



UNIT TITLE: 1 - HELLO PEL!!!					PRIOR KNOWLEDGE: The students' personal knowledge about their mother tongues and the languages they learn at school.		
LEVEL: 5è							
OBJECTIVES:							
<ul style="list-style-type: none"> - To identify the students' languages - To show interest and respect toward the others' languages and cultures - To show the PEL Box to the students families in order to help their children with data and documents collection. - To become aware of the way we learn languages 							
STEP	TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	INTER-ACTION	MATERIAL	CONTENTS	
1	1 st sessi ON	. I explain the students about a new language project we are going to take and ask them about their opinion about this.	. Oral interaction in Catalan (Whole class)	Oral		
2		. I give them their boxes, and ask them not to open them straight away.	. They read the title out loud and guess what languages it is written in. (Whole class)	Oral	PEL Boxes		
3		. I ask them to open the PEL boxes and see their content.	. They read the titles of the three documents, and comment on them. . They write their names and age on the boxes. (individual / whole class)	Oral	PEL Boxes	Seeing the "Dossier"	Seeing the "Biography" Having a look at the "Passport"
4	2 nd sessi	. I ask the students to open their PEL Boxes and take the biographies out	. The whole class start reading it loud and fill it with a pencil. We decide	Oral	PEL Boxes: "My languages	The languages of the classroom	



	on		the red colour box for English, the blue one, for Catalan and the green one for Spanish. The yellow one is for a language different from the previous three- a pupil's mother tongue; not a language you can just say a couple of words. Some pupils fill even the white little box! (individual/ whole class)		biography", cover and pages 4 and 5			
5		. I ask the to read out the following two pages: P.6 and 7.	. Students start filling the blanks but need help with some information. . We decide to take the PEL Boxes home to show their parents and also gather the missing information.	Oral	PEL Boxes: "My language biography", pages 6 and 7			
6	3 rd sessi on	. I ask them about the information collected at home.	. Students read and comment about the languages they and their parents speak and about the places they have visited and the ones they would like to visit in the future. . We also speak about the languages the pupils would like to learn.	Oral	PEL Boxes: "My language biography", pages 6 and 7			
7	4 th sessi on	. The next sessions, I ask them to read out loud and fill in the blanks. We	. Students fill in the blanks and comment on what their achievements	Oral	PEL Boxes: "My language biography"	How I learn languages	Listening	Reading



	on	comment on the different aspects the "Biography" is about.	in different languages are. . They make a reflexion on how they learn languages, how they learn vocabulary, how they memorise.					
8	5th session	"	. The pupils fill in the blanks about "reading" and "speaking", we comment orally.	Oral	PEL Boxes: "My language biography"	Reading	Speaking	
9	6th session	"	. The pupils read and fill the blanks on the "oral interaction" and "writing" pages.		PEL Boxes: "My language biography", pages 6 and 7	Oral Interaction	Writing	
10	7th session	. I ask the pupils about conclusions. . I help the students decide over the next steps: <ul style="list-style-type: none"> - Oral language - Work collection for the "Dossier". 	. We conclude that some of the "Descriptors" have not been marked, and we agree on doing activities related to them. We also agree on rereading and revising the biography at the end of 5è. (whole class) . Further units' activities		PEL Boxes: "My language Biography"	Writing		



UNIT TITLE: 2 - OUR WORKS AND PROJECTS					PRIOR KNOWLEDGE: Languages we work with at school, languages we know we are good at.		
LEVEL: 5è OBJECTIVES: -To develop ability to express in public. - To show interest in the presentation and edition of written works. -To collect written works and other varied productions (films, recordings,..). -To be able to pay attention and show respect towards the others' productions and oral exhibitions. - To listen and to understand different types of texts.							
STEP	TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	INTER-ACTION	MATERIAL	CONTENTS	
1	1 st session	. I ask the pupils to bring in written works, to keep in the PEL Box..	. Students collect and exhibit their works,orally, on different topics and different languages (individual-whole class activities)	Oral	Students'own productions	Free topics, topics already worked in class along the first term.	Languages: Catalan, Spanish and English, for September and October.
2	2 nd session and on Some pupils read their writings; others listen, and then, ask questions to the speakers. (Whole class)	Oral		For November and December, they write English texts after different models from their classbook.	- My town. - Animals in danger.



UNIT TITLE: : 3 – PRESENTATIONS (part 1)					PRIOR KNOWLEDGE: Oral interaction about personal information.		
LEVEL: 5è OBJECTIVES: <ul style="list-style-type: none"> - To write a simple text explaining about themselves and their habits. - To memorise their texts about themselves and expose them with accuracy. - To listen to the oral productions with interest. - To be able to self assess the recorded productions. 							
STEP	TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	INTER-ACTION	MATERIAL	CONTENTS	
1	1 st sessi on	. I ask them questions about personal information.	. After the teacher's model, students ask each other a questionnaire to extract personal information. (Whole class)	Oral	-Questionnaire on whiteboard: -What's your name? -How old are you? - Have you got any brothers or sisters? Questions already worked in the English class in 4rt about personal information, daily routines, likes and dislikes.	
2		. I ask them to write down the questions and then answer them	. Individual work: answer the introduction questions		Questionnaire on their notebooks	“	
3	2 nd sessi on	. Teacher asks students to write a text considering the answers to the	. They write down a text describing themselves, with the items answered		Written texts.		



	on	questionnaire. The teacher also presents a personal information oral text to the students (presenting herself) as a model.	in the questionnaire. (individual)					
4	3 rd sessi on	. I ask them to memorise the text, but I explain that the order of what they explain is not important.	. Students memorise the text.		Their written works			
5	4 th / 5 th sessi ons	. I film their oral productions.	. Students explain about themselves to the camera.		A camera			
6	6 th sessi on	. Watching. I ask the to self assess their oral productions. . I ask the rest of Students to name at least one good aspect of the speaker's talk.	. Students watch their productions. After each display, we stop and the speaker assess herself or himself. The rest comment on good aspects of their classmate performance.		The students' performances filmed. Some examples on school webpage: http://www.xtec.cat/ceipmasclarà/web0607/portfoli.htm			
7	7 th sessi on	. I ask them to continue with the assessment	. Assessment.		“			



UNIT TITLE: 4- PRESENTATIONS (part 2)					PRIOR KNOWLEDGE The presentations in English (unit 3)		
LEVEL: 5è OBJECTIVES: <ul style="list-style-type: none"> - To identify the different languages spoken in our class. - To become aware of the importance of languages. - To respect other people languages as a cultural richness. - To motivate students to learn foreign languages. - To write a simple text explaining about themselves and habits in their mother tongues - To memorise their texts about themselves and expose them with accuracy. - To listen to the oral productions with interest. - To be able to self assess the recorded productions. 							
STE P	TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	INTER-ACTION	MATERIAL	CONTENTS	
1	1 st session	. I ask the pupils to take their English texts as a model	. The students write a presentation text in the language they choose, preferably in their mother tongue. . They observe the peculiarities of other languages written forms: the boy from China explains how to write in Chinese, while his classmates observe him writing Chinese symbols.	-Oral and written	Their original English texts on presentations	From English to our mother tongues	



			The same with the Arabic classmates.					
2	2 nd sessi on	- I ask the students to memorise their texts	- Students learn their presentations.		.Writings in the students mother tongues (see image one - below)			
3	3 rd sessi on	- Filming oral productions	- Students explain to the camera and to the other students		. Students oral performances (see school webpage)			
4	4 th sessi on	- Viewing films and assessment. I ask them to assess their performances as before.	- Self assessment and positive assessment to others performances.		. Students oral performances.			
5	5 th sessi ons	. I ask them to draw conclusions.	. Students would like to learn more about other languages and languages spoken at our school. . We plan other units together, considering this is the International Year for Languages.					



UNIT TITLE: 5- OUR SCHOOL LANGUAGES (1)				PRIOR KNOWLEDGE. The languages in 5è and the oral performances in different languages. Last year oral activities on reading out tales to younger students.			
LEVEL: 5è							
OBJECTIVES:							
<ul style="list-style-type: none"> - To learn about the different languages, nationalities and cultures of our school students. - To make all the educational community in our town area aware of the International Year for Languages. - To make our students willing to learn more languages. - To make our students aware of the importance of keeping our mother tongues. - To show respect towards other people languages and cultures. 							
STEP	TIME	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	INTER-ACTION	MATERIAL	CONTENTS	
1	1 st session	. I bring in class books and texts borrowed from the school's "Aula d'acollida". They are examples of vocabulary and useful sentences written in Arabic and Chinese, with the pronunciation.	. The students have a look at the books and read them, with the help of our Chinese and Arabic students. (whole class) . Students propose several activities, the first of which is learn one or two words in Chinese or/and Arabic. One of them could be "peace", as the International Day of Peace is close. . They also propose	Oral	- Language books in Arabic and Chinese.	Different languages texts and vocabularies.	



			<p>several types of activities:</p> <p>1.- Making of a wallchart with the word "peace" in all the languages spoken at school.</p> <p>2.- Asking the class students to bring in different objects belonging to different cultures and display them somewhere at school.</p> <p>3.- Making a school research about all the students nationalities and languages.</p> <p>4.- Recording of different words in different languages (whole class activity)</p>				
2	2 nd sessi On	. I ask them to decide or vote for an activity and also a plan of action.	<p>. The pupils choose the following activities to do during the rest of the school year:</p> <p>1.- To do a school survey about the school languages together with a questionnaire for the non-native children about their journey here, their lives in their original countries, and their languages. And also a vocabulary research – most common words)</p> <p>2.- To do a research about</p>	-Oral	- The students write down three different kinds of questionnaires (1- about the school children; 2 – about the languages; 3- About useful vocabulary)	See "enquesta sociolinguística a l'alumnat"	



			<p>traditional dishes of the different cultures of our school in two languages chosen by each child (Chinese- English/ Catalan – Arabic/ Bereber – Spanish/...)</p> <p>3.- To write and record songs and poems from different countries. Make a display for the school "cultural week".</p>		<p>- Prior knowledge: last year works on recipes.</p> <p>Prior knowledge: last year readings of different tales for younger pupils by this class.</p> <p>- use of a MP3 to record these songs or film them with the school camera.</p>			
3	3 rd session	<p>. I ask them to form workgroups and give different tasks to each.</p> <p>. I ask them to read out loud their questionnaires and decide whether they are correct or any changes should be done.</p>	<p>. They write down all the questions for the language research, in groups, and divide the number of pupils to go and ask the different classes and grades at school.</p> <p>. The different groups cooperate to see if any more questions should be added or any of them should be left out.</p> <p>- They decide to make a chart at the end of the</p>	Questionnaires in Catalan	<p>- Number of children in each classroom; number of pupils who come from abroad;</p> <p>- Number of languages spoken in a classroom.</p> <p>- Number of languages spoken by</p>	<p>- Words they find interesting or useful to know in different languages, for example: <i>Hello/ How are you?/ Sorry/ Peace/ Thank you/ Please/ Good Bye/ Freedom/</i></p>	<p>- Questions about personal information: When did you arrive here?/ Means of transport/ How long did the journey take?/ Did you leave any relatives or friends there?/ How many languages do you speak? /</p>	



			research and display it for the school "cultural week"			students;	<i>School/ Friend/ House/Notebook/ Brother/ Sister/ Family</i>	How long did it take you to understand our language?
4	4 th session		. Students start the research.					
5	5 th session		. Students bring in the results and start working with them.					
6	6 th session		. Students explain the conclusions of their works to the rest of the class. . They make a big wall chart to display at the hall of the school.					
7	7 th session		. Students assess their work.					