun all day long; it is a house in the middle of nature where the wind makes the leaves of trees dance.}\]

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).

- Adapted from Tsai (2003) -
Multiple Intelligences involved

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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.

Description:
The teacher will bring a big dice to the classroom. Every number will correspond to a profession:

1- Singer
2- Politician
3- Actor
4- Musician
5- Artist
6- Royal family member

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:

I am ...... when ......................

-Adapted from Revell and Norman (1999:52)-

For example:

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.)
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 classmate, 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)-

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**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 Rinvulucrri (1998: 54)-
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**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 other 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 Rinvulucrí and Davis (1995: 138) -
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.

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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:

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
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 escriuint,
enregistrant i produint un nou àlbum i a més treballa en
una pel·lícula. És una persona sensible i té fans arreu del
món.

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### 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.

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### Title: Written Class Conversation

### Timing: 20 minutes.

### Material: Cardboard, pen and paper.

### Objectives:
- Practise the present simple and present continuous tenses.
- Use English to communicate.

### Description:
The teacher will show the students how to make a WH gadget.

![WH-pronouns](image)

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.

- Adapted from Rinvolucri (2003)
Multiple Intelligences involved

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3. Project:

Title: Advertising I

Timing: 3 sessions

Material: Computer.

Appendices:

Objectives: Practise Spoken and written English.

- Analyse ads.
- Use the Internet to find out information.
- Use translation.
- Get information about how to be a responsible consumer.

Description:

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/webquests/english/2index2.html. There are four parts, which will have to be done in a separate Word document:

An introduction 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.

A task where students are a group of investigative reporters and they have to investigate unethical practices in the way some brand names are produced.

A process where all the activities are placed. There are 7 groups of activities:

- 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.

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4. **Unit 2**

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<th>Title:</th>
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<td>Material:</td>
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<td>Appendices:</td>
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<tr>
<td>Objectives:</td>
<td>Learn vocabulary words related to sounds.</td>
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<td>Learn the equivalences of the vocabulary words in their mother tongue.</td>
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<td>Description:</td>
<td>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.</td>
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-Adapted from Rinvolucr (2003)
Multiple Intelligences involved

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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:
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.
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.

-Adapted from Tsai (2003)-
Title: Every Person a Word

Timing: 20 minutes.

Material: None.

Appendices:

Objectives: Practice the **past simple tense**. Practise how to build 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:

```
I live -ed in Girona
last year
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-Adapted from Rinvolucri (2003)-

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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:
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: What do you want to achieve in life? 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.
Sample drill to follow:

Name of deceased
Age
City of residence
Date of death
Place of death
Cause of death
Date of birth
Place of birth
Marital status
Occupation
Employer
Number of years at Employer
Retired
Biographical information (Items of personal interest)
Survivors (spouse, children, parents, grandchildren...)
Details of service

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.

-Adapted from Revell and Norman (1999)-
**Multiple Intelligences involved**

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**Hypothesis involved**

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**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

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Title: Who Was I?

Timing: 30 minutes.

Material: A poster, pen and paper.

Appendices:

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.

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:

"Who was I?"

"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."

The answer is: The cat

- The picture is from Watcyn and Howard (2001: 70) -
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

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### 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.

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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:

While I was running it started to snow

![Running]

Sample sentences:

*It was raining when I saw a UFO.*
*When my mum called me I was watching TV.*
*I was cycling when I met my friend.*
*While I was on holiday my birds died.*
*While I was kissing you last night your brother came in.*

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.
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**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:**
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.

![Faces](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)-

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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.

**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.

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.

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.

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6. **Unit 3**

**Title:** Noughts and Crosses Acrostic
**Timing:** 15 minutes.
**Material:** None.
**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
- Cleaner 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.
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**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.

**Description:**

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.

For example, to represent the sentence:

“I’ve lived here all my life.”

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:

“I have been to Paris 3 times.”

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:

$I’ve$ $been$ $to$ $Japan$ $once$  
$I’ve$ $played$ $football$ $for$ $5$ $years$

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:

*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*
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:

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Past
|
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Present
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-Adapted from Revell and Norman (1999) and from www.Bogglesworld.com

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<td>Objectives:</td>
<td>Practise the present perfect tense. Use translation to help understand the equivalences.</td>
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<td>Description:</td>
<td>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.</td>
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**Title:** True or False Concentration Game  
**Timing:** 30 minutes.  
**Material:** Pen and paper.  
**Appendices:**

**Objectives:** Practise the present perfect tense. Use oral translation.

**Description:**

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:

- Touch your right knee with your left hand and repeat slowly from left to right and from right to left.
- Touch your right ankle with your left elbow and repeat slowly from left to right and from right to left.
- Shake your hands, your arms, your shoulders, your legs, your feet, your hips, your head.
- Now, let's start!

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.

-Adapted from Revell and Norman (1999: 46)  
and from Rinvulcri and Davis (1997: 93) -
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**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.

**Description:**

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.

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.
Solution:

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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: Practise Spoken and written English.
Use the imagination to be creative.
Analyse ads.
Use the Internet to find out information.
Use translation.
Get information about how to be a responsible consumer.

Description:
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
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)–

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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.

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**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:

- a) Vodka is made from potatoes and it’s typical from Russia.
- b) The Mona Lisa is in the Louvre museum in Paris and it is also called La Joconde.
c) Picasso a Spanish painter painted Guernica.
d) Spain is ruled by Zapatero.
e) Elisabeth II is the Queen of England.
f) Many immigrants come to the first world countries to improve their lives.
g) Pollution is produced by many industries around the world.
h) Rainforests are being destroyed by first world countries.

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Title: Whisper Dictation
Timing: 20 minutes.
Material: Pen and paper.

Appendices: 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 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 dining 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.

(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 Rinvulucr (2002: 32)-
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### 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:

“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.”

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.
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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.
2. Submarine
3. Once that was invented by Vladimir Zworykin, the art of family conversation died.
4. Television
5. Once that was patented by Percy Spencer in 1945, cooking became a lot quicker and it can now be found in kitchens worldwide.
6. Microwave
7. Although originally designed by Leonardo da Vinci, the first one that flew was built by Igor Sikorsky in 1939.
8. Helicopter
9. This musical instrument was invented by an Italian called Bartolomeo Cristofori in 1709 and its black and white keys are made of ivory.
10. Piano
11. Although these sweet roll things to eat are thought to be French, they were first made in Vienna.
12. Croissants
13. This was discovered in China when some leaves fell in the Emperor Shang Yeng’s cup of hot water.
14. 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 Poniatoff in 1956.
2. Video recorder
3. This drink was developed in the USA in 1896 and the exact recipe has been a secret ever since.
4. Coca-Cola
5. Copies of documents were made by using a piece of carbon paper and a typewriter before this was invented by Chester Carlson in 1948.
6. Photocopier
7. This was discovered by Ali bin Omar al Shidilly when he was lost in the desert by boiling the fruit of a plant.
8. Coffee
9. Before this was invented in 1876 by Thomas Edison, you could only talk to people in other countries by traveling to them.
10. Telephone
11. This was installed in a building in 1857 and invented by Elisha Otis. If it hadn’t been developed, skyscrapers would not exist now.
12. Lift / Elevator
13. This drink was first made by a Scottish monk in 1494 and it’s also produced in Ireland.
14. Whisky

-Adapted from Berman (2002: 56-57)-

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Use translation to know the past simple passive equivalent in the students’ L1.

**Description:**
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.

Sample sentences:

1. *This sentence was said by Shakespeare.*
2. *Shakespeare said this sentence.*
3. *Aquesta frase la va dir Shakespeare.*
4. *Shakespeare va dir aquesta frase.*

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.

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**Title:** Well-Known People Passives

**Timing:** 15 minutes.

**Material:** Famous people cards, pen and paper.

**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 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.

For example: Albert Einstein’s maths teacher thought he was useless.

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.
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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 Rinvolucri and Davis (1995: 74)-

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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.

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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:

- I switch on the TV every day at the same time.
- The teacher gave me a lot of homework.
- My brother wrote a letter to his girlfriend.
- Someone cut the paper on top of my desk. (2 options)
- Russian grandmothers made bread every Sunday.
- African teenagers fed the elephant during the safari.
- I knew her.
- My dad taught me how to make my bed.
- This construction noise wakes me up every morning.
- The shop assistant sold many products he had in his shop.

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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:
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 and the other students can only say “yes” or “no”.

A: “Am I normally placed in the dinning room?”
B: “Yes, you are!”
A: “Am I used every day?”
B: “Yes, you are!”
A: “Am I a TV?”
B: “Yes, you are!”

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.

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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: Pratise Spoken and written English.
Get information about a musical group.
Get the correct intonation of a song.
Using 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 read the Culture File together with the teacher and do the activities.

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.

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.

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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**

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**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.

**Description:**

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:

> 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”.

> 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”.

> 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.

> Notice how you feel now. Notice the taste in your mouth. Notice how your stomach feels. Say to yourself: “I’ve eaten a biscuit”.

> How are you feeling now? Take a deep breath and come back to the room bringing the feeling with you. Open your eyes.

The teacher will ask the students to say how they feel. Then the teacher will write some sentences on the board such as:
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)-

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<td>Material:</td>
<td>Board game, dice and counter.</td>
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<th>Appendices:</th>
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<tr>
<th>Objectives:</th>
<th>Learn how to use “for” and “since”.</th>
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<td>Use translation to know the equivalence of “for” and “since” in the students’ L1.</td>
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<td>The students will organize themselves in groups of four people. They will have a sheet of paper with the board game (from <a href="http://www.esl-lounge.com">www.esl-lounge.com</a>). 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.</td>
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**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:

1. *Four out of ten marriages in the UK are likely to end in divorce.*
2. *Divorce is bad for your health! Divorced men have greater chance of dying prematurely than married men.*
3. *Women are keener than men on divorce.*
4. *It is a tradition for brides to wear “something old, something new, something borrowed and something in the shoe”.*
5. *Two witnesses are required at a marriage ceremony to make it legal.*
6. *Nowadays in Britain young people get married earlier than before.*

-Sentences from Berman (2002:111)-

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.
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**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 Rinvulucr (2002: 33)-

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**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:**
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.

-Adapted from Harper (2002: 4)-

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<th>Multiple Intelligences involved</th>
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**Title:** PP and PS Board Game  
**Timing:** 15 minutes.  
**Material:** Board game, dice and counter.  

**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.

**Description:**
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:

1. *Yesterday*  
2. *Today*  
3. *Last week*  
4. *This month*  
5. *Last year*  
6. *Students can choose!!!*

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
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.

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**Title:** Sound Interpretation

**Timing:** 40 minutes.

**Material:** Pen and paper.

**Appendices:** 33.5

**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:**
The teacher will give the beginning of a story that the students, in groups, have to continue:

“A year has passed since I wrote...”

The only condition is that in the story, the sounds that the students interpret through the following drawings, should appear:

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.

Adapted from Feldstein et al. (2002)
Multiple Intelligences involved

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<th>Spatial</th>
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11. Project:

**Title:** The News

**Timing:** 3 sessions.

**Material:** Video, Hi-fi, pen and paper, camcorder, cassette recorder, newspapers, magazines.

**Appendices:** Practise Spoken and written English.

Use the imagination to be creative.

Analyse the mass media.

Use translation.

Get information on how to listen to or read the mass media critically.

**Description:**

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:

- What?
- When?
- Where?
- Who?
- How?
- Who with?
- Why?

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.

During the second session students can continue working on the presentation.

During the third session students have to hand in their work. The whole class will vote for the best presentation.
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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:

- Rubens’ work is nowadays shocking because the models of beauty have changed a lot.

- Adapted from Revell and Norman (1999)
Multiple Intelligences involved

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<th>Logic</th>
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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:

“Dolors might be thinking of her boyfriend.”

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.

-Adapted from Rinvolucri and Davis (1995: 97)-
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:

I can’t learn the irregular verbs.
I could study harder.

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:

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.”

-Adapted from Rinvolucri and Deller (2002: 31)-

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.

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<th>Multiple Intelligences involved</th>
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<td>H₁ Motivation</td>
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</table>
Title: Can or Can’t that is the Question!
Timing: 10 minutes.
Material: Can cards.

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:

“Whether you think you can or you think you can’t you’re right.”

Henry Ford

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.

-Adapted from Revell and Norman (1999: 140)-

| 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     |

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<td>H1 Motivation</td>
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Title: Modal Machine
Timing: 20 minutes.
Material: Cardboard, pen, scissors, worksheet, instructions sheet.

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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>word</th>
<th>Infinitive</th>
<th>Function</th>
<th>Possible translation</th>
</tr>
</thead>
</table>

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)-

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Title: The Odd Gadget
Timing: 20 minutes.
Material: Pen and paper.
Appendices: 33.8
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 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 Rinvoluci and Davis (1995: 97)-

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<th>Multiple Intelligences involved</th>
<th>Logic</th>
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**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 lifts 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.

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13. **Project:**

**Title:** The world of English III  
**Timing:** 3 sessions.  
**Material:** Pen, paper, the *Exchange* 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:**  
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.

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.

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.
14. **Unit 7**

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<th>Title:</th>
<th>Mirror and Water</th>
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<td>Material:</td>
<td>Pen and paper.</td>
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<td>Appendices:</td>
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<tr>
<td>Objectives:</td>
<td>Learn <em>vocabulary related to world issues</em>. Use translation to know the equivalent in the students’ L1.</td>
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</table>

**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:

```
War | War
Guerra | Guerra
```

Finally, students have to draw a symbol for each world issue.

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-Adapted from Feldstein et al. (2002)-

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<table>
<thead>
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<th>Title:</th>
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<td>Timing:</td>
<td>15 minutes.</td>
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<tr>
<td>Material:</td>
<td>Board game, dice and counter.</td>
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<tr>
<td>Appendices:</td>
<td></td>
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<tr>
<td>Objectives:</td>
<td>Learn how to use the <em>first conditional</em> in English. Use translation to know the equivalences of the first conditional in the students’ L1.</td>
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</table>

**Description:**
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.

Then, a discussion on the different possible ways to translate a sentence will start.

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<th>Multiple Intelligences involved</th>
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**Title:** Possible, Unlikely and Impossible Clauses

**Timing:** 20 minutes.

**Material:** Pen and paper.

**Appendices:**

**Objectives:** Learn how to use the first conditional.
Use translation to know the equivalences of the first conditional in the students’ L1.

**Description:**
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.

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.

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.

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**

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**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.
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### 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.

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### 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: “Tindré una vida larga.”

![Hand diagram with lines labeled](image)

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**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.

#### 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:

- *What will school be like in 50 years?*
- *How will students learn?*
- *What will they learn?*

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.

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### 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.

#### 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...
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:
“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-

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**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:

- *Aquesta nit miraré 2h la tele.*
- *Avui estudiaré mates.*
- *Aquest vespre faré els deures.*
- *Aquest vespre jugaré amb l’ordinador.*
- *Per dinar menjaré un sandwitch de cogombre.*
- *Demà no aniré a l’escola.*
- *El dijous que vé faré esport.*
- *Soparé a les 7h.*
- *Aquest fi de setmana aniré al cinema.*
- *Diurnenge sortiré amb els amics.*
Demà sortiré de l’escola a les 3h.
Aquest any aniré de vacances.

-Adapted from Rinvolucrr 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.

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<td>Material:</td>
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<td>Objectives:</td>
<td>Learn how to use: going to. Use translation to know the equivalences of the future tense in the students’ L1.</td>
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<tr>
<td>Description:</td>
<td>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.</td>
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**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:
Title: Future Chairs

Timing: 10 minutes.

Material: Two chairs.

Appendices:

Objectives: Learn how to differentiate: will and going to. Use translation to know the equivalents 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:

“I’m going to meet a friend tonight.”

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:

“We will go out for a walk on the park near our house.”

Then another student will translate this last sentence.
Students will be invited to sit in the different chairs and follow the teacher example.

-Adapted from Rinvolucri and Davis (1995: 110)-
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.

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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.

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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.
### Funny Jokes

**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!

### Conditional Cards

**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.netfirm.com-

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**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:**

Students will write one personal fact in English. Then, students have to rewrite their sentences using “if”.

For example:

“I have two brothers.”

“If I didn’t have two brothers, I would have my own TV.”

Finally, they get in groups of four and:

- **Student A:** dictates his/her sentence in L1 to student B
- **Student B:** dictates student A’s sentence in English to student C.
- **Student C:** puts student B’s sentence into the third person and dictates it to student D.
- **Student D:** translates student C’s sentence into their L1 and
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 Rinvolutri and Deller (2002: 37)-

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**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 funiest ones with their translations.

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**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:

*Logical*- What would you do if your mother buys a jumper it was 50% off, it was 100 pounds and she paid 60 pounds?

*Linguistic*- What would you do if you didn’t understand the language your friends spoke?

*Musical*- What would you do if you could win a prize either singing, dancing or listening to music?

*Interpersonal*- What would you do if a classmate tells you that he’s very bad at English?

*Intrapersonal*- What would you do if you found 10000 euros in a suitcase?

*Kinaesthetic*- What would you do if you broke your leg during summer time in a trip to Argentina?

*Sapcial*- What would you do if you were in another country and you didn’t know how to read maps?

*Naturalist*- What would you do if you go to the countryside for the journey and you find many different kinds of birds injured?

*Existencial*- What would you do if you see a UFO at night?

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.
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**Title:** Chocolate Day  

**Timing:** 30 minutes.  

**Material:** Sample cards, cardboard, felt-tippen, pen and paper.  

**Appendices:**  

**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.  

**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:

*Before:* dark, white, plain, melted, hot, drinking, milk, grated.  

*After:* factory, money, cake, bar, day.

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.

-Adapted from Rinvolucrì and Deller (2002: 43)-
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**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.

**Description:**
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.

Sample questions:

- a) What two books would you like to bring?
- b) What luxury food would you prefer to take with you?
- c) What special drink would you like to take?
- d) What two pieces of music would you love to listen to?
- e) Who would you like to be on the island with?
- f) What personal item would you like to take?

The only condition is that students are not allowed to take equipment to try to escape from the island.
**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 equivalents 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:

Student A: Hello, John! How are you? I’m going to the cinema tonight. Would you like to “gussy1”?

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.

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.

```plaintext
gussy1= come
gussy2= go
gussy3= see
gussy4= Romeo and Juliet
```

After each performance students will have some time to guess the meaning of the “gussy” words and to translate the “gussy” sentences.

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Title: The Grammar Letter

Timing: 10 minutes.

Material: Letter, pen and paper.

Objectives: Learn how to use: too, so and such. Use translation to know the equivalents 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 Rinvolucri and Davis (1995: 159)-

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17. Project:

Title: The world of English IV

Timing: 3 sessions.

Material: Pen, paper, the Exchange book and cassette.

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.

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### 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:

*Which are your favourites from the list?*
*Put them in order.*
*Why do you like them?*
*Is it the look of the word on paper?*
*Is it the sound of the word as you say it?*
*Is it the feeling that you can get about what the word represents?*
*Is there another reason?*
*Are there any words here that you do not like?*
*Why not?*

Now, students translate the words and with the words in their L1 they will have to answer the same questions again.

-Adapted from Revell and Norman (1999: 61)-
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**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:

\[
\begin{align*}
a) & \text{ By the age of one I had learnt to walk.} \\
b) & \text{ By the age of two I had started to talk, but I hadn’t learnt to ride a bike.} \\
c) & \text{ I had learned to read by the age of six.} \\
d) & \text{ I had gone to England by the age of 12 but I hadn’t visited Russia.} \\
e) & \text{ By the age of thirteen I had read a lot of books.} \\
f) & \text{ I had had a boyfriend by the age of 15.} \\
g) & \text{ By the age of 15 I had also learned to invent school excuses.}
\end{align*}
\]

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.

-Adapted from Rinvolucri and Davis (1995: 59)-

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 Rinvolucrï and Deller (2002: 79)-

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**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:

- What would you feel?
- How would you feel?
- What would you think?
- What would you smell?
- What would you see?
- What would you hear?

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
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)-

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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.
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**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.

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. For example:

Student A to B: “Maria is really helpful to other students.”

Student C: “They said I don’t care about other students.”

-Adapted from Davis, Garside and Rinvolucr (1998: 82)-
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.

Description:
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:

What facial expressions do they use?
Do they make eye contact?
What do you notice about their mouth movements?
How are they standing/sitting and moving?
How close are they to one another?
Do they touch one another? When? How?

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:

How loudly do they speak?
How fast?
What do you notice about the rhythm?
What do you notice about the intonation?
What noises do they make which are not actually words?
What other things do you notice?

Finally, students will write the top ten rules for maintaining a good conversation with English people.

-Adapted from Revell and Norman (1999: 109)-
Multiple Intelligences involved

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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:

I think Barcelona will win the league.

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.

-Adapted from Rinvulucrì and Davis (1995: 61)-
### Multiple Intelligences involved

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19. **Project**

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<tr>
<th><strong>Title:</strong></th>
<th>Who Wants to be a Millionaire?</th>
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<tr>
<td><strong>Timing:</strong></td>
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<td><strong>Material:</strong></td>
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**Appendices:**

**Objectives:** Revise grammar and vocabulary.

**Description:**
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 $15^{th}$ question (it will worth 1 million£). The questions can be about whatever students want to: vocabulary, grammar, translations, real life situations, culture, etc.

1$^{st}$ question .................. 100£
2$^{nd}$ question ..................200£
3$^{rd}$ question ..................300£
4$^{th}$ question ..................500£
5$^{th}$ question ..................1000£
6$^{th}$ question ..................2000£
7$^{th}$ question ..................4000£
8$^{th}$ question ..................8000£
9$^{th}$ question ..................16000£
10$^{th}$ question .................32000£
11$^{th}$ question .................64000£
12$^{th}$ question .................125000£
13$^{th}$ question .................250000£
14$^{th}$ question .................500000£
15$^{th}$ question .................1 Million£
Questions grid:

The question is worth:

Possible answers

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.

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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:

- What colour is the equator?
- What does a border look like?
- What does an island taste like?
- What does a pole sound like?
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.

-Adapted from Revell and Norman (1999)-

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Title: Rack your Brains!
Timing: 40 minutes.
Material: Pen and paper.
Appendices: 33.15

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:
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.

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”.


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 chiken, 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 layed 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)-
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### 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:
Students will have to write some words answering the following questions:

- **When?** (first box)
- **Who?** (second box)
- **What?** (third box)
- **Where?** (fourth box)
- **How?** (fifth box)
- **Why?** (sixth box)

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:

- When? This week
- Who? Joan
- What? Drink whisky
- Where? In a supermarket
- How? With a sausage
- Why? Because a box was empty
Resultant sentence:

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.

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**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.

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**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 Rinvolucri and Davis (1995: 34)-
Multiple Intelligences involved

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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.
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

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### Modes of perception involved

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### 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?
16. Son/daughter: My bike is broken! Could you arrange it for me, please?
   Father:
   17. Translate. “Fa uns anys havia tingut problemes amb els meus amics.”
18. Use “To, So and Such” to say that a sofa from a shop is very expensive.

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<td>Objectives:</td>
<td>Practise Spoken and written English.</td>
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<td></td>
<td>Get information about a musical group.</td>
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<td></td>
<td>Get the correct intonation of a song.</td>
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<td></td>
<td>Using the L1 as a vehicle to access the English language.</td>
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**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**

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Appendix 33.1

In a former life I was a tiger because I liked running and I liked the mountainous landscapes tigers live in. Also, I liked meat and I slept a lot. I normally I composted and that tigers prefer for example, running behind the animals I could eat.

In una vida anterior j'era un tigre perquè m'agradava correr i m'agradava terraços de muntanya on vivien. També m'agradava la comestibilitat. Això és el que els tigers prenen per exemple. Corregir demanar les poses i poder menjar.
In a former life I was a t-shirt.
I was a beautiful t-shirt with short sleeves.
I like to a cupboard with other clothes.
I can't wear it until I want. I won't wear it when someone takes me and wears me.
I used to spit the true washing, but when someone takes me I spend all they with he or she and then I want to the washing machine.

En una otra vida yo era una camiseta
Yo era una camiseta bonita de manga corta
Yo llena a un armario con otros ropa.
No puedo ponerme cuando quiero, sólo puedo ponerlo cuando alguien me lo pone
Yo usaba a la truea y lavar, pero cuando alguien me toma de la camiseta, yo dejo de ser el dueño del armario y después me lo llevan a la ropa dependencia.

Great!
Appendix 33.2

Obituary notice

The last 29th October, our favourite baseball player, died. He was only forty years old (he was born in Barcelona, 1977 December), but he had a lot of heart problems. His wife, Angelina Rodriguez, says that Pau sometimes couldn’t breath. He died in his new flat in Chicago, when he was sleeping, with a calm death. He stayed in Chicago because he was doing a lot of business works. Pau had two daughters and a son (Mary, Clare and Michael jr.). We’ll never forget his smile when he did a home run.

El dia 29 d'octubre, el nostre jugador favorit de b bàt, [redacted], va morir. Més de quarenta anys (acudint a Barcelona, el 29 de desembre 1977), però tenia molts problemes cardíacs. La seva dona, Angelina, comenta que a vegades no podia en inspirar. Va morir en el seu nou pis de Chicago, amb una mort natural i tranquil·la. Otra cosa que es va fer per al com a la seva mort és que va morir a causa de problemes cardíacs. Pau tenia dos fills i un fill (Mary, Clare i Michael jr.). No ens esqueix als que hi va morir a casa seva quan feia un home run.
She died on 30th March, at the age of 77 years old. She lived all of her life in Catalan country and Esquè Nova. She died in Lleida before she got the Independence for Catalan Country and had been helping poor people. She worked teaching History.

We will never forget you, we love you until the end of times...

Because you were, we are
Because we are, they will be
• Your sons •

Va morir el 30 de Mars. Tenia 77 anys. Va viure tots els anys de la seva vida en els Països Catalans i Esquè Nova. Va morir a Lleida abans de conseguir la Independència per als Països Catalans i havia estat ajudant la gent pobre. Va treballar de mestra a l'Història.

* HAI T'OBEDIRÉM, T'ENTENDRÉM FINS AL FINAL DEI TEMPS *

Perquè tu van néixer, resoldes som
Perquè restarem som, ells eran...
• EUS TEUS PELS •
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 queda 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 anéssin a buscar un savi que vivia dalt d’un turó i que ells 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’equivocàs. 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 am les mans, així seguir 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 donc el sabi 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

Undia vaia una tarda, en un país molt llunyà, una família molt farà, fins que un dia, una família molt petita
es van emportar a la vora cap al cost, a veure el Sr. Sòu.
Pero l'any successiu, la mare no va tornar mai més.
Era després que es van preguntaven, preguntaven i preguntaven, però
resultà que es va quedar sense resposta per tot. Era ahí,
un bon dia, un cuina a muntar al Sr. Boscigu, l'hore dahl goau
i vaia d'aqueixa poble conegut com "l'hore del gli".
Les nenes tenien molta ira i molesta per, ja que una seva vora
molt sinistre i sense lloc dels dels, però es vaia que es van tres
de la, i va estar disposat a respondre tots els preguntels
e aquelles ninotes. Era un home que tenia resposta per
tot i més, les nenes esbenien trets de que aquella vora
sempre trinxia alguna cosa a dir, però això van fer un
pla. Tot va anar així:
Un dia amb muntar de sol, les dues germanes vaia i
balau, araven pel terrenat. De cap i ceda, una pappallona
blava molt i molt bonica, es va quedar a les vora d'una
d'altra. Ràpidament va anar corrents a ensenyar-li a
la seva altra germana. Est es van veure davant que aquella
era el oportunidad que el grau que fallà.
Van pensar que si li ensenyaven la pappallona al grau que
i el preguntelen estaria morta o cosa; si es va li seva
que estava d'au, després d'acabaren i es va dira que estava
menta, emiren la vis i la deixeren unuar, d'aquesta manera
pagan que es que rompen s'acuírenques.
Però aquell dia les dues germanes van descollir que aquell
home era, i s'hi va sentir, perquè es veia pia no va fonduar,
porque es va contéy: "la pappallona és!
I amb un goç i un gas aquest com si va res!"
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 cupped cookies in the chocolate and this combination had been very sweet.

My mouth turned into water, in a 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 mended.

But chocolate is something very irresistible... Taste chocolate, it is very delicious!!
I feel the flavour of vanilla in my lips. The ice-cream is freeze but do much hot, the vanilla melt in my mouth, I feel the cold in my tongue cause pleasure.

I'd like that this moment & never finish. The ice-cream is so delicious ... mmm ... now comes the best pleasure: the biscuit.

I bite the biscuit, it's crunch!!! It's very delicious, slowly I arrive to the end of the biscuit. For me, it's the best part because the biscuit is covered with chocolate.

I'll eat the chocolate by the end the biscuit, it's delicious ... chocolate melt in my mouth, the ice-cream be 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 driving on the streets of Baghdad, trying to help the families who have lost a son, a brother, or both (I've lost my wife, my father and my two daughters). I can also remember the American soldiers shouting in the streets, 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 Baghdad. I was driving since 7.00 when a bomb fell near me. I don't remember what happened, but two hours later I woke up. There wasn't nobody in all the road and I hurt my leg. I needed help and I decided to use a flare. 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 and I fell sleep but, then, I began to listen a lot of shouts (perhaps they were American soldiers, or normally people). They were shouting but, when I saw them, they began to wisper, 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 "please! help me! is 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 hostages. 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!

Thank you.
The computer's story (representing sounds)

A year has passed since I have had ADSL. At first I have connected on the Net and all were advantages but one day when I would send an e-mail; the e-mail hasn't sent. I only listened 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 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 (๐۶). 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 but suddenly on the screen there's an ugly man with a computer. He was sleeping and snoring (இஇஇஇ). When I saw, 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 the man woke up and a woman told him: move the soup is boiling! (੭´˃̶꒒˂̶´੭) We listened a new sound like a cardiac monitor (இஇஇஇ) 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 correct sound (๐۶) but I'm very nervous. Are you in the same situation?
# Appendix 33.6

## Modal machine worksheet

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<th>Can</th>
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<th>May</th>
<th>Might</th>
<th>Might not – Mightn’t</th>
<th>Must</th>
<th>Must not – Mustn’t</th>
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<td>Fast ability</td>
<td>Could</td>
<td>Could not</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
</tr>
<tr>
<td>Example</td>
<td>Fast ability</td>
<td>Could</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
</tr>
<tr>
<td>Possible translation</td>
<td>Fast ability</td>
<td>Could</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
</tr>
<tr>
<td>Definition</td>
<td>Ability, permission, possibility, request, negative ability, negative permission</td>
<td>Probability, request, permission</td>
<td>Possibility</td>
<td>Negative possibility</td>
<td>Obligation, advice, deduction, command</td>
<td>Obligation, deduction</td>
<td>No obligation</td>
<td>Obligation, deduction</td>
<td>No obligation</td>
</tr>
<tr>
<td>Example</td>
<td>Fast ability</td>
<td>Could</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
</tr>
<tr>
<td>Possible translation</td>
<td>Fast ability</td>
<td>Could</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
<td>Past obligation</td>
</tr>
</tbody>
</table>
Appendix 33.7

Modal machine

- We use *MAY* or *MIGHT* to talk about something which is possible.
- We can use *MUST* or *CANT* to talk about things that are certain.
- We use *CAN* and *CANT* to talk about abilities.
- We use ‘HAD to’ and ‘WENT to’ to talk about obligation in the past or in the past

Affirmative: Subject + Modal + Verbs + Object
Negative: Subject + Modal + NOT + Verbs + Object
Question: Subject + Modal + Verbs + CAN I + Object + Question word?

Pronunciation:
- *CAN* as /kæn/.
- *CANT* as /kænt/.
- *COULD* as /kul/.
Appendix 33.S

The odd gadget

The Odd Gadget

When 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 that they must get up very early.
The respect file is the gadget of the future, because in the future the people will use it to drink all types of places.

In conclusion, the "Respect File" is the solution for your problem.

* You can buy it in specific establishments and in the future...

[Diagram of the respect file]

Once he decides to start a presentation, everyone is amused.

El "Respect File"

just a trend that has gone, but the people continue to use it.

in the future, the respect file is not only for the tout... but it's more...

this company's a little more specialized, but not the 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!
### Appendix 33.11

Get in contact with an e-pal

<table>
<thead>
<tr>
<th></th>
<th>Me</th>
<th>My ePAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age:</td>
<td>15 years old</td>
<td>15 years old</td>
</tr>
<tr>
<td>Place of Birth:</td>
<td>Barcelona / Figueras</td>
<td>Santiago (Cuba)</td>
</tr>
<tr>
<td>Country of Residence:</td>
<td>Spain</td>
<td>Belgium</td>
</tr>
<tr>
<td>Languages Spoken:</td>
<td>English, Spanish, Catalan and French</td>
<td>Dutch, Spanish, French, English and German</td>
</tr>
<tr>
<td>School Grade:</td>
<td>4 ESO</td>
<td>3rd Baix Empordà (secondary school)</td>
</tr>
<tr>
<td>Family Members:</td>
<td>three</td>
<td>Hire</td>
</tr>
<tr>
<td>Pets:</td>
<td>No / A cat</td>
<td>No, he has sold his dog to a Chinese</td>
</tr>
<tr>
<td>Favourite School Subject:</td>
<td>Science / History</td>
<td>He hasn't got</td>
</tr>
<tr>
<td>Favourite Book:</td>
<td>Harry Potter / Harry Potter</td>
<td>Dragon Ball II / Heroes</td>
</tr>
<tr>
<td>Favourite Food &amp; Drink:</td>
<td>Pasta and Fanta</td>
<td>Tray pizza and coke</td>
</tr>
<tr>
<td>Favourite Sport:</td>
<td>Soccer and football</td>
<td>football and fight</td>
</tr>
<tr>
<td>Favourite Holiday:</td>
<td>Summer</td>
<td>Spain</td>
</tr>
<tr>
<td>Favourite Animal:</td>
<td>Dog</td>
<td></td>
</tr>
<tr>
<td>Hobbies:</td>
<td>Watch TV, listening to music</td>
<td>play with the computer</td>
</tr>
<tr>
<td>Places you’ve visited:</td>
<td>Paris, Barcelona, Amsterdam, Frankfurt, Brussels...</td>
<td></td>
</tr>
<tr>
<td>Biggest Accomplishments:</td>
<td>proud of everything</td>
<td>instruct the others</td>
</tr>
<tr>
<td>Future Goals:</td>
<td>Pass the selectively</td>
<td>He hasn't got</td>
</tr>
<tr>
<td>Hero / Heroine:</td>
<td>Nobody</td>
<td>Nobody</td>
</tr>
</tbody>
</table>

*The world's largest online classroom community! [WWW.EPALS.COM]*
<table>
<thead>
<tr>
<th>Name of Holiday</th>
<th>Holiday Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antwerp's holiday</td>
<td></td>
</tr>
<tr>
<td>Date of Holiday: 15th May</td>
<td></td>
</tr>
</tbody>
</table>
| Partner Classes that celebrate it: Everybody | Hand

Description and Traditions: The name of the city comes from a legend in the 16th century when Brabo threw a hand.

<table>
<thead>
<tr>
<th>Name of Holiday</th>
<th>Holiday Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vlaanderen's Holiday and Work's Day</td>
<td></td>
</tr>
<tr>
<td>Date of Holiday: 1st May</td>
<td></td>
</tr>
</tbody>
</table>
| Partner Classes that celebrate it: Everybody cause there's no clash | Coat of arms

Description and Traditions: Vlaanderen is the region where he lives and Antwerp is a city but it's also a province.

<table>
<thead>
<tr>
<th>Name of Holiday</th>
<th>Holiday Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christmas</td>
<td></td>
</tr>
<tr>
<td>Date of Holiday: 25th December</td>
<td></td>
</tr>
</tbody>
</table>
| Partner Classes that celebrate it: Everybody | Christmas

Description and Traditions: Celebration of when Jesus was born. In the tradition of the presents given by Santa, and the family together.

<table>
<thead>
<tr>
<th>Name of Holiday</th>
<th>Holiday Symbols</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Saint's Day</td>
<td></td>
</tr>
<tr>
<td>Date of Holiday: 1st November</td>
<td></td>
</tr>
</tbody>
</table>
| Partner Classes that celebrate it: Somebody | Cross

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 rooms.
If we didn’t have 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 rooms in the flat.
If we didn’t have rooms in the flat, we would have to buy a house.

Si no visques en una casa, viures en un pis.
Si visques en un pis, no podríem tenir habitaicó.
Si no tingues una habitació, no tindrías la meva propia habitació.
Si no tingues la meva habitació, t’hi hauria de compartir amb el meu germà.
Si no tingues la meva habitació, t’hi hauria de compartir amb el meu germà, disxistiríem cada dia.
Si disxistíem cada dia, es hauríem de separar.
Si ens separatíem, t’hi hauríem de parar, no tindríem habitació en el pis.
Si no tingués habitació en el pis, hauríem de comprar una casa.
FACTS

If I didn't like sport, I wouldn't go to practice it
If I didn't practise sport, I would be at home more time
If I was at home more time, I would study
If I studied, I would pass all the exams.
If I passed all the exams, I would have a career.
If I had a career, I would find a good job
If I found a good job, I would 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!

- Si no m'aquedés l'esport, no el pràctiques.
- Si no practiques, estaria a casa més temps
- Si estigués a casa més temps, estudiaria.
- Si estudia, aprovaria tots els exàmens.
- Si aprovés tots els exàmens, tindria una carrera.
- Si tingués una carrera, trobaria una nova feina.
- Si trobés una nova feina, guanyaria més diners.
- Sigueres més diners, seria nic.
Appendix 33.13

Desert island

If I were on a desert island I would read the "Dos Pilars de la Terra" by Ken Follet and a Trilogy of Terra 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 carrots with some salad or little cones of vanilla.

I’ve been thinking about the music, maybe techno music or pop were, no, better Estopa and Opera Chill out. Oh, I would bring "Walking on Sunshine" and "We Will Rock You".

The good thing would be in a desert island that you’re alone.

To spend the time I would bring some wood_puzzles, a small, a cd player.

Amazing!

I would read the "Dos Pilars de la Terra" by Ken Follet and the "Trilogía de Terra Santa".

I would bring a coke cola in one hand and enjoying the sunny weather.

I’ve been thinking about the music, maybe techno, perhaps a pop song, no, better Estopa and Opera Chill out.

I would bring "Walking on Sunshine" and "We Will Rock You".

To spend the time I would bring some wood, puzzles, a small, a cd player.

Amazing!

I would bring a coke cola in one hand and enjoying the sunny weather.

I’ve been thinking about the music, perhaps a pop song, no, better Estopa and Opera Chill out.

I would bring "Walking on Sunshine" and "We Will Rock You".

To spend the time I would bring some wood, puzzles, a small, a cd player.

Amazing!

377
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 keep boat to make one to escape from the island.

I would love to listen Los Cochineros' songs of Los Mejores Escogidos and "Vertigo" of U2. If I was in a desert island, then I would prefer to eat some chocolate like Ferrero Rocher 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.

Se estés en una isla deserta, es agradable estar un amb la vostra que es agrade, per passar molt de temps amb ella. També, se estés en una isla deserta amb una noia (es agradable) emportar unes dècines: el diccionari d'anglès per dormir a les noites i una guia de veïllies per així així a escapar-vos de l'illa deserta.

Es agradable sentir "los Cochineros", una cançó de los Mejores Escogidos i "Vertigo" d'U2. Si es és en una isla deserta, preferiria anar en alguns bombons amb "Ferrero Rocher" perquè es agra vol molt la xocolata.

També volria beure Coca-Cola amb fruita de taronja i fruita de llimona, és una beva encantada.

Finalment, si es és en una isla deserta, portaria la meva pistola per fer alguns animals, per sobreveure 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 wooden!" 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.

Una jov està hauria ués sort de casa dels seus pare

...
El 1964, va inteceptar una caixa refrigeradora que la porta, accidentalment en va tirar. No la havia dirigit cap per la porta i no li havia cap sense d'obrir la porta davant d'ells. Sabia que dirigia el treball fins al segon matí. Va se trobat el dia següent. Estava fes: ajudà tancar el caix i els objectes. Finalment va morir degut a la caixa refrigeradora que havia estat amb la seva mà que li havia un cop esca per la qual hagué pogut morir.

Una dolça jove a Haiti va sortir de casa amb una malla i va intentar estirar. Es p_ads sorrit rapidament i va sortir davant vore la porta. Havia una gran tristesa amb ella i la seva molla que va veure directament al seu cos. "Es m'ocura va dir: "s'ha morit".

La seva mare va posar el lit. No havia estat absoltament. No podia parlar. No podia manjar. No podia sentir res que li dissemmes. Al cap d'un moment, A causa de que se va, havia estat una mare salutad i feliz. També havia dirigiat el delegat amb el seu nom. Els doctors no van trobar cap res 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:

\[ M \quad 7 \quad 8 \quad 9 \quad 6 \quad 7 \quad 8 \quad 8 \]

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?

The equator is yellow, because it's very hot.
2. A border looks like a cage.
3. A pole sounds like a river, water.
4. A continent is very large, 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. Its celtic music, because there are a lot of lakes in Scotland.

RACK YOUR BRAIN

A COCKEREL IN THE ROOF

A coockerel has sat exactly in the middle of the roof. Which has a slope at 33% and the other slope at 95%. 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:

\[ M \bigcirc B \bigcirc A \bigcirc 5 \times \]

She had thought about them and she had decided that next symbol had to be:

\[ \nabla \bigcirc \bigcirc \]

What is then the next symbol?

88

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. So 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?

First, the farmer crosses 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.