3. Una mostra d’una família de seqüències amb paraigua comú.

La seqüència didàctica anterior forma part d’aquesta família de seqüències

SEQÜÈNCIA 2

TÍTLE: “DILEMMAS”

LEVEL: A2

OBJECTIVE: Ask for and give advice written and orally on certain situations.

Fase 1a: Whole group: (global comprehension)

a Write the word injury on the board and ask students several questions such as: “Have you ever had an accident?” “What part of your body did you hurt?” “Did you go to hospital?” and so on.

b Elicit from students some vocabulary related to health problems and injuries: “twisted an ankle, broke an arm, cut a finger, have a toothache, call a doctor, get a bandage, put a plaster on it, get an ice pack, take an aspirin etc”

c Then ask the students to tell each other what accidents or other health problems, if any, they have had. Get some open class feedback.

Fase 1a: Pair work: (global comprehension)

d Now ask students, in pairs, to make a list of possible problems and solutions. See if they can find 5 each.

e Write on the board all ideas.

Fase 1b: Pair work: reading an example (analysing and planning work)

a Show a copy of the example with 3 problems and solutions. They have to decide which are true and which are false.

b Now ask students, in pairs, to analyse the structure used to give advice.
Fase 1c: whole group: (listening and building the grammar explanation together)

a Students listen to a conversation in which a girl has got a problem with her boyfriend: “What should I do?” They have to choose the correct piece of advice given.

b Get open class feedback – do the students have the same ideas?

c Comment on and teach them the grammatical structures that may have come up to ask for and give advice and the vocabulary that may be useful: Why not (do this)?; How about –ing?; you should...; If I were you, I would..., etc

Fase 2a: pair work: (speaking and writing collaboratively)

a The students go through some other problems talking about the pictures given. After role-playing these situations, they write down the dialogues with the pieces of advice they have been practising.

Example: 1) He shouldn’t take the lift. He should walk up the stairs.
Students are given a range of structures to practice asking for and giving advice:

**SCOBA**

**ASKING FOR ADVICE**

What should I do?
What would you do?
What can I do?
I’ve got a problem, what may happen if...?
I need some advice about..

**GIVING ADVICE**

Why don’t you...?
How about... ing?
What about ...ing?
Try ...ing.
Have you thought of...?
You could...
You should/ shouldn’t....
If I were you, I would..
My advice is...
I suggest (that) you...
You must...
You had better...

**USEFUL VOCABULARY**

- Go to the doctor
- Take an aspirin
- Stay in bed
- Talk to your mother
- Smoke less
- And so on

**ORAL PRODUCTION STRATEGIES FOR A DIALOGUE**

- Greeting
- Follow question pattern
- Follow answer pattern
- Intonation
- Oral fillers/markers
- Concluding
Fase 3a: pair work: speaking (co-evaluation and building of new meanings together)
a Once everyone has finished the students compare their answers with the rest of the class.

b As a final co-evaluation activity, students play a role-play game in pairs in front of the class. One student picks up a piece of paper with a situation/problem they have already worked on from a hat and asks his/her partner for advice. The partner solves the problem giving him/her a piece of advice. Then they exchange turns. Their classmates evaluate their performance.

Example:
Fuctional dialogues: Giving advice
Customer: I'm looking for a present for my husband.
Clerk: How about a stereo?
Customer: Okay, but I don't have much money.
Clerk: Hmm... You'd better not buy a Sony then. How about this Aiwa?
Customer: I don't know. It doesn't have a cassette player.
Clerk: Why don't you look at this Sharp?
Customer: It looks great. Should I buy a one with an MD player?
Clerk: You'd better. They are the wave of the future.

Problems
1. I'm a Canadian and I lost my passport.
2. I'm hungry.
3. I've got backache.
4. I'm tired.
5. I'm late for work and my car won't start!
6. I can't sleep at night.
7. I'm hot.
8. I want a new car but I don't have enough money.
9. I want to go to Vancouver but I don't speak English.
10. I'm cold.
SEQÜÊNCIA 3
TITLE: SAVING WATER
LEVEL:A2
OBJECTIVE: Give advice on how to save water by writing an information leaflet and presenting it to the others.

Fase 1a: Whole group: (global comprehension)

a Students read a text on “How much water do people use?”

The average person in the USA uses 425 litres a day, the average Canadian 400 litres and the average European 200 litres. But a lot of people in other parts of the world use under 60 litres a day.

Did you know that every time we use the washing machine, we use 100 litres of water? Every time we have a bath, we use 80 litres. We use 10 litres every time we go to the toilet, and sometimes 4 litres when we clean our teeth.

Nearly 75% of the human body is water. Humans can’t live for more than four days without it. But there are 400 million people in the world today who haven’t got enough water, and the situation is getting worse. 14% of the world’s surface is desert, and the deserts are getting bigger. Pollution is another problem. Every year a million children die because they drink polluted water. Clean water is perhaps the most important thing on Earth. We mustn’t waste it!

b Students watch a video from the internet: http://www.metacafe.com/watch/1263812/save_water_easily_review_a_horrar_agua__savewater/

c Ask them several questions: What is the man doing?, Why? Do you think it is useful? Comment on the imagesand the previous text. Elicit some tips to save water. Get some open class feedback.

Fase 1a: Pair work:(global comprehension)

d Now ask students, in pairs, to make a list of possible tips on how to save water.

e Write on the board all ideas, for example: you should turn the tap when you are brushing your teeth; why don’t you recycle water from the shower?
Fase 1b: Pair work: reading an example (analysing and planning work)
a Now students are given a leaflet as a model for the one they will have to write. Students read the leaflet: Protect the countryside!

The countryside
How can we protect it?

YOU SHOULD:
Take your rubbish home!
It looks horrible and plastic bags and old cans can be dangerous for animals.

YOU SHOULDN'T:
destroy or remove plants, flowers or rocks!
Other people want to see them in the countryside, and they are often homes for animals and insects.

YOU SHOULD:
Be careful with cigarettes and camp fires!
Fires can spread quickly and can kill wildlife, plants and trees.

YOU SHOULDN'T:
close a gate that is open!
Sometimes a farmer opens a gate so his animals can go and find food and water in a neighbouring field.

YOU SHOULDN'T:
touch animals or birds!
It is easy to frighten animals and if you touch the eggs in a bird’s nest, the adult birds will not come back.

What do the students think of the pieces of advice?

b Now ask students, in pairs, to consider how they are going to write their leaflet on how to save water. Give them time for this and help with their ideas: vocabulary needed, grammatical structures, layout of the leaflet, etc. Students can even write their ideas in their own mother tongue.
Fase 1c: whole group: (building the lay out and structures together)

a Get open class feedback – do the students have the same ideas?

b Refer to previous knowledge they have learnt.

Fase 2a: pair work: (Listening and Writing collaboratively)

a The students now get to write their leaflet giving advice on how to save water. They can browse the internet to get more ideas and vocabulary. Here we have some useful videos taken from the internet

1) http://video.liveearth.org/video/Save-Water-America

2) Story from CBBC NEWSROUND:
   http://news.bbc.co.uk/go/pr/fr/-/cbbcnews/hi/newsid_4800000/newsid_4806400/4806478.stm

3) http://www.richmondshire.gov.uk/PDF/Saving%20water%20in%20your%20home%20leaflet.pdf

4) http://www.thameswater.co.uk/cps/rde/xchg/corp/hs.xsl/7494.htm

5) http://www.woking.gov.uk/environment/climate/canyoudo/greenpages/water

b First draft: Students, working in pairs still and looking at the example leaflet, make a rough copy. They should not be writing directly onto the worksheet but on another piece of paper.

c Improving: Students then swap their piece of written work with another pair to look at and edit. Encourage helpful comments rather than criticisms.

d Final draft: Students make any necessary changes with spelling, vocabulary or grammar and then write their final product in pairs.

Fase 3a: pair work: speaking (co-evaluation and building of new meanings together)

a Once everyone has finished the students present their leaflets to a different pair who listen and decide if the pieces of advices are ok, evaluating the range of structures used, vocab, etc. Then they swap turns.

b Are the students happy with their leaflets? Should there be any corrections on terms of vocabulary or grammar? It’s time to correct mistakes before the final presentation.

Fase 4: group work: speaking

Students present their leaflets in front of the class.
**MOSTRA DE PAUTA METACOGNITIVA DURANT LA TASCA, SEQÜÈNCIA 2**

<table>
<thead>
<tr>
<th>CHECK YOUR WORK</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Am I following the steps as in the example?</td>
<td></td>
<td></td>
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<tr>
<td>2. Am I using the appropriate vocab learnt?</td>
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<tr>
<td>3. Am I using the structures correctly?</td>
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<td></td>
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<tr>
<td>4. Am I following the intonation pattern?</td>
<td></td>
<td></td>
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<tr>
<td>5. Am I sharing information with my classmate?</td>
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</tbody>
</table>

**MOSTRA DE GRAELLA D’AUTOAVALUACIÓ, SEQÜÈNCIA 3**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can write a leaflet about saving water</td>
<td></td>
<td></td>
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<tr>
<td>I can give some advice on saving water</td>
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<tr>
<td>I can understand pieces of advice from a video</td>
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<tr>
<td>I can understand a text on consumption of water</td>
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<tr>
<td>I can present my work in front of the class</td>
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<tr>
<td>I can ask and answer questions about advice</td>
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<tr>
<td>I can select information from the internet</td>
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<tr>
<td>I can share information with a partner</td>
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</table>

**MOSTRA DELS INDICADORS D’ASSOLIMENT, SEQÜÈNCIA 3**

<table>
<thead>
<tr>
<th>He/she</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can ask for advice using various structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can give advice using a range of structures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can use a variety of vocabulary related to saving water</td>
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<td></td>
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<tr>
<td>Can write a leaflet including pictures</td>
<td></td>
<td></td>
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<tr>
<td>Can select information from internet</td>
<td></td>
<td></td>
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<tr>
<td>Can present information to the rest of the class</td>
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</tbody>
</table>
5. **La formulació de descriptors específics relacionats amb la “família de seqüències”**.

1. Ser capaç de demanar consell oralment sobre problemes relacionats amb els adolescents en anglès.
2. Ser capaç de donar consells oralment sobre problemes relacionats amb els adolescents en anglès.
3. Ser capaç d’escriure una carta demanant consells sobre problemes relacionats amb els adolescents en anglès.
4. Ser capaç d’escriure una carta donant consells sobre problemes relacionats amb els adolescents en anglès.
5. Ser capaç d’escriure un fulletó informatiu donant consells sobre l’estalvi d’aigua.

6. **La formulació d’un descriptor més general en el qual es podrien encabir els descriptors específics.**

Ser capaç de demanar i donar consells a nivell oral i escrit sobre una tipologia de situacions concretes en anglès.

7. **Refexió final: “El PEL i jo en aquests moments”**

M’he adonat de la importància de construir pautadament la seqüència didàctica per aconseguir que l’aprenentatge sigui significatiu per a l’alumne. També és molt important fer una bona programació per competències per ajudar als nostres alumnes en el seu camí cap a la consecució d’objectius realistes.

Tanmateix, crec que cal un cert temps per pair tots aquests nous coneixement i maneres d’enfocar les tasques d’ensenyament-aprenentatge, el paper del professor a l’aula i la coordinació entre els diferents departaments de llengües, si realment creiem en l’eficàcia del PEL i si volem que els nostres alumnes siguin capaços de ser autònoms i puguin controlar el seu ritme i progrés d’aprenentatge.

A més a més, cada centre haurà de fer una aposta clara en el seu Projecte Lingüístic si vol treure’n tot el suc al Tractament Integrat de les Llengües i fomentar la competència plurilingüe. En el meu centre, la tasca serà difícil si ens hem de posar d’acord els departaments de llengües. Tenim prou feina tots plegats per, a més a més, convèncer els altres d’implicar-se en coordinacions d’aquest nivell, que donen un gir considerable als plantejaments tradicionals i que ja ens vèn donats per l’administració. Em sembla que ens queda molt per fer i, en el meu cas, per aprendre.