

**Escola Jaume I La Sénia**  
**Joan Villarroya Bustos**

## **Generació Plurilingüe (GEP)**

Year 2  
2018-2019

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# PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

## Identification of the GEP project:

Title	<b>DIVERSITY CHALLENGE</b>
Authorship	<b>Joan Villarroya Bustos, Esther Segura Unió &amp; Xema Roldán Carretón</b>
School	<b>Jaume I La Sénia</b>
Students' CEFR Level	<b>Primary (A2)</b>
Grade	<b>6th grade</b>
Content area	<b>Social Science</b>
Number of sessions	<b>9</b>
Teachers involved	<b>The authorships</b>
Key words	<ul style="list-style-type: none"> <li>- Nationalities in my town</li> <li>- Typical recipe of a country</li> <li>- Demography concepts</li> <li>- Intercultural values</li> <li>- Recording a cooking show</li> </ul>



## 1. OUR PROJECT

### Introduction:

We'll say to our students: "Walking over the town, we've noticed that people of different nationalities are not really united to the others'. We want to join different cultures through the cuisine. To do this, you have to investigate about which nationalities we have got in la Sénia, choose one of them and cook a typical dish from there".

We want pupils to study the diversity of nationalities with presence in their town. First, they'll search for information about the different nationalities in the town and they'll create a demographic graph. Then, each team works one nationality. They have to write a typical recipe from there and create a country report with the main social features. They can contact with one family of that nationality to create a final video where they cook and explain orally the typical recipe of the country.

Teachers and a professional chef can taste them and comment something about them like in Masterchef Junior (presentation, taste...)

**Driving question:** *How can you become an international masterchef?*

**Final product:** A video where pupils cook and explain a typical recipe of the country they are studying.



2a. GOALS	2b. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? <small>(assessment criteria)</small>
<p><b>1. Identify</b> the different nationalities in the own town through inquiry.</p>	<p><b>1.1.</b> They can recognise the presence of different nationalities in their town.</p>
<p><b>2. Create</b> a population graph of the town.</p>	<p><b>2.1.</b> They can create a population graph that shows the different nationalities in the town.  <b>2.2.</b> They can use the computer to find out and contrast information, do translations or watch explanatory videos as a helpful tool.</p>
<p><b>3. Describe</b> a population graph of the town.</p>	<p><b>3.1.</b> They can explain orally a population graph of their town.</p>
<p><b>4. Create</b> a video where they cook and explain a typical recipe of a country with presence in la Sènia.</p>	<p><b>4.1.</b> They can find a typical recipe of the country they are studying in small group.  <b>4.2.</b> They can write a typical recipe of a country with presence in la Sènia  <b>4.3.</b> They can create a video where they cook a recipe they have chosen .</p>



### 3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<ul style="list-style-type: none"> <li>● <b>Competence 2.</b> Interpret the present based on the analysis of changes and continuity through the years to understand the society where we live.</li> <li>● <b>Competence 12.</b> Participate in the collective life based on democratic values, to improve cohabitation and favour a fairer and more solidary environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Change and continuity</li> <li>● Globalization, separation and otherness.</li> <li>● Social organization.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Competence 2.</b> Plan and produce short and simple oral texts according to the communicative situation.</li> <li>● <b>Competence 8.</b> Produce simple and easy texts appropriate to the communicative situation using different supports.</li> <li>● <b>Competence 12.</b> Use plurilingual strategies to communicate.</li> </ul>	<ul style="list-style-type: none"> <li>● Oral production strategies.</li> <li>● Non-verbal elements of communication.</li> <li>● Text typology.</li> <li>● Vocabulary and semantics.</li> <li>● Text features according to format and support.</li> <li>● Planning, search and paperwork of information.</li> <li>● Use of ICT tools.</li> <li>● Plurilingual strategies.</li> <li>● Basic sociolinguistic and cultural aspects.</li> </ul>



### 4. 21<sup>st</sup> CENTURY COMPETENCES

Collaboration	✓	Information, media and technology	✓
Communication	✓	Leadership & Responsibility	✓
Critical Thinking and Problem Solving	✓	Initiative & Self-direction	✓
Creativity & Innovation	✓	Social & Cross-cultural	✓

### 5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	✓	Digital competence	✓
Mathematical competence	✓	Social and civic competence	✓
Interaction with the physical world competence		Learning to learn competence	✓
Cultural & artistic competence	✓	Personal initiative and entrepreneurship competence	✓



## 6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<ol style="list-style-type: none"> <li>1. Use of different sources for the exchange of opinions and dissemination of information.</li> <li>2. Recognition and evaluation of the cultural and linguistic diversity of Catalonia and Spain.</li> <li>3. Refusal of stereotypes and prejudices, as well as situations of injustice and discrimination, for reasons of gender, emotional orientation, origin and beliefs, developing feelings of empathy and respect for others.</li> <li>4. Observation, identification and description of some demographical, economical, cultural and religious features of Catalan and Spanish society.</li> <li>5. Main features of the local geographical space related to migratory movements and globalization. The dialogue between cultures and religions.</li> <li>6. Assessment of the viability of an entrepreneurial idea through cooperative work and using different sources of information (with scaffolding of interaction).</li> <li>7. Digital identity Management of the privacy of data.</li> </ol>	<ul style="list-style-type: none"> <li>- Recognises and describes the most relevant reasons of the migratory movements.</li> <li>- Investigates and identifies the different nationalities in la Sénia.</li> <li>- Creates and describes a population graph.</li> <li>- Writes a typical recipe from a specific country.</li> <li>- Creates a video where cooks and explains a recipe.</li> <li>- Creates a digital document with the main social aspects of a country.</li> <li>- Explores and gets used to different digital apps like <i>Google Drive &amp; Forms, Kahoot or Plickers</i> to get the topic concepts.</li> </ul>



## 7. REFERENCES

- <https://www.foro-ciudad.com/tarragona/la-senia/>
- <https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/recipe>
- [www.kahoot.it](http://www.kahoot.it)
- [www.plickers.com](http://www.plickers.com)
- **GOOGLE APPS**

## 8. COMMENTS (optional)

## 9. ACKNOWLEDGEMENTS (optional)






- **Town Hall and Major of La Sénia**
- **Our trainers Alexandra and Maria**
- **Families that have collaborated**

Skills: R: reading , S:speaking, L: listening, W: writing, I: Interaction  
Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World  
Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools





## 10. UNIT OVERVIEW

Session	Activities	Timing 	Skills 	Interaction 	ICT 	Assessment 
1	Pass the ball game to check known nationalities in the town.	15 min	I	WG T-S, S-S		
	An individual Google Form to reflect about pupil's knowledge backpack of population in their town and to cause a <b>need to know</b> .	10 min	W	Individual task	Tablet/ group (Google Forms)	Diagnostic digital form
	Researching information about population in La Sénia: <i>Which nationalities can you find in La Sénia?</i>  Worksheet to plan researching: "I need information".	35 min	R & I	SG S-S	PC/ pair or group (Information research)	
2	Learning to create a digital population graph of nationalities: pupils identify texts about population with the correct graph.	15 min	L & R	WG T-S	Projector (Text editor and graphs)	



	Pupils modify a graph and correct it, according to the real information they've got.	15 min	R	SG Ss-Ss	PC/ pair or group (Text editor and graphs)	
	Creating a population graph in groups relating to nationalities in la Sénia, creating a new <i>GoogleDocs</i> using their account @ <i>escolalasenya.cat</i> and sharing it with the teacher.	30 min	W & I	SG T-S, S-S	PC/ pair or group (Text editor and graphs)	TA (Rubric)
3	Create a mind map with cards of key concepts about human migration.	15 min	I	SG S-S		
	Reading a text about the most common reasons of the migratory movements to correct the previous mindmap (immigration, reasons or population).	30 min	I & R	WG T-S, S-S		
	<i>Kahoot jumble</i> about the definition and causes of migration.	30 min	R & I	SG T-S, S-S	Projector & PC/ pair or group ( <i>Kahoot app</i> )	AT (Digital report)



4	Children do the Form about population again with a new link to check or assess their learning.	10 min	R	Individual task	PC/ student	<i>Digital form</i>
	My country report (digital worksheet).	50 min	R & W	Individual task	Projector & PC/ student <i>(GoogleDocs or text editor)</i>	TA <i>(Rubric)</i>
5	Learning the instructive text (recipe). The teacher reads a recipe, called “My favourite dish: Pasta with tomato sauce”.  In this <a href="#">link</a> you can find the recipe and the material children will need (recipe, questionnaire link, ingredients cards, list of kitchen verbs).	10 min	L	WG T-S		
	The teacher reads the recipe again and children have to order the ingredients cards as they appear in the method part.	10 min	L	SG T-S		
	The teacher shows a <a href="#">questionnaire</a> where pupils, in pairs, have to answer True or False using two small cards (they have to show the correct one).	15 min	L, R & I	WG T-Ss S-S	Projector	



	We'll give to students a list of academic language or discussion structures to use when they interact or discuss to come to an agreement.					
	Retell (orally) the recipe in groups.	25 min	S	SG S-S		TA (Rubric)
6	<b>Plickers</b> digital activity about the last lesson recipe.	30 min	L & R	Individual task	Projector & Plickers cards (Plickers app)	TA (Plickers report)
	Invent a recipe following the model in the last lesson.	20 min	I	SG S-S		PA (rubric)
	Making groups of 4, they take one card with the name of a nationality with presence in the town. Choosing a recipe from the nationality they are studying.	10 min	I	SG S-S	Tablet/ group	
7	Interaction language sheet to help students and peer-assessment.	15min	I & W	SG T-S, S-S		PA (Sheet)
	Write the recipe in English.	35 min	W	Individual task & SG		TA (Rubric)



				T-S, S-S		
	The “convert station” activity.	10 min	I	WG T-S, S-S		TA <i>(Direct observation)</i>
8	Preparing the final product (cooking and explaining the recipe they chose).	30 min	S	SG T-S, S-S		
	Practice the future performance (simulation).	30 min	I	SG T-S, S-S		
9	Cook the recipe and listen to the assessment of a famous chef from the town.	60 min	S & L	SG T-S, S-S		TA <i>(Rubric)</i>



## 11. SESSION PLANNING

### SESSION 1: Starting session.

Objectives of the session:

- Introduce the project dynamic.
- Find out information about La Sénia's population.

Content-obligatory language for the session:

- Language frame: "In my town, you can find people from..."
- Task management: dealing with the Internet.

### Activities

*include : Name and description; Assessment tool (if any); Material (including language support)*



1.1

Pass the ball game with a ball of wool. Each child says a nationality you can find in la Sénia. We can give a sentence as model: "In my town you can find people from Spain". The lines we draw with the wool represent the multiculturalism in the town.

Then the teacher explains the project to the students with the introduction:

"Walking over the town, we've noticed that people of different nationalities are not really united to the others'. We want to join different cultures through the cuisine. To do this, you have to investigate about which nationalities we have got in la Sénia, choose one of them and cook a typical dish from there.

15 min

I

WG  
T-S, S-S








	<p>We want you study the diversity of nationalities with presence in our town. First, you'll search for information about the different nationalities in the town and you'll create a demographic graph. Then, each team works one nationality. You can contact with one family of this nationality to create a final video where you cook and explain orally a typical recipe of the country.</p> <p>Teachers can taste them and comment something about them like in Masterchef Junior (presentation, taste...). So... do you want to become an international Masterchef? How can you get it? Let's go!"</p>																					
1.2	<p>An individual Google Form to reflect about pupil's knowledge backpack of population in their town and to cause a <b>need to know</b>. The Google Form has got the next structure:</p> <table border="1" data-bbox="143 778 1332 1129"> <thead> <tr> <th></th> <th>I think I know it</th> <th>It rings a bell to me</th> <th>I've never heard of it</th> </tr> </thead> <tbody> <tr> <td>Number of inhabitants</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of nationalities</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of born abroad population (foreigners)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><a href="https://goo.gl/forms/KBkptboA04YAFecm1">https://goo.gl/forms/KBkptboA04YAFecm1</a></p> <p>Embed code to insert in a blog or website:</p>		I think I know it	It rings a bell to me	I've never heard of it	Number of inhabitants				Number of nationalities				Number of born abroad population (foreigners)				10 min	W	Individual task	One tablet per group (Google Forms)	Diagnostic digital form
	I think I know it	It rings a bell to me	I've never heard of it																			
Number of inhabitants																						
Number of nationalities																						
Number of born abroad population (foreigners)																						



	<p>&lt;iframe src="https://docs.google.com/forms/d/e/1FAIpQLSehmzomgcftgU94VlyKxjBPqTx7osLw-F9EWv9UgvYkg1jg/viewform?embedded=true" width="640" height="921" frameborder="0" marginheight="0" marginwidth="0"&gt;Cargando...&lt;/iframe&gt;</p> <p>We'll share this <a href="#">questionnaire</a> with pupils in our School English Blog.</p>					
1.3	<p>Researching information about population in La Sénia: <i>Which nationalities can you find in la Sénia?</i> We'll use a worksheet of <a href="#">I need information</a> to plan the search. <b>Competences 4 and 10</b> of the digital field.</p> <p>We can give to our students this <a href="#">link</a> if they are not able to find the wished information.</p> <p style="text-align: right;"><a href="#">#Back to the overview</a></p>	35 min	R & I	SG S-S	PC/ pair or group (Information on research)	










<p><b>SESSION 2:</b> Group nationalities share-out &amp; checking of the most important migratory movements of each one.</p> <p>Objectives of the session:</p> <ul style="list-style-type: none"> <li>- Create a population digital graph.</li> <li>- Search information (internet) about the migratory movements.</li> <li>- Describe a population graph.</li> <li>- Work in a cooperative way.</li> </ul>						
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> <li>- Vocabulary: inhabitants, nationalities and countries, and graph lexicon (chart, diagram, table, graph, figures, statistics).</li> <li>- Structures or language frames: describing graphs and figures (as you can see/ we can see / as the graph indicates, / From Table 1 we can conclude that...).</li> </ul>						
<p><b>Activities</b> include : Name and description; Assessment tool (if any); Material (including language support)</p>						
2.1	Identify which <b>graph</b> represents each information reading a <b>PPT</b> with texts about population that contain language frames as model to be used later to describe own graphs.	15 min	L & R	WG T-S	Projector (Text editor and graphs)	
2.2	Learning to create a graph by modifying <b>what's wrong</b> in a certain text about the Andalusian immigration in la Sénia in the 20th century.	15 min	R & I	SG T-S, S-S	PC/ pair or group	



					(Text editor and graphs)	
2.3	Creating a population graph in groups about their town using the computer.	10 min	I	SG S-S	PC/ pair or group (Text editor and graphs)	TA <a href="#">(Rubric)</a>
2.4.	Describing the population graph they created previously using the <a href="#">language support</a> planned and modeled as C.O.L.  <a href="#">#Back to the overview</a>	20 min	R, W & I	SG S-S	PC/ pair or group (Information research)	








<p><b>SESSION 3:</b> Main aspects of migratory movements.</p> <p>Objectives of the session:</p> <ul style="list-style-type: none"> <li>- Classify key concepts in a mindmap.</li> <li>- Get the meaning, causes &amp; effects of migration.</li> <li>- Enjoy through learning.</li> </ul>						
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> <li>- Task management: take this card and put it here/there, I think this concept belongs to another group, It's right, I'm not sure, maybe, we can draw an arrow here...</li> <li>- Interactive strategies: What do you think? Let's revise this/that...</li> <li>- Language for discussing: agreeing, apologising, asking for clarification...</li> <li>- Specific vocabulary: emigration, immigration, refugees, internal &amp; external migration, push &amp; pull factors...</li> </ul>						
<p><b>Activities</b> include : Name and description; Assessment tool (if any); Material (including language support)</p>						
3.1	<p>We give some cards with key concepts about human migration and children have to make a mindmap with them. We can give paper and markers.</p> <p>To help them to use English during interaction, we write on the blackboard some language frames to be used.</p>	15 min	I	SG S-S		
3.2	<p>Reading a <a href="#">text</a> about the most common reasons of the migratory movements to check out their previous mindmap (immigration, reasons, population, increasing and decreasing).</p>	15 min	R & I	SG T-S, S-S		



3.3	<p><b>Kahoot</b> activity (jumble modality) about the migratory movements. Working in pairs students have to put in order some information about the main aspects seen in the previous part of the session. After each question there will be a short explanation about the concept that will help students to get it better.</p> <p>It's important to emphasise that the score is not really important (just answer correctly &amp; get the concepts) because it incites the students to answer quicker than they should to win the game.</p> <p style="text-align: right;"><a href="#">#Back to the overview</a></p>	30 min	R	Individual task	Projector & PC/ pair or group (Kahoot app)	AT (Kahoot app digital report)
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<p><b>SESSION 4:</b> My Country Report digital document.</p> <p>Objectives of the session:</p> <ul style="list-style-type: none"> <li>- Create an original document with text &amp; images in GoogleDrive.</li> <li>- Find out information about a country.</li> <li>- Locate in a map the cardinal points.</li> </ul>						
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> <li>- Sequential structures: firstly, after that, later, finally...</li> <li>- Specific vocabulary: location, cardinal points, population, square kilometres...</li> <li>- "Has got" structure.</li> </ul>						
<p><b>Activities</b> include : Name and description; Assessment tool (if any); Material (including language support)</p>						
4.1.	Children answer the <a href="#">questionnaire</a> about population in la Sénia again, using a new link, so we can assess their learning.	10 min	R	Individual task	PC/student	Digital form
4.2	Short introduction of the session contents, aims & assessment criteria.  Explanation of <a href="#">My Country Report</a> task projecting a model and showing some maps to exemplify how to know the location of a country & its continent. Also show how to create a document from the Drive folder ( <i>New&gt;GoogleDocs</i> ), find out information about something in the internet & insert pictures directly from the editor.	50 min	R & W	Individual task	Projector & PC/student (Google Docs or	TA <a href="#">(Rubric)</a>



	<p>Following the model students have to type the text showed changing the whole design &amp; letting gaps for the specific concepts to complete later: <b>country - continent - location - extension - capital city - population - places to visit (at least 3) &amp; geographical wonders (at least 3)</b>.</p> <p>Finally, using an online searcher students have to find out the key information &amp; insert pictures of the best places to see in that country. Also they have to check the whole document to distribute the space properly in two only pages.</p> <p>Before leaving students must to get sure that the document is in the correct shared folder (with the teacher), sign out of the account &amp; shut down the computer.</p> <p style="text-align: right;"><a href="#">#Back to the overview</a></p>				<p><i>text editor)</i></p>	
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<p><b>SESSION 5:</b> My Favourite Dish.</p> <p>Objectives of the session:</p> <ul style="list-style-type: none"> <li>- Work the instructive text.</li> <li>- Get the basic cooking vocabulary.</li> <li>- Enjoy through learning.</li> <li>- Create an invented recipe.</li> </ul>						
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> <li>- Type of text: instructive text (recipe).</li> <li>- Vocabulary: ingredients and kitchen verbs.</li> <li>- Temporal connectors.</li> <li>- Grammar items: imperatives, giving orders with verbs.</li> <li>- Language frames: spontaneous interaction with starters.</li> <li>- Task management: we should say TRUE because...</li> </ul>						
<p><b>Activities</b> include : Name and description; Assessment tool (if any); Material (including language support)</p>						
5.1	<p>Learning the instructive text (recipe). The teacher reads a recipe, called “My favourite dish: Pasta with tomato sauce”.</p> <p>In this <a href="#">link</a> you can find the recipe and the material children will need (recipe, questionnaire link, ingredients cards, list of kitchen verbs)</p>	10 min	R & L	WG T-S	Projector	
5.2	<p>The teacher reads the recipe again and children have to order the ingredients cards as they appear in the method part.</p>	10 min	L & W	SG T-S		



5.3	<p>The teacher shows a <a href="#">questionnaire</a> where pupils, in pairs, have to answer True or False using two small cards (they have to show the correct one).</p> <p>We'll give to students a list of <a href="#">academic language</a> or discussion structures to use when they interact or discuss to come to an agreement.</p>	15 min	S	SG S-S	Projector	
5.4.	<p>Retell the recipe orally in pairs. Children take the list of verbs and try to retell the recipe again.</p> <p style="text-align: right;"><a href="#">#Back to the overview</a></p>	25 min	S & I	SG S-S		TA <a href="#">(Rubric)</a>










<p><b>SESSION 6:</b> My Favourite Dish.</p> <p>Objectives of the session:</p> <ul style="list-style-type: none"> <li>- Work the instructive text.</li> <li>- Get the basic cooking vocabulary.</li> <li>- Enjoy through learning.</li> <li>- Create an invented recipe.</li> </ul>						
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> <li>- Type of text: instructive text (recipe).</li> <li>- Vocabulary: ingredients and kitchen verbs.</li> <li>- Temporal connectors.</li> <li>- Grammar items: imperatives, giving orders with verbs.</li> <li>- Language frames: spontaneous interaction.</li> <li>- Task management: dealing with the Internet.</li> </ul>						
<p><b>Activities</b> include : Name and description; Assessment tool (if any); Material (including language support)</p>						
6.1	<p><b>Plickers</b> activity about the recipe worked last session. A short quiz (just 5 questions) to check if students got the main concepts of “pasta with bacon &amp; tomato sauce” recipe.</p> <p>After each question the teacher gives feedback about why the 3 wrong answers are not correct. There's no need to say who answered correctly or not.</p>	20 min	L & R	Individual task	Projector & Plickers cards (Plickers app)	TA (Plickers app report)



6.2	<p>Invent a recipe following the model in the last lesson. Pupils will use the vocabulary cards and the kitchen verbs to create the instructive text and the common connectors they learnt in previous units (first, secondly, then, later, finally).</p> <p>When they finish, they'll assess one classmate's production using the specific rubric.</p>	20 min		Individual task		PA <a href="#">(Rubric)</a>
6.3	<p>The teacher organizes groups of 4 members with <i>ClassDojo</i> (group maker tool) and defines the roles. The coordinator of the team, takes one card with the nationalities in la Sénia that the teacher prepared.</p> <p>Once they've got the nationality, they have to search for a recipe from the country they are studying.</p> <p>They'll use an <a href="#">interaction sheet</a> with task management and interactive strategies as C.O.L. They can use the worksheet "I need information" they used in previous sessions, if they ask for it.</p> <p style="text-align: right;"><a href="#">#Back to the overview</a></p>	20 min	I	SG S-S	Tablets to search for information	








<p><b>SESSION 7:</b> Groups nationalities and recipe choice &amp; writing task beginning.</p> <p>Objectives of the session:</p> <ul style="list-style-type: none"> <li>- Know how to collaborate and reach a group agreement.</li> <li>- Self-observation of the own possibilities.</li> <li>- Plan and distribute the group tasks.</li> <li>- Writing skills following the recipe model.</li> <li>- Answer different types of questions: closed, open, reflective, direct and multiple choice.</li> </ul>						
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> <li>- Vocabulary: basic cooking vocabulary (kitchen tools, food, common verbs used in cooking).</li> <li>- “Wh” questions in English: who, why, where, how, what...</li> <li>- Language frames: the recipe (instructive text).</li> </ul>						
<p>Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>						
7.1	<b>Planning</b> everything we need to make the recipe.	20 min	I & W	SG T-S, S-S		
7.2	<b>Writing task.</b> Students have to write their recipe in English following the models they have worked so far.	30 min	W	Individual task & SG T-S, S-S		TA <b><u>(Rubric)</u></b>








7.3	<p><b><u>Convert station</u></b> activity. Pupils from the same group split up in couples. A half class goes out of a circle made by chairs and the rest keeps in the middle in front of its pair. Between them will be the chair with a question on it.</p> <p><b>This activity has got the aim to reflect on the learning process and revise the achieved goals.</b></p> <p>The student in the circle asks the question to its pair (out of the circle) and they start to interact. Teacher checks the conversations giving feedback and timing the activity: 1 minute per station/chair.</p> <p style="text-align: right;"><a href="#">#Back to the overview</a></p>	10 min	I	WG T-S, S-S		
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<p><b>SESSION 8:</b> Last details &amp; project presentations.</p> <p>Objectives of the session:</p> <ul style="list-style-type: none"> <li>- Learn how to use the space to obtain a good audiovisual resource.</li> <li>- Know how to act: body posture and how to be clear with gestures.</li> <li>- Good voice projection and pronunciation.</li> <li>- Fix the structures previously worked and memorize the recipe sequence to be told and acted out.</li> <li>- Learn about the main recording plans and recording apps.</li> </ul>						
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> <li>- Language frame: the recipe.</li> <li>- Vocabulary: basic cooking vocabulary and recording vocabulary.</li> </ul>						
<p><b>Activities</b> include : Name and description; Assessment tool (if any); Material (including language support)</p>						
8.1	Rehearse the future performance (simulation).	30 min	S	SG T-S, S-S		
8.2	Record the final product, cook and explain the recipe they chose.  (All the groups except the one that will performance it in session 9 with the expert cook). This group can be a small audience of the other groups or continue with their essay. It will depend on their needs.  <a href="#">#Back to the overview</a>	30 min	I	SG T-S, S-S		



<p><b>SESSION 9:</b> Last details &amp; project presentations.</p> <p>Objectives of the session:</p> <ul style="list-style-type: none"> <li>- Integrate all the steps taken during the preparation process: communication, organization, language, collaboration ... in the action and project staging.</li> <li>- Enjoy during the show's performance and recording.</li> <li>- Complete a project's final product with a satisfying format and content.</li> <li>- Meet a professional cook and interact with him through an interview.</li> <li>- Use the English language in a real communicative situation: a cooking show.</li> <li>- Use the English language in a real communicative situation: an interview to a professional worker.</li> </ul>						
<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> <li>- Type of text: the interview.</li> <li>- Frames: questions with or without starters.</li> </ul>						
<p><b>Activities</b> include : Name and description; Assessment tool (if any); Material (including language support)</p>						
9.1	<p>One group will cook the recipe and listen to the assessment of a famous chef from the town.</p> <p>While a group makes the recording of their masterchef show, the other groups go to another space where they will design the questions to make the cook. The questions must be numbered in order of priority.</p>	30 min	S - L & W	SG T-S, S-S		



9.2	<p>When the recording is already done, all of us will get together in the same classroom and the interview will start.</p> <p>Teachers will do as translators, facilitating the questions to the cook.</p> <p style="text-align: right;"><a href="#">#Back to the overview</a></p>	30min	R - S - L & I	SG T-S, S-S		TA <a href="#">(Rubric)</a>
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## S1.2.Population in my town

How much do you think you know about the population in your town?

### 1. How many nationalities are there in your town?

*Marca solo un óvalo.*

- I think I know it
- It rings a bell to me
- I've never heard of it

### 2. How many born abroad inhabitants (foreigners) are there in your town?

*Marca solo un óvalo.*

- I think I know it
- It rings a bell to me
- I've never heard of it

### 3. How many inhabitants are there in your town?

*Marca solo un óvalo.*

- I think I know it
- It rings a bell to me
- I've never heard of it

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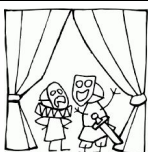




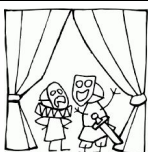




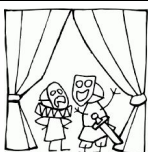


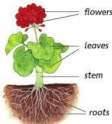



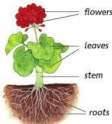



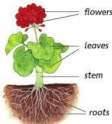



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 Google Forms









## I NEED INFORMATION

WHAT TO SEARCH?	WHERE TO SEARCH?	WHAT WAS FOUND?
THEME	SOURCE	RESULTS

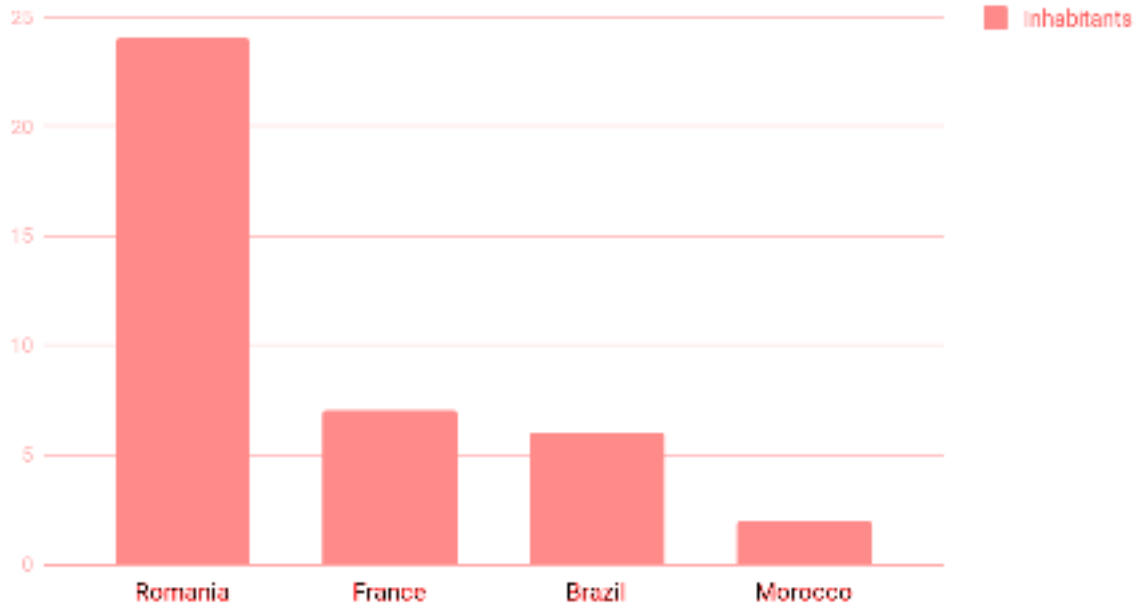
### A. I plan the problem - What and why to search?

What do we know?	Key concepts - - -												
Why do we need it?	Final product <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 16.6%;"></td> <td style="width: 16.6%;"><p style="font-size: 8px;">It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness...</p></td> <td style="width: 16.6%;"></td> <td style="width: 16.6%;"></td> <td style="width: 16.6%;"></td> <td style="width: 16.6%;"></td> </tr> <tr> <td>Poster</td> <td>Text</td> <td>Exposition</td> <td>Performance</td> <td>Experiment</td> <td>Mockup</td> </tr> </table>		<p style="font-size: 8px;">It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness...</p>					Poster	Text	Exposition	Performance	Experiment	Mockup
	<p style="font-size: 8px;">It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness...</p>												
Poster	Text	Exposition	Performance	Experiment	Mockup								
Guide Definition of the necessity of information	Title: .....  Section 1: .....  Section 2: .....  Section 3: .....												
Concretion of the problem or challenge to solve	..... .....												
In which formats do we need the information?	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td>Image</td> <td>Text</td> <td>Music</td> <td>Audiovisual</td> </tr> </table>					Image	Text	Music	Audiovisual				
													
Image	Text	Music	Audiovisual										
How many documents do we need?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 40px; vertical-align: bottom;">.....</td> <td style="width: 25%; height: 40px; vertical-align: bottom;">.....</td> <td style="width: 25%; height: 40px; vertical-align: bottom;">.....</td> <td style="width: 25%; height: 40px; vertical-align: bottom;">.....</td> </tr> </table>	.....	.....	.....	.....								
.....	.....	.....	.....										

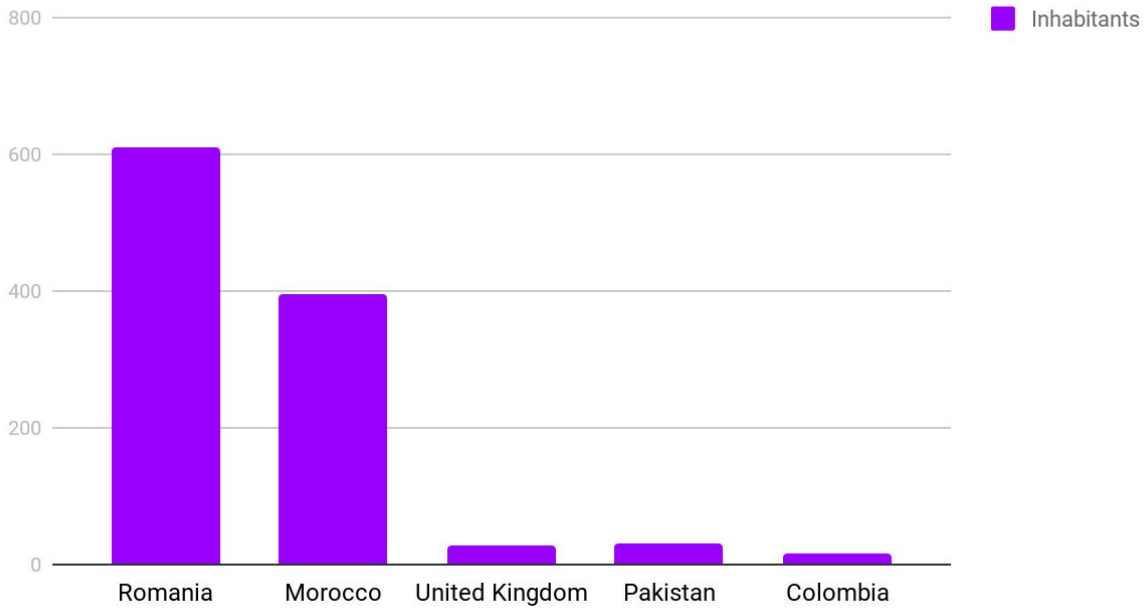
<b>B. I locate the information - Where will we find what we need?</b>												
<b>We choose the information sources</b> Which documents contain the information we need?	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Books</td> <td>Magazines and newspapers</td> <td>Public institutions</td> <td>Internet</td> </tr> </table>	Books	Magazines and newspapers	Public institutions	Internet							
	Books	Magazines and newspapers	Public institutions	Internet								
<table border="1" style="width: 100%;"> <tr> <td style="width: 33%;">           How many texts?            .....            .....         </td> <td style="width: 33%;">           Place and time to search            .....            .....         </td> <td style="width: 33%;">           Format of information            .....            .....         </td> </tr> <tr> <td colspan="2" style="height: 50px;"></td> <td></td> </tr> <tr> <td colspan="2" style="text-align: center;">Search engine</td> <td style="text-align: center;">Directory</td> </tr> <tr> <td colspan="3" style="text-align: center;">.....</td> </tr> </table>	How many texts? ..... .....	Place and time to search ..... .....	Format of information ..... .....				Search engine		Directory	.....		
How many texts? ..... .....	Place and time to search ..... .....	Format of information ..... .....										
Search engine		Directory										
.....												
<b>We choose the place for searching</b>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Home</td> <td>Classroom</td> <td>Library</td> <td>Computers</td> </tr> </table>	Home	Classroom	Library	Computers							
	Home	Classroom	Library	Computers								
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">  </td> <td style="width: 50%; text-align: center;">  </td> </tr> <tr> <td style="text-align: center;">Search engine: key words</td> <td style="text-align: center;">Directory: categories</td> </tr> <tr> <td style="text-align: center;">..... .....</td> <td style="text-align: center;">..... .....</td> </tr> </table>			Search engine: key words	Directory: categories	..... .....	..... .....						
												
Search engine: key words	Directory: categories											
..... .....	..... .....											
<b>We choose the words for searching</b> We have found useful documents												

<b>C. I choose the documents - What have we found about what we were searching?</b>	
<b>We get the information</b> (types of sources, documents and summary of information)	<b>What have we found?</b>  1-  2-  3-

### Born abroad population



### Born abroad population



Read these two texts and  
identify the graph that  
represents each one

# Text 1

Godall has got 591 inhabitants.

We can see in the table that in Godall there are 4 different foreign nationalities.

As you can see from this graph, there are 24 inhabitants from Romania and 7 from France.

As the 3rd bar indicates, 6 people were born in Brazil. We can see in the last bar that 2 people are from Morocco.

From this graph we can conclude that most of Godall's inhabitants were born in Spain.

# Language frame

I think it's the black/grey graph

I agree with you

I don't agree with you because...

## Text 2

Ulldecona has got 6,240 inhabitants.

We can see in the graph information about foreigners in Ulldecona.

As you can see from this graph, there are 609 inhabitants from Romania and 394 from Morocco.

As the 3rd bar indicates, 27 people were born in the United Kingdom. We can see in the last two bars that 32 inhabitants are from Canada and 17 from Colombia.

From this graph we may conclude that most of Ulldecona's born abroad inhabitants are from Romania or Morocco.

Read the text and say what's wrong in the graph. You have to correct the graph.

Rossell has got 2,935 inhabitants.

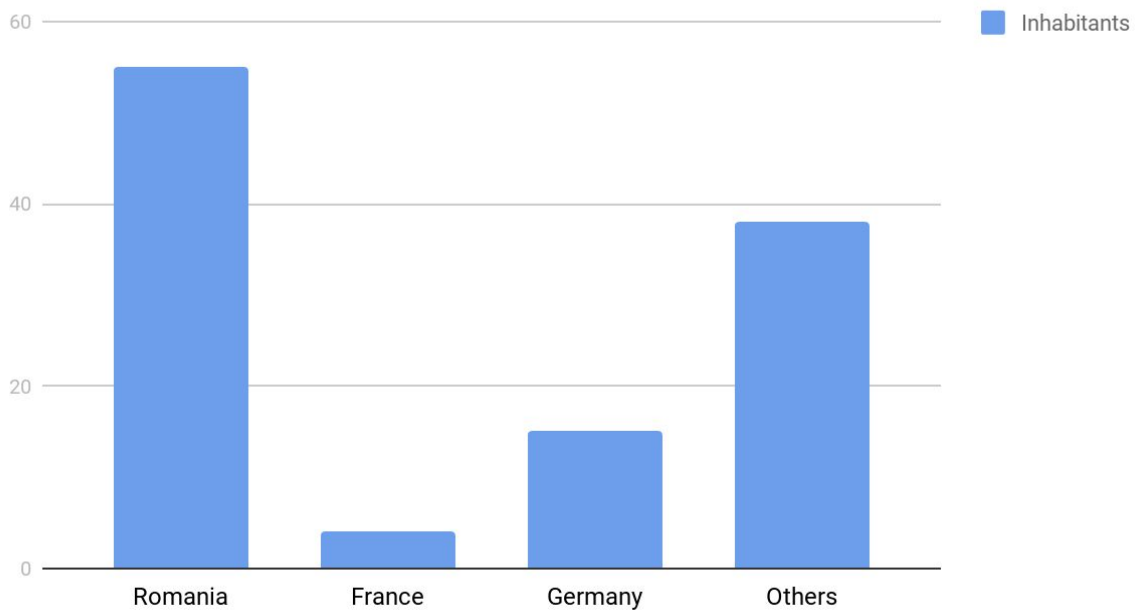
We can see in the statistics that in Rossell there are many different nationalities.

As you can see from this graph, there are 55 inhabitants from Romania and 4 from Italy.

As the 3rd bar indicates, 5 people were born in Germany. We can see in the last bar that 24 people are from other countries.

From this graph we can estimate that about the 3% of Rossellian inhabitants were born abroad.

Born abroad inhabitants





# Population Graph Rubric

Name: \_\_\_\_\_

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
<b>Lab Work-Data Analysis:</b> Student analyzed data and identified trends	Identified and described trends and made appropriate conclusions based on the data. Used statistical techniques to identify and disregard flawed data. Showed calculations.	Identified valid trends and made appropriate conclusions based on the data. Documented calculations made during data analysis.	Only identified obvious trends or found trends not fully supported by the data.	Trends were missing or were not supported by the data collected. Obvious trends were overlooked.
<b>Content-Quality of Information:</b> Relates to topic, detailed, and accurate	All information was clear and came from reputable sources. Extensive details and relevant examples were used to support the content.	Used relevant information. Included many details and strong examples that came from reputable sources.	Information related to the topic, but project needed more details and examples to fully support ideas.	Information did not include details or examples that related to the topic. Information did not come from a reliable source.
<b>Media-Graphics:</b> Backgrounds, illustrations, photographs, diagrams, and/or animation	Used colorful and consistent backgrounds that enhanced the mood of the project. Graphics and animations helped to clarify, explain, and support content.	Project used consistent background throughout. Used graphics to support project ideas and content.	Project used many different conflicting backgrounds. Graphics were used, but did not always support the content.	Project did not use backgrounds. Graphics were inappropriate and detracted from project.
<b>Teamwork-Contribution:</b> Ideas and assistance	Actively participated in all group discussions and activities. Shared ideas freely. Located additional information or resources.	Shared ideas in every group discussion. Attempted to locate additional resources or materials.	Participated in most group discussions. Shared a few ideas.	Did not participate in most group discussions. Rarely shared ideas.

# Population Graph Rubric

Name: \_\_\_\_\_

---

\_\_\_\_\_ My lab report identifies trends in the data I collected.

\_\_\_\_\_ My project relates to the topic and includes accurate facts, supporting details, and high-quality examples.

\_\_\_\_\_ My project has graphic elements that support the content.

\_\_\_\_\_ I participated in discussions and contributed ideas about the project.

DESCRIBING GRAPHS AND FIGURES

As you can see	from in	the	chart, diagram, table, graph, figures, statistics,	...
We can see				that...

As you can see	from in	Table 1, Figure 2, Graph 3,	...
We can see			

As	the	chart diagram table graph	shows, indicates,	...
		figures statistics	show, indicate,	

From	Table 1 Figure 2		we	can may	see conclude show estimate calculate infer	that...
	the	figures chart diagram				

# HUMAN MIGRATORY MOVEMENTS

## 1. WHAT'S HUMAN MIGRATION?

*Human migration* is the movement of people from one place in the world to another. *What are some different types of human movements?* Some people move for many reasons, and types of human migration include:

- internal migration: moving within a state, country, or continent
- external migration: moving to a different state, country, or continent
- emigration: leaving one country to move to another
- immigration: moving into a new country
- return migration: moving back to where you came from
- seasonal migration: moving with each season or in response to labor or climate conditions

## 2. WHICH PEOPLE MIGRATE?

People who migrate fall into several categories:

- An *emigrant* is a person who is leaving one country to live in another.
- An *immigrant* is a person who is entering a country from another to make a new home.
- A *refugee* is a person who has moved to a new country because of a problem in their former home.

## 3. REASONS FOR MIGRATING.

*Why do people move? What forces do you think drive human migration?* People move for many reasons and those reasons are called push factors and pull factors. Push factors include leaving a place because of a problem, such as a food shortage, war, or flood. Pull factors include moving to a place because of something good, such as a nicer climate, more job opportunities, or a better food supply.

**CARDS TO CREATE A MINDMAP IN GROUPS**

internal migration	external migration	emigration
immigration	return migration	seasonal migration
an emigrant	an immigrant	a refugee
push factors, because of a problem	pull factors, because of something good	
<b>TYPES</b>	<b>REASONS</b>	<b>PEOPLE</b>
<b>HUMAN MIGRATION</b>		

## MIGRATORY MOVEMENTS KAHOOT JUMBLE

1. Are you ready?

Y // E // S // !

2. What is migration?

It's the movement by people from one place to another // with the intentions of // settling in a new location. // The movement is often from one country // to another, but internal migration is also possible.

3. Put this sentence in the correct order:

People who migrate // are trying to found // a decent & fair // way to live.

4. There are two basic types of migrations studied by demographers:

a) **Internal migration**. This refers to a change of residence // *within* national boundaries (provinces or cities). //

b) **External migration**. This refers to a change of residence // *over* national boundaries (countries).

5. Match these concepts:

a) **Emigration** → // leaving one country to move to another.

b) **Immigration** → // moving into a new country.

6. What are the causes of migration?

For migration to take place there are usually // push factors or negative things such as // unemployment, crop failure, droughts, flooding, war, // poor education opportunities or poor services and amenities.

7. Advantages & disadvantages of migration

**a) Advantages** → A richer & more varied culture and // less labour shortages. //

**b) Disadvantages** → Overcrowding and // Increasing cost of services such as health care & education.

8. What's the importance of migration?

Migration is important for // the transfer of manpower and skills // and provides the needed knowledge // and innovation for global growth.

9. Try to order the most common causes of forced migration

Drought // Natural disasters like hurricanes, earthquakes & flooding // Disease // War and conflict

10. Factors that influence migration & population movements

a) Socio-political, economic and ecological // factors are the main forces driving migration. //

b) Rising communal violence world-wide, often as a result of // ethnic or religious intolerance, increases its levels.

# Population in my town (2nd attempt)

How much do you think you know about the population in your town?

## 1. How many nationalities are there in your town?

*Marca solo un óvalo.*

- I think I know it
- It rings a bell to me
- I've never heard of it

## 2. How many born abroad inhabitants (foreigners) are there in your town?

*Marca solo un óvalo.*

- I think I know it
- It rings a bell to me
- I've never heard of it

## 3. How many inhabitants are there in your town?

*Marca solo un óvalo.*

- I think I know it
- It rings a bell to me
- I've never heard of it

## 4. La Sénia has got...

*Marca solo un óvalo.*

- from 3,000 to 5,000 inhabitants
- from 5,000 to 10,000 inhabitants
- more than 10,000 inhabitants

## 5. In la Sénia there are...

*Marca solo un óvalo.*

- between 10 and 20 different nationalities
- between 20 and 30 different nationalities
- More than 30 different nationalities

## 6. In la Sénia you can find...

*Marca solo un óvalo.*

- from 100 to 1,000 born abroad inhabitants
- from 1,000 to 2,000 born abroad inhabitants
- more than 2,000 born abroad inhabitants

**7. What's your name?**

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Con la tecnología de





# MY COUNTRY REPORT

- ❖ Romania is the best country to visit in Europe.
- ❖ It's located in the middle east and it's got 238.397 square kilometres.
- ❖ The capital city of Romania is Bucharest and it's got 19.7 million inhabitants.

## Places to visit:

National Museum of Art  
The Bran Castle  
Merry Cemetery



*The Bran Castle*



*Merry Cemetery*

*National Museum of Art*



**Geographical wonders:**

*Babele mountains*

*Izvorul Bigar waterfall*

*Retezat National Park*

*Babele mountains*



*Izvorul Bigar waterfall*

*Retezat National Park*



# My Country Report Rubric

Name: \_\_\_\_\_

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Design-Layout and Organization: Organized and easy to read	Content was well organized with headings and subheadings. Text and graphics were neatly organized and made the project easy to read.	Project was organized with headings and subheadings. Text and graphics were placed to make the project easy to read.	Most of the project was organized. The placement of text and graphics sometimes made the project hard to read.	Project was hard to read. There is no clear structure. Text and graphics were randomly placed.
Content-Amount of Information: On topic and length	Work showed understanding of the topic. Content clearly answered all project questions.	Work had content that answered questions about the topic.	Work was about the topic and had content that answered the questions.	Work was not about the topic. Sentences were short and did not answer the questions.
Writing-Spelling and Grammar: Correct grammar and spelling	Made only one or two spelling, punctuation, or grammar errors.	Made less than five spelling, punctuation, and grammar errors.	Made up to ten spelling, punctuation, and grammar errors.	Made more than ten spelling, punctuation, and grammar errors.
Organization-Time Management: Uses time wisely	Used time well. Work was turned in early or on time.	Most work was done on time.	Some work was not done on time.	Did not use time well. Little or no work was done on time.
Behavior-Follows Instructions: Listens to instructions and follows directions	Paid close attention to instructions, and asked questions when needed. Followed all directions in the order they were given.	Listened closely to instructions, and followed directions without a lot of teacher help.	Listened to instructions, but did not complete all directions.	Did not listen to instructions, and only followed directions when prompted by teacher.

# My Country Report Rubric

Name: \_\_\_\_\_

---

\_\_\_ Project has information that is organized and easy to read.

\_\_\_ My work has content that answers topic questions.

\_\_\_ My project has correct grammar, spelling, and punctuation.

\_\_\_ I use time wisely to complete my assignments.

\_\_\_ I listened to instructions and followed directions.

## MY FAVOURITE DISH

### Dynamics: DICTOGLOSS

1. The teacher reads the recipe
2. The teacher reads the recipe again and children order the pictures
3. Pupils in groups show the right card (True or False) about the questions in the next link:

[https://docs.google.com/presentation/d/1r84dp7zDuiRxUQuP2BDWiJWwO\\_y8XwGQ3etGHXZLj4k/edit#slide=id.g4e19fa10ca\\_0\\_30](https://docs.google.com/presentation/d/1r84dp7zDuiRxUQuP2BDWiJWwO_y8XwGQ3etGHXZLj4k/edit#slide=id.g4e19fa10ca_0_30)

Real link

<https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/recipe>

4. In pairs, pupils retell the recipe orally, using the vocabulary picture "Kitchen verbs"
5. They invent a new recipe using what they learnt

MY FAVOURITE DISH  
PASTA WITH BACON AND TOMATO SAUCE

**Ingredients:**

- 1 red onion
- 2 red peppers
- 120g bacon
- 1 can (450) tomatoes
- 1 cup water
- Olive oil
- Garlic
- Oregano
- 50g pasta per person

**Method**

1. Cut the onion, red peppers and bacon into small pieces.
2. Heat some olive oil in a pan and fry the onion, red peppers and bacon.
3. Add oregano, garlic, tomatoes and water and cook for 20 minutes.
4. Cook the pasta in a big pot of boiling water.
5. Serve the pasta with the sauce, and enjoy!

<https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/recipe>

MY FAVOURITE DISH  
PASTA WITH BACON AND TOMATO SAUCE

**Ingredients:**

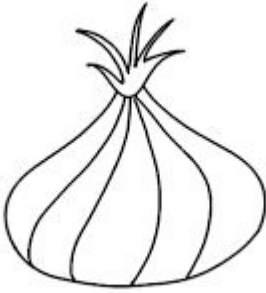
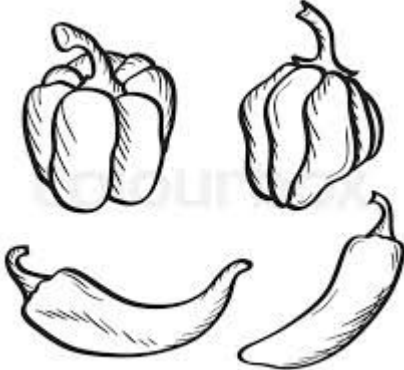
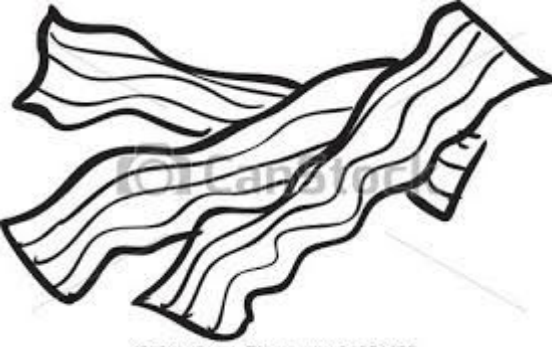


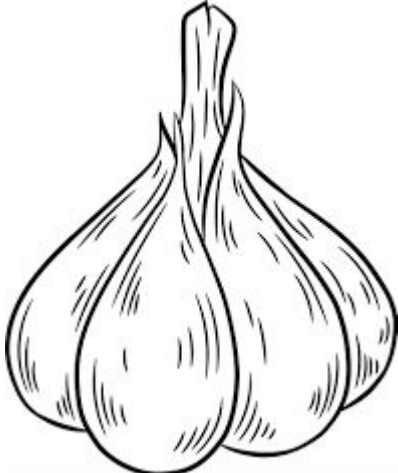
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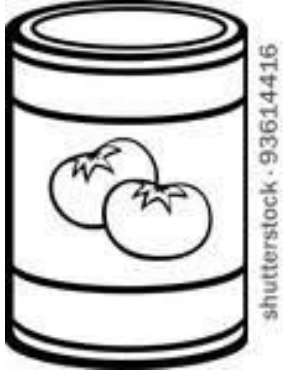
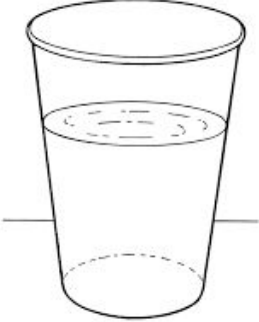

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2. Heat some olive oil in a pan and fry the onion, red peppers and bacon.
3. Add oregano, garlic, tomatoes and water and cook for 20 minutes.

4. Cook the pasta in a big pot of boiling water.
5. Serve the pasta with the sauce, and enjoy!

<https://learnenglishteens.britishcouncil.org/skills/writing/elementary-a2-writing/recipe>

	
<p>Onion</p>	<p>Red peppers</p>
 <p>© Can Stock Photo - csp21251022</p>	 <p>VectorStock® VectorStock.com/15219992</p>
<p>Bacon</p>	<p>Olive oil</p>
 <p>www.shutterstock.com • 512864827</p>	 <p>VectorStock® VectorStock.com/14527282</p>



Oregano	Garlic
	
Tomatoes	Water
	
Pasta	Sauce





# Kitchen Verbs



grate



grill



layer



level



melt



pinch



pour



scramble



serve



simmer



slice



spread



stir



taste



add



bake



blend



boil



bread



broil



chop



cut



dip



fry

MY FAVOURITE DISH

PASTA WITH TOMATO SAUCE

You need two red onions to make this dish.

True

False

You need about 450 g of tomatoes to make the sauce.

True

False

You need two red onions to make this dish.

True

False

450 g of pasta is enough for only one person.

True

False

You should cut the onions, peppers and bacon before you fry them

True

False



You should add the oregano and garlic before you fry the ingredients.

True

False

You need to fry the pasta in a big pan.

True

False

## Academic language for True or False activities

### STARTERS

- I think this question is...
  - Are you with me?
  - Do you see what I mean?
- I don't know the answer.
- Maybe you know the answer better than me.
- What do you think about this?
- I'm not sure.
- We should say True/False because...

### STARTERS TO INTERACT WITH THE FIRST

- I agree with you
- I totally agree with you
- I think your answer is wrong (because...)
- I don't agree with you
- I think the correct answer is different.
- I don't understand your choice

### STARTERS TO DISCUSS

- I couldn't agree more.
- That's a very good point
- I (quite) agree
- I agree with you because...
- I think you can't convince me with this arguments.
- I don't agree with you because...

# My Recipe Reading Rubric

Name: \_\_\_\_\_

---

	<b>4. Distinguished</b>	<b>3. Proficient</b>	<b>2. Apprentice</b>	<b>1. Novice</b>
<b>Oral Presentation-Clarity:</b> Clarity and volume	Appropriate volume throughout reading. Varied volume when appropriate. Spoke clearly and understandably.	Spoke at an appropriate volume for most of reading. Good inflection and enunciation.	Spoke quietly. Increased volume briefly after being asked. Spoke with little inflection.	Barely audible, even after requests to speak up. No inflection. Paid little attention to proper pronunciation.
<b>Oral Presentation-Vocabulary:</b> Word choice	Was successful using vocabulary words related to the topic.	Used a scholarly vocabulary. Used vocabulary words related to the topic many times.	Used vocabulary words related to the topic a few times.	Word choice was too casual. Did not use terms related to the topic.
<b>Oral Presentation-Pace:</b> Speaks at an appropriate pace	Speaker adjusted pace to stay within allotted time.	Reading was close to specified length. Speaker's pace was appropriate throughout.	Tended to speak too quickly or too slowly.	Consistently spoke too fast or too slow.
<b>Content-Sequence:</b> Information logically organized	Information was clear and sequenced in a logical manner.	Most information was clear and sequenced in a pretty logical manner.	Some information was not clear and did not always flow logically.	Information was not clear and did not flow in a logical order.

# My Recipe Reading Rubric

Name: \_\_\_\_\_

---

\_\_\_\_\_ I will speak in a clear, audible voice.

\_\_\_\_\_ I will use the correct words to talk about my topic.

\_\_\_\_\_ I will speak at an understandable rate. My reading will last the specified amount of time.

\_\_\_\_\_ The information in my writing is organized in a clear and logical sequence.

# What ingredients do you need to cook pasta with bacon & tomato sauce?

- A Just a phone to call the restaurant
- B Onion, pepper, bacon, tomato, water, olive oil, garlic, oregano & pasta
- C Pasta, bacon & tomato
- D Onion, pepper, bacon, tomato, garlic & love



# What's happening here?

- A The water is boiling
- B The oil is grilling
- C The pizza is ready
- D The onion is being fried



# To start cooking this recipe you have to...

- A Cut the onion, peppers & bacon into small pieces
- B Scramble the eggs & the milk
- C Drink a bit of olive oil to taste it
- D Cook the pasta in a big pot of boiling water





# How much pasta do you need to cook this dish?

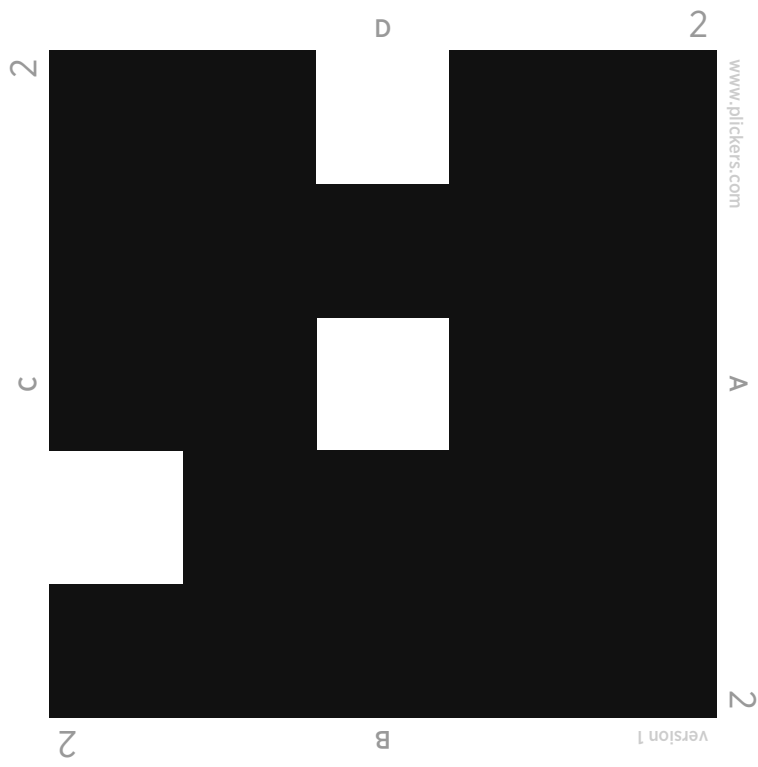
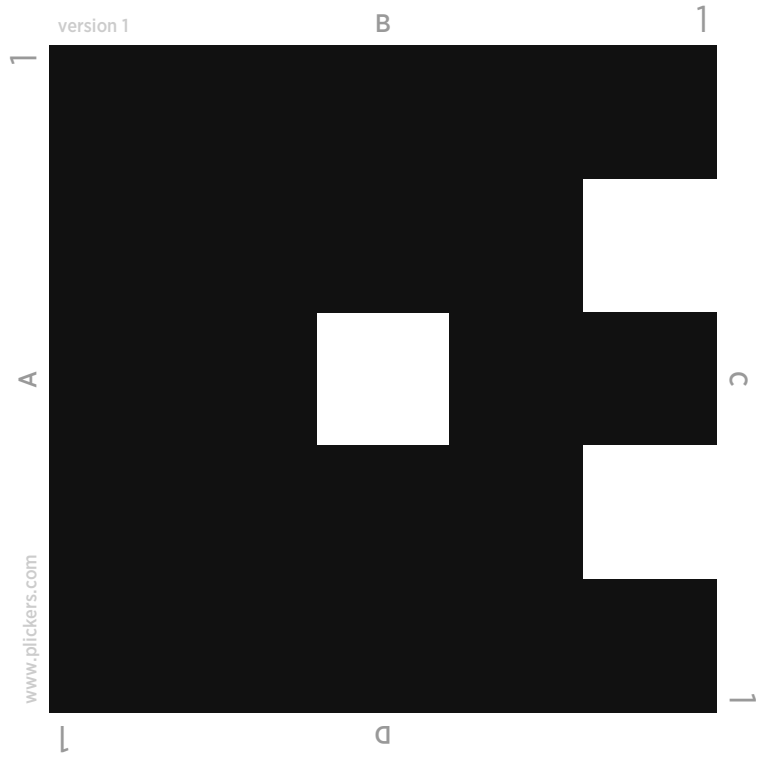
- A 200 g per person
- B You don't need pasta to cook this dish
- C 50 g per person
- D 1 kg at least

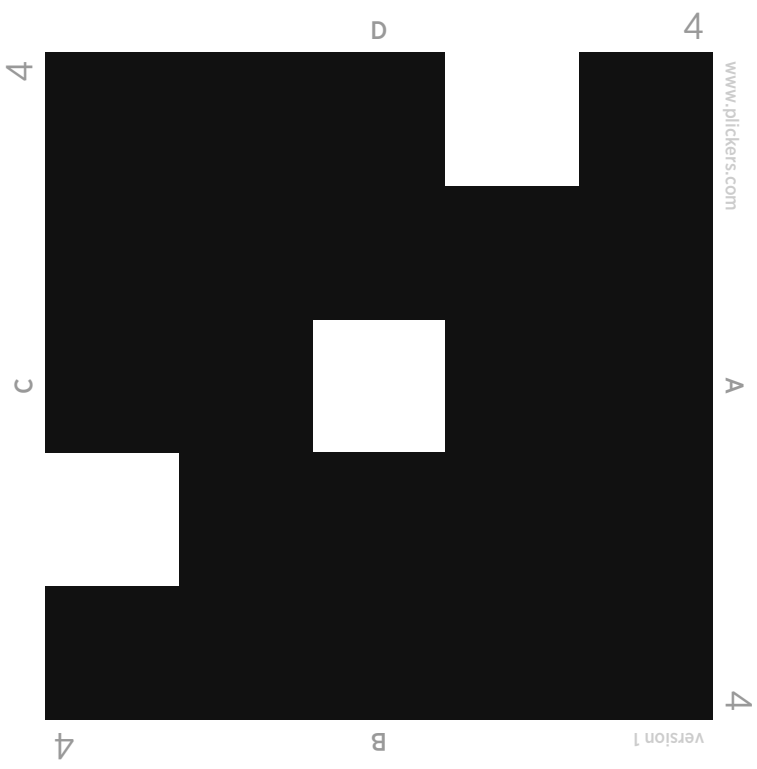
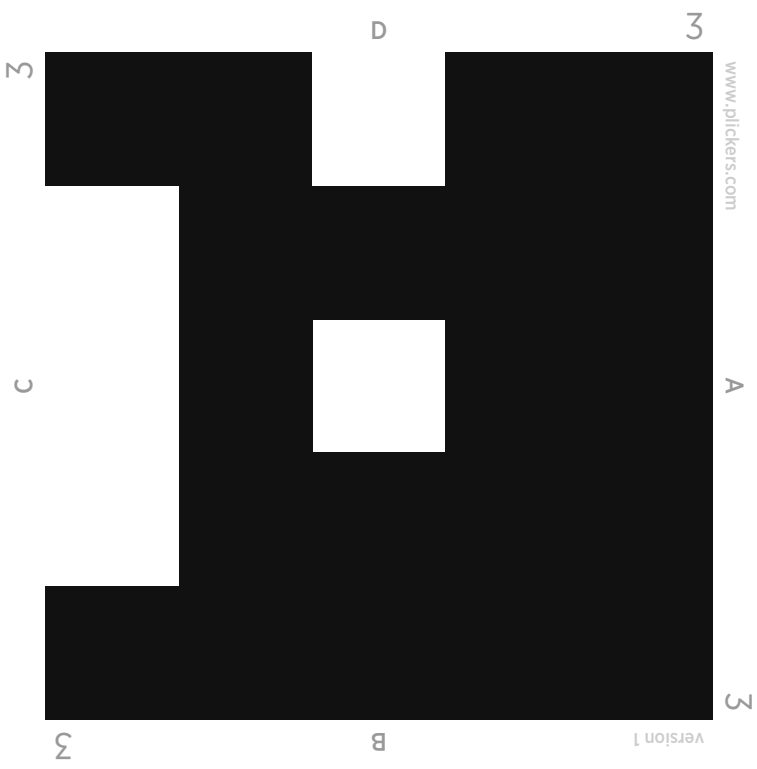


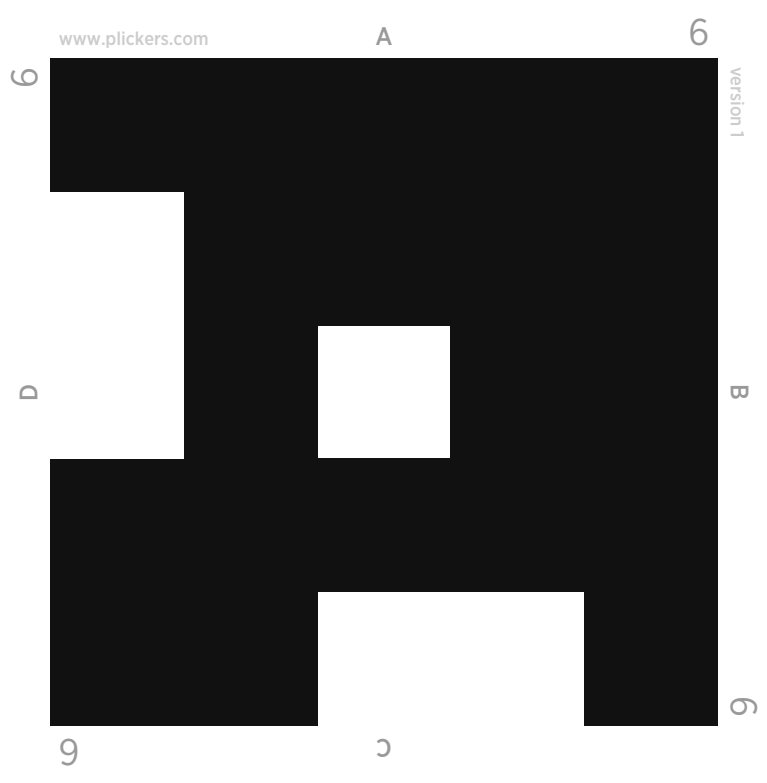
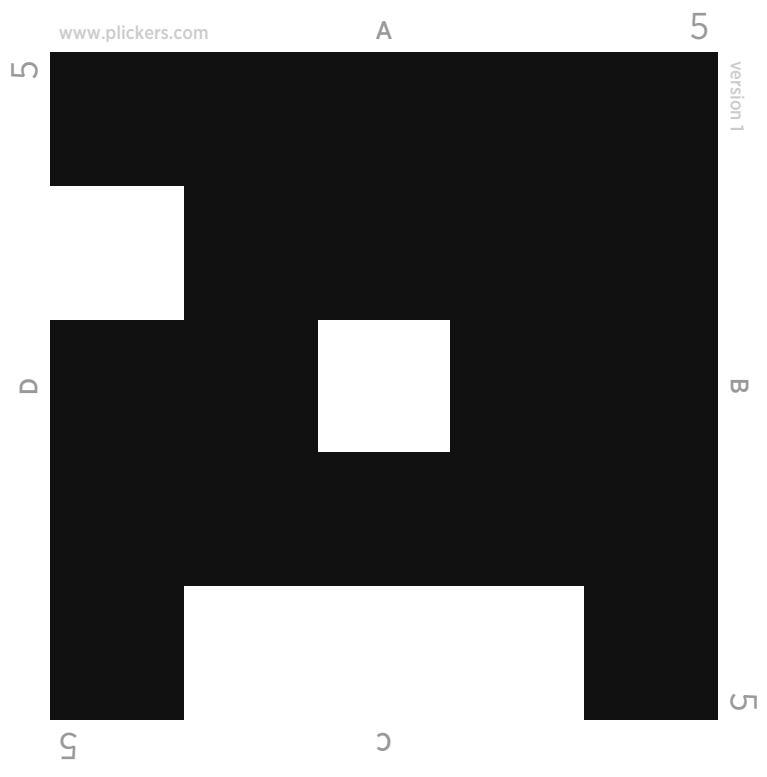
**How long do you have to cook the oregano, the garlic & the tomatoe?**

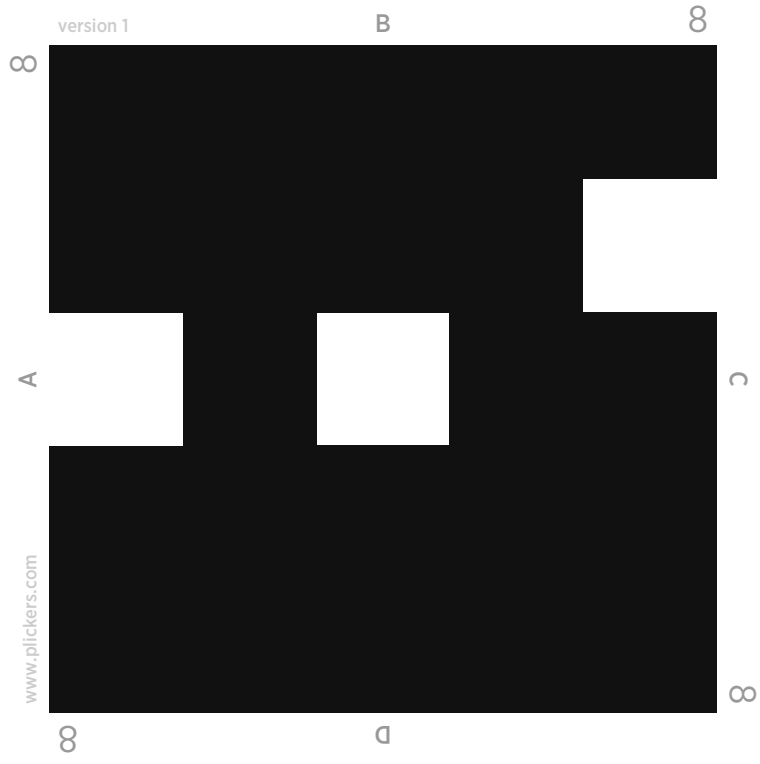
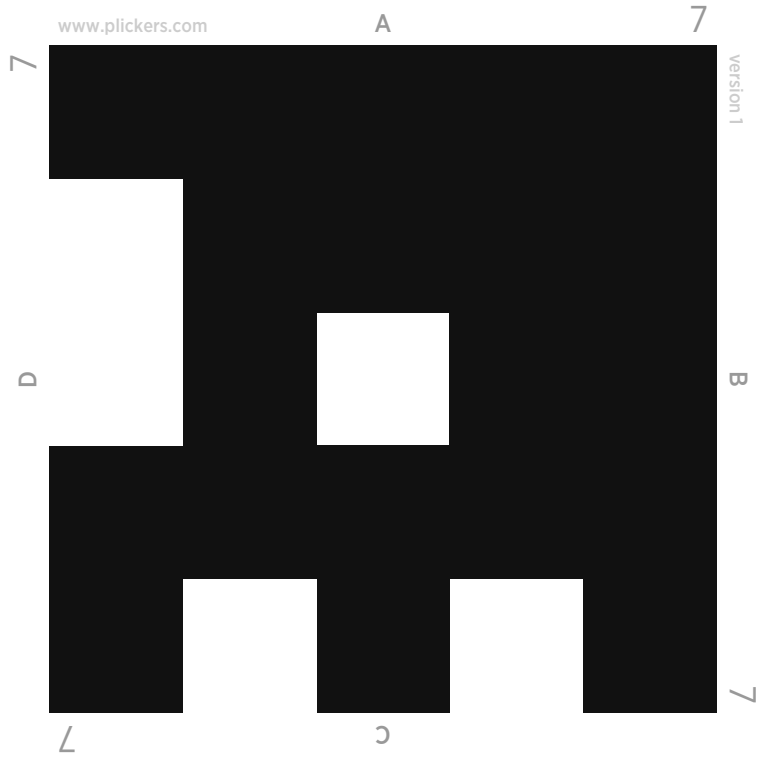


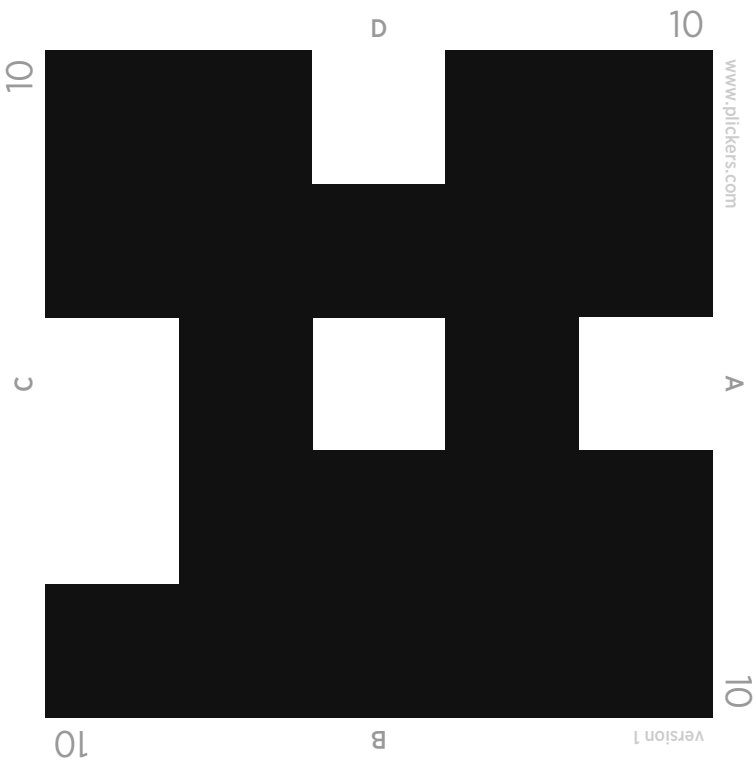
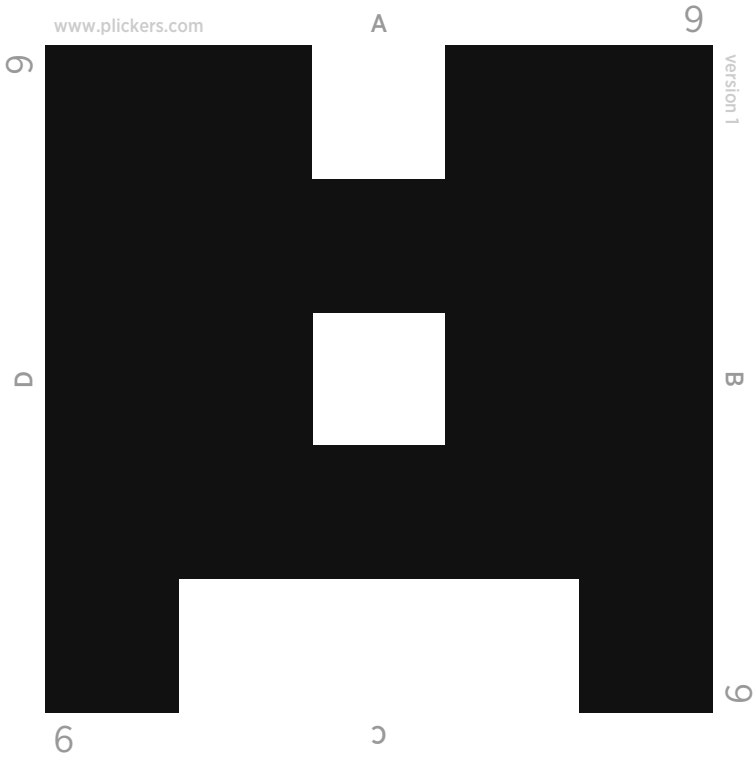
- A For 1 hour
- B For 20 minutes
- C It's not important
- D For 120 g

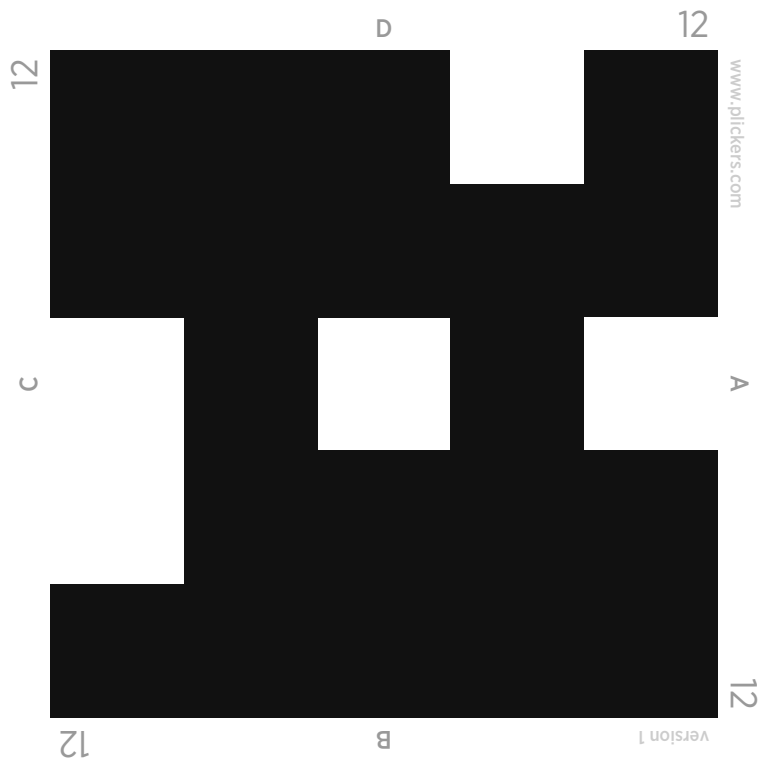
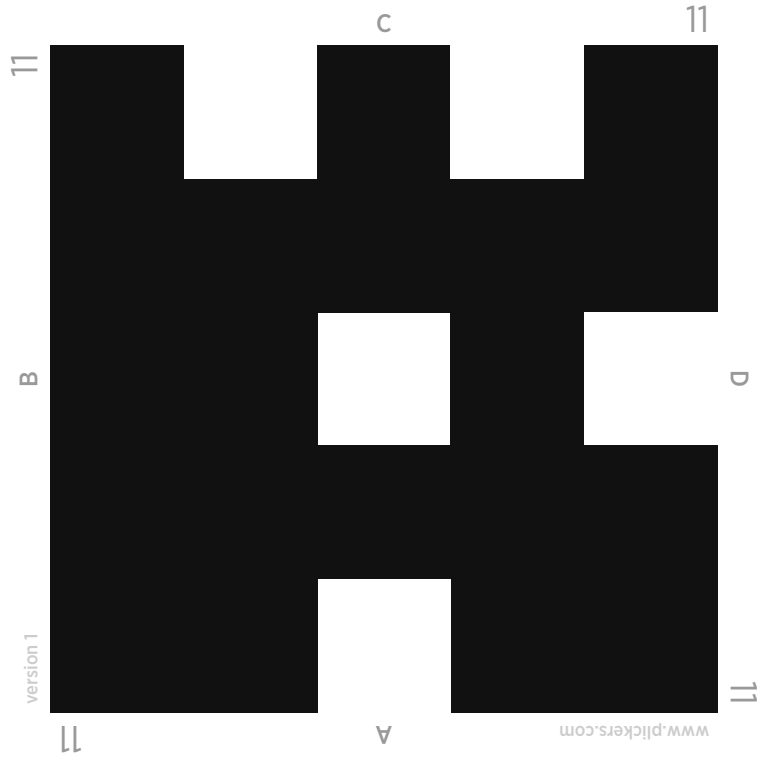




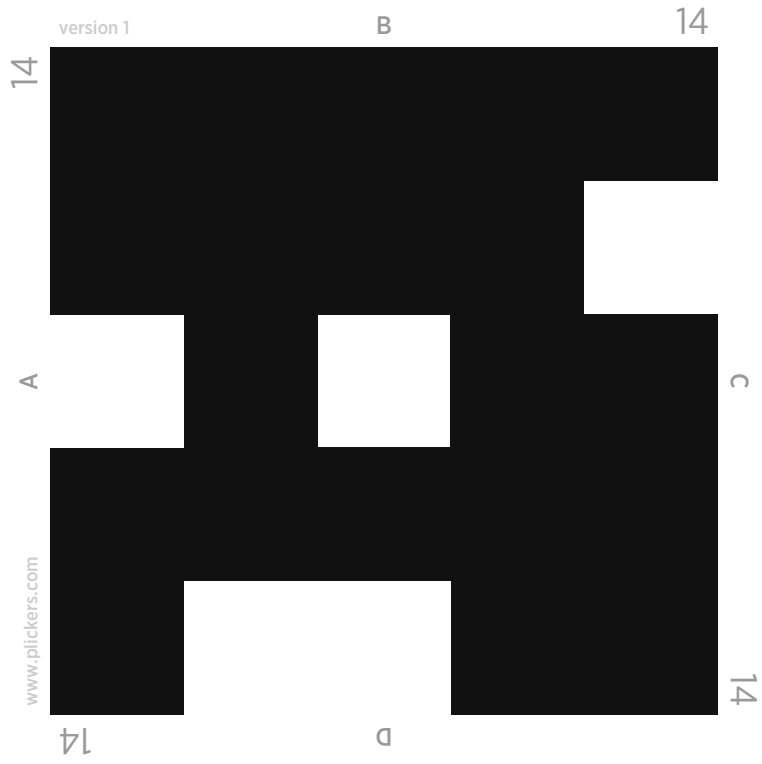
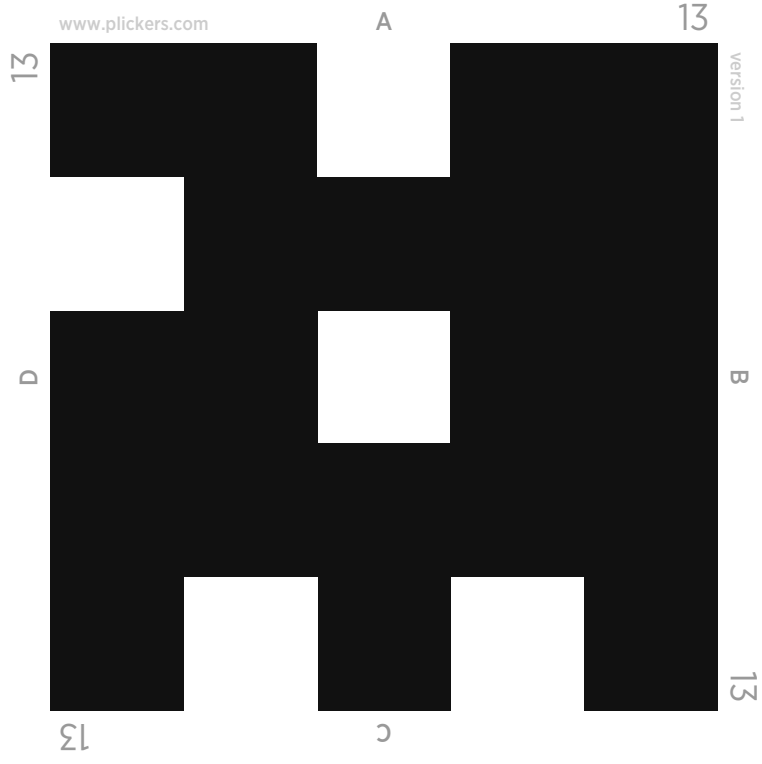


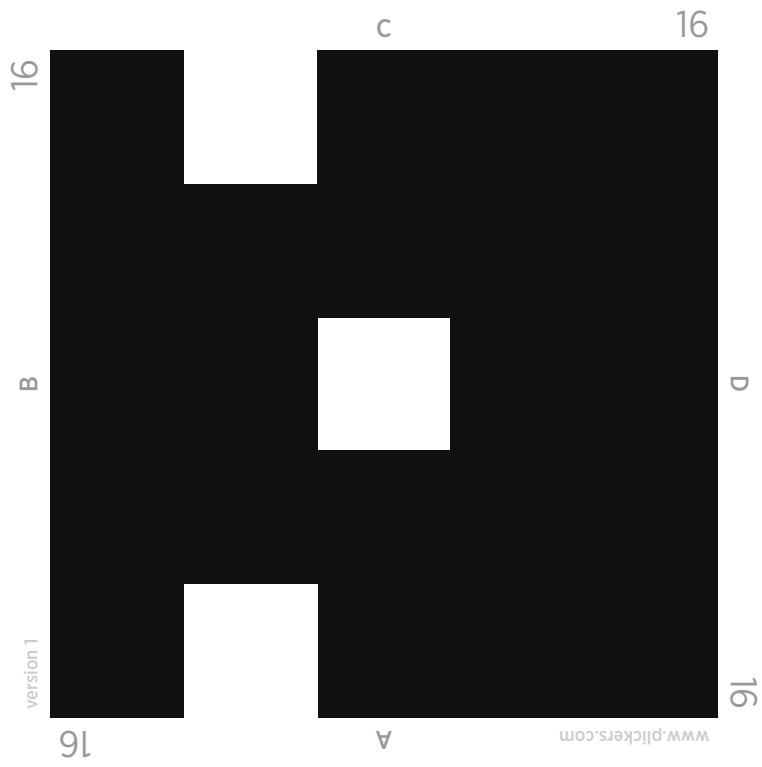
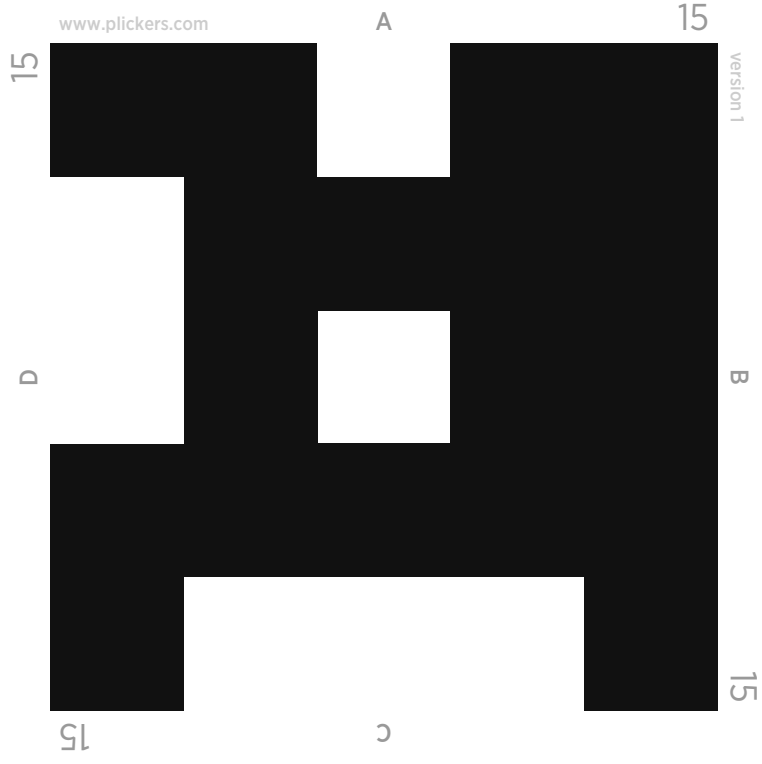


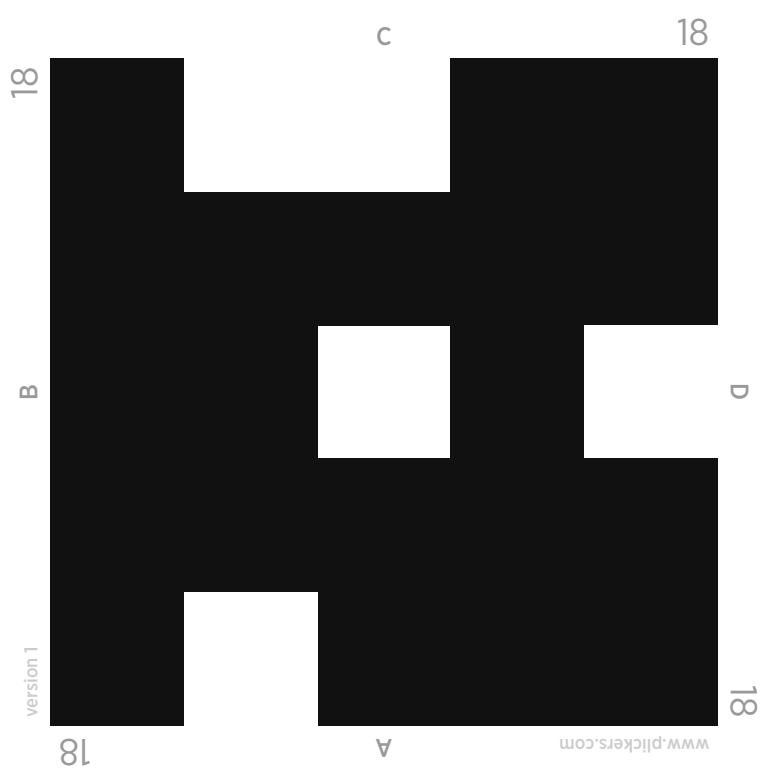
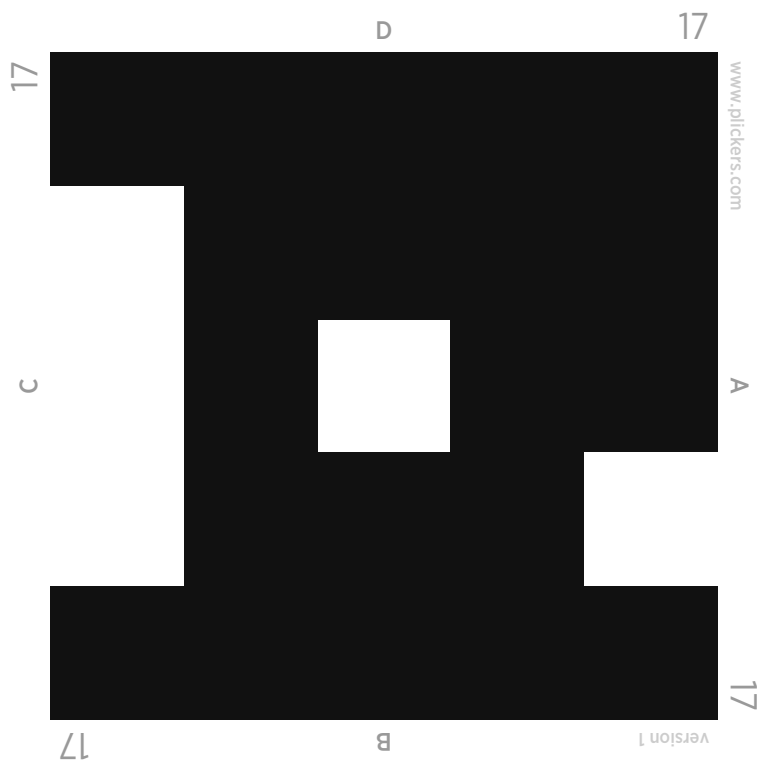


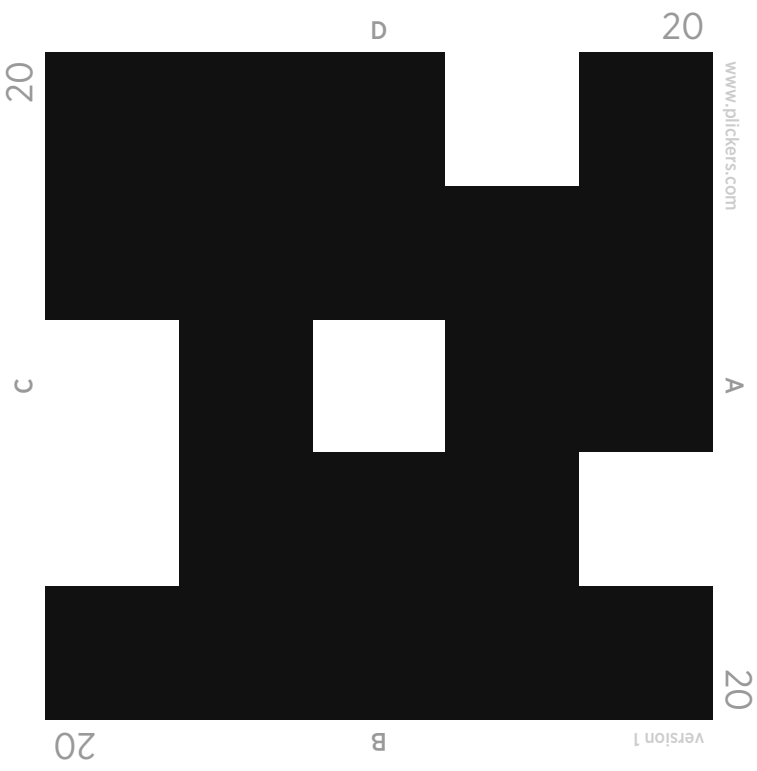
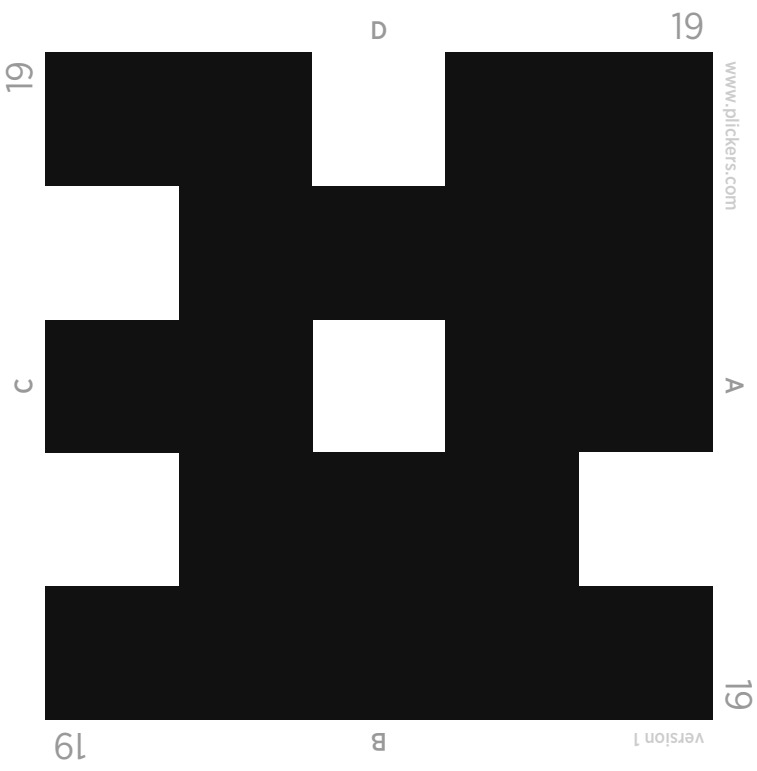


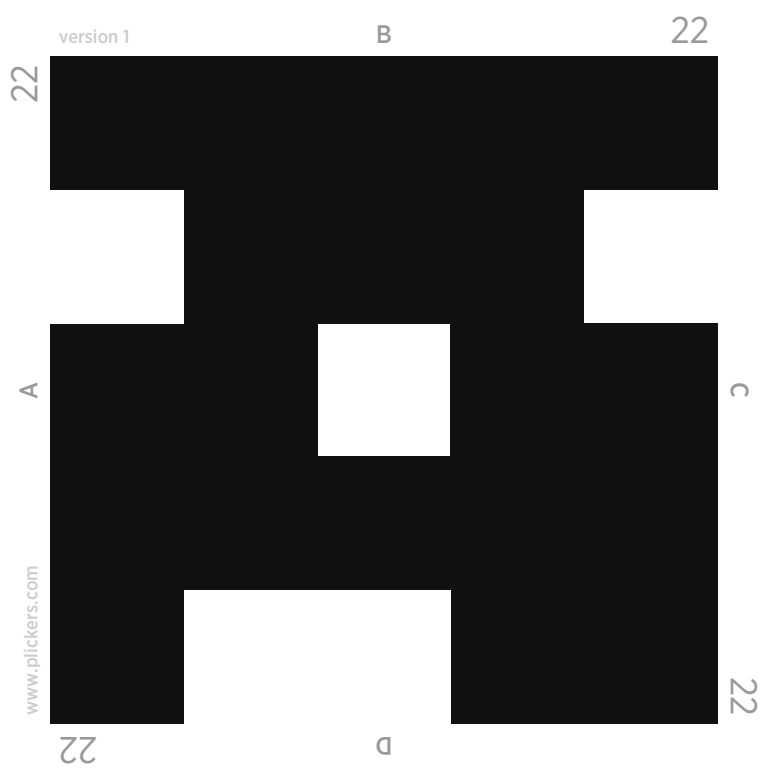
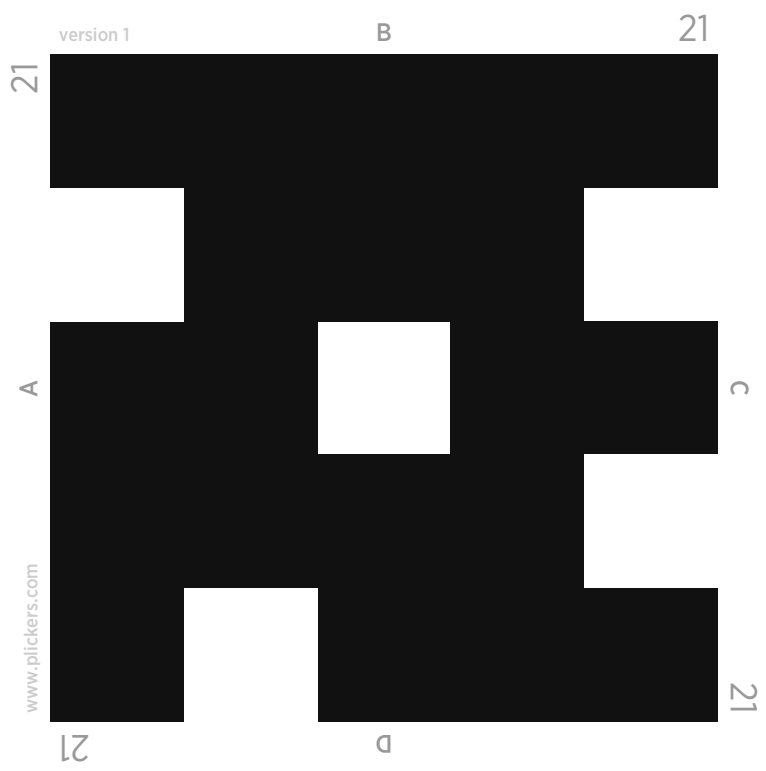


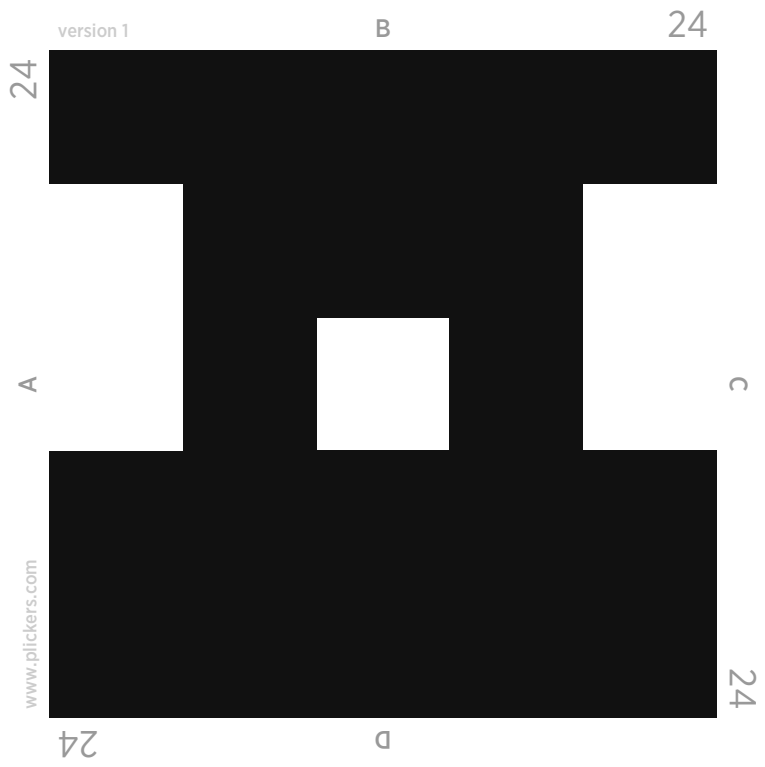
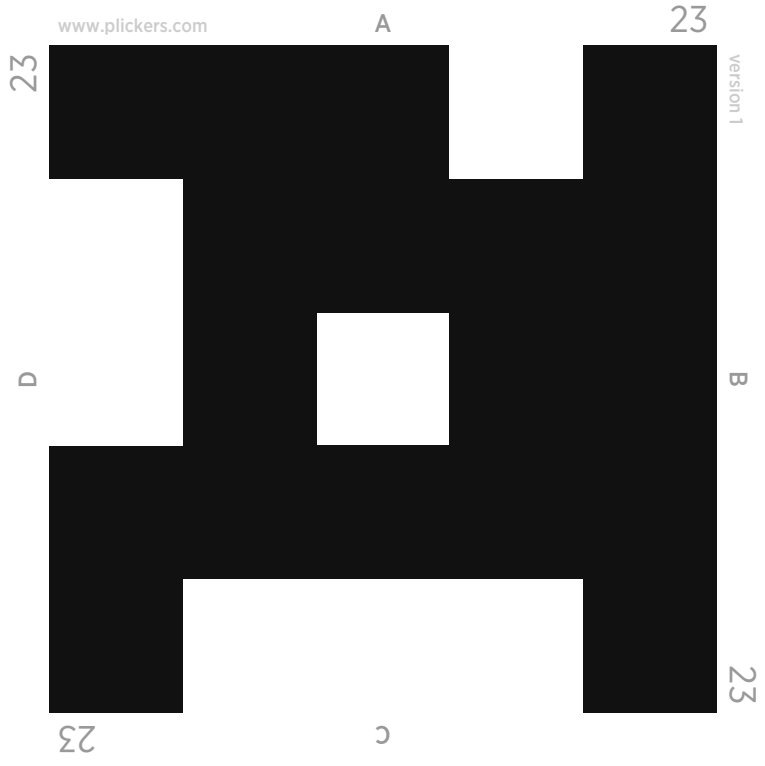


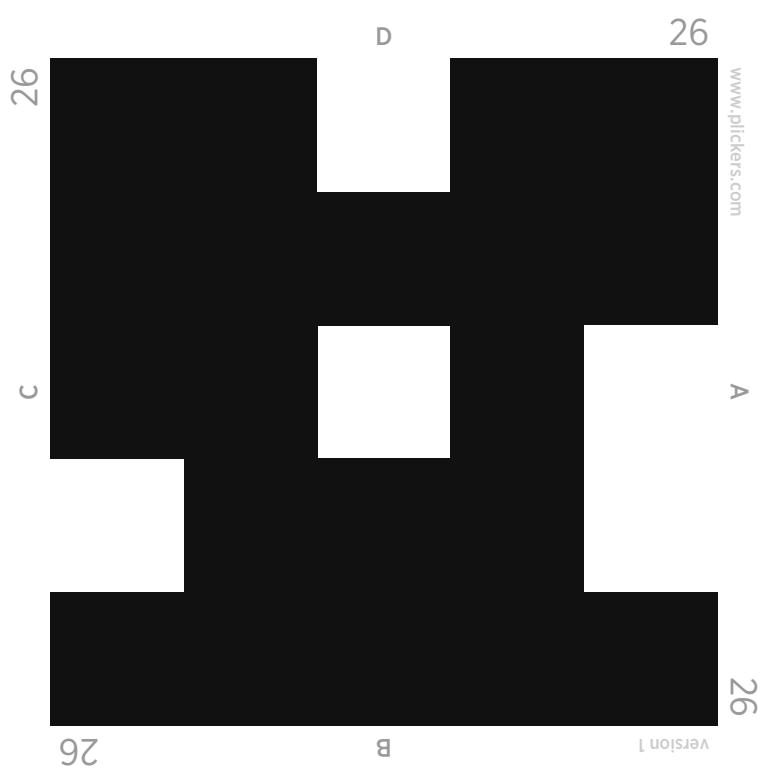
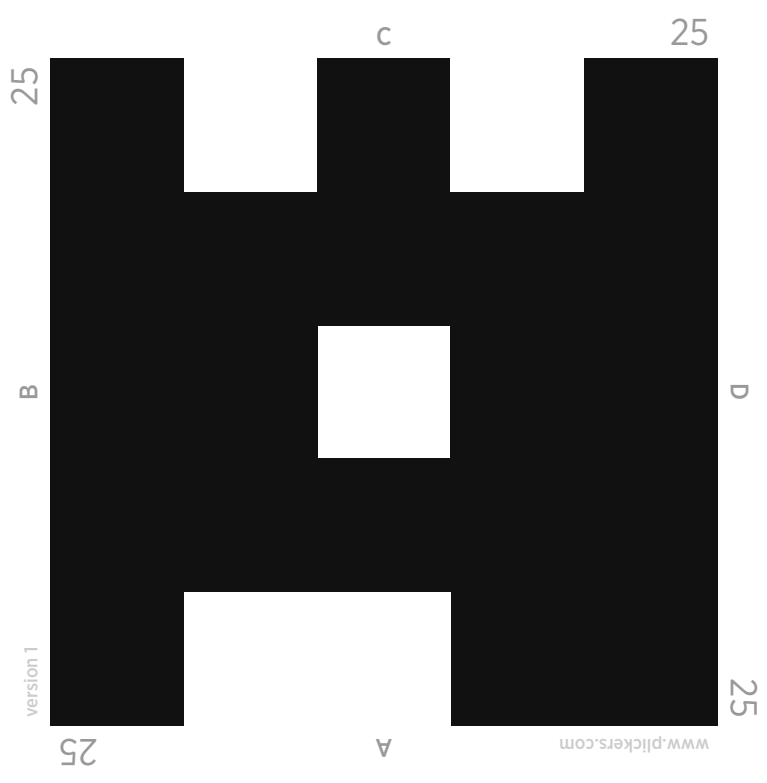


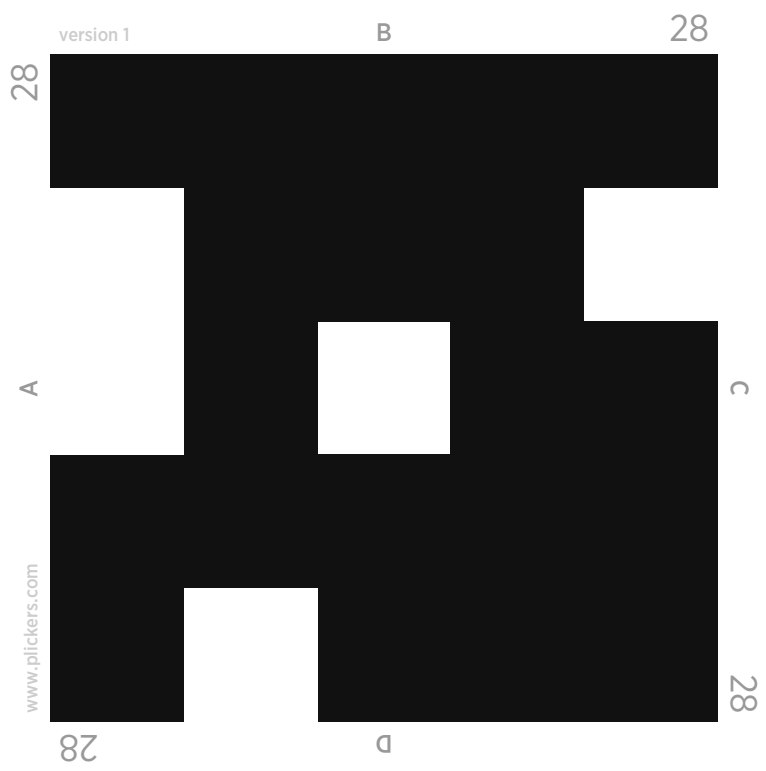
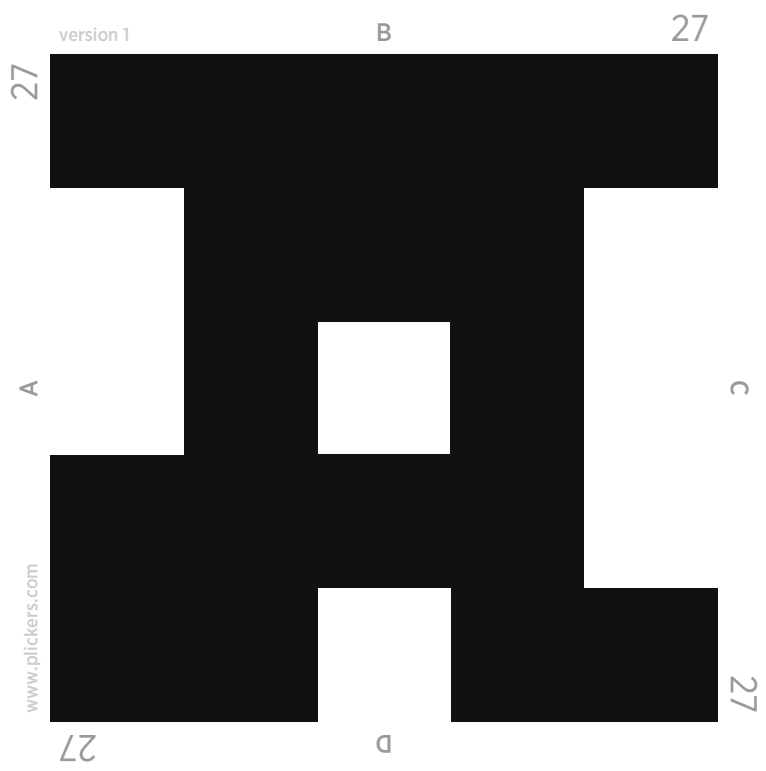




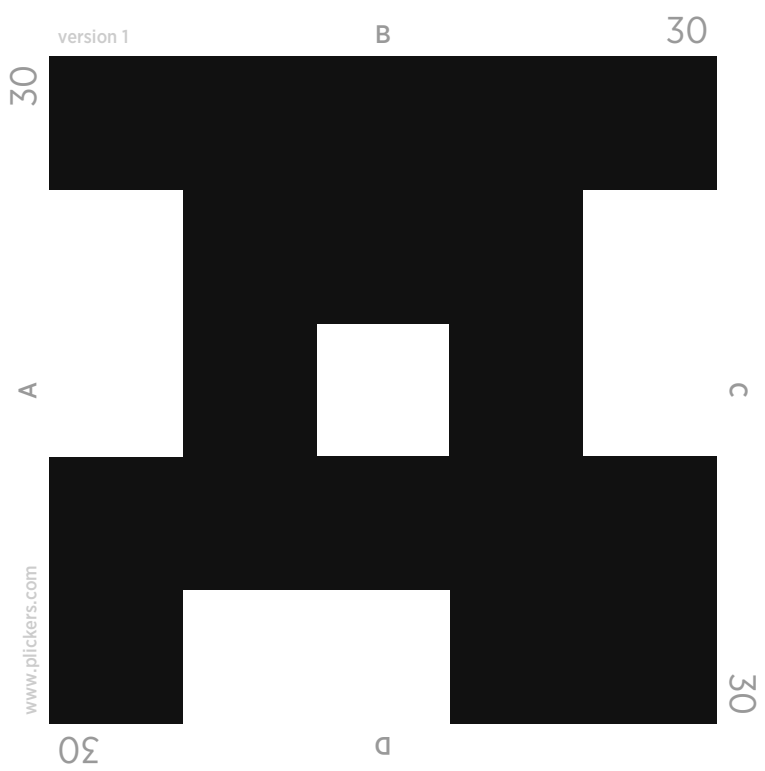
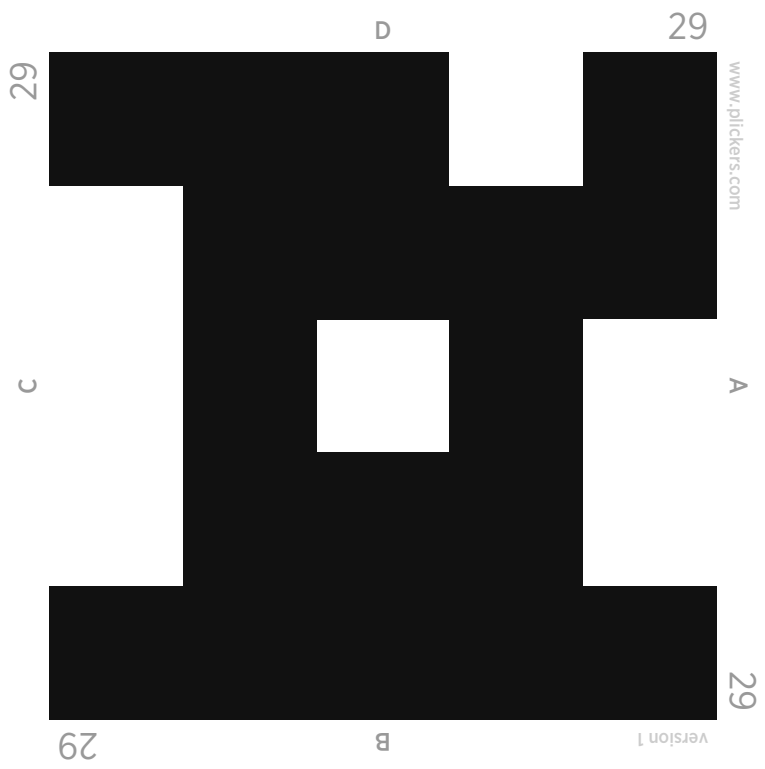


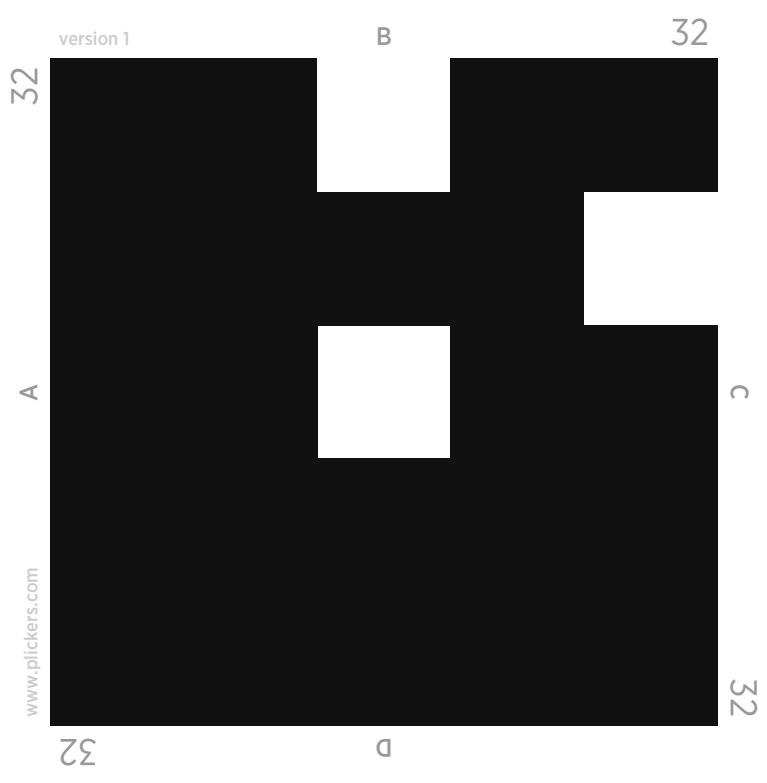
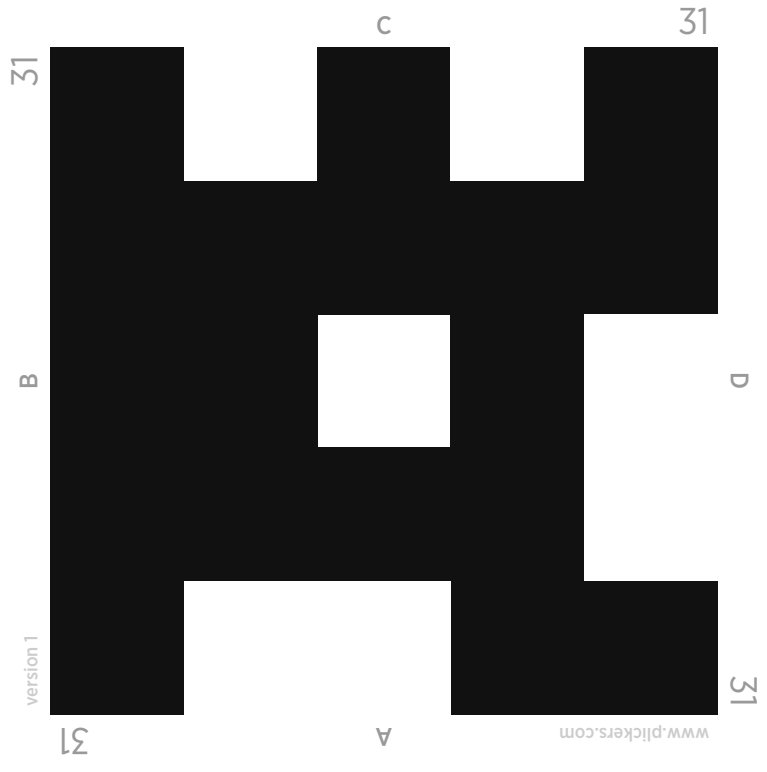


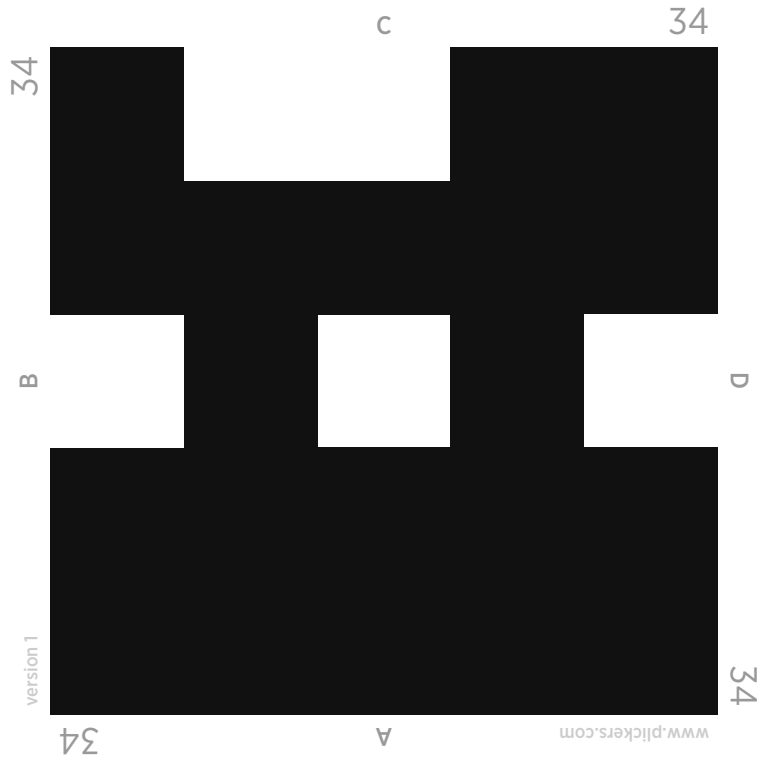
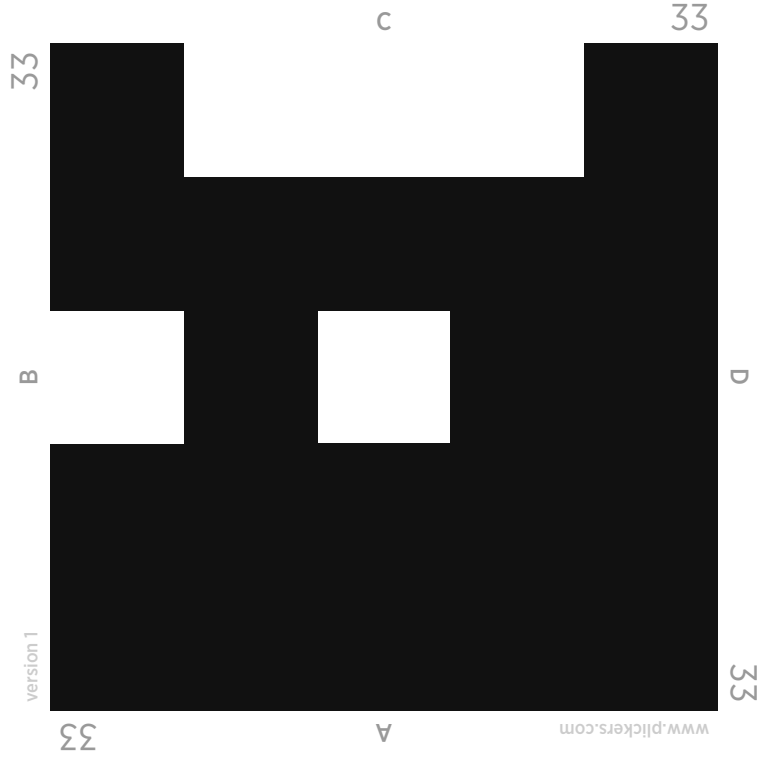


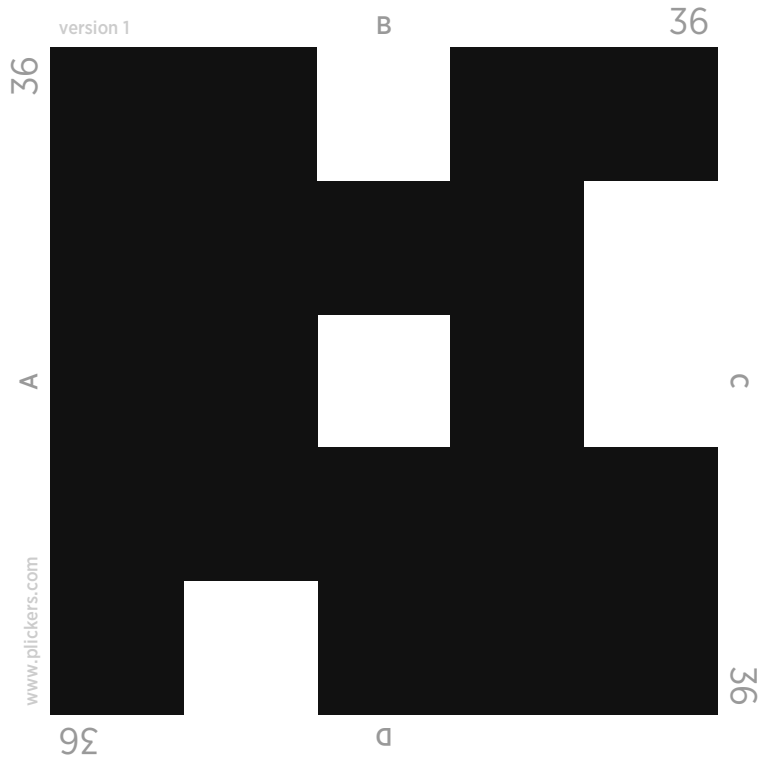
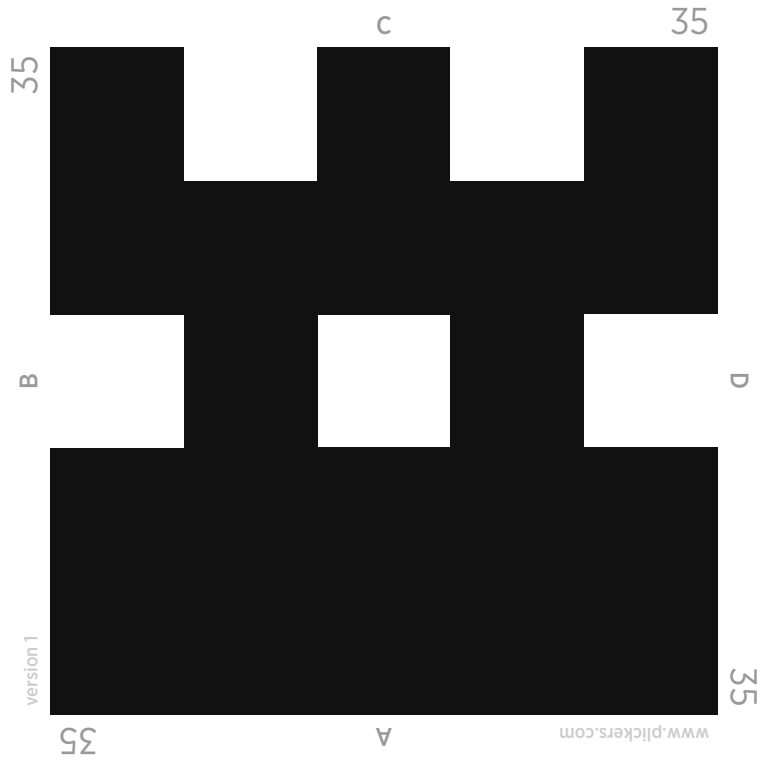


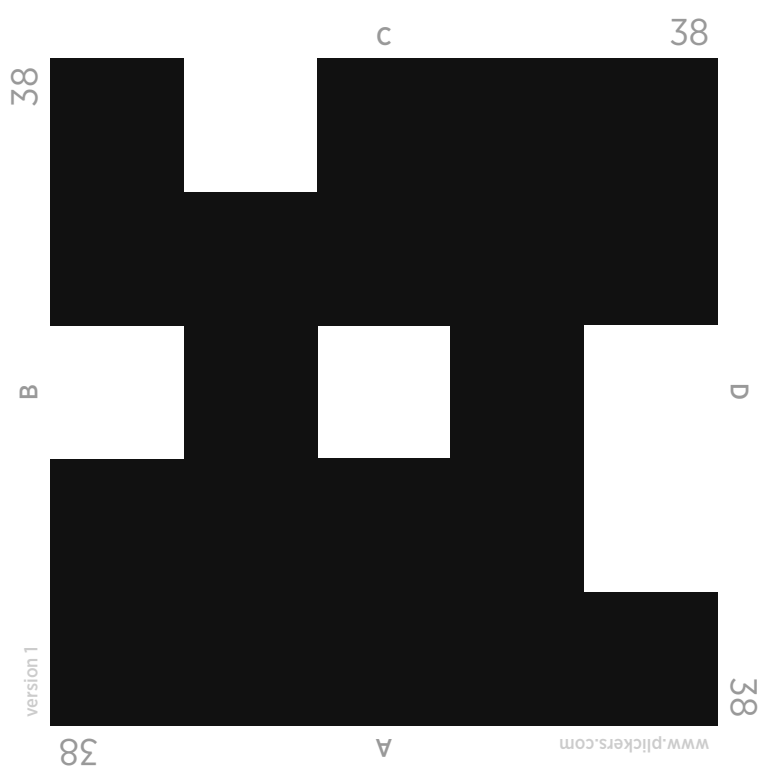
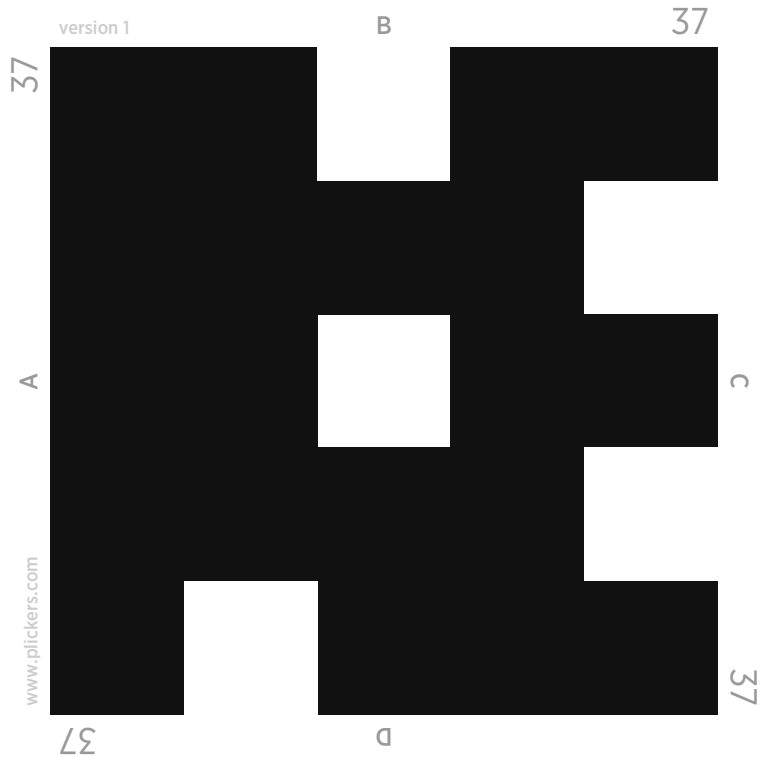


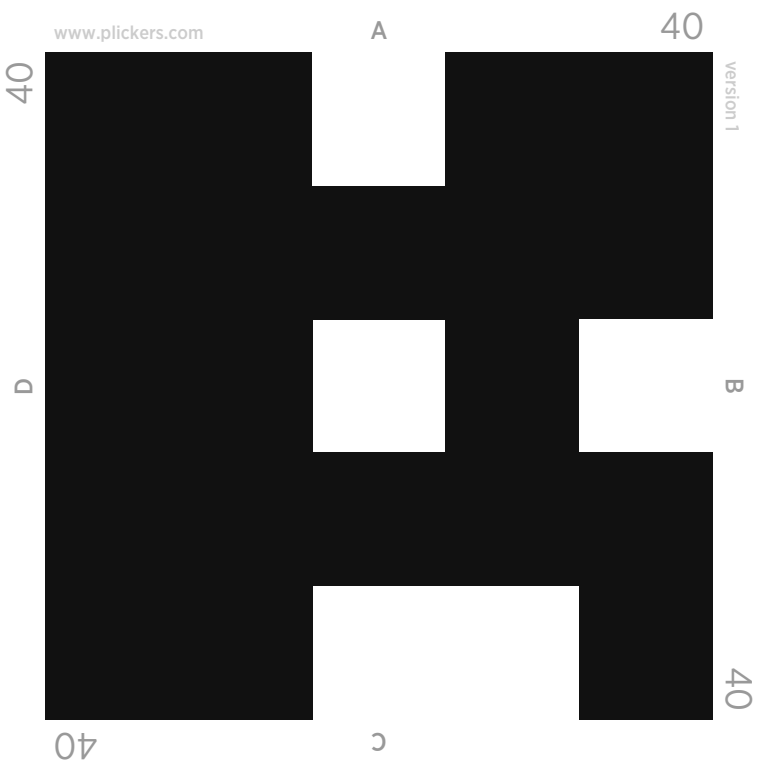
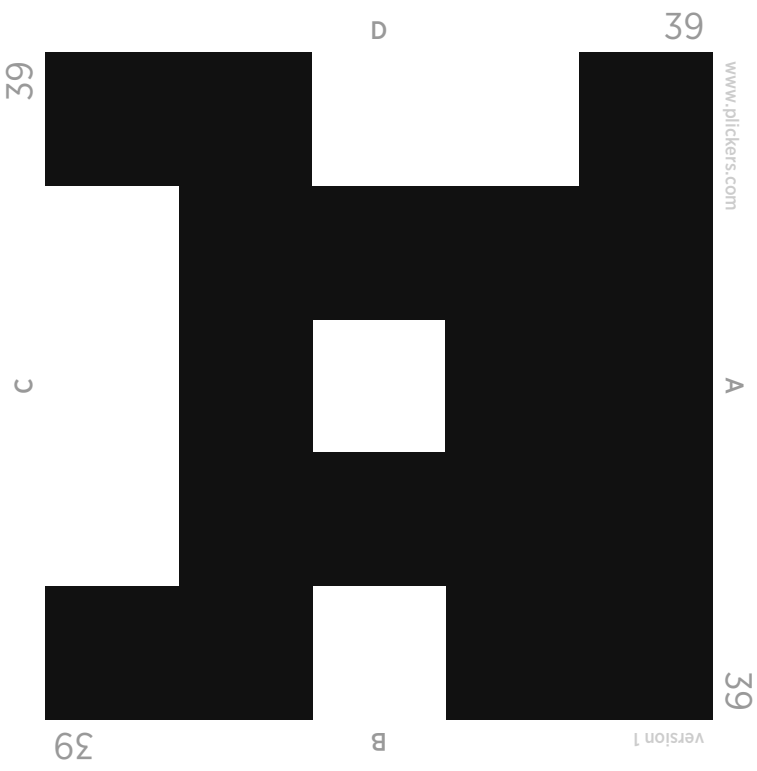












## TASK MANAGEMENT

If they are dealing with internet:

- Click here
- scroll down
- Press enter
- Copy and paste
- Press the right button of the mouse
- Go to the Internet
- Wait for a moment

## INTERACTIVE STRATEGIES

<p><b>Expressing an Opinion</b> I think/believe that . . . In my opinion . . . Based on my experience, I think . . .</p> <p><b>Predicting</b> I predict/imagine that . . . Based on . . ., I infer that . . . I hypothesize that . . .</p> <p><b>Asking for Clarification</b> What do you mean? Will you explain that again? I have a question about that.</p> <p><b>Paraphrasing</b> So you are saying that . . . In other words, you think . . . What I hear you saying is . . .</p>	<p><b>Reporting a Group's Idea</b> We decided/agreed that . . . We concluded that . . . Our group sees it differently. We had a different approach.</p> <p><b>Disagreeing</b> I don't agree with you because . . . I got a different answer than you. I see it another way.</p> <p><b>Offering a Suggestion</b> Maybe we could . . . What if we . . . Here's something we might try. In my opinion, ..... is the best choice because...</p> <p><b>Affirming</b> That's an interesting idea. I hadn't thought of that. I see what you mean.</p> <p><b>Holding the Floor</b> As I was saying, . . . If I could finish my thought . . . What I was trying to say was . . .</p>
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# My Favourite Dish Rubric

Name: \_\_\_\_\_

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
<b>Writing-Conventions:</b> Correct spelling, grammar, punctuation, usage	No spelling, grammar, capitalization or punctuation errors. Sentences are all well-formed.	Fewer than 5 spelling and grammar errors. Fewer than 5 capitalization and punctuation errors. One or two flawed sentences.	More than 5 spelling and grammar errors. More than 5 capitalization and punctuation errors. Less than 5 sentences show flawed structure.	More than 10 spelling and grammar errors. More than 10 capitalization and punctuation errors. Many sentences show flawed structure.
<b>Writing-Sentence Fluency:</b> Length, variety and flow of writing	Most sentences varied in length and structure. Writing had a natural flow that made it easy to read.	Many sentences varied in length and structure. Some sentences did not flow smoothly.	A few sentences varied in length. Most sentences did not flow smoothly.	Sentences were short and did not flow well. Sentence structure did not change.
<b>Design-Fonts:</b> Appropriate typeface and size	Font choices were consistent. Fonts were appropriate for content. Used larger text sizes to make headings clear. Fonts matched the theme of the presentation.	Font choices were consistent. Fonts were appropriate for content. Used larger text sizes to make headings clear.	Used too many fonts or used fonts that were not appropriate for the content.	Did not change from default font. Did not change font size or style.
<b>Organization-Time Management:</b> Uses time wisely	Used time well. Work was turned in early or on time.	Most work was done on time.	Some work was not done on time. Worked frantically to finish project on time.	Did not use time well. Little or no work was done on time. Project was not completed on time.
<b>Teamwork-Cooperation:</b> Listens, shares ideas and work, supports team	Always listened to, shared ideas with, and supported others. Worked consistently for the good of the team.	Listened to, shared ideas with, and supported the efforts of others. Did not disrupt the group.	Did not consistently listen to, share ideas with, or support the efforts of others. Made some effort to be a team player.	Rarely listened to, shared ideas with, or helped other team members. Was not a team player.



# My Favourite Dish Rubric

Name: \_\_\_\_\_

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\_\_\_\_ My writing uses correct grammar, spelling, and punctuation.

\_\_\_\_ My writing has sentences which are varied in length and flow well.

\_\_\_\_ My project uses fonts that are appropriate for the content.

\_\_\_\_ I use time wisely and completed my assignments on time.

\_\_\_\_ I cooperated with my team by listening, sharing ideas and work load, and helping other team members.

# PLANNING OUR RECIPE – ALL WE NEED

Our recipe is: \_\_\_\_\_

Group name: \_\_\_\_\_

**Kitchen tools or utensils we need**

***Who is going to bring it?***


**About food**

***Who is going to bring it?***


**How long will it take (*presentation, prepare the food, cook, plating...*)?**


**How are we going to organize the record? How do we distribute the tasks in the video (*peel and cut the food, use the stove, explain the process to the audience, helpers, funny things or winks...*)?**


**Other questions or things to consider:**


Session 7:

Activity: "CONVERT STATION". (To be cut by the dotted line)

.....

**What utensils or tools do you need to cook your recipe?  
What ingredients?**

.....

**What do you like best about your recipe?  
Would you remove any ingredient?  
Would you add any?**

.....

**Do you really like cooking?  
Do you want to cook more after this experience?**

.....

**Will you cook this recipe again at home? Why?  
What do you like cooking at home?**

.....

**How many times have you seen the *Masterchef* show at home?  
Would you like inventing a new dish?**

.....

# Our Final Product\_PerformanceRubric

Name: \_\_\_\_\_

	<b>4. Distinguished</b>	<b>3. Proficient</b>	<b>2. Apprentice</b>	<b>1. Novice</b>
<b>Oral Presentation-Audience:</b> Engage and interact with audience	Moderated speaking style based on audience feedback. Calmly and eloquently addressed audience questions and comments. Engaged audience for the duration of the presentation.	Adjusted volume, pace, and enthusiasm several times. Answered audience questions and addressed comments. Presenter adjusted enthusiasm or pace to hold audience attention.	Spoke more loudly when requested by audience members. Presenter was clearly uncomfortable. Presenter attempted to adjust enthusiasm or pace to hold audience attention.	Did not adjust speaking style based on audience reaction. Could not answer audience questions. Presenter made no visible effort to hold audience interest.
<b>Oral Presentation-Clarity:</b> Clarity and volume	Appropriate volume throughout presentation. Varied volume when appropriate. Proper inflection throughout presentation. Spoke clearly, fluently and understandably.	Spoke at an appropriate volume and fluency for most of presentation. Good inflection and enunciation. Occasionally sounded monotone.	Spoke quietly. Increased volume and fluency briefly after being asked. Spoke with little inflection.	Barely audible, even after requests to speak up. No fluency. Paid little attention to proper pronunciation.
<b>Oral Presentation-Knowledge:</b> Demonstrate knowledge of subject	Demonstrated a thorough knowledge of the subject matter. Appeared to be an expert on the subject being presented.	Demonstrated a working knowledge of the subject matter. Able to satisfactorily answer audience questions and provided additional information upon request.	Demonstrated a basic knowledge of the subject matter. Able to address audience questions by repeating parts of the presentation - did not provide any additional information.	Demonstrated little or no knowledge of the subject. Unable to answer audience questions or comment further on any part of the presentation.
<b>Oral Presentation-Vocabulary:</b> Word choice	Was successful using vocabulary words related to the topic.	Used a scholarly vocabulary. Used vocabulary words related to the topic many times.	Used vocabulary words related to the topic a few times.	Word choice was too casual. Did not use terms related to the topic.
<b>Organization-Time Management:</b> Uses time wisely	Used time well. Work was turned in early or on time.	Most work was done on time.	Some work was not done on time. Worked frantically to finish performance on time.	Did not use time well. Performance was not completed on time.

# Our Final Product\_PerformanceRubric

Name: \_\_\_\_\_

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\_\_\_\_\_ I will adjust my presentation style to engage the audience. I will interact with the audience when appropriate.

\_\_\_\_\_ I will speak in a fluent, clear & audible voice.

\_\_\_\_\_ My presentation will demonstrate my knowledge of the subject matter.

\_\_\_\_\_ I will use the correct words to talk about my topic.

\_\_\_\_\_ I use time wisely and completed my performance on time.