

Barbara Muszyńska


**Inclusive, Plurilingual
and Pluricultural
Learning Environment
for English Language
Learning**

**English
Language
Course**

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and Pluricultural
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WYDAWNICTWO NAUKOWE
Dolnośląskiej Szkoły Wyższej 

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Introduction to the course

This multi-layered, learner-focused course is aimed at all university students, also those with disabilities (visually and hearing impaired), as it is compliant with the WCAG (Web Content Accessibility Guidelines) standards. Its goal is to promote diversity, inclusivity and equity in English language education and to promote plurilingualism, deep learning and transferable knowledge and skills implementing the Pluriliteracies Teaching for Deeper Learning (PTDL) designed by Meyer, Coyle, Halbach, (2015); Coyle, Meyer (2021). Where, "a pluriliterate learner is one who has understanding of how language makes thinking and learning work and has experience in meaning-making, problem solving and being creative in more than one language, which is the right of all learners" (Coyle, 2019). However, this course does not only focus on understanding, awareness and becoming critical in language learning, it also facilitates participatory learning, encourages social understanding and creates opportunities to voice students' perspectives and engage in society matters through activism.

When working with students with disabilities, it needs to be remembered that there should be small class sizes, allowing students to work at their own pace and receive individual attention. The teacher should make sure that students can hear and understand what is being said. Therefore, it is essential for the desks to be arranged in a U-shape so that everyone can see everyone's face when they speak. The instructions and activities should be displayed on the board as well as heard by the students. Some of the activities may be adapted or omitted if they are not achievable for the students. If students experience difficulties in speaking but can write, an online forum should be created, where they can chat during the lesson. Such forums could be facilitated by the teacher during, or after the lesson.

Notes for teachers

Given the nature of the course and its theoretical framework, the course is quite flexible in use. It is divided into three Modules (B1, B1/

B2, B2 CEFR level and based on the CEFR level descriptors). There are five Parts in each Module, however, the time you spend on each one may differ depending on your context, since all learning contexts require a wide range of teaching approaches and a repertoire of strategies from teacher-based input to project-based learning through direct instruction to an inquiry-based model (Meyer, Imhof, Coyle, Bannerjee, 2018).

The form-focus approach implemented in this coursebook places the main focus on language use for progressing knowledge and meaning-making. It is therefore recommended that this course is supported by an online self-study language course for students working only on their English language skills (grammar and vocabulary).

The Modules are designed for mixed ability classes where everyone should be able to work on their language level while being supported by their L1, L2 or L3. Dictionaries should always be available in the lessons. Since second language learners are often not aware of their learning strategies, therefore this course aims to promote such awareness in students, so that they are able to adapt their language learning strategies to the language tasks they're working on.

It is recommended that students with disabilities work in groups with other students in class for continuous support, unless they prefer otherwise. Tasks should be modified and adapted by the teacher to fit students' interests, individual learning needs and abilities.

As mentioned above, the goal of this course is to promote diversity and inclusivity in English language education and to promote plurilingualism, deep learning, skills and transferable knowledge by connecting to the real world. This can be achieved by building teacher-student learning partnerships, and by creating mutually negotiated pathways for learning with the students, which is why the content of the course is adaptable. Learners should be encouraged to reflect on their learning and to self-direct their learning through mentoring for learning, where learners will be encouraged to continuously assess and reflect upon their learning progress. The teacher will be able to assess students' actual learning strategies through retrospective in-

interviews and have conversations about completing tasks during the course. Learning Logs will be used for students to evaluate and plan their own learning paths. Those will also be used by the teacher to identify language learners' learning strategies.

Since, the approach that will be used in this course is the Pluriliteracies Teaching for Deeper Learning (PTDL) approach, the main genres in academic writing will be introduced with a particular emphasis on empathy writing for the social purpose by demonstrating / developing understanding and appreciation of the relevance of academic ideas by translating them into a non-academic register to communicate to a non-specialist readership (Nesi, Gardner, 2012: 42). Student's understanding of content and specific literacies will be assessed based on their adequate communication and language use.

In language learning the process is more important than the product. Ellis and Sinclair (1989) suggest that learners can achieve their goals and become more effective learners by focusing their attention on the process, (on how to learn rather than what to learn) so that they can take on more responsibility for their own learning (Ellis and Sinclair, 1989). Therefore, in this course, narrative feedback, peer and self-assessment take priority over graded assignments. Assessment methods should be situated in specific instances of student engagement with learning activities; therefore, the scenario-based assessment of learning experiences is an additional type of assessment, which is implemented in this course after Units 3 and 5 of each Module. It should help the teacher to understand the effects and outcomes of learning activities and how they can be improved (Haynes, Spence, Lenze, 2009).

"I would like to think that in this course we are teaching for learning and work together with our students to achieve shared goals."

Barbara Muszyńska

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Haynes, S. R., Spence, L., & Lenze, L. (2009). *Scenario-based assessment of learning experiences*. Conference paper. https://www.researchgate.net/publication/224088814_Scenario-based_assessment_of_learning_experiences

Meyer O., Imhof M., Coyle D., Banerjee M. (2018) *Positive Learning and Pluriliteracies*. In: Zlatkin-Troitschanskaia O., Wittum G., Dengel A. (eds) *Positive Learning in the Age of Information*. Springer VS, Wiesbaden.

Coyle, D. and Meyer, O. (2021) *Playing beyond CLIL - Pluriliteracies Teaching for Deeper Learning*. Cambridge. Cambridge University Press

Meyer, O., Coyle, D., Halbach, A. (2015). *A pluriliteracies approach to content and language integrated learning – mapping learner progressions in knowledge construction and meaning-making*, *Language, Culture and Curriculum*, 28:1, 41-57

Nesi, H., Gardner, S. (2012). *Genres Across the Disciplines: Student Writing in Higher Education*. Cambridge University Press.

Additional English language practice materials

English grammar

Learn English with Stories

English Grammar Online

Listening, reading, writing and use of English

TED Ed lessons

Reading, speaking, listening, and writing

Pronunciation practice

Language Quizzes

Learn English with a video

Songs about Tenses

Songs to teach Tenses

Detailed Contents

Module 1 Level B1

Unit 1 – Introductions

You will be able to:

- introduce yourself
- use everyday exchanges
- build questions
- focus on language form and communication
- reflect on your plurilingual repertoire

Genre family: a narrative account

Assessment:

Formative assessment throughout the unit

Self and peer assessment at the end of the unit

Student reflection on their learning

Unit 2 – Making arrangements

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- find specific information in a leaflet in different languages
- identify parts of a leaflet and compose your own
- ask for opinions and (dis)agree with others
- make and respond to suggestions
- make an accessible pdf for people with disabilities
- make arrangements and plan an inclusive, international event at the university (community learning)
- reflect on your learning

Genre family: empathy writing - an information leaflet

Assessment:

Formative assessment throughout the unit

Self and peer assessment in Part 5

Student reflection on their learning in Part 5

Unit 3 - Cultural biographies

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- exchange personal information
- define yourself culturally (consider class, ethnicity, race, gender, religion, language, age)
- find out information about a person (interview) culturally different than you
- identify and comment on some of the cultural differences
- appreciate the differences and similarities between cultures
- focus on language form and communication
- write a cultural biography
- peer assess writing
- review vocabulary on giving personal information
- reflect on your learning

Genre family: empathy writing - a cultural biography

Assessment:

Formative assessment throughout the unit

Peer assessment in Part 4

Summative assessment in Part 5

Student reflection on their learning

Scenario-based assessment of the course

Unit 4 - Narrative accounts

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- reflect on writing diaries
- predict the content of Vincenza's diary
- read an authentic diary using prediction and making inferences
- use narrative tenses (past simple, past continuous) and linking adverbials
- summarise a sample diary entry in your own words
- comment on the content of a sample diary entry
- communicate ideas in a diary entry
- compose a diary entry (a short narrative) of the person you interviewed in Unit 3
- peer-assess your diaries according to the given criteria
- reflect on your learning

Genre family: empathy writing - a narrative account

Assessment:

Pre-assessment in Part 1

Formative assessment throughout the unit

Peer assessment in Part 4

Summative assessment in Part 5

Student reflection on their learning

Unit 5 - Cultural stereotyping

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- define stereotypes
- describe stereotypes present in your culture
- compare and analyse stereotypes (sex, sexual orientation, disabilities, race, age, religion)
- read a text on stereotyping
- compare your opinion with the information in the text
- think of and rank pros and cons or stereotyping
- demonstrate awareness of motives and / or behaviour of individuals
- practice linking words to express your ideas
- write a narrative essay
- focus on language form and communication
- use Write&Improve to improve your writing
- reflect on your learning

Genre family: empathy writing – a narrative

Assessment:

Formative assessment throughout the unit

Continuous self and peer assessment

Student reflection on their learning

Scenario-based assessment of the course

Materials:

post-it-notes and a few A4 sheets of paper (Part 3)

Module 2 Level B1/B2

Unit 1 – Language variation in sign language

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- reflect on how deaf and hard of hearing people communicate
- predict and reflect on the information in the text about sign language
- ask for and give clarification of ideas
- prepare a survey in English
- collect and analyse data from a survey
- present results from a survey
- get information from a text and a video and exchange ideas in groups
- write an article for general public developing understanding of a chosen idea
- write a question for the author of each article
- make a proposal for the university's student council on how the space for deaf people could be improved
- focus on language form and communication
- reflect on your learning

Genre family: empathy writing - a newspaper article

Assessment:

Formative assessment throughout the unit

Self and peer assessment in Part 4

Student reflection on their learning

Unit 2 – Cultural misunderstandings and miscommunications

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- describe what a misunderstanding is and its causes
- write a definition of a misunderstanding
- examine how word/stress intonation can change the meaning of words
- role-playing how people's perception can cause misunderstandings
- picture a misunderstanding or miscommunication in a form of a meme
- describe things / ideas from different perspectives
- reflect on the process of searching for information, reviewing and editing it
- plan and collaborate on a project
- write a script for your video
- record a video recreating a moment in history and the misunderstanding that caused the change in history
- focus on language form and communication
- reflect on your learning

Genre family: a plot synopsis

Assessment:

Formative assessment throughout the unit

Peer learning and peer assessment of the project idea

Project video assessment (peers and students from other classes)

Student reflection on their learning

Unit 3 – Language and culture

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- reflect on how culture impact the way we think and speak English as a lingua franca

- explain how mindset, values, beliefs, attitudes, etc. determine how we communicate
- ask and give clarification
- deal with difficult questions
- follow a monologue in a presentation
- take notes using the Cornell's method
- prepare a presentation
- evaluate each others' and your own presentation with a given criteria
- focus on language form and communication
- advance your academic skills
- reflect on your learning

Genre family: note taking / a presentation

Assessment:

Formative assessment throughout the unit

Self and peer assessment at the end of the unit

Student reflection on their learning in Part 2 and 5

Scenario-based assessment of the course

Unit 4 – L1 Interference with English

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- define negative and positive transfer from one language to another
- identify false-friends between languages
- do research on L1 interference with English or other languages
- conduct a workshop for other students
- self and peer-assess your workshops
- use skills for organising data, citing evidence, presenting findings to the class

- focus on language form and communication
- advance academic skills

Genre family: summarising ideas

Assessment:

Formative assessment throughout the unit

Self and peer assessment at the end of the unit

Student reflection on their learning

Unit 5 – Words, words, words

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- reflect on ways of language learning
- find specific information in a video
- deconstruct a video and write an essay
- communicate successfully and get your ideas across
- describe a chosen idea
- self-assess and edit your essay while writing
- peer-assess each other's essays
- draw conclusions from the two assessments above and rewrite your essay
- focus on language form and communication
- advance academic skills

Genre family: a descriptive essay

Assessment:

Formative assessment throughout the unit

Self and peer assessment in Part 4

Student reflection on their learning in Part 5

Scenario-based assessment of the course

Module 3 Level B2

Unit 1 – Global activist campaigns and events

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- explain the role of activists in today's world
- discuss some of the global problems, their roots, and possible solutions
- define an editorial in a newspaper
- find out information about an event / campaign
- explain a problem and think of a campaign
- take part in a discussion to demonstrate awareness of different organisations' motives
- start writing a class newspaper (the editorial)
- express your opinions about the editorials
- organise a campaign or an (awareness raising) event at your university
- focus on language form and communication
- advance academic skills

Genre family: empathy writing – an editorial

Assessment:

Formative assessment throughout the unit

Self and peer assessment in Part 3 and 4

Student reflection on their learning in Part 5

Unit 2 – Student communities

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- discuss the importance of student collaboration
- comparing student clubs and societies
- give a detailed description based on an interview or write a report based on your research
- explain your viewpoint (advantages and disadvantages)
- think of and start a new club, a society or a community at your university
- continue writing a class newspaper
- focus on language form and communication

Genre family: a report or an interview

Assessment:

Formative assessment throughout the unit

Self and peer assessment in Part 3 and 4

Student reflection on their learning in Part 5

Unit 3 – Volunteering

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- reflect on the idea of volunteering
- discuss important matters (to agree / disagree and express opinions)
- read a text and present ideas
- peer-assess a discussion (a fishbowl discussion)
- use phrases to keep the conversation going
- develop other people's ideas, pose questions, invite reactions from different perspectives
- use a website to find specific information

- organise a volunteering activity at your university
- continue developing a class newspaper (write announcements)
- focus on language form and communication

Genre family: an announcement

Assessment:

Formative assessment throughout the unit

Self and peer assessment in Part 5

Student reflection on their learning in Part 5

Scenario-based assessment of the course

Unit 4 – Society matters

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- discuss current world news
- justify your choices and seek clarification
- collaborate in a group on a project
- work collaboratively with people from different backgrounds
- plan and make a news report video based on World News
- peer-assess your news report videos
- continue developing a class newspaper
- focus on language form and communication
- reflect on your learning

Genre family: a news video script

Assessment:

Formative assessment throughout the unit

Self and peer assessment in Part 4

Student reflection on their learning in Part 5

Unit 5 – Community matters

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space.

You will be able to:

- reflect on the role of communities
- objectively discuss a balance of information, and opinions about your or other communities
- compare and contrast
- express opinions and judgment
- introduce evidence
- reach conclusions
- join a community event in your local area
- write a review
- peer-assess your reviews
- complete the class newspaper
- focus on language form and communication

Genre family: a review

Assessment:

Formative assessment throughout the unit

Self and peer assessment at the end of the unit

Student reflection on their learning

Scenario-based assessment

Module 1 – Level B1 CEFR

Unit 1

Theme: Introductions

You will be able to:

- introduce yourself
- use everyday exchanges
- build questions
- focus on language form and communication
- reflect on your plurilingual repertoire

Genre family: a narrative account

Assessment:

Formative assessment throughout the unit

Self and peer assessment at the end of the unit

Student reflection on their learning

Part 1

Let us introduce ourselves!

Hi! I'm Nice to meet you. Let me introduce myself, I'm
And you?

Read the expressions below and do a role-play with the person sitting next to you.

Functional language:

Hi there! My name's What's yours?

I don't think we've met. I'm

Have we met? I'm

I think I've seen you around, but we haven't officially met. I'm

Nice to meet you.

If you don't understand what someone says, you can say:

- Pardon?

- Sorry, could you repeat, please?
- I don't understand.
- Could you speak more slowly, please?

Part 2

How many languages do you speak?

Can you introduce yourself in those languages? I speak

Choose a language. Listen to a podcast with introductions. Do you understand everything?

Podcast 'How to introduce yourself in different languages'

Scan the code:



or use the link below:

Podcast Introductions in different languages

You can add the sign language to your list of languages, if you use one. Use the language you chose to introduce yourself to the person sitting next to you. Then swap.

How did it feel? Did the person understand you? What helped you in being understood?

Is communication with people only about words?

Exchange ideas. Reflect on your experience.

Information box:

Only a small percentage of our overall message comes from the words we use.

55% of our message comes from body language.

38% of our message comes from tone of voice.

Only 7% of our messages are conveyed by the words we use (Mehrabian, 2007).

Part 3

Do you know of any other ways to greet someone? What? Discuss/ Present.

Can you match the picture with the name? What do you think these greetings involve?

a) the honggi

1)



b) touching thumbs

2)



c) a bow

3)



d) sticking your tongue out

4)



Open the texts below. Look for the types of greetings above and check if your guesses were correct.

Click on the link:

Greetings text 1

Greetings text 2

Summarise what you found out. Use the expressions in the functional language box below to help you express your ideas more effectively.

Functional Language Box:

The (touching thumbs) is a greeting that

It is practiced among

(Tibetan people) as a greeting.

They (*do what?*) to indicate that they are

..... is a beautiful greeting meaning

..... greet each other by

..... is a traditional greeting in

Choose two ways to greet and use them to greet each other.

Did you manage to find the information in an authentic text? What / who helped you?

Do we always need to understand every word to find information in a text?

Part 4

Do you remember ever feeling embarrassed when saying Hello to someone?

What did you say then?

Use the expressions in the functional language box below to help you express your ideas more effectively.

Functional Language Box:

If you forgot someone's name:

- This is so embarrassing, but I don't seem to remember your name.

- I'm terrible with names.

If you forgot some information:

- Let me check my notes.
- Let me go back to you on that.

If you made any other embarrassing mistake:

- I can't believe I did that!
- I don't know what I was thinking.
- What I meant to say was
- Today is not my day.

Can our behaviour cause misunderstandings?

Discuss the following statements:

A Russian proverb says "A smile without reason is a sign of idiocy."

An African proverb says "The stranger sees only what he knows."

Shannon L. Alder said "Most misunderstandings in the world could be avoided if people would simply take the time to ask *What else could this mean?*"

Read the cases below. What could be the problem with people's behaviour?

Case 1

You want to say Hello to a new person in a formal situation in Japan. You bow a little with your palms at chest level and then want to shake hands.

What could be the problem?

Case 2

You want to say Hello to a person with a disability on a wheelchair in Europe. You speak louder and do not shake hands because this person has limited hands use.

What could be the problem?

Case 3

You want to introduce yourself to a person at a networking event in Europe. You start by saying your name and giving them your business

card. No handshake. Then you continue by telling them how you got to the meeting. You don't say what you do or why you're there.

What could be the problem?

Discuss all cases and give other examples from your personal experience.

Use the expressions in the functional language box below to help you express your ideas more effectively.

Functional Language Box:

If I were in this situation I would (infinitive)

The problem might be

It's possible that

Most probably,

Part 5

Imagine you want to learn more about a person you've met.

Think what questions you might ask him or her. Make a list. Work individually.

When you finish, share your questions with the person sitting next to you.

Check if your partner understands the questions and if the questions are correct. You may ask your teacher or use another language that you know to explain.

Now, together, choose two questions to ask your teacher.

Your teacher will answer the questions and you will check if they are correct based on the teacher's responses- see if the questions meant what you intended. Enjoy!

You will need these questions for the Assignment at the end of this Unit.

Reflection activity – language portraits

Complete a language portrait by colouring in the silhouette of the body below and using different colours to represent the different languages you speak.

Think about how well you know a language, how you feel about it, what do you need it for, etc. There is no correct answer. It's about your linguistic identity (Busch, 2010).



Reflection activity – Organising vocabulary

Think of organising your notebooks or e-notebooks by lesson or by language area (grammar / vocabulary / other things / homework)

Remember

You know a word, when you know...

- what it means
- how to say it
- how to spell it
- when and when not to use it (put it in context)
- the grammatical form of the word (collocation, preposition, ...)

Online dictionaries can give you this information:

<https://www.wordreference.com/>

<https://dictionary.cambridge.org/>

<https://www.macmillandictionary.com/>

<https://www.dictionary.com/>

Learn one word a day and you will see how quickly you make progress!

Start writing your Learning Log.

You may write your LL in any language other than English at the beginning, but gradually try switching into English.

What is a learning log?

A learning log is a journal which evidences your own learning and language skills development. It is not just a diary of what you have done. It is also a record of what you have learned, tried and reflected upon. It is a personal record of your learning.

Consider the following:

Did I do well (maybe not)? What did I learn? What do I want to improve?

What progress have I made?

How can I plan my own learning?

Think about and structure your own learning. Writing a learning log

should help your own process of learning.

Parts of your learning log may look like this:

Date	What was the activity?	What was I expecting to learn?	What have I learned?

Finish the sentences below in your Learning Log

What I expect from a language class:

to learn &

to be able to &

A positive experience in language learning:
.....

A negative experience in language learning:.....
.....

How important is grammar, vocabulary, pronunciation in language learning

(circle the answer)

it is very important - It's not so important - it's not important

Mentoring of learning – Small Group Week

After completing the Reflection activity, get together with up to 8-10 students from your class and attend a reflection session with your teacher.

It can be done in your first or second language.

Use <https://context.reverso.net> if needed.

Learning sets

Divide yourselves into groups of 3-4.

You will be working together in your group throughout this Module.

You need to meet together online, in your own time, and do the activity.

Activity

Speaking. Pick two questions you want to ask the other students in your group. You may use the questions from Part 5. Read the two questions to one person and wait for an answer. The answer should include one false information, and your task is to spot it!

The game continues until everyone in a group has had a chance to answer two questions. The winner is the person who correctly guessed the false information.

Enjoy!

Individual Assignment

Use the forum created by your teacher (e.g. on Moodle, Padlet) to ask and answer questions about each other.

Then try to write a short paragraph introducing one of the friends you chatted with.

Upload your work for the teacher and other students to read. If you upload your work on Padlet, write the name of the student that you are introducing in the Title and then upload the document.

Finally, find your name among the uploaded texts, read the paragraph, and leave a comment below the post- saying if the description is accurate or not.

For the next class:

Bring leaflets in different languages inviting people to social events (you can download them from the Internet onto your iPad or laptop or simply add them to Padlet).

Unit 2

Theme: Making arrangements

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- find specific information in a leaflet in different languages
- identify parts of a leaflet and compose your own
- ask for opinions and (dis)agree with others
- make and respond to suggestions
- make an accessible pdf for people with disabilities
- make arrangements and plan an inclusive, international event at the university (community learning)
- reflect on your learning

Genre family: empathy writing - an information leaflet

Assessment:

Formative assessment throughout the unit

Self and peer assessment in Part 5

Student reflection on their learning in Part 5

Part 1

Prepare the leaflets you brought with you. In groups of four, share what you found.

Read the information in the leaflets, try to guess what is said in another language using the graphics.

Help people in your groups to understand the information in a different language.

Then, think which leaflet conveys the information best and why?

What is its purpose?

Make a short list of points of what makes a good leaflet. What infor-

mation should always be included?

Use the expressions in the functional language box below to help you express your ideas more effectively.

Functional Language Box:

The content should

The sentences

It needs to be

The information should be presented

Pick an imagine that

It is important to

Try to avoid

Additional language:

clear, easy to understand, well-structured, simple, a headline, audience, details, design

Then check your ideas with another group.

Read the information in the leaflet below for the International Celebrations Week.

What event is this? When does it take place? What information is important? Share ideas.

INTERNATIONAL CELEBRATIONS WEEK

SCHEDULE OF EVENTS

<p>MONDAY 16</p>	<p>AROUND THE WORLD IN 100 PICTURES 11 AM - 3 PM • VARIOUS LOCATIONS</p> <p>PICTURES POSTED IN: TUNNELS FROM SCH TO AL OVERPASS FROM DC TO MC AND E3 TO E5</p>	<p>CULTURAL SHOWCASE 11 AM - 3 PM • SLC LOWER ATRIUM</p> <p>AN OPPORTUNITY TO PARTICIPATE IN DIFFERENT CULTURAL ACTIVITIES LIKE LEARNING TO WRITE YOUR NAME IN ANOTHER LANGUAGE AND HENNA</p>	<p>TUESDAY 17</p>
<p>WEDNESDAY 18</p>	<p>WORLD TRIVIA 11 AM - 3 PM • SLC MPR</p> <p>PARTICIPATE IN TRIVIA EVERY HALF AN HOUR</p>	<p>GO ABROAD FAIR 11 AM - 2 PM • SLC GREAT HALL</p> <p>LEARN ABOUT INTERNATIONAL OPPORTUNITIES TO VOLUNTEER, WORK AND STUDY ABROAD</p>	<p>WEDNESDAY 18</p>
<p>THURSDAY 19</p>	<p>CULTURAL CARAVAN 6:30 PM • SLC GREAT HALL</p> <p>INTERNATIONAL NIGHT: OFFICIAL AFTERPARTY FOR CULTURAL CARAVAN • HOSTED BY ICSN AT THE BOMBER • AFTER PARTY FROM 9:30 PM - 2:00 AM</p>	<p>FEDS INTERNATIONAL FILM FESTIVAL: FIFF 11 AM - 7 PM • SLC GREAT HALL</p> <p>WE WILL BE SHOWING FILMS OF DIFFERENT CULTURES, DON'T MISS IT</p>	<p>FRIDAY 20</p>
<p>SATURDAY 21</p>	<p>NIGHT MARKET 6 PM - 11 PM • SLC GREAT HALL</p> <p>GET READY FOR SOME MOUTH WATERING EAST ASIAN CUISINE WITH THE 4TH ANNUAL WAT A NIGHT - NIGHT MARKET'S CELEBRATION WITH FOOD, ACTIVITIES AND A STUNNING PERFORMANCE</p>	<p>OTHER ACTIVITIES:</p> <ul style="list-style-type: none"> • LEARN PHRASES WITH UW CULTURE AND LANGUAGE EXCHANGE CLUB • WRITE YOUR NAME IN ANOTHER LANGUAGE WITH UW CULTURAL CLUBS • HENNA BOOTHS 	



(source <https://www.pinterest.dk/pin/412501647121328153/>)

Part 2

The language we use in a leaflet is very important.

What we want to say needs to be clear.

What do we need to know to plan an event and make a leaflet?

- the days of the week, months, dates, times (Do you know them in English?)
- words/phrases like:
- an event, participate in, a fun day, write your name, learn about, get ready for, we hope you will come, email us at, call us today on, for more information contact, free social event, tickets at the door, free event.

What else do you need to know to plan your leaflet? Share ideas.

Compare the list below with the one you made in the previous exercise. Add your ideas.

Use the following list as a checklist while working on your leaflet.

Remember:

- who is your audience? What do you want to say?
- make it look attractive and easy to read
- use headings with different sizes and styles of writing to make it interesting
- include all key points
- use pictures and colours
- write full sentences
- you can use informal language
- you can use bullet points
- write contact information
- you can use humour

Part 3

Your task in Part 4 will be to design a leaflet for an inclusive, international event at your university. It could be a workshop, a performance, an exhibition, a fund-raising event, etc.

After the project finishes, you will all decide which inclusive event will actually take place at your university and organise it.

What is an inclusive event? Share ideas.

How can you make your social event inclusive and accessible to everyone?

Think about:

- the venue for the event
- accessible parking
- seating and personal space indoors for wheelchairs, canes, walkers, and service animals
- elevator access
- sign language interpreting services
- website
- leaflet

Use the information box to learn how to create an accessible leaflet.

Information box:

- The website should be accessible if you plan to use an online registration system (you can access this website if you register online <https://wave.webaim.org/>)
- Give multiple ways to get in touch with you (e.g. phone, email, social media, and text).
- Include information about accessible entrances and parking.
- Create an accessible pdf in Acrobat Pro (more information on <https://helpx.adobe.com/acrobat/using/create-verify-pdf-accessibility.html>, <https://www.youtube.com/watch?v=RhT10LJSOP8>)

You can also read/watch it in any other language that you know by opening the document in Adobe's "Read Out Loud" to check accessibility:

Activate/Deactivate Read Out Loud = Shift+Ctrl+Y

Read this page only = Shift+Ctrl+V

Read to End of Document Shift+Ctrl+B

Pause/Resume Shift+Ctrl+C

Stop Shift+Ctrl+E

- Remember that you cannot access images on screen-reading software, so please provide a short description of an image or any text shown in an image.
- if you plan an event including deaf people, think about a sign language interpreter. You should include this information on your leaflet.

You can explore how to make accessible pdf at home.

Now, plan your event in small groups.

Think about the type of event and who it is for.

Plan when, where and why it will take place.

How will you organise it?

Brainstorm ideas with everyone in class.

Remember to use English when asking for opinions or (dis)agreeing.

Use the Functional Language Box below to help you.

Make sure you know the meaning of the expressions below. You can compare the phrases with another language you know well. Translate them if it helps you remember them.

Practice the pronunciation of the phrases with your class mates and the teacher. Then start your discussion.

Functional language Box:

- In my opinion
- I (don't) agree with
- I think we should
- I believe that
- Personally, I think
- I suggest we

- We could
- What do you think we should do?
- Maybe you're right.
- I think it is better to
- I feel that
- Do you agree with me?
- I feel the same.
- That's a good point.

Use dictionaries to find words you need for your discussion.

Part 4

Prepare your leaflet for the inclusive, international social event.

Create a template on the computer (a Word document).

It would be best if the document was saved as a Google document online. This way everyone, including the teacher, will be able to follow your progress and comment on your work online.

Convert the document into a pdf when you finish.

Use free images for your leaflets (<https://pl.freeimages.com/>,
<https://www.istockphoto.com/pl>)

Remember:

- for people with low vision, use a large and easily readable font (e.g. Tahoma) and size
- publish all information on web pages
- for people on the autistic spectrum, use simple colours, simple English and short sentences
- for people who are deaf or hard of hearing, write simple English, use subtitles or transcripts for videos, provide different communication channels
- for people with dyslexia, use images to support text, don't put white letters on a black background

Part 5

Present your leaflets to the class.

Everyone listens, and gives feedback. Use the checklist from Part 2 for your assessment.

Choose one of the events to be organised at the university. Plan how and when you are going to organise it.

After the event, reflect on it. How good was your initial planning?

Are you satisfied with your work and the outcome?

Reflection activity

Continue writing in your Learning Log. Finish the sentences below

What I have learnt in Unit 2:

What I worked on at home (daily):

What I still need to learn:

How am I going to learn it:

- write the words in the notebook
- write the words and definitions on small cards
- use Quizlet to organise my vocabulary

A learning strategy

When you record new vocabulary or phrases

- write them down
- say them aloud
- create sentences with them, mentally or in writing
- try to use them in a conversation
- discuss them with friends

Play word games

Use: Merriam Webster's Daily Word Game

A language learning idea:

Find an app to learn English, install it and pick your first or second lan-

guage as the language on the app. This way you will be able to learn your third language, English, through your first or second language and compare the two languages as you learn.

Mentoring of learning – Forum Discussion Group

After completing the Reflection activity, meet with your teacher online in small groups to discuss the achievement of your learning goals.

Learning sets

Work in the same groups of 3-4.

You need to meet together online, in your own time, and do the activity.

Activity

Use the same leaflet as in Part 1

Source <https://www.pinterest.dk/pin/412501647121328153/>

Use the following criteria to suggest changes to it:

- for people with low vision, use a large and easily readable font (e.g. Tahoma) and size
- publish all information on web pages
- for people on the autistic spectrum, use simple colours, simple English and short sentences
- for people who are deaf or hard of hearing, write simple English, use subtitles or transcripts for videos, provide different communication channels
- for people with dyslexia, use images to support text, don't put white letters on a black background

Post your suggestions on Padlet for other groups to see. Comment on other groups' posts.

Unit 3

Theme: Cultural biographies

Aims:

- To build on students' plurilingual repertoire
- To facilitate pluricultural space

You will be able to:

- exchange personal information
- define yourself culturally (consider class, ethnicity, race, gender, religion, language, age)
- find out information about a person (interview) culturally different than you
- identify and comment on some of the cultural differences
- appreciate the differences and similarities between cultures
- focus on language form and communication
- write a cultural biography
- peer assess writing
- review vocabulary on giving personal information
- reflect on your learning

Genre family: empathy writing - a cultural biography

Assessment:

Formative assessment throughout the unit

Peer assessment in Part 4

Summative assessment in Part 5

Student reflection on their learning

Scenario-based assessment of the course

Part 1

When we look for information about a person on the Internet, what type of information can we find out? Share ideas.

Look at the example below and see if you were right.

Example

First name: Monty

Family name: Figs

Country: Canada

Nationality: Canadian

Age: 42

Sex: Male

Job: journalist

e-mail: monty.figs@gmail.com

Tel: 001 226 555 0199

Add your ideas. Is there any information it is rude to ask about in your country?

Look at the Information box below.

Check the meaning and pronunciation of the words.

Information box:

Name, age, country of origin, job, likes, dislikes, height, weight, marriage status, children, birthplace, date of birth, skills, nickname, nationality, place of living, mother tongue, languages spoken, relationships, education, religion, sex, ethnicity, physical characteristics, disabilities, good and bad habits, socioeconomic status, etc.

Decide what four things you want to find out from the person sitting next to you.

Then write the questions and ask them.

Your teacher will help you with formulating the questions and will review the answers.

Ask and answer the questions now.

Now use a character generator online to create your (imaginary) friend's biography:

Scan the QR code:



or use the link below:

<https://www.character-generator.org.uk/bio/>

Enjoy!

Make notes of new vocabulary and phrases. You can translate them into any other language you know if it helps you to learn them.

Part 2

Did speaking about any of the topics above make you feel uncomfortable? Can you say why?

Perhaps some taboo topics are part of your culture. What do you think?

Did you know?

The word taboo comes from the Polynesian TABU and means 'unacceptable' 'prohibited'

Does talking about taboo topics with people normalize the subject for them? Or is it better to express your thoughts without words through dance, music, drawing, photography or building with LEGOs?

Share ideas.

Your task in Part 3 will be to do some research and write a cultural biography.

You will write about yourself and someone who is culturally different to you.

To write these assignments, first you will need to learn about yourself and define yourself culturally.

Think about yourself, and make notes about such factors as: economic status, ethnicity, race, gender, religion, language, and age. Which factors are the most and least important to you? Why do you think so?

You can make notes using your L1, L2, or L3 or / and use dictionaries when necessary.

Share ideas with the person sitting next to you.

Use the expressions in the functional language box below to help you express your ideas more effectively.

Functional Language Box:

- In my opinion
- As far as I'm concerned
- My view
- I have no doubt that
- I would say
- I truly feel that
- It seems to me that
- It is hard to say

Discuss how your parents feel about different ethnic, racial, or religious groups?

Are your parents, grandparents and friends from many different groups?

Do you know a lot about their cultures, customs, and views?

Can you think of a specific example to illustrate your point of view?

Use the functional language box to help you express your ideas more effectively.

Functional Language Box:

Use past tenses when talking about past events, e.g.

- In my house everything centered around and
- My mom's side of the family was
- As I have matured
- Since the day I was born,
- My dad grew up
- It was only when I was about (to be born) / (age) that
- My parents wanted to
- Many times mom told me that
- I tried to talk about ... at home but
- Sometimes I was
- My family knew
- At home they taught me about ... and the importance of

Use present tenses when you speak in general, e.g.

- My home is a place where I always felt
- I am like my grandfather
- Now I see that
- This makes me (strong)
- Growing up with makes me
- I take most after my (grandma)
- My life can be described by (...) song that says (...)
- I am a strong believer in the power of
- This is a tradition that
- To this day, I am
- Over all,

In pairs, write a list of questions you could ask to someone who is culturally different to you to learn more about his/her culture and life.

Avoid 'yes' 'no' questions. Try to elicit more information.

Include factors such as class, ethnicity, race, gender, religion, language, and age.

Check with your teacher if the questions are correct.

If necessary, use a dictionary or the Visual Thesaurus which will give you synonyms instantly. <https://www.visualthesaurus.com>

Think who you are going to interview. You may also use a different language than English, but you will later need to translate the questions and answers into English.

Do not be afraid of writing in English. Everybody's language skills are on a different level. You should work with what you know and do your best!

Individual assignment 1

Based on the discussion above and your reflections, write a paragraph about yourself and your culture. Bring it to the next class (Part 3).

Use the sentence starters from the functional language box in Part 2.

How to write a cultural biography?

A cultural biography tells a story about a person's life and growth through cultural experiences. Your background, personal successes, passions and dreams, they all relate to tradition and culture.

Individual assignment 2

Interview someone who is culturally different to you. Include factors such as class, ethnicity, race, gender, religion, language, and age.

Also find out the best ways to deal with human differences in his/her experience/ view and why.

Write down the questions you asked and the answers you got. Include quotes from the interview.

Bring your assignment to next class (Part 3).

Part 3

Prepare the text you wrote about yourself, the interview questions and answers.

Compare yourself with the information you received from the other person in the interview.

How does this person define himself/herself culturally?

Which factors are the most and least important?

What do you believe are the most important differences, and causes of differences between you two?

How did it feel to interview someone culturally different to you?

Discuss with the person sitting next to you.

Write the cultural biography now and include all the information about yourself and the person you interviewed.

Summarise by saying what the best ways to deal with human differences are.

Use dictionaries if necessary.

The teacher will help you individually with your work.

Part 4

Give your work to a person sitting a few seats away from you. Let them read your cultural biography and add a question to clarify, or find out more information about the text.

Everyone should have someone's work to read.

When everyone finishes reading and writing a question, the papers should be passed to the right again and read by a new person who also writes a question. Every question should be different.

Then the papers are passed on a few more times and at the very end go back to their owner, who then rewrites the text including all the information in answer to the questions.

Use dictionaries if necessary.

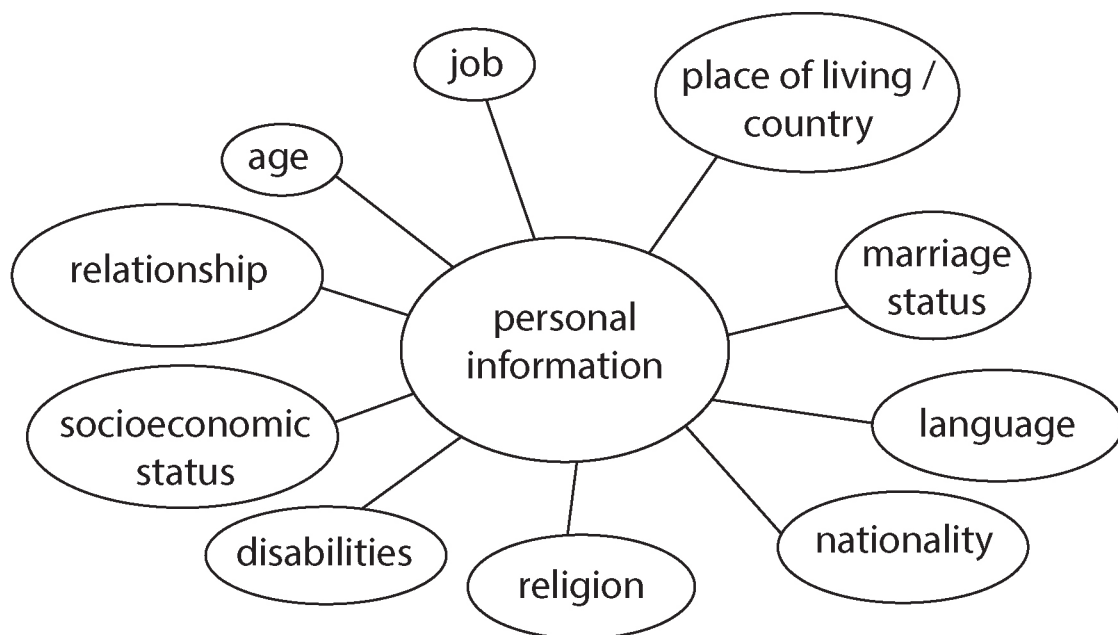
Display the texts on the wall. Everyone should go around and read them.

Summarise by saying what are the best ways to deal with human differences based on the texts.

Part 5

Revision of vocabulary and phrases. Look back at the work done in this Unit and your notes.

In pairs make a mind map with vocabulary and phrases for describing personal information under the categories below:



Add other words and phrases you might want to learn.

When you finish your mind-map, look at your friend's mind map and point to a word or a phrase and ask him/her to make a sentence or a question using it.

If you're not sure if a word or a phrase is correct, ask your teacher for help.

A learning strategy

How are you going to learn the words and phrases?

What techniques are you going to use?

Put post-it-notes around you? Record and listen to them? Write them down and review them? Use a vocabulary building app like Quizlet, My Word List?

Reflection activity

Continue writing in your Learning Log. Finish the sentences below

What words do I want to learn from this Unit:

.....

.....

Did you succeed in learning what you planned to learn? Why? Why not?

.....

.....

What strategies will I use to learn this time:

- I will write a definition of a work using my own words
- write the synonyms and antonyms of the words I want to learn
- use the new words to describe familiar situations

Mentoring of learning - individual

After completing the Reflection activity, meet with your teacher online or in person to discuss how to help you achieve your learning goals.

Scenario-based assessment

Write two scenarios. One describing a valuable learning experience, and the other- a situation where you felt a course-related learning activity was not effective. (Haynes, Spence, & Lenze, 2009). For each, make sure you include reasons why the activity was effective or ineffective. Follow the format below:

Student's name / Scenario Title / Scenario Goal – the objective of the activity or assignment / **Setting** –in class or outside of class / **Scenario Narrative** – what was it about / **Claims Analysis** – why the scenario was effective or ineffective as a learning opportunity. / Hand the scenarios to the teacher.

Learning sets

Work in the same groups of 3-4.

You need to meet together online, in your own time, and do the activity.

Activity

Choose one taboo topic from the list above and try to express it through a drawing or a photograph. Share your ideas in an online meeting after class.

Upload the drawings or pictures to Padlet together with your comments for the teacher to assess. Remember, your teacher will assess your language not your ideas.

Unit 4

Theme: Narrative accounts

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- reflect on writing diaries
- predict the content of Vincenza's diary
- read an authentic diary using prediction and making inferences
- use narrative tenses (past simple, past continuous) and linking adverbials
- summarise a sample diary entry in your own words
- comment on the content of a sample diary entry
- communicate ideas in a diary entry
- compose a diary entry (a short narrative) of the person you interviewed in Unit 3
- peer-assess your diaries according to the given criteria
- reflect on your learning

Genre family: empathy writing - a narrative account

Assessment:

Pre-assessment in Part 1

Formative assessment throughout the unit

Peer assessment in Part 4

Summative assessment in Part 5

Student reflection on their learning

Part 1

Discuss the purpose of writing a diary.

Use the sentence starters below:

- It is a way of –ing

- A diary makes
- You can improve your writing and ... at the same time.
- Allow yourself to
- For me, it's all about
- Diary writing is something that

Does writing in the first person help to understand a problem better?

Why do many people like to keep their diaries locked?

When would it be helpful to share what you wrote in a diary with others?

Read the introduction to the diary below.

A personal diary of Vincenza

This is my personal diary about living in Vicenza in the Northern Italian region of the Veneto during the Italy-wide Coronavirus quarantine.

Hello! My name is Rossi Thomson. I am Bulgarian and for the past six years, I have been living in the city of Vicenza in the Northern Italian region of the Veneto. I speak and write in English because I studied this language for years and then I spent 14 years in England.

Try to predict what the diary will be about. Make notes. Share ideas.

Read the diary entry below.

Thursday, 12th March 2020

2:12 pm

It's Thursday and it feels like Tuesday. I am losing my sense of time.

It's the third week that I am staying at home. The last time that I was out of the house was Monday – 9th March – when I went to the local bank and the small food shop just down the road. In the shop, they had asked me to put plastic gloves on my hands. They were the same thin, see-through, one-size-fits-all gloves that usually are provided free of charge in Italian shops to pick the fresh fruit and vegs.

5:00 pm

A friend sends me a picture of a balcony with something attached to it. It's a banner that her neighbours here in Italy have put up in the last hour or so. I zoom in as much as I can. A rainbow, a butterfly, a heart

and the words:

Andra' tutto bene

Everything is going to be alright!

It's great! Just the boost that I am needing.

10.44 pm

Late at night.

Checking the news and social media updates, it's difficult not to feel sad. Every night for the past two weeks or so, I ask my husband one question: 'How many?'

I don't need to clarify what I mean. He tells me the figure and every time I am shocked.

From single digits to the dozens and now, three days in a row, in the hundreds.

(...)Thousands of kids in the Veneto haven't been to school now for almost three weeks. Playdates or simply visiting friends next door are not allowed.

It's difficult to explain to a child why things are the way they are and why every day brings new restrictions. Every day I am looking for the right words, I am trying to explain serious subjects in a calm, yet realistic way.

(source: <https://rossiwrites.com/personal/coronavirus-diary-italy/>)

Check if your predictions were right.

A learning strategy

Try to guess the meaning of any words in the text you did not understand based on your prior knowledge and clues in the text. Exchange ideas with the person sitting next to you. Use a dictionary if necessary.

What is important to remember when you write a diary?

What should a diary entry look like?

Look back at the diary and check if you can identify the ideas from the information box below in the diary entry above. Work in pairs.

Information box:

- write in the first person
- look back at the day or several days previous
- show the writer's thoughts and feelings
- use the kinds of words that this person would know
- look ahead to what might happen next

Share ideas.

Go back to the questions from above:

Does writing in the first person help to understand a problem better?

When would it be helpful to share what you wrote in a diary with others?

Discuss based on the diary entry above.

Use the expressions in the functional language box below to help you express your ideas more effectively.

Functional Language Box:

- It may be a way to self-heal
- People who write regular diary entries
- Being honest about how you're feeling helps
- People who write down their thoughts
- Even if no one else is reading your diary
- It is normal to feel
- Being able to look on your past thoughts can allow you to
- By taking a step back, your thoughts and feelings become more obvious, and

Do you have a diary?

What kind of a diary is it?

- a reflective diary
- a travel diary
- a food / diet diary
- work diary

If so, how often do you write in it?

What kinds of things do you write about?

How does having a diary help you and your emotions?

Did you know?

A study at the University of California showed that writing about feelings helps the brain regulate emotions. As you write your diary, try to be as honest as possible. This is good for your emotional well-being.

Part 2

Your task is to start writing a diary entry of the person you interviewed in Unit 3.

Hand in your diary in the last class (Part 5). The final diary should be 2 to 3 pages long.

Bring the draft of the diary to class for Part 4. It does not have to be finished.

Plan your work now.

But there's a challenge! You will need to link some of the information from the interview with a picture which you will get from your teacher. For example, a picture of a crowded street in Tokyo, or a forest. Something that is different from the context of the interview you conducted.

Be creative, try to think of the person you interviewed in this new situation. What happened? Why? Think of the cultural background of the person you interviewed.

BUT, if you feel that you already have a good idea for the diary entry and would prefer not to use a picture as a prompt, you don't have to use this idea.

What do you need to think of when planning your work? Exchange ideas.

Before you start writing:

Take a little journey into the mind of the person you interviewed.

Identify them.

You can use a picture or a poem to inspire you.

Who are the people that are close to this person?

How is this person feeling?

Think of this person's attitude and reaction towards life. Are they nervous about everything? or are they risk-takers?

Decide what event you're going to describe. Combine the event with the feelings and emotions.

Use present and past tenses.

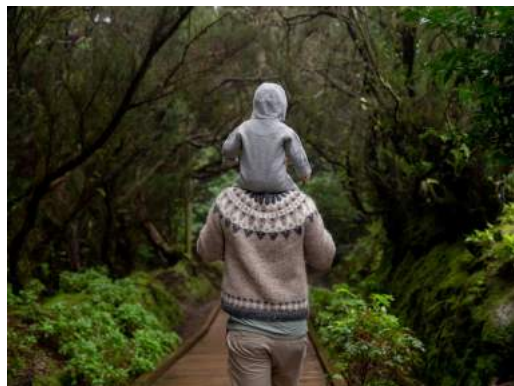
Have fun!

Start planning your writing. Exchange ideas with your colleagues and the teacher.

Part 3

Narrative sentences practice.

Look at the photos below and write 3 to 5 sentences to tell a story for each one.



(source: <https://www.freeimages.com>)

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Now, look back at your sentences and add four of the following words: finally, later, during, earlier, once, second, then, when, until, suddenly, after, because, but, so, as soon as

Swap your work with the person sitting next to you. Check if the sentences are correct.

Ask the teacher for help if you're not sure if the sentences are correct.

Now you are all going to tell a story. The theme is **the forest**. Sit in a circle. Everyone will be adding to the story by saying one word. The first word is **The**, every person adds one word.

The teacher will be writing the story on the board and will later discuss the language used.

Now pick another theme for a story and tell a story again, but this time, every person adds one sentence.

Remember to use the following words:

finally, later, during, earlier, once, second, then, when, until, suddenly, after, because, but, so, as soon as

When you finish, the teacher will give you feedback.

Have you ever been in one of these situations?

- waiting for someone for a long time
- trying a new ice-cream flavour
- being a witness to an accident
- observing people in the park/forest/beach

Write about one of them on your own. Use narrative tenses (past simple, past continuous).

When you finish, swap your work with a class mate to read.

Read for pleasure, but also underline anything that you think may not be correct or clear.

Speak to your teacher about the language used in the pieces of writing.

Part 4

Take out the diary you started writing.

First, read the diary entry below and summarise the general idea in two or three sentences below the text.

A diary entry by Nicholas Klacsanzky

As a 20-year-old college student with some cash, going to India was a dream. I was listening to tons of Indian classical music, meditating, and loved Indian food. I daydreamed of the day I could step foot in India and see it for myself. They say there are two reactions when coming to India: either you hate it, or think it is the best place in the world. After being there five times, it is still my favorite place to visit. But for now, I will talk about the first time I visited this land.

My father died when I was 18 years old, and I got some inheritance money. With this money, I travelled to India and studied music at a music academy. I felt it was a way for me to reach my dreams.

The plan was to stay in India for 10 months- six months at the music academy, and four months traveling. The flight ride was about 24 hours long, but I did not travel alone. I went with my brother and a friend. When I arrived in Mumbai, I had mixed feelings. I was excited to see the sunrise over India, but on the other hand, I also knew I was in a country I did not know much about.

When I arrived at the hotel by taxi, people were asking for tips for everything: opening the door, bringing water to me, carrying my luggage. I woke up early the next morning, and talked to the hotel staff about arranging a car to the music academy. The driver said that he knew where it was. The academy was in a town called Vaitarna. What I did not know is that in India, people almost never say “no” and simply say something, even if they do not know anything about it. **So, the driver didn't take me to the music academy, he took me in the wrong direction to an ashram of a spiritual teacher, or guru.**

I was a little upset that I was taken to a strange guru, but at the same time, happy to be in India. The people at the ashram seemed like decent people, and after a phone call to the music academy, my brother

and my friend were told about where I was, and they came to pick me up. In the meantime, I was playing chess with one of the locals there, drinking masala chai tea, and enjoying myself. From that day, I learned more than ever that your attitude can change a sour experience into a joyful one.

(source: <https://academichelp.net/samples/academics/essays/narrative/traveling-to-india-for-the-first-time.html>)

A learning strategy

Try to guess the meaning of any words in the text you did not understand based on your prior knowledge and clues in the text. Exchange ideas with the person sitting next to you.

A short summary (Try to paraphrase Nicholas' words)

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.....
.....

Look back at the text above and underline all examples of past tenses (past simple and past continuous) and linking words in the text.

Linking words are the words that link all the ideas in the text, e.g. and, but, however, after, so, in the meantime, for example, also, first, finally, etc.

Talk about the text above. Answer the questions.

Was this text enjoyable to read? Why?

What makes a good narrative?

How does it make you feel?

Did you laugh or cry when you read it?

Did it have a good ending?

What's good about the text?

What is interesting about it?

Has the writer thought about the reader?

Answer the questions below:

Is the text appropriate?

Is the text clear and easy to understand?

Is it organised logically?

Are there any spelling or grammar mistakes?

Is the style appropriate for the reader?

Now take out the diary that you have started writing.

Proofread it. Check the tenses and linking words you used. Make corrections, add linking words, if necessary. The teacher will work with you on this task.

If you need to improve your vocabulary and use more synonyms, check <https://www.thesaurus.com>

Continue writing the diary.

When you finish, be the first one to proofread it!

A learning strategy

Proofreading tips

- check your diary's format (spacing, paragraphs, margins), organisation (topic sentences, logical order), content (ideas, unity, background, final comment). Check one thing at a time, not everything at once. Read the text a couple of times.
- reading your text aloud will also help.
- look at your text upside down! Read it from the last paragraph to the first paragraph. It will help you to focus on errors.
- use technology! Spell and grammar check in Word, or <https://app.grammarly.com/>
- leave it for a while and look at it with fresh eyes.

Ask a friend to review your writing. A reader's comments will help you to clarify and strengthen your writing.

Part 5

Sit in groups of three. Hand in your diary to the person sitting next to you. Read each other's diaries.

Answer the following questions for each text and note down the answers:

- Was the text enjoyable to read? Why?
- How did it make you feel?
- Did it have a good ending?
- What's good about the text?
- What is interesting about it?
- Has the writer thought about the reader?

Talk about the three texts in your groups.

Remember the comments are about the writing, not about you.

Think of what you would change if you could write your diary again.

Hand all the diaries to your teacher.

The teacher will mark your work after class whilst taking the following into account:

- Is the text appropriate?
- Is the text clear and easy to understand?
- Is it organised logically?
- Are there any spelling or grammar mistakes?
- Is the style appropriate for the reader?
- What's good about the text? What is interesting about it? Has the writer thought about the reader of the text?
- Did it have a good ending?

Reflection activity:

How can you record vocabulary and phrases more effectively?

Do you use a dedicated notebook? Note cards? Post-it notes? Camera phone? Evernote? Quizlet? Google Keep? Pintrest? Vocabla? Your own website?

Choose one way and stick to it this semester.

Continue writing in your Learning Log. Finish the sentences below

What I have learnt in Unit 4:

.....

.....
Did I do well?

.....
.....

What progress have I made?

.....
.....

What I wanted to learn but couldn't and need someone's advice:

.....
.....

Date	What was the activity?	What was I expecting to learn?	What have I learned?

Mentoring of learning – in the lesson

After completing the Reflection activity, discuss all together the achievement of your learning goals. What would you like to work more on? How could the learning during and outside of your lessons be adapted / planned more efficiently?

Evaluate and plan your learning – what learning strategies do you use to improve your language learning?

Learning sets

Work in the same groups of 3-4.

You need to meet together online, in your own time, and do the activity.

Activity

Write a blog for a week about interesting diaries you come across.

Your task is to find an interesting diary online (each person

one diary) and add some entries to your blog as an example and then as a group assess all the diaries according to the following criteria:

categories	unsatisfactory	satisfactory	good	outstanding
organisation	<p>Entries seem randomly arranged. None of the entries include dates.</p> <p>1 pt</p>	<p>The diary is a little hard to follow. A few of the entries include dates.</p> <p>2 pts</p>	<p>The diary is pretty well organised. Some entries include dates. One entry may seem out of place.</p> <p>3 pts</p>	<p>The diary is very well organised. Each entry includes a date. One entry follows another in a logical sequence.</p> <p>4 pts</p>
grammar and spelling	<p>Work has numerous spelling or / and grammatical errors</p> <p>1 pt</p>	<p>The diary has maximum of three spelling or / ang grammatical errors</p> <p>2 pts</p>	<p>The diary has maximum of two spelling or / ang grammatical errors</p> <p>3 pts</p>	<p>The diary has no misspellings or grammatical errors.</p> <p>4 pts</p>

Unit 5

Theme: Cultural stereotyping

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- define stereotypes
- describe stereotypes present in your culture
- compare and analyse stereotypes (sex, sexual orientation, disabilities, race, age, religion)
- read a text on stereotyping
- compare your opinion with the information in the text
- think of and rank pros and cons of stereotyping
- demonstrate awareness of motives and / or behaviour of individuals
- practice linking words to express your ideas
- write a narrative essay
- focus on language form and communication
- use Write&Improve to improve your writing
- reflect on your learning

Genre family: empathy writing – a narrative

Assessment:

Formative assessment throughout the unit

Continuous self and peer assessment

Student reflection on their learning

Scenario-based assessment of the course

Materials:

post-it-notes and a few A4 sheets of paper (Part 3)

Part 1

What is a stereotype? What words come to your mind when you think of a stereotype? Brainstorm ideas.

Which of the words below would you use to talk about stereotypes? Why? a fixed idea, tolerant, prejudice, subjective, aggressive, emotional, humorous, ignorant, national, unfair

Can you write a short definition of a stereotype? Share with your partner.

How to write a definition?

- keep it simple and brief
- write the term and its characteristics
- determine what part of speech is the word
- describe the word

Then share the definitions in a group of four and then write one final definition together.

Share your definition with the class.

How are stereotypes viewed in your country?

List different nationalities and name the stereotypes.

Write a country and a one-word description, for example:

Germans: beer, sausages and cabbage, cars, ...

English: ...

Etc.

Then, in your groups transfer the words into sentences, for example:

Germans drink a lot of beer and eat a lot of sausages.

Can you say what is said in your language about other nationalities and try to translate it?

Are stereotypes similar across countries?

What do you think of such stereotypes? How do they make you feel?

Can we still laugh at ourselves?

Watch this video: Video - the offensive translator and exchange ideas.

Part 2

Is it only people's nationalities that are being stereotyped?

What about sex, sexual orientation, disabilities, race, religion, age, appearance?

Discuss in small groups. Share ideas with everyone in class.

Do you sometimes judge people, even if you know it is wrong? Be honest.

Apparently, it takes 7 seconds to build prejudice based on someone's appearance.

Watch this video:

Scan the QR code:



or click on the link: Coca Cola commercial - remove labels

Share ideas.

Are stereotypes always harmful and negative? What is your opinion?

The following words appear in the text below. Can you guess what the text will be about?

multitasking, long hair, more romantic, homophobes, statistics, harmful, generalisations

Read the text to check your ideas.

Stereotyping

Stereotyping has a Greek origin: *stereos*, meaning solid or firm and *typos*, meaning impression, or mark. Stereotyping as a concept is not simple. It is, in fact, quite complicated. It often happens in everyday

life. It is hard to avoid it sometimes. Many people have different ideas about what it is, so the goal of this article is to help you understand and see its pros and cons and perhaps to even see this word in a new light. Stereotyping can be explained as opinions or "firm impressions" of a group of people. Most people judge on appearances, even if they know it is wrong.

Some of the common stereotypes include:

- people with glasses are more responsible
- men with long hair listen to rock music
- old people are wiser
- French people are more romantic
- all people with hearing disabilities can lip-read
- women multitask better than men
- Christians are homophobes
- white people have no rhythm
- all first-year students need to improve their study skills

The list goes on and on and on.

Some stereotypes are based on statistics, some on fear, racism, or prejudice and they can cause harmful discrimination. But, sometimes, some stereotypes can be healthy.

Let's have a look at healthy stereotypes:

Sometimes stereotyping is healthy and appropriate. We should not assume that all stereotypes are wrong. Let's say that you are in a public place and see a person wearing a uniform that you recognise as a police officer's uniform. Even though you don't know anything about this person, you immediately feel safe, and this is the result of stereotyping. And you know what? It is a good thing! Generalisations can be useful when making quick decisions. This is the reason why police officers, doctors, firefighters have uniforms. It can be said that without stereotypes, a society wouldn't function very well.

Are there more examples of useful stereotypes? Yes!

For example, age requirements. We generalise what age a person

should be able to drive a car, to vote, or, to drink alcohol. We use such stereotypes all the time. Can you think of more examples? Note them down.

However, there are situations in which stereotyping becomes more serious and can be quite harmful. Let's look at those situations now.

If a person receives verbal abuse because of a stereotype, it can lead to low self-esteem and lack of confidence. If abuse continues, it can lead to problems like anxiety or depression. Stereotypes can also create physical violence, which can be dangerous and lead to suicide. Bullying at school is a very serious problem. Victims are students who are different; for example, being overweight, having ginger hair, being disabled, etc. Stereotypes may turn into discrimination, for example, racism.

If issues of stereotyping are affecting your life you may need to speak to a professional to overcome this problem. Counselors are there to help. (Adapted from <https://www.theravive.com/therapedia/stereotyping> <https://case.edu/think/fall2017/stereotypes.html#.XyvUdDXgqUk>)

A learning strategy

Try to guess the meaning of any words in the text you did not understand based on your prior knowledge and clues in the text. Exchange ideas with the person sitting next to you. Use a dictionary if necessary. Answer the question 'Are stereotypes always harmful and negative?'

Compare your opinion with the information in the text.

Mention the following ideas from the text:

- some of the common stereotypes
- stereotypes are based on
- stereotyping that is healthy and appropriate
- generalisations
- problems like anxiety or depression

Use the following sentence starters:

I believe that

I feel

Personally, I think

I could be wrong, but I think

Make sure you understand and can pronounce the following words:
a concept, pros and cons, to judge someone, based on, generalising,
harmful, self-esteem, depression, abuse, suicide, bullying, minority,
discrimination, racism

Pick three words above and write three sentences summarising the
information in the text using them. Check if they are correct with the
person sitting next to you and / or the teacher.

Part 3

You will need post-it-notes and a few A4 sheets of paper for this activity.
Look back at the text above.

In groups of 3 to 4, write down the pros and cons of stereotyping
mentioned in the text.

Put each idea on a separate post-it-note. Add your own ideas (at least
one for pros and one for cons).

Then, divide the A4 page into half: 'pros /cons' and place the post-it-
notes there.

Then rank them in order of importance according to you and prepare
to justify your choice.

Try to use the following phrases when you speak:

because, the reason is, I believe this is .. because, I feel, Personally, I
think this is important because

There are several reasons I believe this. The first is

I could be wrong, but I think

Then each person in the group should think of the #1 post-it-note
from pros and from cons and then add four real-life examples (about
people/real-life situations) on four more post-it-notes.

Tell the others what you wrote. Exchange ideas.

Then pick the first post-it-note with the examples (either from the
pros or cons) and copy the idea into your notebook.

This will be the topic for your essay.

Then you have a choice. Decide if all of the four examples will be included in your work, or just one example.

If you choose one example, add three more post-it-notes, extend and make links between your new ideas.

Decide and plan now. You can make a mind map or a linear plan for your essay.

Start planning your essay.

Learning strategy

Spend some time brainstorming the subject area.

Write down your thoughts.

List useful words or phrases.

Note the main points you think you should include

Part 4

Your task is to write a narrative essay on stereotypes based on the topic from Part 3.

It can be based on a personal experience.

Here are the instructions on how to write a narrative essay:

- the essay should be in the first-person narration
- it has to show empathetic understanding of the character in a situation
- it should include facts and feelings of the character
- use language and style appropriate for the character
- the introduction should begin with an engaging statement
- give evidence to support your point

How to begin an essay? Share ideas.

Think about your theme. What would you say in the first paragraph and why?

Now look at the ideas below and think of a new beginning for your essay:

- pose a question
- state an interesting fact
- contrast past and present
- describe the setting
- reveal the secret
- make an observation
- start with a riddle or a joke

How should the body of the essay be organised? Share ideas.

Remember:

The body is the heart of the essay.

Each paragraph should include one example, such as a personal anecdote or an event that supports your main idea.

What about the conclusion? Exchange ideas.

Remember:

The conclusion is the final paragraph of your essay. It sums up the main points of the body and ends the narrative.

The essay should have:

Introduction – general statement, thesis statement, order of arguments

Paragraph 1 – argument 1

paragraph 2 – argument 2

paragraph 3 – argument 3

paragraph 4 – argument 4

Conclusion – restate the thesis, general conclusions, final statement

Use linking words to connect your ideas.

What linking words do you use in your native language? Write them down.

Can you find their English versions below? Highlight those that you find.

Linking words

To show order of events: firstly, initially, to begin with, secondly, another reason, thirdly, finally, then, at this time, before, after this, later

To contrast ideas: while, even so, alternatively, on the other hand, although, but, in contrast to

To add information: additionally, also, and, and then, too, as well as, not only .. but also, apart from this,

To emphasis: indeed, obviously, especially, importantly, absolutely, never, it should be noted that

To illustrate: such as, for example, for instance, in the case of, as an example

To show cause and effect: so, because, due to, as a result, consequently

To summarise: in short, to sum up, in summary, to conclude, in conclusion, all in all, as you can see

Remember that you do not have to use all of the above linking words in your essay.

Pick those that you like and want to use. If you know some of them already, pick new ones to learn.

Individual assignment for the next class

Write your essay at home and bring it to the last class (Part 5).

Your final essay should be 1-2 pages long. The teacher will mark your writing.

Part 5

Additional practice of linking words.

Look at the sentences below and fill in the gaps with the linking words:

because as a result firstly due to for example
in contrast to never especially and but

1. I like water I also like juice.
2. Today it is rainy, on Sunday it will be sunny.

3. I would like to start with introductions.
4. I left home early, I had a meeting.
5. of his actions, she was imprisoned.
6. He would do that! No way!
7. other classes, this one is fun.
8. the virus, the school is closed.
9. They are all bullies, Mark.
10. Many ideas are relevant, the one about (...)

Check your answers with the person next to you. Then check with the class.

Go back to the ideas from the post-it-notes.

You're going to tell a personal or imaginary story using the linking words below.

Decide as a group what the story will be about.

Then, the first person starts with an introductory sentence, and the rest of the people follow with their sentences.

Enjoy your story!

Continue writing in your Learning Log. Finish the sentences below

Reflect on

What I have learnt in Unit 5 and what I did well:

.....

What I worked on at home (daily):

.....

What I changed about my learning:

.....

Add any other ideas:

.....

Mentoring of learning – Forum Discussion Group

After completing the Reflection activity, meet with your teacher online in small groups to discuss the achievement of your learning goals.

Scenario-based assessment

Write two scenarios: one describing a valuable learning experience, and the other- a situation where you felt a course-related learning activity was not effective. (Haynes, Spence & Lenze, 2009). For each, make sure you include reasons why the activity was effective or ineffective. Follow the format below:

Student's name / Scenario Title / Scenario Goal – the objective of the activity or assignment / **Setting** –in class or outside of class / **Scenario Narrative** – what was it about / **Claims Analysis** – why the scenario was effective or ineffective as a learning opportunity. / Hand the scenarios to the teacher.

Learning sets

Work in the same groups of 3-4.

You need to meet together online, in your own time, and do the activity.

Activity

How to improve your writing?

You can use the <https://writeandimprove.com/> Cambridge English free tool to improve your writing fast! You will get feedback and be able to make changes in your writing in no time.

Get together, log in to Write&Improve. One person should share a screen for everyone to see. Choose a topic to write on and write together. Then check the suggestions and changes from Write&Improve.

Module 2 – Level B1/B2 CEFR

Unit 1

Theme: Language variation in sign language

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- reflect on how deaf and hard of hearing people communicate
- predict and reflect on the information in the text about sign language
- ask for and give clarification of ideas
- prepare a survey in English
- collect and analyse data from a survey
- present results from a survey
- get information from a text and a video and exchange ideas in groups
- write an article for general public developing understanding of a chosen idea
- write a question for the author of each article
- make a proposal for the university's student council on how the space for deaf people could be improved
- focus on language form and communication
- reflect on your learning

Genre family: empathy writing - a newspaper article

Assessment:

Formative assessment throughout the unit

Self and peer assessment in Part 4

Student reflection on their learning

Part 1

Do you know much about sign language? Do you speak one?

Do you know any deaf or hard of hearing people? If yes, how do they communicate?

Do the questionnaire below on your own.

Answer the questions:

Sign language is universal for all people in the world.

a) True b) False

Sign language only uses your hands.

a) True b) False

Sign language is easy to learn.

a) True b) False

Sign language was invented by hearing people.

a) True b) False

American Sign Language is based on English.

a) True b) False

Deaf people can lip read.

a) True b) False

If you're talking to a deaf person, speak slowly and they will understand you.

a) True b) False

You can write notes to communicate with the deaf.

a) True b) False

Check the answers with the person sitting next to you. Share ideas.

Now read the text below and check the answers.

Language variation in sign language

There are over 135 sign languages in the world. Most countries have their own set of signs. There is not one universal sign alphabet. Fingerspelling is signing letters of the alphabet. If you want to check different sign alphabets in different languages, follow this link!

If you want to watch a video on how American and Polish sign language is different follow this link!

Facial expressions and body movement are vital to sign language. It's not only about the hands of course. If you want to see how a story of "The Three Caterpillars" is told in American sign language, watch this video!

Sign languages are as complex as spoken languages and it takes years to learn and become fluent.

Sign language has been developed in a natural way in deaf communities. There can be many regional, ethnic or historical variations to it. The American sign language is not based on English. It has its own linguistic structure and grammar, which is unique. Sign languages do not mirror spoken languages.

Even if deaf people can lip read, they can only understand about 40% of spoken words. Also, if you try to speak super slowly so that a deaf person can understand you, it might not work if this person does not have any hearing abilities. So first make sure that the person can hear a little to do that.

As said above, sign languages are different from spoken languages, therefore your native language is the second language of a deaf person in your community. So, if you try to write notes for them to understand you better, this may also not work if they don't speak your native language.

Check against the answers in the questionnaire above. Discuss.

What did you learn? What surprised you?

Do you think that people know a lot about deaf people and sign languages? Why? Why not?

What questions could you ask to check someone's awareness of sign languages?

Work individually. Write a few questions. Then share ideas in pairs.

Exchange ideas with the rest of the class.

Individual assignment for the next class

Prepare a few questions for a survey on sign languages. Ask your family and friends to take this survey and bring the results to the next class (Part 2). Alternatively, do the survey among yourselves in the class and gather the results.

Part 2

Share the results of the questionnaire.

Summarise information in a (pie) chart.

Are the results surprising?

Discuss the results. Use the expressions in the functional language box below to help you express your ideas more effectively.

Functional Language Box:

The pie chart shows

It can be seen that

Over half while

Only a few

(number) per cent

In conclusion, it is evident that

These figures may reflect that

A significant number

Remember to ask for clarification if something is unclear. Follow the functional language box below.

Functional Language Box

Asking for clarification:

What do you mean by ?

Could you say that again, please?

I'm sorry! Was that ?

Are you saying ?

Excuse me. Did you say ?

May I interrupt? Was that ?

Pardon me. Did you say ?

Could you give us an example?

Could you be more specific?

Could you speak a little slower / louder?

How to clarify your idea:

Let me explain that in more detail.

In other words,

To say this differently

Let me put it in another way

What would you like to know about sign language and communicating with deaf or hard of hearing people?

Your task is to search for more information on the topic of deaf or hard of hearing people and sign languages and write an article for general public.

You may search for information using your L1, L2, or L3.

Here are some ideas of what to write about:

- When the first sign language appeared
- What people think or know about the deaf and what they need to know about the communication with the deaf
- famous deaf people and their life
- education for the deaf
- your own experience as a deaf person (learning languages)
- your experience learning about a sign language and how to sign in this sign language

Brainstorm ideas and start your research now.

Write your article at home and bring it for Part 4.

A learning strategy

Writing an article

- Add a catchy title (2-3 words).

- Start with the introduction (can be a question).
- If you start with a question, write a transition sentence which prepares the reader for what the article is about.
- Write the body of the article – begin with a general explanation (start the sentence with an adverbial time phrase, e.g. nowadays, these days, recently, until now, ten years ago).
- In the second half of this paragraph you can make a generalisation of what people think (the current view).
- In the next paragraph, you should put forward one side of the issue and arguments to support it.
- In the next paragraph, you should put forward another side of the issue (to contrast ideas, using e.g. On the other hand, However, Nevertheless).
- In the final paragraph leave the reader with something to think about (you want to summarise the article and express your own opinion).

Part 3

Work in four groups. Each group is going to get a different text and a video. Here's what you should do:

1. Read and watch individually.
2. Discuss the text and prepare what to tell the other groups about it. It is a good idea to make notes.
3. Pick one person from your group to talk about your text in the first round.

This one person will stay at your table and all the other people from your group will move to the other tables (everyone to a different table) to listen and make notes.

4. You need to pick a different person from your group to talk about your text in the second round.

During the second round this person stays at the table and all the other people move to the other tables to listen and make notes.

5. The task finishes after four rounds.

6. Go back to your groups. Sit together and retell what you've heard. Check if you have the same or similar information.

7. Each group will tell everyone about a text they didn't read but made notes about.

The group whose text it is will verify if what they hear is accurate.

8. You may read all of the texts at home. They are available below.

You may also read the full texts:

[click here to read full text A](#)

[click here to read full text B](#)

[click here to read full text C](#)

[click here to read full text D](#)

TEXT A

Eyeth: a planet of the Eyetan people

Eyeth is a term used for an imaginary planet for "people of the eye", in which everyone speaks a sign language. Notice the difference between EYEth and EARth?

Hearing people who live on Eyeth are a minority.

Watch this humorous short video 'Planet Eyeth' which tells a story about a scientist who tries to find a way to build a machine that allows him to transport himself to Eyeth.

Did you find this text interesting or surprising? Why (not)?

TEXT B

Signing with animals

Humans interest in communication with animals has been around for a long time. Communication is not just limited to hearing but also to seeing. Can pets understand a sign language?

Sure, a pet can understand hand signals as much as spoken language. Dogs can understand about 160-200 words.

Deaf dogs use visual signs they respond to in the same way as hearing dogs respond to words.

Watch the video 'Meet my deaf cat Chico' and 'How a cat understands deaf culture'. How can you get a deaf animal's attention?

Did you find this text interesting or surprising? Why (not)?

TEXT C

Dev'ia: Deaf art movement

De'VIA is an art movement of the Deaf artists about Deaf-related experiences. The name stands for Deaf View/Image Art.

The De'VIA movement began in 1989 at the Deaf Way festival conference at Gallaudet University, Washington, D.C. where a group of Deaf artists met and discussed this idea.

The De'VIA represents Deaf people's perspectives, experiences, and cultural identity. It can be created by hard of hearing people (and their parents) to experience their deaf reality.

Watch a video American De'VIA Artist: Chuck Baird and his Journey and Understanding De'VIA Work by Nancy Rourke. Have you heard of this movement before?

Did you find this text interesting or surprising? Why (not)?

TEXT D

DeafSpace: Deaf vision meets architecture

DeafSpace is an architectural concept dedicated to deaf vision in space. Buildings, hallways, and other spatial arrangements are designed to Deaf people's way of seeing in order to experience their environment.

Hearing architect Hansel Bauman initiated the DeafSpace Project in 2005 with his Deaf Studies Department at Gallaudet University. He says that proximity, acoustics (vibration), lighting and shadow, colour and transparency are essential elements of the environment in Deaf space.

We live in a world made for people who hear. Watch a video How architecture changes for the Deaf.

What do you think of the ideas mentioned in the video?

Did you find this text interesting or surprising? Why (not)?

Part 4

Hand in your articles.

Display your work on the walls or online for everyone in class to see.

Read the articles and write down one question for each one. If there are a lot of articles, read a few, but make sure that every article is read.

When everyone has finished reading, sit down in a circle (or two circles) and have a discussion. Use the questions you wrote down to start a conversation.

Part 5

How to improve the space at our university for deaf people? Brainstorm ideas.

Think about hallways, doors, sound-deaflecting surfaces, lighting, colours, glass walls, etc.

If you google Deaf Space, you will find some good ideas.

Gather the ideas and make a proposal for the university's student council / unions.

Ask them to forward your ideas to the Dean of your faculty to take action.

The proposal can be made in the official language of the university.

Reflection activity

Continue writing in your Learning Log.

Make visual representation of the words you learnt in this Unit with the www.wordle.net/create

Make note on what you learnt from Wordle and reflect on this idea of learning.

Can you use any other online tools to help you learn on your own?

Date	What was the activity?	What was I expecting to learn?	What have I learned?

A learning strategy

When you record new vocabulary or phrases:

- Write them down
- Say them aloud
- Create sentences with them, mentally or in writing
- Try to use them in a conversation
- Discuss them with friends

Mentoring of learning – Small Group Week

After completing the Reflection activity, get together with up to 8-10 students from your class and attend a reflection session with your teacher.

It can be done in your first or second language. Use <https://context.reverso.net> if needed.

Learning sets

Work in the same groups of 3-4.

You need to meet together online, in your own time, and do the activity.

Activity

Create a Jeopardy Game, based on what you have learnt so far, for your class members.

Go to <https://jeopardylabs.com/>

Upload a link to Padlet for everyone.

Enjoy!

Unit 2

Theme: Cultural misunderstandings and miscommunications

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- describe what a misunderstanding is and its causes
- write a definition of a misunderstanding
- examine how word/stress intonation can change the meaning of words
- role-playing how people's perception can cause misunderstandings
- picture a misunderstanding or miscommunication in a form of a meme
- describe things / ideas from different perspectives
- reflect on the process of searching for information, reviewing and editing it
- plan and collaborate on a project
- write a script for your video
- record a video recreating a moment in history and the misunderstanding that caused the change in history
- focus on language form and communication
- reflect on your learning

Genre family: a plot synopsis

Assessment:

Formative assessment throughout the unit

Peer learning and peer assessment of the project idea

Project video assessment (peers and students from other classes)

Student reflection on their learning

Part 1

What is a misunderstanding? Think of a definition on your own.

Then write a definition in small groups. Check ideas.

What types of misunderstandings are there?

What causes misunderstandings? Exchange ideas.

Language barriers are the most common cause of misunderstandings.

Can the fact that someone is a foreign speaker cause misunderstandings?

What are your experiences?

Can accents and dialects cause misunderstandings, even in the same language?

In what way?

Use the expressions in the functional language box below to help you express your ideas more effectively.

Functional Language Box:

- How to clarify your idea:
- Let me explain that in more detail.
- As far as I'm concerned,
- In other words,
- To my mind
- It seems to me that
- To say this differently
- Let me put it in another way

Do you know what LOL means?

For some people it means Lots of Love and for the others Laugh Out Loud.

Can this cause misunderstandings?

Can word/stress intonation of words change the meaning of what we want to say?

Try to say 'Sweet'

- meaning 'very kind'

- talking about the taste
- as in 'that's cool!'

Does your word/stress intonation change?

Try to say 'Really'

- as in 'very'
- as a response of surprise
- as a response of disbelief

And now, does your word/stress intonation change?

What happens if we do the same with a sentence? Try saying the following sentences.

Try to say 'What did you say?'

- as in "I didn't hear you. Could you repeat that."
- as in "How dare you say that to me!"
- as in "No way! Really?"

Try to say 'Wait a minute.'

- as in "One moment, please."
- as in "Stop right there!"
- as in "Is that what I think it is?"

or more ideas check Using Voice to Convey Meaning.

How can our perception cause misunderstandings?

Share ideas.

In groups of four. Your task is to describe a mountain range.

Student A – your own perspective

Student B – a hiker's perspective

Student C – a big-city person's perspective

Student D – a photographer

Use any photo of a mountain range from the Internet as a prompt.

Now do a role-play in groups of five (A,B,C,D, E), where E is the listener.

Tell E about your trip to a mountain range from the picture.

Then, have a conversation about how different perspectives and per-

ceptions of the same situation could cause misunderstandings. Use the expressions in the functional language box below to help you express your ideas more effectively.

Functional Language Box:

giving opinions:

- The way I see it
- Well, I reckon (that)
- Personally speaking, I believe

agreeing:

- I (totally) agree with you.
- I feel the same.
- You're absolutely right.
- That's a good point.

disagreeing:

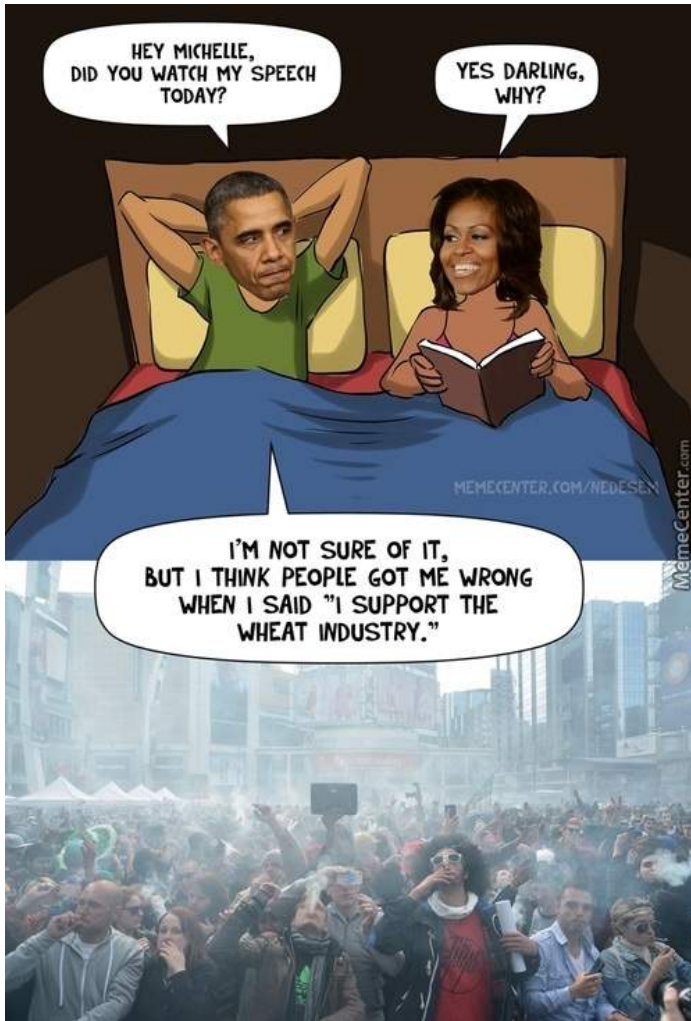
- I don't agree with you.
- That's not the way I see it.
- I don't think so.

partly agreeing:

- I see your point but
- I kind of agree with you.
- You make a good point, but

Misunderstandings are often pictured as memes, for example:





(source <https://www.memecenter.com/search/misunderstanding>)

Can you make your own meme picturing a misunderstanding or miscommunication?

Use <https://imgflip.com> to create your meme.

You may use your L1, L2 or L3 and English.

Part 2

Your task is to plan a project on Cultural Misunderstandings and Miscommunications.

The project will involve:

- planning,

- searching for information,
- combining information together,
- preparing a script for a video,
- making a video recreating a moment in history
- presenting the video in class

TASK 1

Work in groups of four.

Choose a historical event to work on.

Here are a few examples:

<https://hastyreader.com/misunderstanding/>

Pick one example. Tell the class, so that all groups have a different example.

TASK 2

You will search for information about the example in your L1, L2, or L3 and make notes, then in groups you will translate the information into English.

Where are you going to search for information?

How to do this effectively?

How will you divide work in your group?

Share your ideas and plan with the group.

Search for information. Combine it all together in English.

Ask the teacher for help with English if needed.

Part 3

Continue working on your project.

TASK 3

Think about how you are going to recreate the chosen moment in history in your video. Share ideas.

Write a script for your video. Use a dictionary if necessary.

Use the tips below to help you.

How to write a video script

1. Start with a brief. Focus on your goal. What is the video going to be about? Who is the audience of this video? What should the viewers learn from this video?
2. Use your brief to write an outline. It's time to start constructing a video script.
3. Introduce your topic at the beginning of your script. Try to hook your audience in the first few seconds of the video.
4. Start writing your script. It needs to be functional, and therefore simple. You need to write the script how you want the video subject to speak. A script is not only dialogue. Your video might require multiple shots, characters, scenes. Include all the information about the set.
5. Be as concise as you can. Shorter videos tend to be more successful than longer videos. If you want a short video, your script cannot be longer than two pages.
6. Do a rehearsal off-camera. Some words look great on paper, but when you say them they just don't sound right.

If you'd like more information on how to write a video script, [click here](#).

TASK 4

Record your video recreating the chosen moment in history and the misunderstanding that caused the change in history.

You may use <https://www.screencastify.com/> or <https://videolicious.com/> or <https://www.wevideo.com> to record, edit and share your video.

Part 4

Present your video to everyone in class.

After you play the video, you will have 2-3 minutes to share your project experience with everyone in class.

Reflect on the process of searching for information, putting it all together, writing the script and recording the video.

What did you learn? Did you plan well? Did you have fun?

What would you improve next time?

Afterwards everyone can ask a question about the project or the video. Upload all your videos on Padlet (or any other VLE you use) and give access to people from outside of your class to watch them and give feedback under the video post.

This is to find out if your message is clear to people from outside of our learning community and to see if you successfully communicated what you intended in your video.

Part 5

A revision activity.

STEP 1

Work in groups of four. Each group should have a number (e.g. 1-6).

STEP 2

Take about 10 blank cards and write your group number on one side of each card.

STEP 3

Write the words which were new to you in this Unit on the other side.

STEP 4

Put the words in an envelope with your group's number.

The words will be recycled in the next Units to see which group remembers the most words.

Remember:

You know a word, when you know...

- what it means
- how to say it
- how to spell it
- when and when not to use it (put it in context)
- the grammatical form of the word (collocation, preposition)

Online dictionaries can give you this information:

<https://www.wordreference.com/>

<https://dictionary.cambridge.org/>

<https://www.macmillandictionary.com/>

Reflection activity

Continue writing in your Learning Log. Finish the sentences below:

What words did I write on the cards to remember:

.....

.....

What techniques will I use to study at home:

.....

.....

Did you succeed in learning what you planned to learn? Why? Why not?

.....

.....

Mentoring of learning – Forum Discussion Group

After completing the Reflection activity, meet with your teacher on-line in small groups to discuss the achievement of your learning goals.

Learning sets

Work in the same groups of 3-4.

You need to meet together online, in your own time, and do the activity.

Activity

Start a group on Quizlet and add all of the vocabulary you wish to learn.

Then, practice the words and send 'challenges' to each other on Quizlet with your scores.

Try to learn with Quizlet daily.

Unit 3

Theme: Language and culture

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- reflect on how culture impact the way we think and speak English as a lingua franca
- explain how mindset, values, beliefs, attitudes, etc. determine how we communicate
- ask and give clarification
- deal with difficult questions
- follow a monologue in a presentation
- take notes using the Cornell's method
- prepare a presentation
- evaluate each others' and your own presentation with a given criteria
- focus on language form and communication
- advance your academic skills
- reflect on your learning

Genre family: note taking / a presentation

Assessment:

Formative assessment throughout the unit

Self and peer assessment at the end of the unit

Student reflection on their learning in Part 2 and 5

Scenario-based assessment of the course

Part 1

What do the quotes below mean to you? Discuss.

"He who knows no foreign languages knows nothing of his own."

Johan Wolfgang von Goethe

"A different language is a different vision of life." Federico Fellini

Use the expressions in the functional language box below to help you express your ideas more effectively.

Functional Language Box:

personal point of view

I'd say that

Personally, I think

It seems obvious that

general point of view

It is thought that

Some people say that

Everyone knows that

How does culture impact the way you think and speak English as a lingua franca?

What determines the way people communicate?

Share ideas.

It is said, that it is the hidden differences like the mindset, values, beliefs, attitudes, prejudices and preferences that also determine how we communicate.

Do you agree?

Would you add anything to the list?

Use the expressions in the functional language box below to help you express your ideas more effectively.

Functional Language Box:

agreeing

- I agree with that because ...
- That's a good point ..
- I feel the same.

disagreeing

- I'm afraid I disagree
- I don't think so.
- I don't feel the same.

Read the questions below and express your point of view.

1) What do you think might be important to take into consideration when two speakers of different languages communicate in English as a lingua franca (e.g. a Japanese with an Italian person)?

2) Do we need to share more than just language when we as foreigners speak English with other foreigners?

3) Do you agree with a statement that each culture and nationality will interpret English as a lingua franca from the perspective of their own language and thinking. Why? Why not?

Remember to ask for clarification if something is unclear. Use the phrases from the box below.

Functional Language Box

Asking for clarification:

- What do you mean by ?
- Could you say that again, please?
- I'm sorry! Was that ?
- Are you saying ?
- Excuse me. Did you say ?
- May I interrupt? Was that ?
- Pardon me. Did you say ?
- Could you give us an example?
- Could you be more specific?
- Could you speak a little slower / louder?

How to interrupt:

- Could I just say that
- Sorry to interrupt, but

- Let me get this right, so you think that

Saying it in another way:

- I'm not really sure
- I'm not really sure to be honest.
- Let me put it in another way
- How can I bet say this?
- Well, let me think about that.

Part 2

The teacher is going to present a topic of Language and Culture.

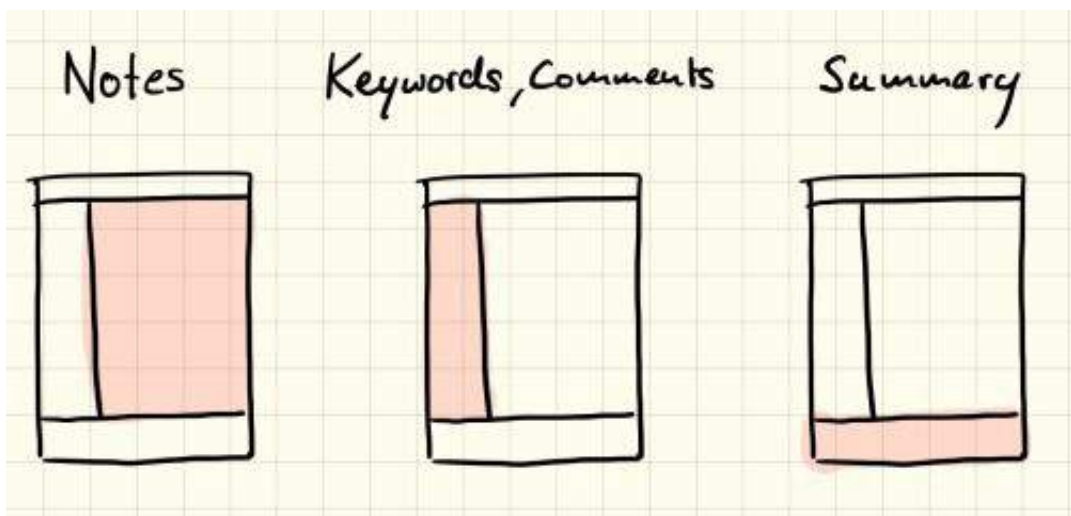
The presentation is available at Slideshare

Your task is to listen to the presentation and make notes. Use the Cornell's method to make notes.

The Cornell's method provides a simple format for note taking that helps you to take, organise, and review your notes.

Here's how to use it:

Divide the page in your notebook into four sections, as in the drawing below:



(source The Cornell's Method)

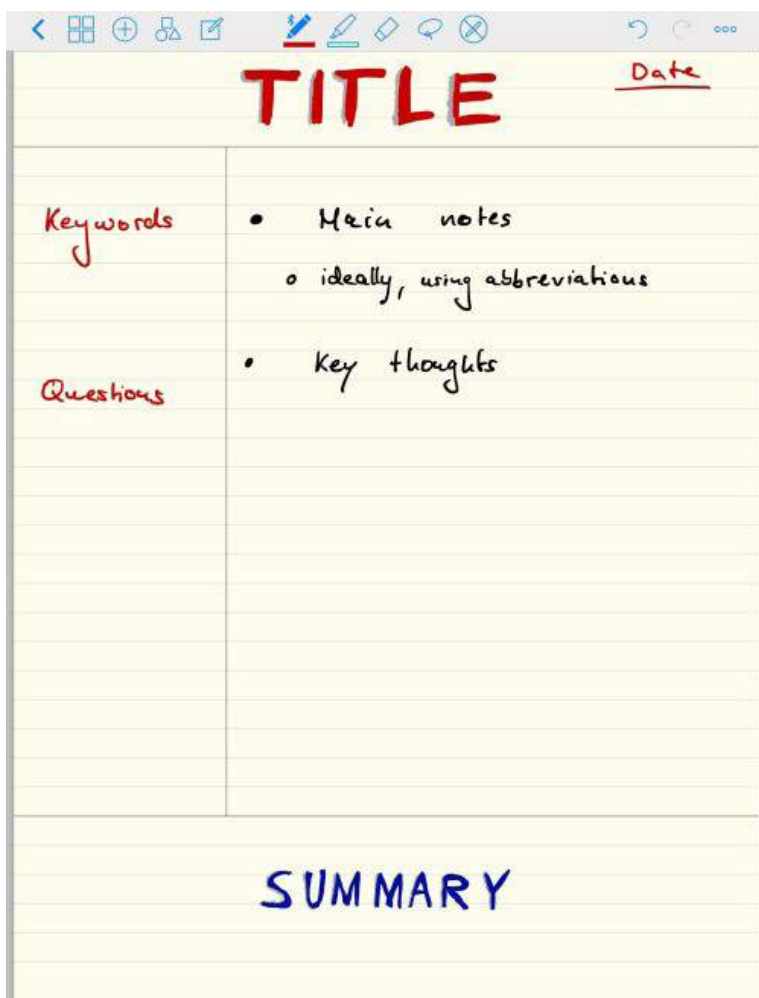
You will need two columns, and one area at the bottom of the page, and a small area at the top to write the title of a lecture or a presentation.

As you listen to the lecture / presentation, you will make notes in the note-taking column (the biggest one).

The smaller column on the left is for key words or questions about the notes that you might want to ask the teacher later.

You may write the key words and questions as you listen to the lecture or straight after.

When you review the notes part at home, write a brief summary of notes at the bottom.



(source The Cornell's Method)

The Cornell's Method is said to be perfect for exam preparation. You reflect on what you wrote down when you write the summary at the bottom at home.

Part 3

Your task is to prepare a presentation on your experience with languages and culture supported by the information from the presentation above.

You may decide to:

- just speak (with or without notes)
- to prepare a PowerPoint or a Prezzi presentation

It's up to you, but don't forget to think about the purpose of your presentation. Is it to inform, to entertain, to persuade or to inspire your audience?

If you decide to use power point then you may want to upload it to SlideShare.

A tutorial on how to do a presentation on the Google Cloud might also be useful: [Google Demo Slam: Epic Docs Animation](#)

A learning strategy

1. Ways to make your presentation successful. Make a bold claim.
2. Give them the unexpected to grab their attention.
3. Raise curiosity. When people are curious, we have their full attention.
4. Ask questions that cannot be answered with a simple yes or no but aim to plant a seed of an idea.
5. Tell a story. Stories are powerful. You may also end with a story.
6. Alternatively, you may end with a quote. Do not end with a question or an answer (It's not memorable!)

Now start planning your presentation.

You may use your L1, L2, or L3 while planning your presentation.

Collaborate with your colleagues in search for inspiration.

Part 4

Before you present your presentation:

1. Rehearse it, think about your timing, and to see if any editing is necessary.
2. Remember that the audience is there to listen to you and want you to do well.
3. Remember that everyone in class will have to present later in class and people are probably feeling just as nervous.
4. Try to speak slowly and clearly. When people are nervous, they tend to rush.
5. If you're very nervous, the following breathing technique might be useful: Sit down in an upright position and breathe in through your nose into your abdomen for four seconds. Breathe out through your nose for six seconds. Wait a few seconds before inhaling and repeating the cycle. Relax.

During the presentation remember to:

1. Introduce yourself.
2. Pay attention to the presentation.
3. Remember how important body language is. What you can do is to:
 - Smile at the audience, this will make you look more confident.
 - Make eye contact, this will help you engage with the audience.
 - Do not cross your arms.
 - Do not look down and read from your notes (you can look at them occasionally).
 - Keep your hands at your sides but use them occasionally to gesture.
4. Remember about your voice. Try to...
 - sound enthusiastic, not monotonous
 - speak loud and clearly
 - warm up your voice before a speech

Finish preparing your presentation.

Start your presentations.

Work in pairs (student A & B).

Student A will be taking notes using the Cornell's method (Notes and key words columns). Student B will provide written evaluations using the evaluation form below.

Student A will write a short answer to the question "Was the presentation easy to follow and make notes?" in the evaluation form below.

Student B should fill in the rest of the evaluation criteria while listening to the presentation.

First, student B should read the evaluation criteria below and make sure they are clear.

Student A and B can swap their roles after the first presentation.

Speaker's name			Date
STUDENT A			
Was the presentation easy to follow and make notes?			
STUDENT B			
Delivery	Excellent	Good	Needs Improvement
Introduction is clear and interesting	3	2	1
Related the topic to the audience	3	2	1
Communicated with enthusiasm	3	2	1
Eye contact	3	2	1
Voice	3	2	1
Presented visuals well	3	2	1
Seemed confident	3	2	1
Ended on a strong note	3	2	1
Body language	3	2	1
Content			
Clear thesis	3	2	1
Main points well-organised	3	2	1

Used supporting evidence and examples	3	2	1
Additional comments			

While everyone fills in the above evaluation questionnaire, the person who delivered the presentation fills in the following Self-reflection questions:

Answer the following questions after your presentation
1. How did I prepare for my presentation? Did I rehearse? Was it enough?
2. Did I need to adapt during the presentation? What did I do to adapt? Did it help? Why? Why not?
3. How do I want to prepare for my next presentation? What will I change? What will I keep?

At the end of class, all the evaluation questionnaires are given to the presenters to read the feedback at home and further reflect on their presentations.

Part 5

A revision activity (same as in the last Unit)

Work in groups of four. Each group should have a number (e.g. 1-6).

Take about 10 blank cards and write your group number on one side of each card and the new words from this Unit on the other side.

Put the words in an envelope with your group's number.

Then play a game where each person draws two cards from the envelope and has to write a sentence or two sentences using the words from the envelope.

The words will be recycled in the next Units to see which group remembers most words.

Reflection activity

Continue writing in your Learning Log. Finish the sentences below:

What I have learnt in Unit 4:

.....
.....

Did I do well?

.....
.....

What progress have I made?

.....
.....

What I wanted to learn but couldn't and need someone's advice:

.....
.....

Mentoring of learning - individual

After completing the Reflection activity, meet with your teacher online or in person to discuss how to help you achieve your learning goals.

Scenario-based assessment

Write two scenarios. One describing a valuable learning experience, and the other one a situation where you felt a course-related learning activity was not effective. (Haynes, Spence & Lenze, 2009). For each, make sure you include reasons why the activity was effective or ineffective. Follow the format below:

Student's name / Scenario Title / Scenario Goal – the objective of the activity or assignment / **Setting** –in class or outside of class / **Scenario Narrative** – what was it about / **Claims Analysis** – why the scenario was effective or ineffective as a learning opportunity. / Hand the scenarios to the teacher.

Unit 4

Theme: L1 interference with English

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- define negative and positive transfer from one language to another
- identify false-friends between languages
- do research on L1 interference with English or other languages
- conduct a workshop for other students
- self and peer-assess your workshops
- use skills for organising data, citing evidence, presenting findings to the class
- focus on language form and communication
- advance academic skills

Genre family: summarising ideas

Assessment:

Formative assessment throughout the unit

Self and peer assessment at the end of the unit

Student reflection on their learning

Part 1

How would you describe *errors* and *mistakes* in foreign language learning? What are they?

Can you give examples from your own language learning experience?

What are the differences between your L1 (native language) and English?

Share ideas.

Did you know?

- Some differences can cause so called, **negative transfer** from one language to another and cause confusion.
- Here are some examples:
- The English verbs *do* and *make* translate into one verb in Spanish *hacer*, and Spanish people often produce errors with the use of *do* and *make*.
- In German *Informationen* is the plural form of *Information*, but there is no plural form of *information* in English, but some German speakers say *informations* because of the L1 transfer.
- In German grammar there are no progressive tenses, e.g. *Wie lange wartest du?* How long do you wait?
- In Polish the sound 'th' does not exist and the words like *thanks*, *Thursday*, etc. are often mispronounced.
- In Polish *fart* (luck) - *fart*
- When forming sentences, Polish speakers often say *I very like apples*. Instead of *I like apples very much*. or *I really like apples*.

What are the similarities between your L1 (native language) and English?

Did you know?

Similarities between languages may cause so called **positive transfer** from one language to another, which should result in correct language use.

Here are some examples:

- In German some of the words are the same as in English and they mean the same thing: *name* – *name*, *bus* – *bus*, which makes things easier for German language speakers.
- In Polish *witamina* – *vitamin*, *absurd* – *absurd*, *dialekt* – *dialect*, *grejfrut* - *grapefruit*, *lider* – *leader*, *didżej* – *DJ*

However, some words look the same but have a different meaning. Such words are called **false friends**.

Here are some examples:

- In German such words are e.g. der Chef (boss) – chef, das Gift (poison) – gift, das Handy (mobile phone) – handy, also (so) – also.
- In Polish: ewentualnie (possibly) – eventually (at last), sympatyczny (friendly) – sympathetic (emphatic), facet (bloke) – facet (one part of a subject/situation), pies (dog) – pies (a type of food made with meat or fruit covered in pastry and baked)
- In French: Libraire (bookshop) – library, sensible (sensitive) – sensible (reasonable)
- In Italian: male (bad) – male (used to refer to boys / men), conveniente (good value) – convenient (near or easy to get to or use), educazione (good manners, upbringing) - education

Our prior knowledge of one language may result in making incorrect guesses about how the new language we're learning works.

Part 2

Your task is to research a chosen aspect of negative or positive language transfer.

You may choose any two languages. It doesn't have to be English.

When you finish your research, you will run a workshop for your classmates in class.

The workshop should not be longer than 10 to 20 minutes in total.

You may work individually or in groups of two or three.

Choose one aspect of language. Language transfer may affect grammar, vocabulary, pronunciation, spelling, or discourse markers.

Focus on your research skills.

A learning strategy

1. Consider carefully what information you want to search for. What you already know about your research topic and what you want to find out. The time spent on planning will lead to more effective research.

2. Brainstorm key words, synonyms and questions for your research. If you have a problem with thinking of the keywords, then write down five questions that you could ask and circle the keywords in them. Then you can look for synonyms for those key words for your search. You can use <https://www.thesaurus.com/> to search for the synonyms.
3. You may want to try Mindmapping while planning your research. You can use <https://bubbl.us/> to make a mind map online.
4. Don't overuse Google, try other sources.
5. Evaluate the information you find. Is it really what you need?
6. Read two or three articles on the same topic. Make a Ven diagram comparing the similarities and differences.
7. If you want to organise your data (save links, articles, videos, etc.) use <https://wakelet.com/>
8. Cite, otherwise it's plagiarism.
9. Try to put information in your own words, paraphrase and summarise what you read.
10. Think of using real-time evaluation tools during your workshop (be brief!). Here are some ideas [Click here to check](#)

Plan and do your research.

Prepare your workshop.

Part 3

First, two groups share their workshops with the class.

After each workshop fill in the assessment sheet below.

Group	Workshop title
Answer the questions below	
<p>1. What did you enjoy about the workshop?</p>	

2. Did you learn something useful?

3. Was the workshop well planned and structured?

4. Was the workshop engaging?

5. Did the workshop move along at a good pace?

6. Did the workshop help you to see the things you knew in a new light?

7. Were there opportunities for everyone to interact?

8. Was it delivered in a friendly and confident manner?

9. Were the quotes and citations done properly?

10. Were there any real-time evaluation tools used during the workshop?

While everyone fills in the above evaluation form, the people who delivered the workshop fill in the following Self-reflection questions:

Name	Date
Structure and content of workshop	
What worked well in this workshop and why?	
What did not work well and why?	
When did participants seem engaged? What were they doing? What were you doing?	
When did participants have difficulty with something? What were they doing? What were you doing?	
What would I do differently next time?	

Part 4

Two other groups do their workshops for the class.

After each workshop fill in the assessment sheet from Part 3 above.

While everyone fills in the above evaluation form, the people who delivered the workshop fill in the Self-reflection questions above from Part 3.

Part 5

Work in groups of four. Each group should have a number (e.g. 1-6).

Take about 10 blank cards and write your group number on one side of each card and the new words from this Unit on the other side.

Put the words in an envelope with your group's number. Then play a game where each person draws three cards from the envelope and has to write a short story using the words.

The words will be recycled in the next Units to see which group remembers most words.

Reflection activity

Continue writing in your Learning Log. Finish the sentences below

What words do I want to learn from this Unit:

.....

.....

Did you succeed in learning what you planned to learn? Why? Why not?

.....

.....

What strategies will I use to learn this time:

I will write a definition of a work using my own words

write the synonyms and antonyms of the words I want to learn

use the new words to describe familiar situations

Date	What was the activity?	What was I expecting to learn?	What have I learned?

Mentoring of learning – in the lesson

After completing the Reflection activity; altogether, discuss the achievement of your learning goals.

Evaluate and plan your learning – what learning strategies do you use to improve your language learning?

Try to evaluate the effectiveness of the learning strategies you used and think how you could change them.

Learning sets

Work in the same groups of 3-4.

You need to meet together online, in your own time, and do the activity.

Activity

Go back to the false friends you wrote down in this Unit. Prepare a list.

Go to <https://www.thesaurus.com> and find synonyms for those false friends.

Extend your vocabulary and start using words that mean the same but are not false friends with another language you know.

Add the synonyms to your Quizlet. Send 'challenges' to each other on Quizlet with your scores. Try to learn with Quizlet daily.

Unit 5

Theme: Words, words, words

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- reflect on ways of language learning
- find specific information in a video
- deconstruct a video and write an essay
- communicate successfully and get your ideas across
- describe a chosen idea
- self-assess and edit your essay while writing
- peer-assess each other's essays
- draw conclusions from the two assessments above and rewrite your essay
- focus on language form and communication
- advance academic skills

Genre family: a descriptive essay

Assessment:

Formative assessment throughout the unit

Self and peer assessment in Part 4

Student reflection on their learning in Part 5

Scenario-based assessment of the course

Part 1

How do you learn languages?

Do you know anyone who has a particular way of learning a language?

What advice would you give to someone starting to learn English or any other language?

Use the expressions in the functional language box below to help you express your ideas more effectively.

Functional Language Box:

- I (strongly) advise you (not) to
- I have two pieces of advice for you about
- Make sure you
- Watch out for
- Whatever you do, don't

How do you understand the question: "Our history lives in the words we speak."

Think about your native language and other languages you speak.

Share ideas.

Do you ever wonder why it is that in the English language two synonymous words may have a different connotation and be used in different situations even though they mean the same thing?

Share ideas.

Watch a video from TED Ed How did English evolve? to find out.

You can watch this video with the subtitles.

Do not worry if you don't understand every word.

Try to get a general idea of what is being said.

What did you find out? What caught your attention?

Make notes individually. Then share ideas.

Now watch it again, this time pay attention to:

- how the video starts and ends
- is there a hook at the beginning?
- how many arguments or evidence is presented?
- how much time is spent supporting each point?
- how does it end?
- what is a summary? a fun fact?

Make notes.

When you finish, share ideas.

Part 2

Your task is to deconstruct a video and then write a descriptive essay on a chosen topic related to the video.

You may choose a video from the list below. You can watch it with the subtitles.

The video from TED Talk The secrets of learning a new language -Lýdia Machová

The video from TED Ed How to decode a lost language

The video from TED Ed Why parrots can talk like humans

The video from TED Ed Where do new words come from?

The video from TED Ed Harry Potter and the translator's nightmare

While deconstructing the video, take notes on:

- how the video starts and ends
- is there a hook at the beginning?
- what is the thesis?
- how many arguments or evidence are presented?
- how much time is spent supporting each point?
- how does it end?
- what is a summary of the video? a fun fact?

Part 3

Plan your essay.

A learning strategy

- Think of what question you are going to answer in your essay.
- Spend some time brainstorming ideas.
- Write down your thoughts on the subject, under each idea/ thought write down key points to support your argument.

- List words and phrases that you might need.
- Note down the main points you should include to answer the question.

Your essay should have:

- An introduction
- Body Paragraph 1: Topic sentence (idea/argument), Evidence / elaboration / examples, Why is this point important?
- Body Paragraph 2: Topic sentence (idea/argument), Evidence / elaboration / examples, Why is this point important?
- Body Paragraph 3: Topic sentence (idea/argument), Evidence / elaboration / examples, Why is this point important?
- Body Paragraph 4: Topic sentence (idea/argument), Evidence / elaboration / examples, Why is this point important?
- Conclusion
- Summarise your arguments and evidence, and then show how they answer the original question: References and citations

Write a draft of your essay.

A learning strategy

Read it and edit it every day before submission.

Revise sentences. Make sure they mean what you intend them to mean.

Check linking words.

They help a reader to follow the sequence of ideas.

Check punctuation and spelling, you may use <https://app.grammarly.com>

Also get feedback from a friend.

Part 4

Look at your essay and answer the questions below.

Have I answered the question clearly?
Does the argument make sense?
Is the evidence relevant and does it support the argument?
Have I used a referencing style?
Have I followed all instructions and guidelines for this assignment?
Any other comments

Now hand the essay to a colleague in class.

Everyone should have an essay to read.

Read the essay and answer the questions below.

Has the author clearly answered the question?
Does the argument make sense?
Is the evidence relevant and does it support the argument?
Has the author used a referencing style?
Has the author followed all instructions and guidelines for this assignment?
Any other comments

Then the comments go to the author of the text and s/he should compare them with their own reflection and highlight the differences. You can discuss the differences in opinion in order to learn from one another.

Part 5

Work in the same groups of four as in the last lessons. Take the words from the envelope for each team and place them face down on the desk.

One student from the first team takes the 'hot seat'.

This student then has one minute to explain as many words to their team as possible without saying the words or any part of them.

The teacher keeps a score of how many words the team correctly guesses.

Then, a student from the next team takes the hot seat and the game continuous.

Which group remembers most words from Module 2?

Reflection activity

Continue writing in your Learning Log. Finish the sentences below

You can make your own vocabulary sets on Quizlet and send 'challenges' to each other on Quizlet with your scores. Have you used Quizlet daily?

.....

Have you started using the <https://writeandimprove.com/> Cambridge English free tool to improve your writing? You will get feedback and be able to make changes in your writing in no time.

What I have learnt in Unit 5 and what I did well:

.....

.....

What I worked on at home (daily):

.....

.....

What I changed about my learning:

.....

.....

Add any other ideas:

.....

.....

Mentoring of learning – Forum Discussion Group

After completing the Reflection activity, meet with your teacher on-line in small groups to discuss the achievement of your learning goals.

Scenario-based assessment

Write two scenarios. One describing a valuable learning experience, and the other one a situation where you felt a course-related learning activity was not effective. (Haynes, Spence & Lenze, 2009). For each, make sure you include reasons why the activity was effective or ineffective. Follow the format below:

Student's name / Scenario Title / Scenario Goal – the objective of the activity or assignment / **Setting** –in class or outside of class / **Scenario Narrative** – what was it about / **Claims Analysis** – why the scenario was effective or ineffective as a learning opportunity. / Hand the scenarios to the teacher.

Learning sets

Work in the same groups of 3-4.

You need to meet together online, in your own time, and do the activity.

Activity

Get together, log in to Write&Improve <https://writeandimprove.com/>. One person should share a screen for everyone to see. Choose a topic to write on and write together. Then check the suggestions and changes from Write&Improve.

Module 3 – Level B2 CEFR

Unit 1

Theme: Global activist campaigns and events

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- explain the role of activists in today's world
- discuss some of the global problems, their roots, and possible solutions
- define an editorial in a newspaper
- find out information about an event / campaign
- explain a problem and think of a campaign
- take part in a discussion to demonstrate awareness of different organisations' motives
- start writing a class newspaper (the editorial)
- express your opinions about the editorials
- organise a campaign or an (awareness raising) event at your university
- focus on language form and communication
- advance academic skills

Genre family: empathy writing – an editorial

Assessment:

Formative assessment throughout the unit

Self and peer assessment in Part 3 and 4

Student reflection on their learning in Part 5

Part 1

What do you think about the quote below?

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." Margaret Mead

Share ideas.

Why do activists around the world do what they do?

What is their purpose?

Share ideas.

Use the expressions in the functional language box below to help you express your ideas more effectively.

Functional Language Box:

Some activists try to persuade people to

They all want to

Activists speak up when others

Activists engage in

They are fighting for

What global or local problems are you concerned about?

Is there anything that has caused you to be angry or frustrated recently?

To brainstorm ideas, draw a tree where the leaves are the problems (write them there), the roots are the historical, social or economic root causes of these problems (write them there), and the tree trunk represents the structures, practices, and policies institutionalizing the problems (write them there).

Prepare your tree. Talk about your tree with a partner. Exchange ideas.

Can you think of solutions to these problems?

Use the expressions in the functional language box below to help you express your ideas more effectively.

Functional Language Box:

Why is this such a big problem for you?

I think the best solution is / would be to

The problem is that

How exactly would you like to

This is a very serious problem. Finding a solution won't be easy.

Are there any problems at our university that you see and would like to address?

Remember that you may speak openly and without any fear about problems or issues that you feel need to be discussed or addressed.

Think for a moment and share your ideas with others.

Part 2

Your task in this Module will be to start writing a class newspaper that will be available online (e.g. on <https://www.blogger.com>) for the student community at our university.

The newspaper may include:

- news
- editorials
- announcements
- interviews
- reviews
- video news
- puzzles
- comic strips
- classifieds

We're going to start with an editorial today.

What is an editorial?

Brainstorm ideas.

Here is a definition of an editorial: It is a short essay that shares an individual's opinion on a current event or social issue. The goal is to

persuade the reader to consider your perspective and change their opinion. Editorials often focus on controversial issues with different viewpoints.

Source and more information [What is an editorial and how to write one](#)

Watch a video on what an editorial is.

What kinds of editorials are mentioned in the video?

What does he mean by saying:

“Everyone is entitled to their own opinion. You’re not entitled to your own facts.”

“Every writer needs an editor.”

Share ideas.

Parts of an editorial:

Introduction – to build reader’s interest and give an overview of the issue; pick a hook that attracts readers’ attention.

Argument – to present your opinion with the reasons why the audience should agree with you.

Evidence – to support your argument with facts, research and anecdotes.

Counterargument – to establish credibility by presenting a fair review of the perspectives.

Refutation – to explain why the counterargument is not accurate or relevant.

Conclusion – to summarise your point of view and remind the reader why they should care about this issue; provide a solution to a problem.

You can have more than two arguments, but remember to leave the strongest one until the end.

Source and more information [What is an editorial and how to write one](#)

Language used in editorials

Make use of repetition of the same word or phrase

Use a lot of literary devices

Use a rhetorical question to get reader's attention

Predict the outcome of the situation

Use language that appeals to the senses (anger, pity, joy, etc.)

Make a strong closing

Our topic is Global Activist Campaigns and Events.

Your task is to:

- decide what campaign or event you want to write about
- research your topic
- think of a good title
- create an outline
- start to write
- finish with a quote or a question
- proofread
- write up to 500 words

The topic must be up to date and relevant to your audience. You may do your research in your L1, L2 or L3.

You may also check more information on What is an editorial and how to write one

Part 3

Start planning your editorial now. You can work individually or in pairs.

Decide what to write about.

Find out about an event or a campaign:

- Why was it created?
- Who organises it?
- What is the goal?
- What are their motives?
- Why should anyone get involved?
- How long does it last?

- Where is it? (location)
- What difficulties does it face?

You may use your L1, L2 or L3 to search for information.

Before you draft an outline, ask if anyone else in class is working on the same topic.

You may exchange ideas as you work on your editorials.

Create a draft outline. Discuss your ideas with your class mates and the teacher.

Write your editorial at home and upload it to your Padlet before the next class.

Everyone should read the editorials before the next class (Part 4) and comment under each post.

Be prepared to defend your editorial. Explain why you said what you had to say.

Part 4

Start your newspaper online, e.g. using <https://www.blogger.com>

Create an online page for Editorials.

Decide which ones you are going to upload.

Remember to use appropriate language to express your opinions. You will find some ideas in the functional language box below.

Functional language box:

In my opinion From my point of view

From my point of view

The way I see it

I (honestly) think that

Do you know what I mean?

What are your thoughts on that?

Don't you think that

Additionally, you may also think about including reprints of editorials in your L1, L2 or L3 in your newspaper for a wider audience and also

for people learning / speaking other languages at your university.
Make your newspaper online available to other students from your university or people from your local community.

Part 5

Let us go back to the initial question: Are there any problems at our university that you would like to address?

Has anything changed in your thinking after doing the research and writing the editorial?

Would you like to address any issues now or perhaps in the near future and organise a campaign, or an awareness raising event at our university?

If so, you might find the Youth Activist Toolkit useful.

Share ideas. Plan your event!

Reflection activity

Continue writing in your Learning Log. Finish the sentences below

What words did I write on Quizlet to remember:

.....
.....

What techniques will I use to study at home:

.....
.....

Did you succeed in learning what you planned to learn? Why? Why not

.....
.....

Date	What was the activity?	What was I expecting to learn?	What have I learned?

Mentoring of learning – Small Group Week

After completing the Reflection activity, get together with up to 8-10 students from your class and attend a reflection session with your teacher.

It can be done in your first or second language.

Use <https://context.reverso.net> if needed.

Learning sets

Work in the same groups of 3-4.

You need to meet together online, in your own time, and do the activity.

Activity

Improve your reading skills. Use the British Council's website for more practice.

Choose one text and do the activities. As you read, try to record new words on Quizlet. Send 'challenges' to each other on Quizlet with your scores.

Then write a short paragraph on how you could adapt the text you've chosen into an editorial. What would you write about? The teacher will mark your writing.

Unit 2

Theme: Student communities

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- discuss the importance of student collaboration
- comparing student clubs and societies
- give a detailed description based on an interview or write a report based on your research
- explain your viewpoint (advantages and disadvantages)
- think of and start a new club, a society or a community at your university
- continue writing a class newspaper
- focus on language form and communication

Genre family: a report or an interview

Assessment:

Formative assessment throughout the unit

Self and peer assessment in Part 3 and 4

Student reflection on their learning in Part 5

Part 1

Have you ever thought of making a difference to your community?

Perhaps you thought of organising a charitable event at the university? If yes, what kind?

What do you think of the following quote?

"Success isn't about how much money you make. It's about the difference you make in people's lives." Michelle Obama (2012)

Why is collaboration amongst university students important?

Can university societies / communities help people outside of the university?

If yes, in what way?

Do you belong to any of the student communities, clubs or students' union at our university?

Would you like to suggest any clubs / societies / communities that you would like to co-create? e.g. Youth for Peace, a sports club, a theatre, an animal lovers' club, or maybe a choir? Or perhaps becoming a mentor for a child with for example, learning difficulties in your area? Share ideas.

Part 2

Check out these Student Clubs and Societies

Choose one, read about it and prepare to present its main features.

Think of:

- What do students do at their club meeting?
- What is it about?
- What are the advantages and disadvantages?
- Who should join?

Read and present in small groups. Then tell everyone about the most interesting clubs or societies you learned about.

Use the expressions in the functional language box below to help you express your ideas more effectively.

Functional language box:

- The greatest (dis)advantage is
- I think that the upside / downside is that
- The negative / positive aspect of this is
- There are more pros than cons
- What is more
- Overall

Part 3

Your task is to either:

- interview a student who is a member of a club or a society at our university and write it down as an interview explaining the person's viewpoint, or
- write a report on the advantages or disadvantages of being a member of a club / society / community at the university.

You may use your L1, L2 or L3 to interview someone or to search for information for the report.

To interview someone:

- Think of whom you're going to interview.
- Write down your questions (make them interesting).
- During the interview, stay calm and confident.
- Edit your notes or the recording of the interview.
- Write a script in the form of an interview.

To write a report:

- Think of who your audience is.
- Remember that it is a formal paper.
- It has to be concise and well-organised.
- Use bullet-points and headings.

Your report should include:

- An introduction (The purpose of the report).
- Subheading 1 (Give the relevant facts).
- Subheading 2 (Give the relevant facts).
- Subheading 3 (Give the relevant facts).
- Conclusion (Make your recommendations).

Decide what you're going to do and plan your work.

Do the interview or write the report before the next class.

Check your text with e.g. <https://app.grammarly.com>

Upload your interviews and reports on a platform you use e.g. Padlet for all your colleagues to read.

Read your class mates' written work and then comment below the posts.

Part 4

Choose the best interviews and reports for your online newspaper. Upload them to your blog under the section 'Student clubs and communities'.

Additionally, you may also think about including reprints of reports in your L1, L2 or L3 in your newspaper for a wider audience and also people learning / speaking other languages at your university.

Work in groups of six. Think of a new club, a society or a community that could be started at our university.

Think of the concept. Who is it for?

What is the aim of the group?

How often would you like to meet?

Will you have a Facebook or Instagram account?

How to join?

Will there be a membership fee?

Present your proposals. Share ideas.

Discuss ideas worth bringing to life to make a change at your University.

Advertise your idea in your newspaper online, on social media and put some posters up!

Make it happen!

Part 5

Work in pairs. Make a list of five words you noted down in this lesson.

Go to <https://www.wordhippo.com/> and find a synonym, antonym, and simply another word for each one that you chose.

Make notes.

Share with another pair.

Reflection activity

Continue writing in your Learning Log. Finish the sentences below:

What words do I want to learn from this Unit:

.....

.....

Did you succeed in learning what you planned to learn? Why? Why not?

.....

.....

What strategies will I use to learn this time:

.....

.....

Mentoring of learning – Forum Discussion Group

After completing the Reflection activity, meet with your teacher on-line in small groups to discuss the achievement of your learning goals.

Learning sets

Work in the same groups of 3-4.

You need to meet together online, in your own time, and do the activity.

Activity

To improve your listening skills you might want to use Free English Lessons Online. They are on all levels of English language skills.

Go to the timeline of Martin Luther King Jr's life events and put them in order. Then do the listening about Martin Luther King, Jr. and the activities, do the punctuation practice and finally read the text about him.

As you read, try to record new words on Quizlet. Send 'challenges' to each other on Quizlet with your scores.

Write a role-play of an interview with Martin Luther King Jr. The teacher will mark your work.

Unit 3

Theme: Volunteering

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- reflect on the idea of volunteering
- discuss important matters (to agree / disagree and express opinions)
- read a text and present ideas
- peer-assess a discussion (a fishbowl discussion)
- use phrases to keep the conversation going
- develop other people's ideas, pose questions, invite reactions from different perspectives
- use a website to find specific information
- organise a volunteering activity at your university
- continue developing a class newspaper (write announcements)
- focus on language form and communication

Genre family: an announcement

Assessment:

Formative assessment throughout the unit

Self and peer assessment in Part 5

Student reflection on their learning in Part 5

Scenario-based assessment of the course

Part 1

The Greek philosopher Aristotle once said that the essence of life is "to serve others and do good."

Do you agree with this statement?

What is volunteering? Is it important?

Share ideas.

Now use the following words to answer the same question: to help, people in need, community (work), local communities, charities, organisations, (become) a volunteer, to volunteer, volunteering (programs / within your community / abroad / opportunity), to make a difference, to offer to do something, a donation, community members

What are the benefits of a person volunteering abroad for those receiving the help?

Compare in a remote country and in your local community.

Share ideas.

Use the expressions in the functional language box below to help you express your ideas more effectively.

Functional Language Box:

- Both of them
- If we think
- Regarding
- Both of these situations
- One way in which
- At the same time
- Unlike
- Despite the fact that

Why do you think volunteering is important for people's mental health?

Share ideas.

Can volunteering give people a sense of purpose?

Is volunteering important for your career?

Use the expressions in the functional language box below to help you express your ideas more effectively.

Functional Language Box:

- As far as I know
- As I see it

- Everybody knows that
- I am sure / certain that
- I might be wrong but

Have you ever volunteered? If yes, what did you do? How did it feel?

Part 2

Work in groups of four.

Every group needs to pick a different text from below.

If there are more than three groups, then some of the groups will have the same texts.

TEXT A

Karen Daly's life changed when she volunteered abroad with animals with an organization called Comunidad Inti Wara Yassi (CIWY). She went to Bolivia for a month, but then stayed for six months. She keeps going back to CIWY, and in fact she has been volunteering with the charity for 8 years now!

Read the full interview [here](#).

TEXT B

Seth and Vanessa met on a Mercy Ship, the international hospital ship charity. The ship's crew is made of 450 volunteers from over 40 countries. They got engaged on the ship. Now, they are making plans for their wedding.

Read the full interview [here](#).

TEXT C

Jacqui who suffers from a mental illness says that volunteering and becoming a puppy parent has saved her life. She volunteers for the charity Canine Partners, an organisation that trains dogs to help people with physical disabilities.

Read the full story [here](#).

Read your texts (including the full story).

Discuss what you read in your groups. Make notes. Prepare to speak about it.

Pick one person from your group to represent you.

You're going to do a fishbowl discussion.

Four people who represent their groups sit down in a semi-circle in front of the class and start presenting and discussing what they read.

People in a fishbowl should:

- ask questions to each other,
- be attentive when listening (check out the phrases below)
- add comments, and new information to what someone says,
- add comments referring to their personal experience,
- it cannot be a monologue.

Try to use some of the expressions from the functional language box below.

Functional language box:

Attentive listening:

- Really?
- Do you mean ?
- It sounds like
- You're kidding!
- Let's pause to make sure we're on the same page.
- Let me make sure I've got this right.
- I've noticed that

People listening to the discussion should tick the right columns in the grid below for every person in the fishbowl:

Student's name	Made specific reference to the text	Continued someone's thought	Added new information	Attentive listening

Do the fishbowl discussion.

When you finish, the people who were observing should give feedback.

Have a short discussion about the effectiveness of the discussion.

What would you improve next time?

Part 3

Go to the website Volunteer World and check out volunteer opportunities around the world!

In small groups answer the following questions:

Which volunteer opportunities appeal to you the most?

Where would you like to go? Why?

Where would you definitely not go? Why?

What would you like to do?

Is there something you would never do? Why?

Read the testimonials on the website and pick the volunteering program. Talk about the opinions of people who have already participated in a volunteering program.

Is there anything that surprised you? Why?

Share ideas.

Part 4

Continue writing your class newspaper.

Your task is to think of a volunteering activity you could organise at your university for a special cause and write an announcement or two (depending on how many activities you decide to organise).

You may also consider organising an event at our University of the Third Age or a European Day of Languages (26th of September, <https://edl.ecml.at/>).

Work in groups of five. First, decide on the event that you could organise and its cause.

- Then plan your volunteering event.
- Think about:
 - Who will organise it?
 - Will you need to recruit more volunteers?
 - What you will need.
 - List all activities.
 - Set tasks to group members.
 - How you will advertise it and invite people to come.
 - What aim do you want to achieve?
 - When do you want to organise it for? (check the university schedule)
 - Do you want to use online tools to get people registered etc. You may want to use <https://signup.com/>

Plan your event.

Part 5

Share your ideas. What events have you planned? What do they involve? Choose one, two or three events that you would actually like to organise at the university.

Think of the logistics and make a final plan.

Then, write a newspaper announcement for university students.

It will be uploaded on your blog in both English and in the official language of the university.

How to write an announcement:

- Write a nice text of invitation, e.g.
- *We are very pleased to inform you that we are organising a event for It would be fantastic if you could join us!*
- *The event is on and the venue is etc.*
- Remember to put the information about the location, date, and time.
- Add the link for registration.
- Add contact info (provide different form of communication).
- Post it on social media and on our blog.
- You can create an event on Facebook.

Write the announcement(s).

Give them to a class mate and the teacher to proofread.

Upload them to your newspaper blog.

Make the blog visible for all university students and the local community.

Share the link on social media, etc.

Additionally, think if there are any events organised in your area at the present time and add them to the newspaper blog and include information in the original language.

Reflection activity

Continue writing in your Learning Log. Finish the sentences below

What I have learnt in Unit 3 and what I did well:

.....

.....

What I worked on at home (daily):

.....

.....

What I changed about my learning:

.....

.....

Add any other ideas:

.....

.....

Mentoring of learning - individual

After completing the Reflection activity, meet with your teacher on-line or in person to discuss how to help you achieve your learning goals.

Scenario-based assessment

Write two scenarios. One describing a valuable learning experience, and the other one a situation where you felt a course-related learning activity was not effective. (Haynes, Spence & Lenze, 2009). For each, make sure you include reasons why the activity was effective or ineffective. Follow the format below:

Student's name / Scenario Title / Scenario Goal – the objective of the activity or assignment / **Setting** –in class or outside of class / **Scenario Narrative** – what was it about / **Claims Analysis** – why the scenario was effective or ineffective as a learning opportunity. / Hand the scenarios to the teacher.

Learning sets

Work in the same groups of 3-4.

You need to meet together online, in your own time, and do the activity.

Activity

Go to TED Ed and watch a video about 'What are the universal human rights?'

Do the 'Think' activity together. Then 'Dig Deeper' and check out some of the websites suggested and write a short paragraph together. Your topic is 'What human rights mean to us.' Your teacher will read and mark your writing.

Unit 4

Theme: Society matters

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space

You will be able to:

- discuss current world news
- justify your choices and seek clarification
- collaborate in a group on a project
- work collaboratively with people from different backgrounds
- plan and make a news report video based on World News
- peer-assess your news report videos
- continue developing a class newspaper
- focus on language form and communication
- reflect on your learning

Genre family: a news video script

Assessment:

Formative assessment throughout the unit

Self and peer assessment in Part 4

Student reflection on their learning in Part 5

Part 1

Do you usually watch the news? Where? On the TV? iPad? Mobile?

What do you watch? Or, why don't you watch the news?

Share ideas.

Look at the News in Levels and pick one. Work in pairs.

You will see that each news article is on three levels of English. You can explore all the levels for the news you pick.

First, only listen to the news. Do not look at the text.

Then, listen and follow the text.

Talk about the news in pairs. What do you remember from the text?

What do you think / How do you feel about what you read?

Then, join another pair of students and exchange ideas on the news you read and discussed.

Remember to ask for clarification if something is unclear.

Functional language

Asking for clarification:

- What do you mean by ?
- Could you say that again, please?
- I'm sorry! Was that ?
- Are you saying ?
- Excuse me. Did you say ?
- May I interrupt? Was that ?
- Pardon me. Did you say ?
- Could you give us an example?
- Could you be more specific?
- Could you speak a little slower / louder?

How to clarify your idea:

Let me explain that in more detail.

- In other words,
- To say this differently
- Let me put it another way

Dealing with difficult questions:

- I'm not really sure
- I'm not really sure to be honest.
- I'll have to get back to you on that one.
- Well, let me think about that.
- That's a very interesting question.

Part 2

Work in pairs. Your task is to prepare a news report video based on current world news.

Read the instructions below.

How to prepare a news report:

- Decide on the topic, watch current news to pick and follow a topic.
- If it's local news, go to the place and write down everything you see and everything that takes place, record and make notes.
- Conduct interviews (if the story is controversial make sure to get both sides of the story).
- Record an interview (perhaps someone will want to be in your news report video; get the full names of the people that you interview).

How to make a news video:

- Work in pairs, one person will be the cameraperson and the other, the reporter. Both of you will contribute to newsgathering, scriptwriting and editing.
- Set up meeting times outside of class.
- Tell a story in a few minutes (3-4 min maximum).
- Use pictures and sound.
- Remember your 5 *Ws*. Think about.. *What* is the story? *Why* is it important? *Who* is involved? *Where* is the story happening? *When*? Has the story already happened or is about to happen?
- Provide facts, not opinions.
- Write a good, easy to follow script (one idea per sentence, limit to about 15 sentences, use simpler words, cut down on adjectives and adverbs, use the present tense, use the active voice, not the passive).
- Use conversational style language- write the way you talk, but don't use slang, colloquialisms or incorrect grammar.
- Record the video in a friendly but professional manner.

Filming:

- You can be in the video telling the story, or, you can voice-over some pictures or a video.
- Decide what visuals will complement your script.
- Create a storyboard – e.g. start by dividing your page in half, and on the left, use paragraphs to write your story and then on the right, illustrate your words with pictures. Imagine your storyboard is what the viewer would see and hear. Google ‘news storyboards’ to get some examples.
- Match the content of your video to the content of your audio.

How to film:

- Check out Poynter Videolicious Demo or We Video
- If you use Twitter, you might want to check Periscope TV
- You may also use YouTube editor and Creator or Adobe Spark.

Learn how to use the (online) tools for filming.

Part 3

Plan your work according to the instructions above.

Start searching for and watching the news.

You could follow:

- Euro News
- United Nations News
- DW News
- ABC News
- or any other local news in your L1, L2 or L3.

Continue on working on your news report video outside of class in your pairs and when you finish, upload it online onto Padlet.

Part 4

Together, watch the news report videos you've prepared.

Assess them according to the following criteria:

Does the news report follow a current news topic?
Does it include the 5 Ws?
Is it up to 4 minutes long?
Are the use of sound and pictures appropriate?
Is it easy to follow?
Does it provide facts and opinions?
Is it well filmed?
Is the news reporter friendly and professional?
Is all of the vocabulary, phrases and grammar correct and appropriate?
Other comments

Talk about the news report videos you've prepared.

Give each other feedback.

What advice would you give to someone making a news report video?

Choose a couple of news reports to upload to your newspaper website.

Additionally, you may also think about including other original news reports that you have come across in your L1, L2 or L3 in your newspaper for a wider audience, and also for people who are learning / speaking other languages at your University.

Part 5

Write down (on a piece of paper) five words that were new to you this Unit.

Then hand the paper over to the person sitting five chairs away from you.

Everybody should have a piece of paper with five words on it passed to them from someone else.

The task is to write five sentences with these words and then to pass them to the person who wrote them down initially to check if they are correct.

The teacher will help you with this task.

Reflection activity

Continue writing in your Learning Log. Finish the sentences below:

What words did I write on Quizlet to remember:

.....
.....

What techniques will I use to study at home:

.....
.....

Did you succeed in learning what you planned to learn? Why? Why not?

.....
.....

Date	What was the activity?	What was I expecting to learn?	What have I learned?

Mentoring of learning – in the lesson

After completing the Reflection activity, discuss all together the achievement of your learning goals. What would you like to work more on? How could the learning during and outside of your lessons be adapted / planned more efficiently?

Evaluate and plan your learning – what learning strategies do you use to improve your language learning?

Learning sets

Work in the same groups of 3-4.

You need to meet together online, in your own time, and do the activity.

Activity

Think of vocabulary or phrases that you want to remember. Make notes.

Then use the Visual Thesaurus to create a mindmap that will ass synonyms to your words and help you remember them better. Share your mind maps with other groups in class.

Unit 5

Theme: Community matters

Aims:

To build on students' plurilingual repertoire

To facilitate pluricultural space.

You will be able to:

- reflect on the role of communities
- objectively discuss a balance of information, and opinions about your or other communities
- compare and contrast
- express opinions and judgment
- introduce evidence
- reach conclusions
- join a community event in your local area
- write a review
- peer-assess your reviews
- complete the class newspaper
- focus on language form and communication

Genre family: a review

Assessment:

Formative assessment throughout the unit

Self and peer assessment at the end of the unit

Student reflection on their learning

Scenario-based assessment

Part 1

What does community mean to you?

Is the concept of community still relevant today?

What does being part of a community really mean?

Why do people want to belong to a community?

Is it possible to engage in community matters online?

What is the difference between online and face to face engagement?

Share ideas.

Are you a part of any community? Why? Why not?

Share your experiences.

When you think about your community, what do you see?

Do you see a place that you can turn to for support and guidance?

What are some events that communities could organise?

Share ideas.

What do you think of the following ideas?

- a street party
- a film screening
- a pub quiz
- a swap shop
- an arts & crafts festival
- a themed day (e.g. a book day)
- a performance
- a bonfire night
- a marathon
- a food festival

Would it be possible to organise them in your area?

Compare and contrast the above ideas with the place where you live.

Use the expressions in the functional language box below to help you express your ideas more effectively.

Functional language box:

Comparing

- also
- as well as

- in the same way
- in addition
- like
- both
- just as
- most important
- the same as
- too

Contrasting

- although
- but
- in contrast to
- instead
- more / less than
- on the other hand
- rather than
- unless
- while
- too

Part 2

Look at the following community event.

FREE SILENT FILM SCREENING

RAMONA

June 14th, 2015 | 2pm
San Gabriel Mission Playhouse
320 S. Mission Drive, San Gabriel CA 91776

THIS EVENT IS PART OF THE MISSION PLAYHOUSE COMMUNITY ENGAGEMENT PROGRAM, "ENGAGE!"

Step back in time with this silent classic, for many years considered lost until its discovery in 2010 in the Czech Republic. Presented in the historic Mission Playhouse with live accompaniment by Bob Salisbury on our 1924 Wurlitzer organ, Ramona follows the fortunes of our heroine of mixed descent and Alessandro, her Native American lover as they suffer injustice and discrimination. Starring Dolores del Rio and Warner Baxter.

Followed by a post-show discussion.

Visit missionplayhouse.org or call 626.308.2865 to RSVP and get your free tickets



Go to Free Silent Film Screening to find more information.

Work in groups of three.

Your task is to:

Compare and contrast the event with a similar event in your local town or city.

Express your opinions about the event.

Decide if a similar event would be welcomed by your community. Perhaps you could join a community event in your local area.

Don't wait, act now!

Go through the expressions in the Functional Language box with the teacher.

Try to use some of the them in your discussion.

Functional Language box

Giving opinions

- I think people
- From my point of view
- One argument in favour of ... is that
- Most / some people say that
- Everybody knows that
- From my perspective
- In my experience
- I've heard that
- I suppose that
- As for me

Giving the opposite opinion

- Maybe, but it seems to me that
- I partly agree, but I still believe that
- I disagree
- Yes, but don't you think

Clarifying your opinion

What I mean is

All I'm saying is that

Giving yourself time to think

- That's an interesting point.
- It's hard to say.

- Oh, let me think.
- I've never really thought about that, but

Part 3

Your task is to write a review for your class newspaper.

You may review local events, a book, a product for your local community, a film, a restaurant serving foreign food, some services or facilities for the disabled / minorities, museums, or community work.

You may research the information in your L1, L2 or L3.

Read the information below on how to write a review.

How to write a review

Decide what to focus on and what to evaluate.

Decide what makes things good or bad. You decide! Apply your standards to the thing you are reviewing.

Write with detail.

Use descriptive language

Be creative and interesting.

Personalise your review.

Include a sample if you can.

Give a fair review.

Edit and proofread.

Your review should include

An introductory paragraph:

- to catch the reader's attention,
- to identify the thing that you will review and all of the details about it

Paragraph 1

- open with a topic sentence that says what the paragraph is about
- has a few detailed sentences that prove the point that you are making

- uses quotes or examples to help prove your point

Paragraph 2

- open with a topic sentence that says what the paragraph is about
- has a few detailed sentences that prove the point you are making
- uses quotes or examples to help prove your point

Conclusion

- to briefly restate the main ideas in the review
- to make judgments about the thing you're reviewing
- to say what is good or bad (some reviewers give ratings like stars or thumbs up)
- to give recommendations to the readers

Plan your work now.

Write the review at home and upload it on a platform you use e.g. Padlet for others to read and review.

Read the reviews at home and write comments under the post.

Part 4

Talk about the reviews you wrote.

Pick a few of them to upload them to your newspaper blog.

Add them to the newspaper blog online.

Make the newspaper available for everyone at your university. Share it on social media.

Additionally, you may also think about including reprints of reviews in your L1, L2 or L3 in your newspaper for a wider audience, and also for people who are learning / speaking other languages at your University.

What do you think about the newspaper project?

Do you like the outcome?

Do you feel encouraged to continue developing the newspaper?

What would you change? How would you improve it?

Share ideas.

Part 5

Write down four different words you've come across during your work in this unit and would like to remember.

Work in groups of four. Each person should write four different sentences with the words.

Pass the sentences to the person sitting next to you to check if they are correct.

The teacher will monitor your group's work and also check the sentences.

Once you're sure that the sentences are correct, you can prepare your own activity for your colleagues.

Rewrite the sentences on a separate piece of paper with the gaps. The words that should go into the gaps should be written at the top of the paper in a mixed order.

Give the piece of paper to the person sitting next to you to do the activity. The person should write the answers on a separate piece of paper, so that the activity can also be done by other students.

Reflection activity

Finish writing in your Learning Log.

What I have learnt so far:

.....

.....

Do I feel confident in my learning:

.....

.....

How am I going to learn on my own now that this course has come to an end:

.....

.....

Mentoring of learning – in the lesson

Mentoring of learning – Forum Discussion Group

After completing the Reflection activity, meet with your teacher on-line in small groups to discuss the achievement of your learning goals.

Scenario-based assessment

Write two scenarios. One describing a valuable learning experience, and the other one a situation where you felt a course-related learning activity was not effective. (Haynes, Spence & Lenze, 2009). For each, make sure you include reasons why the activity was effective or ineffective. Follow the format below:

Student's name / Scenario Title / Scenario Goal – the objective of the activity or assignment / **Setting** –in class or outside of class / **Scenario Narrative** – what was it about / **Claims Analysis** – why the scenario was effective or ineffective as a learning opportunity. / Hand the scenarios to the teacher.



Uczenie się języka obcego staje się często wydarzeniem biograficznym, co oznacza głębokie zmiany w postawach społecznych osób uczących się, czyli najtrudniejszych do osiągnięcia, ale i najbardziej trwałych, efektów uczenia się.

Podręcznik autorstwa Barbary Muszyńskiej jest przewodnikiem dla uczących się i nauczycieli po tym jak korzystać z kulturowego potencjału poznawania i uczenia się języka obcego i przekraczać granice struktur gramatycznych, poprawności wymowy i pisowni w kształceniu językowym. Jednocześnie książka Barbary Muszyńskiej pokazuje drugą stronę nauki języków obcych, czyli lepszego rozumienia własnego języka i jego kulturowych uwarunkowań.

Podręcznik ma charakter metodyczny, ale zdecydowanie wykracza poza prostą metodykę odtwarzania, powtarzania i zapamiętywania wiedzy/języka. Ukrywa w sobie bogactwo metodycznych sposobów inicjowania różnych kanałów biograficznego uczenia się.

dr hab. Ewa Kurantowicz, prof. DSW
Rektor Dolnośląskiej Szkoły Wyższej

This book arrives in the right time and within the adequate context, as plurilingual and pluricultural competences are the 'forgotten skills' for many students with disabilities. Providing teachers with practical tools to analyse individual situations is a good starting point. This book is a perfect collection of learning materials, especially targeted to help teachers achieve the equity goal, historically pursued by the scientific literature but hardly put into practice due to the difficulty of the endeavour. The author, Barbara Muszynska, is an expert materials writer and developer, who has authorized a number of research papers on the area and whose work means an inspiration for us, language and culture teachers.

María-Elena Gómez-Parra, PhD
Associate Professor University of Córdoba (Spain)

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