



Generalitat de Catalunya
Departament d'Ensenyament

GEP



**SAGRAT COR SCHOOL
AMPOSTA
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Generació Plurilingüe (GEP)

Year 1
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Plantilla creada pel grup de formadores del Programa GEP (Generació Plurilingüe) del Departament d'Ensenyament. Curs 2018-2019





GEP 1	Task 1 : Input & Cooperative /Collaborative learning in CLIL
Title of the lesson or topic	<u>Literature</u> : DETECTIVE FICTION <i>Sherlock Holmes vs Hercule Poirot</i>
Course / year / age	2nd ESO (fourteen years old)
Timing	<p><u>Session 1:</u></p> <ul style="list-style-type: none">a) Warm up activity (10 minutes)b) PowerPoint presentation (15 minutes)c) Board Race activity (10 minutes)d) Creative and cooperative work (25 minutes) <div style="border: 1px solid black; padding: 5px; text-align: center; width: fit-content; margin: 10px auto;">ESCAPE ROOM</div> <p><u>Session 2:</u></p> <ul style="list-style-type: none">a) Interview (15/20 minutes)b) Think-pair-share activity (15/20 minutes)c) Self-assessment chart (10 minutes)d) Puzzle (20 minutes)
Collaboration with	Nobody, but I'd like to.
Short description of the session/s	In these two sessions I will focus on the characteristics of <i>DETECTIVE FICTION</i> by analyzing plot, settings and characters. We will also go briefly through the origins of this genre. Finally, we will look at probably the two most famous fictional detectives in the world and their authors. A PowerPoint presentation will help me to organize and summarize all this information.



The descriptions of the activities below should contain:

1. type of input,
2. questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement
3. dynamic instructions with collaborative and cooperative activities,
4. materials used.

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Activity 1

I will start the session with a warm up activity which is called “**Play a song, pass the ball**”. I think it will be a very useful tool to get my students motivated.

All I have to do is play a suspense song, toss a ball to a student and then urge him/her to pass it to a classmate. Students will quickly understand that the point is to get rid of the ball as fast as possible because when the music stops, the student holding the ball must answer a question.

The questions I will ask will be the following:

- a) According to the song you have just listened to, what do you think the topic of this lesson will be about?
- b) Do you like mystery and detective fiction? Why? Why not?
- c) Have you ever read anything related to this type of fiction?
- d) Do you remember the title of any detective novel?
- e) Do you know the name of any famous fictional detective?
- f) What do you think a detective novel is about?
- g) What scares you?

Notes: For this activity students will be put in a circle.

I will do more or less questions depending on the time they last.

Possible suspense songs:

- a) *Jaws* (John Williams) <https://www.youtube.com/watch?v=kd0u6c0x-fw>
- b) *The Pink Panther Theme* (Henry Mancini) <https://www.youtube.com/watch?v=9OPc7MRm4Y8>
- c) *Dionisíades Op. 62* played by “La Lira ampostina” (Florent Schmitt) https://www.youtube.com/watch?v=J1_1G2Y5Uyk



Activity 2	<p>After the PowerPoint presentation (see ANNEXES), the students will be ready to do the “Board Race” activity. For this activity I will split the class into two teams. Then I'll give each team cards of a different colour (orange and green) with a word or sentence written on them. These words will be related either to Sherlock Holmes or to Hercule Poirot. There will also be cards with characteristics of both detectives. The pictures of the two detectives (see ANNEXES) will be put on the blackboard, and the students, arranged in two rows, will have to sort the cards according to whom they refer to.</p>
Activity 3	<p>For this activity students will have to be very creative and they will have to work cooperatively. I will tell them the plot of a possible detective story: “<i>Tomorrow is the date of an important exam, but the exam papers have mysteriously disappeared. It seems that someone has stolen them</i>”.</p> <p>Then, I will split the class into four groups and I will give each a list of useful vocabulary to work with (see ANNEXES).</p> <p><u>The first group</u> will have to imagine and create the main character of the story: the detective. They will bring him/her to life. Each student in this group will have a role. One will be in charge of describing what he or she is like. Another student will invent his/her biography (when the character was born, family background, education...) and the last one will have to draw and paint him/her.</p> <p><u>The second group</u> will do the same but with the culprit. They will have to build a simple profile.</p> <p><u>A third group</u> will imagine the setting, that is to say where and when the story takes place, and it will have to be also illustrated.</p> <p><u>The last group</u> will have to think about how and why the exam papers have disappeared.</p> <p>In these two last groups each student will also have a role. At the end of the session, each work will be presented to the rest of the class.</p>
Activity 4	<p>Activity four will be based on a escape room we will do in a bookshop called “<i>La gavina</i>” in Amposta (please, read other important information). Students will make an interview to the owner of “La gavina” and then, they will translate it into English (see ANNEXES)</p> <p>Note: The escape room is an extra activity outside the sessions. It will be made before the interview (see “Timing”). The second hour of the session will be based on it.</p>



The questions of the interview will be the following:

- On va sentir parlar per primer cop d'una "escape room"?
- Com i per què va decidir muntar-ne una?
- Es considera una dona emprenedora?
- A l'hora de muntar l'empresa, què és el que ha trobat més difícil?
- En què s'ha inspirat o basat a l'hora de muntar els enigmes? Li han servit les novel·les policíiques?
- Quins punts tenen en comú una "escape room" i una novel·la policíica?

Activity 5

After the escape room they will do a "**think-pair-share**" activity in which they will make a summary of the plot and of the different puzzles they have had to solve (see ANNEXES: worksheet 1)

They will also have to complete a **self-assessment chart** and to answer some questions about the escape room. This will be done individually. (see ANNEXES: worksheet 2)

Activity 6

For the last activity, the class will be divided into two cooperative groups.

Each group will have to create a puzzle. Once created, each group will attempt to solve each other's enigma.

They will visit some of the following **webs** to know how to do it.

<https://www.alunira.com/make-a-treasure-hunt>

<https://lockpaperscissors.co/escape-room-puzzles>

<https://www.wikihow.com/Plan-an-Escape-Room>

<https://blog.nowescape.com/101-best-puzzle-ideas-for-escape-rooms/>

<https://blog.nowescape.com/100-more-great-escape-room-puzzle-ideas/>

<https://www.boredteachers.com/resources/how-to-use-escape-rooms-in-your-classroom>

<https://teacheveryday.com/escape-room-in-the-classroom/>

<https://www.classcraft.com/blog/features/escape-room-education/>

https://www.activehistory.co.uk/escape_room/

<https://www.weareteachers.com/classroom-escape-room-supplies/>

Note: This activity will only be done if we have spare time.



<p>In terms of academic content, what are the students learning and what are they learning to do?</p>	<p>The students are learning the origins and characteristics of detective fiction and the basic elements of the narrative genre such as plot, settings, narrator and characters. They also get to know two significant representatives of this genre and their famous fictional detectives.</p> <p><u>Apart from that, students are learning to do the following:</u></p> <ul style="list-style-type: none">a) To work collaborativelyb) To work together as a team to solve a mysteryc) To find information that relates to a question and to use that information intelligentlyd) To develop their creativity and imaginatione) To create the basic elements of narratives and make them crediblef) To make deductionsg) To use lateral thinkingh) To know that things are not always as they appear to be. Not accepting appearances in the pursuit of truth is an invaluable skill to avoid many of the pitfalls that await students in the world outside the classroom doori) To listen to others respectfully and to respect their opinionsj) To show respect for their classmates and interact in a positive way with themk) To know themselves betterl) To increase knowledge of their own culture, the culture of others and the common elements across cultures
<p>In terms of language, what are the students practicing or learning to do?</p>	<p><u>In terms of language, the students are practicing the following:</u></p> <ul style="list-style-type: none">a) Vocabulary related to policemen and criminals (e.g., crime, gun, alibi, clue, red herring...)b) Vocabulary related to the narrative genre (e.g., plot, structure, settings, characters...)c) Descriptive language (e.g., he is eccentric, arrogant, intelligent...)d) Comparative and superlative adjectives (when talking about Holmes and Poirot)e) Connectors to show opposition and contrast (e.g., however, but.../whereas, while...) <p>They are also learning to verbalize their thinking and to use the English language effectively.</p>



<p>In what way is this lesson plan a good example of what we learnt in the GEP course session?</p>	<p>I have planned these lessons according to what I have learnt in the GEP course session.</p> <p>First of all, I have tried to enrich input by presenting motivating and varied learning tools:</p> <ul style="list-style-type: none">- Songs- Games:<ul style="list-style-type: none">“Play a song, pass the ball”“Board Race”- PowerPoint presentation- Escape room... <p>I have tried to present it as comprehensible as possible and at the same time as attractive and fun as possible. It is also very important to engage students actively in what they are studying. For this reason they have taken a very active role in all the activities I have prepared. By taking them to the escape room (for example) they have really experienced and learned what detective fiction is, since they pretend to be detectives and put them in their shoes. I have also taken into account that students don't learn in the same way and that they have different kinds of strenghts. Therefore, I have tried to provide materials and resources to reach every one of them. And last but not least, they have worked in cooperative groups where everybody has a role and everybody feels useful.</p>
<p>Other important information</p>	<p>Since we have not planned to create an “escape room” in our school this year, I've taken my students to the bookshop “La gavina”.</p> <p><u>Here you have some links for further information:</u></p> <p>https://surtdecasa.cat/ebre/activat/escape-room-amposta-llibreria-gabina http://www.lesfillolesdeclara.com/ http://www.ccma.cat/324/la-historica-llibreria-gavina-damposta-es-convertira-en-una-de-les-primeres-escape-room-de-lebre/noticia/2863221/</p>



Interview:



INTERVIEW

Worksheet 1:



ESCAPE_ROOM

Worksheet 2:



SELF_ASSESMENT_CHART



Self assessment Checklist

Task 1 : Input & Cooperative /Collaborative learning in CLIL	YES/NO
1. Students are presented with multimodal and varied input (spoken, written, visual, hands-on...)	Yes
2. The input presented is used to help learners understand ideas and construct meaning	Yes
3. The input is presented at the right cognitive level and the right language level , i.e. it is neither too challenging in terms of content nor too difficult in terms of language.	Yes
4. Students are helped in some way to understand , i.e. input is made comprehensible	Yes
5. Students are helped in some way to process the input presented, i.e. activities or questions make students think and construct meaning.	yes
6. The input and activities presented cater to multiple intelligences	Yes
7. Students are presented with good questions (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	Yes



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8. A variety of collaborative learning strategies are used throughout the session.	Yes
9. At least one of the activities presented requires cooperation among students.	Yes
10. Students are explicitly taught how to work in groups (or pairs).	Yes
11. Students are explicitly guided to succeed in group/pair work discussions and interactions . Clear support to guide their interactions is provided.	Yes
12. At least one ICT tool is used to promote digital collaborative learning .	Yes



DETECTIVE FICTION

WORD LIST



NOUNS	NOUNS	VERBS	ADJECTIVES
Accusation	Pipe	Arrest	Arrogant
Alibi	Plot	Capture	Bizarre
Autopsy	Police	Die	Clever
Behaviour	(moral) Principles	Disappear	Eccentric
Case	Punishment	Discover	Guilty
(grey) Cells	"Red herring"	Hurt	Haunted
Characters	Riddle	Incriminate	Innocent
Climax	Robbery	Investigate	Weird
Clue	Rules	Kidnap	
Confession	Secret	Kill	
Conflict	Setting	Lie	
Cops	Solution	Observe	
Court	Story	Question	
Crime	Suspect	Rescue	
Criminal	Suspense	Solve	
Culprit	Tension		
Deduction	Thief		
Diamond	Threat		
Enigma	Trench coat		
Evil	Trick		
Eyewitness	Truth		
Fear	"Under suspicion"		
Intuition	Victim		
Laboratory			
Magnifying glass			
Jewels			
Justice			
Mystery			
Murderer			
Narrator			
(human) Nature			



ESCAPE ROOM

La gavina



THEME: _____

Brief plot summary:

✚ Puzzle 1: _____

✚ Puzzle 2: _____

✚ Puzzle 3: _____

✚ Puzzle 4: _____

✚ Puzzle 5: _____

✚ Puzzle 6: _____



ESCAPE ROOM

La gavina



Self-assesment chart

		Yes	No
1.	I took an active role in each task		
2.	I helped my team		
3.	I shared the group responsibilities		
4.	I tried my best to solve the puzzles		
5.	I listened to and considered my classmates' suggestions		
6.	I used lateral thinking		
7.			

Now, answer the following questions:

- Have you ever done this activity before? Where?
- What was your favourite part?
- What was your biggest challenge?
- What surprised you?
- What was frustrating?
- What did you like?
- What did you dislike?
- Did you enjoy this activity? Why? Why not?



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ESCAPE ROOM

La gavina



THE INTERVIEW

	Questions	Answers
1.		
2.		
3.		
4.		
5.		
6.		

Plantilla creada pel grup de formadores del Programa GEP (Generació Plurilingüe) del Departament d'Ensenyament. Curs 2018-2019





➤ **Orange and green sentences:**

Lives in 221B Baker Street	Sir Arthur Conan Doyle
His investigation is based on psychological analysis of suspect's behaviour	He sometimes wears a deerstalker hat
His stories are based on those by Edgar Allan Poe	His readers thought he was a real person
He travels a lot by train, plane or ship	He is not very sociable
His companion is a soldier retired from front	He smokes a tobacco pipe
Agatha Christie	Moriarty is his enemy
He is a little man	"Elementary dear Watson"
He plays the violin	"The Mysterious Affair at Styles"
His author was an unsuccessful doctor	Very well dressed
He published his stories in the "Strand Magazine"	He has an egg-like head
His author tried to "kill" him	He has a military moustache
Extraordinary deductive reasoning skills	He is bald
Eccentric	He uses his little grey cells of brain
A friend tells his stories	He has a funny French accent
Urban setting	He is Belgian
He was born in the 19th century	Arrogant behaviour
His first story was a novella called "Study in Scarlet"	Superior attitude to others
"The Golden Age of Detective Fiction"	Powerful sense of justice
His method is based on patient listening to people	Scientific method in the resolution of the crimes



GEP 1	Task 2: Reading, writing and Assessment in CLIL
Title of the lesson or topic	History: FEUDAL SOCIAL STRUCTURE
Author	Eva Porcar Talarn
Course / year / age	2nd ESO (fourteen years old)
Number of sessions	Two sessions
Collaboration with...	I have prepared the lessons alone
Main objectives of the sessions	Outline the social structure of Feudalism
Short description of the sessions	In these two sessions I will focus on the different social classes in the feudal hierarchy and their functions. Students will comprehend the medieval society as a system based on loyal relationships, with rights and obligations, and a strong dependency.



	<p>Timing</p> <p><u>Session 1:</u></p> <ul style="list-style-type: none">a) Youtube Video about the <i>FEUDAL SOCIAL STRUCTURE</i> and Listening guidance (20 minutes)b) Vocabulary card (20 minutes)c) Cardboard pyramid (10 minutes) <p><u>Session 2:</u></p> <ul style="list-style-type: none">a) Reading of a poem: "The Serf" (15 minutes)b) Writing activity (30 minutes)c) Assessment tool: Rubric (10 minutes)

<p><i>The descriptions of the activities below should contain:</i></p> <ul style="list-style-type: none">1. <i>collaborative and cooperative activities instructions (including the timing and the language support)</i>2. <i>type of support,</i>3. <i>readings and writings planned,</i>4. <i>assessment tools</i>5. <i>materials used</i>	Timing
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S E S S I O N 1	Activity 1	<p>I will start the lesson by playing a Youtube video about the FEUDAL SOCIAL STRUCTURE because I think it is attractive as a means to summarize the lesson content. It lasts 5:04 minutes.</p> <p>Here you have the link: https://www.youtube.com/watch?v=68VfakYDxd4</p> <p>Students will have to take notes and they will have to write key words while they are watching the video. However, as most students are often lousy at taking notes I'll give them some guidance (see ANNEXES).</p> <p>Note: If necessary, I will play the video twice.</p>	
	Activity 2	<p>This activity is related to activity 1. Now students will have to fill in the following VOCABULARY CARD with the words from the video they don't know. (see ANNEXES)</p> <p>Note: They can look up the words in a paper dictionary or they can look up them in an online dictionary such as:</p> <ul style="list-style-type: none">- https://dictionary.cambridge.org- https://en.oxforddictionaries.com- https://collinsdictionary.com	
	Activity 3	<p>The following activity is a very quick one. However, it will be very useful for students to have everything very clear.</p> <p><u>It goes as follows:</u></p> <p>I will split the class into four groups. Then I'll give each team a big cardboard pyramid of a different colour (red, blue, green and yellow). This pyramid will be divided into sections in which students will have to paste visual and written information related to the feudal system social hierarchy.</p>	



		<p><u>The final product should look like the picture below:</u> (see ANNEXES)</p>	
S E S S I O N 2	Activity 4	<p>For this activity, students are required to read and listen to a poem by Steven SRS that explains the life of a serf. (see ANNEXES)</p> <p>All the previous activities will help students to understand it.</p> <p>Here you have the link: https://www.dailymotion.com/video/x28u04c</p>	
	Activity 5	<p>Finally, after reading the poem, discussing its meaning orally and understanding its message, students will have to do the final writing activity.</p> <p><u>It consists of answering the following questions:</u></p> <ol style="list-style-type: none">What is the main message of the poem?Think about the tone of the poem. What is the author trying to get you feel about serfdom? <p>As many students find this task overwhelming, they will need some help.</p> <p>First of all, I will make sure they have a good grasp on the spelling and vocabulary surrounding the topic, with a little grammar thrown into the mix for added confidence. Then, in order to organize their thoughts we can draw a diagram on the blackboard. This way they will be able to see connections and links between ideas more clearly.</p> <p>To create the diagram, we will write our topic in the middle of the blackboard (teacher) / paper (student).</p> <p>Then, we will draw some lines branching off from the topic and they will write down their main ideas at the end of these lines. We can even draw more lines off these main ideas and include thoughts they may have on these ideas. (see ANNEXES)</p>	



	<p>Apart from that, I will give them the following guidelines. (see ANNEXES)</p> <p>Note: The diagram is a resource taken from a <i>Kathy Livingston's</i> book.</p>	
Activity 6	Assessment tool: Rubric (see ANNEXES)	
In terms of academic content, what are the students learning and what are they learning to do?	<p>The students are learning the concept of hierarchical society of Feudalism in Europe in the early Middle Ages. They also learn the characteristics that differentiate the different orders and the dependency relationships between its members. They know who were the privileged and the non-privileged and they can also describe their main occupations.</p> <p><u>Apart from that, students are learning to do the following:</u></p> <ul style="list-style-type: none">a) To identify the importance of knights and clergy, and recognize the situation of the peasantry and serfdom.b) To show interest in knowing Europe's past.c) To value cultural heritage.d) From the study of feudal society, structured in closed states, to realize the evolution that has occurred in societies that, fortunately, are mostly fairer.e) To develop basic skills in the use of information sources to acquire new knowledge.f) To develop strategies to think and organize information such as diagrams or mind maps.g) To develop an entrepreneurial spirit and self-confidence, participation, critical sense, personal initiative and the ability to make decisions and to assume responsibilities, valuing the effort in order to overcome difficulties.	
In terms of language, what are the	<p><u>In terms of language, the students are practicing the following:</u></p>	



<p>students practicing or learning to do?</p>	<p>a) Specific vocabulary related to the topic (e.g., knights, serfdom, fief...) b) Comparative and superlative adjectives (when talking about the characteristics of the different social classes) c) Verbs of action (when describing the main occupations of the different social orders) d) Connectors to show opposition and contrast (e.g., however, but.../whereas, while...)</p> <p>They are also learning to verbalize their thinking and to use the English language effectively.</p>	
<p>In what way is this lesson plan a good example of what we learnt in the GEP course session?</p>	<p><u>I think this lesson plan is a good example of what we learnt in the GEP course session for the following reasons:</u></p> <p>a) Support has been provided to help students read and understand texts (The <i>Youtube video</i> and the <i>feudal pyramid</i> have helped them to understand the main meaning of the poem. These are <i>before-reading activities</i>).</p> <p>b) The materials use visuals to support comprehension (<i>Youtube video</i> and <i>feudal pyramid</i>)</p> <p>c) The writing process takes place in joint collaboration with the teacher (<i>Diagram</i> on the blackboard)</p> <p>d) Support is provided to help students write (<i>Writing tips</i> sheet, <i>connectors</i> sheets and <i>vocabulary card</i>)</p> <p>e) The teacher uses different strategies to help students throughout the process of reading and writing (e.g., orally <i>discuss</i> the meaning of <i>the poem</i>. These are <i>during-reading activities</i>)</p> <p>f) The teacher has previously predicted the language the students will need when carrying out the different tasks successfully and, therefore, is aware of the content-obligatory language (<i>Listening guidance</i>)</p> <p>g) <i>After reading activities</i> are prepared (<i>Answer two questions</i> about the poem)</p> <p>h) At least the teacher uses 1 type of designed assessment tool during the sessions (<i>Rubric</i>)</p>	



Other important information		
ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)	<ol style="list-style-type: none">1. Listening guidance (activity 1)2. Vocabulary card (activity 2)3. Writing tips (activity 5)4. Connectors and Diagram (activity 5)5. Poem "The Serf" (activity 4)6. Rubric (activity 6)7. Pyramid cardboard (activity 3)	

Self assessment checklist

Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1. Support is provided to help students read and understand texts.	



2. Before-, during- and after- reading activities are prepared.	
3. The materials use visuals to support comprehension.	
4. The writing process takes place in joint collaboration with the teacher (modelling)	
5. Support is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...)	
6. The teacher uses different strategies to help students throughout the process of reading and writing	
7. The teacher has previously predicted the language the students will need when carrying out the different tasks successfully and, therefore, is aware of the content-obligatory language .	
8. At least the teacher uses 1 type of assessment (self-assessment, teacher assessment or co- assessment)	
9. At least teacher used 1 type of designed assessment tool during the sessions (rubric, digital app, checklist, personal dossier...)	



THE FEUDAL SOCIAL STRUCTURE

COL·LEGI SAGRAT·COR

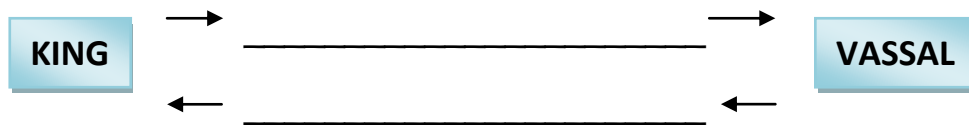
Student : _____

Date: _____



1) What is FEUDALISM?

A system of governing and landholding based on _____
_____.



2) The FEUDAL SOCIAL STRUCTURE:

a. _____ . He provides _____
_____ (fiefs) in exchange for
_____.



b. _____ were _____
_____ who pledged their loyalty to
the _____.



c. _____ and
_____ who were often of noble
birth.





d. _____ . They were _____
who pledged to defend their _____
_____ in exchange for
_____.



Groups **b**, **c** and **d** are members of the _____.

That means they are loyal to the people who are above them.

So knights are loyal to _____ and _____.
_____ in turn are loyal to the _____.

There are different degrees of _____:

-Higher/lesser _____.

-Higher/lesser _____.

The rest of the population is not part of the _____.

e) _____ and _____.

- vast majority of _____.

- toiled in the _____.

- known as _____.

(similar to slaves)



Everything in the _____ is property of the _____.

**EARLY MIDDLE AGES
EUROPE**



VOCABULARY CARD

HISTORY: FEUDAL SOCIAL STRUCTURE

- Unknown word: _____
- Phonetic transcription: / /
- Sentence in which this word appears: " _____
_____ "
- Meaning: _____
- Make a sentence with the word now you know its meaning: _____

VOCABULARY CARD

HISTORY: FEUDAL SOCIAL STRUCTURE

- Unknown word: **PEASANT**
- Phonetic transcription: /'pez(ə)nt /
- Sentence in which this word appears: " Peasants and serfs are the vast majority of people"
- Meaning: **PAGÈS**
- Make a sentence with the word now you know its meaning: The peasant bought a bag of chemical fertilizer in the market place.



Writing tips

✚ When writing, remember the following recommendations:

- a) Use simple language
- b) Use simple, clear and short sentences
- c) A sentence always encloses a SUBJECT, a VERB and it can also have a COMPLEMENT.

i. I write poems
Subject Verb Complement

ii. She lies
Subject Verb

- d) Brainstorm some possible answers
- e) Concentrate on one main point per paragraph
- f) Review what you have written
- g) Check to see if it makes sense
- h) Check your answers for grammar and spelling mistakes too



✚ Remember that writing is a process. Then, follow these steps in your writing:

- a) Collecting the data
- b) Organizing the data
- c) Making an outline
- d) First draft
- e) Possible reassessment of the ideas
- f) Final draft



1. CONSTRUIR LA NARRACIÓ

- a. Primer paràgraf
 - First of all
 - In the first place
 - To start with
- b. Segon paragraf
 - In the second place
 - Second/ secondly
 - Third/ thirdly
- c. Conclusió
 - Finally
 - In conclusión
 - Lastly
 - Last but not least

2. SEQÜENCIAR LA NARRACIÓ/TEMPS

- After that
- All of a sudden
- Suddenly
- In the end
- In the meantime
- Meanwhile
- Next
- Then
- While
- Whenever
- Once
- Until
- Since
- For
- As soon as

3. AFEGIR INFORMACIÓ

- And
- Also
- Too
- Apart from
- As well as
- Besides
- In addition to
- Moreover
- Furthermore
- What's more
- Another point is that



4. EXPRESSAR SEMBLANÇA

- Similarly
- Likewise
- In the same way
- In the same manner
- In a similar way

5. ESTABLIR CONTRAST

- But
- However
- Nevertheless
- Instead of
- While
- Though
- Although
- In spite of/despite
- On the one hand
- On the other hand

6. EXPLICAR CAUSES/CONSEQÜÈNCIES

- So
- Because of
- Due to
- For this/that reason
- Consequently
- Therefore
- Then
- Since

7. EXPRESSAR ALGUNA COSA D'UNA ALTRA MANERA

- In other words
- In short
- That is to say
- i.e. (id est)

8. EXPRESSAR FETS

- Actually
- As a matter of fact
- In fact
- Really

9. POSAR EXEMPLES

- And so on
- For example
- For instance
- Such as
- Like



10. EXPRESSAR UNA OPINIÓ PERSONAL

- As far as I'm concerned
- From my point of view
- I agree/disagree
- In my opinion
- In my view
- I think (that)
- Personally
- To tell the truth

11. RESUMIR EL QUE S'HA DIT

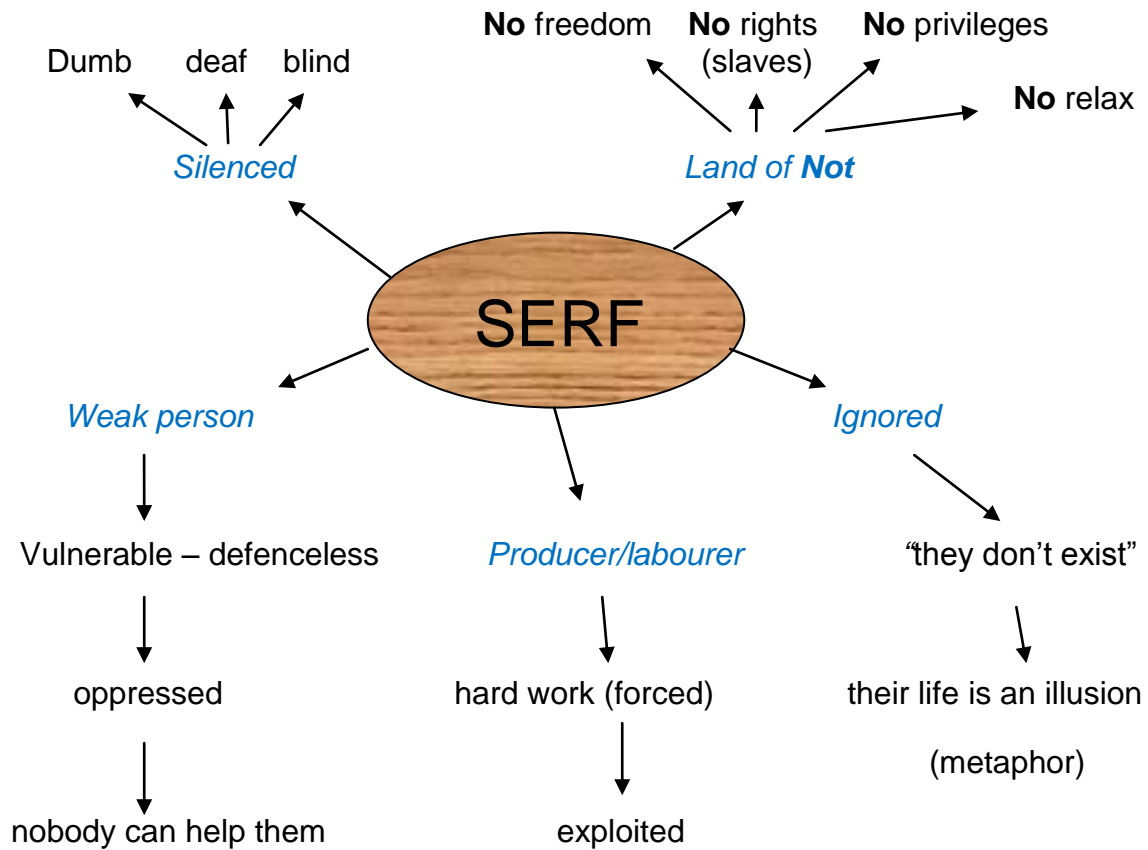
- All in all
- In brief
- In conclusion
- In short
- To sum up

12. CONDICIONALS

- If
- Unless
- As long as
- Providing that



The diagram should look like this one below:





THE SERF



I am a serf,
Weakest in the Land of Not.
I am a slave to all,
From the lowest serpent
To the loftiest dream.

I am a serf.
I and my kind stand like men,
But oft this is only an illusion.
Because we stand not together,
We stand not at all.

I am a serf.
I live blind, deaf, and dumb;
In ignorance and fear of the truth.
Not because I can't,
But because I won't have it any other way.





I am a serf,
Redeemable only because
I'm all that there is.
But for only as long,
As I'm all that there is.

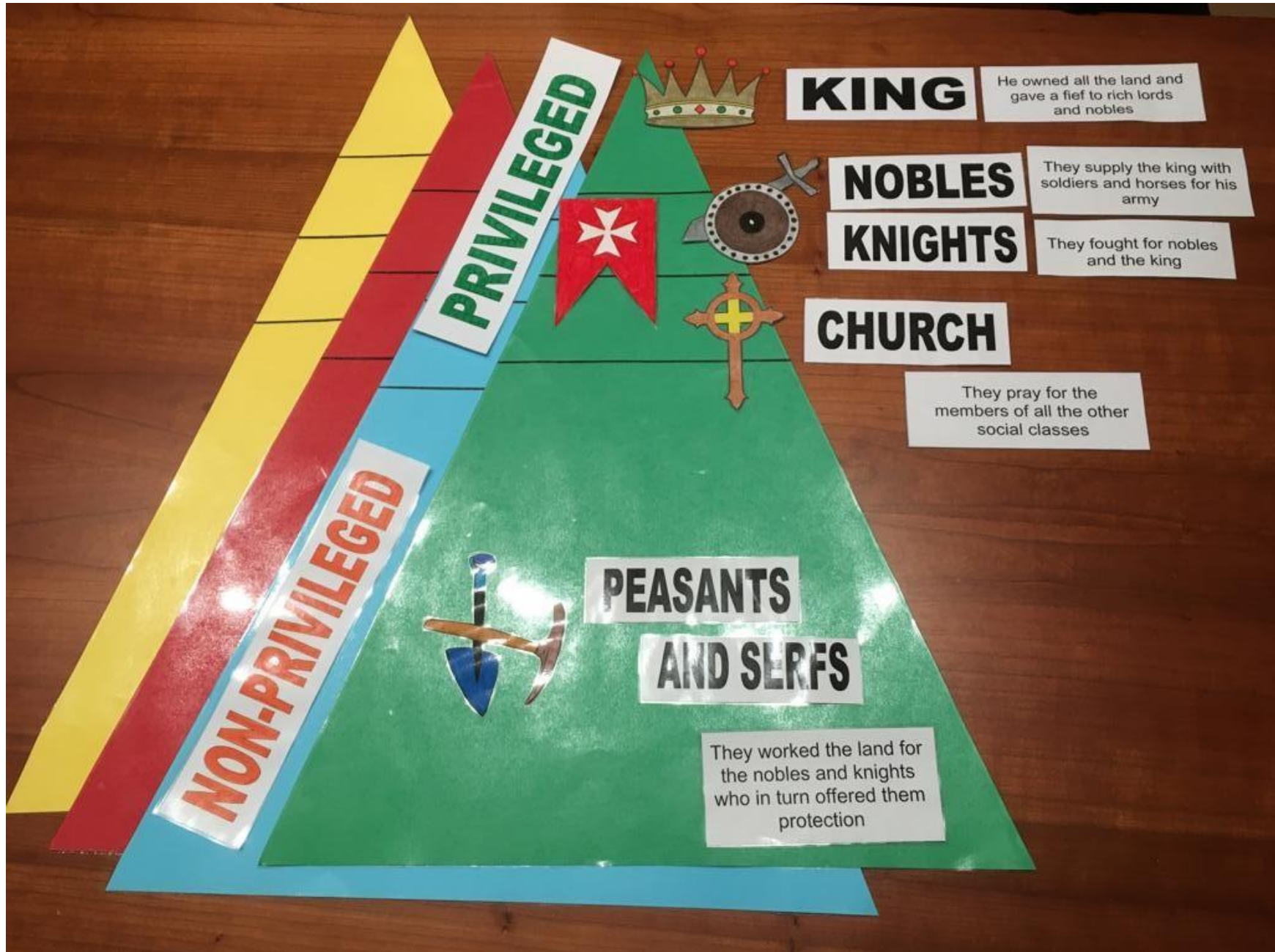
I am a serf,
I and my kind are producers.
All things made,
Great and small,
Come from my ranks.

Steven SRS



Generalitat de Catalunya
Departament d'Ensenyament

CATEGORY	 WOW (4)	 GOOD (3)	 ALMOST (2)	 POOR (1)
CONTENT	All information is given and it is correct. Extra details/information added	All information is given. All information is correct	Briefly covers all the main ideas	Missing many of the main ideas. Incorrect information
LISTENING	Student has understood all the missing words in the listening guidance	Student has almost understood all the missing words in the listening guidance	Student has understood less than half of the missing words in the listening guidance	Student has understood very few words in the listening guidance
READING	Student understands the main message of the poem	Student is quite close to understand the main message of the poem	Student has difficulty in identifying the main message of the poem	Student does not identify the main message of the poem
SPELLING AND GRAMMAR	Occasional errors using difficult language and sentences	Most sentences/words are correct	Errors in basic language are noticeable	Frequent errors in simple words and sentences
NEATNESS	Handwriting is neat	Handwriting is usually neat	Handwriting is not very neat	Handwriting is sloppy and difficult to read
USE OF CLASS TIME	Used time well during each class period. Focused on getting the tasks done. Never distracted	Used time well during each class period. Usually focused on getting the tasks done. Never distracted others	Used some of the time well. There was some focus on getting the tasks done but occasionally distracted others	Did not use class time to focus on the tasks or often distracted others
WORKING AND SHARING WITH OTHERS	Always does the assigned work without having to be reminded	Usually does the assigned work and rarely needs reminding	Often needs reminding to do the assigned work	Always and often relies on others to do the work





**KING
NOBLES
CHURCH
PEASANTS
AND SERFS
KNIGHTS**



He owned all the land and
gave a fief to rich lords and
nobles

They supply the king with
soldiers and horses for his
army

They pray for the members
of all the other social
classes

They fought for nobles and
the king

They worked the land for the
nobles and knights who in
turn offered them protection

