

An ARTisTIC trip: from Renaissance to Modern Times



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UAB

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**Teacher's
book**

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PLANNING TEMPLATE

for CLIL and CONTENT-RICH ENVIRONMENTS



CLIL-SI 2010. Based on the template developed by the collaborative team CLIL-SI within the 2006ARIE10011 & 2007ARIE00011 research projects. More information at: <http://grupsderecerca.uab.cat/clilsi/>



UNIT TITLE: An ARTisTIC: from Renaissance to Modern Times

AUTHORS: Mariona Crous, Carla Pérez and Jaume Prat

CLASS/AGE: 4th ESO aged between 15 and 16

SUBJECTS, LANGUAGES and/or TEACHERS INVOLVED: English, Social Science, Science, History & Art

NUMBER OF LESSONS: 8

COE LEVEL: A1 / A2 / B1 / B2 / C1 / C2

INTRODUCTION TO THE TASK (the lesson or the unit)

Students in each pair will create a leaflet to be presented orally to students from another class (3rd of ESO) about Florence and its tourist attractions.

In this unit we will travel through time –going backwards and forwards– while talking about ART. We will visit Florence during the Renaissance and Florence today; we will meet Leonardo and Michelangelo but also contemporary artists; we will appreciate art and visit art galleries; we will get to know about inventions and discoveries; and last but not least, we will draw, play, act and even write using a secret technique.

OBJECTIVE/S / GOALS

By the end of this unit, the students will be able to:

- take part in oral interactions by:
 - working cooperatively
 - paraphrasing so as to get their messages across
 - expressing personal opinions and debating ideas (negotiating meaning)
- understand oral and written messages related to the Renaissance, Florence, art & inventions
- produce different written genres (description and summaries) in a coherent way
- use new ICTs so as to present their assignments in class and to work cooperatively
- reflect on the different concepts of art





DOMAIN or TOPIC RELATED CONTENTS: MAIN TARGET KNOWLEDGE

- Renaissance period
- Leonardo da Vinci and Michelangelo's work
- Main tourist attractions of Florence
- Different types of art forms
- Inventions and discoveries

DOMAIN or TOPIC-RELATED CONTENTS: MAIN TARGET SKILLS

- Ability to talk about historical facts
- Ability to talk about Renaissance artists' lives
- Ability to use ICTs to work cooperatively
- Ability to write coherently
- Ability to talk about modern art forms
- Ability to surf the Internet to find specific information
- Ability to present a leaflet orally
- Ability to create proper writing with models or guidelines
- Ability to work cooperatively in English

CONTENT OBLIGATORY / CONTENT COMPATIBLE LANGUAGE

TERMINOLOGY (words and phrases)

DOMAIN or TOPIC SPECIFIC

portrait, canvas, fresco, installation, patron, work of art, frame, exhibition, apprentice, dome, still life, patron

GENERAL ACADEMIC

- What do you think?
- Why did you choose that?
- What did you read about?
- In the top right/left hand side...
- It's a person who... / It's a place where... / It's a thing which...
- There is/are ... in my pictures but in his/her picture there is/are ...
- I agree / I don't agree
- Because I think that...

DISCOURSE GENRE or TEXT TYPE

TO UNDERSTAND

- Descriptive texts
- Unabridged videos

TO GENERATE

- Short descriptive texts
- Short article
- Creative production using ICTs
- Summaries

TO NEGOCIATE

- A leaflet

PRAGMATIC STRATEGIES

- Negotiation of meaning
- Politeness
- Turn-taking





SOCIAL & CULTURAL VALUES and PERSONAL & EMOTIONAL DEVELOPMENT

SOCIAL & CULTURAL VALUES

- Becoming more aware of the importance of Renaissance values in the modern world
- Understanding different art forms and styles
- Cultural awareness
- Collaborative learning awareness

PERSONAL & EMOTIONAL DEVELOPMENT

- Raising collaborative learning awareness
- Lowering anxiety in formal oral presentations
- Reacting to different art forms
- Sense of initiative and entrepreneurship when working in pairs

SUMMATIVE ASSESSMENT

TASK:

- Oral interactions & leaflet presentation
- Writings
- Summative test
- Dossier:
 - Cover
 - Presentation
 - Including all worksheets and notes
- Leaflet
- Class work:
 - Use of English
 - Homework
 - Attendance
 - Participation & contributions
 - Ability to cooperate

SUMMATIVE ASSESSMENT

ASSESSMENT CRITERIA and/or ASSESSMENT

INSTRUMENTS:

- Oral interactions & leaflet presentation → Interaction Rubric
- Writings → Writing Checklist
- C-test → C-test key
- Dossier → Dossier Checklist
- Leaflet → Final Product Self-Assessment Rubric
- Class work → General Rubric
- ICTs → ICTs products checklist





MATERIALS and RESOURCES

- PC, projector and Internet connection
- Microsoft Office PowerPoint and Microsoft Office Word
- ICT tools:
 - Wordle. <<http://www.wordle.net/>> (last accessed on 4th May, 2011)
 - Fodey. <www.fodey.com> (last accessed on 4th May, 2011)
 - Wikispaces. <<http://renaissanceitaly.wikispaces.com/Overview>> (last accessed May 4, 2011)
- ICT resources:
 - Leonardo's Mysterious Machinery (Museum of Science, Boston, MS). <<http://www.mos.org/sln/Leonardo/LeosMysteriousMachinery.html>> (last accessed May 4, 2011)
 - Lonely Planet. Activities in Florence. <<http://www.lonelyplanet.com/italy/florence/activities>> (last accessed May 4, 2011)
 - Polo Museale Fiorentino. <<http://www.polomuseale.firenze.it/english/musei/musei.asp>> (last accessed May 4, 2011)
 - Skyscanner. Flight Search. <<http://www.skyscanner.es/>> (last accessed May 4, 2011)
 - Hostelsclub. <<http://www.hostelsclub.com/>> (last accessed May 4, 2011)



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 - Damien Hirst's Shark's at the Met. <<http://www.youtube.com/watch?v=sWQGa-EBxzk>>
 - Florence in a Nutshell. <http://www.youtube.com/watch?v=So_zfTN5_jl>
 - The Physical Impossibility of Death in The Mind of Someone Living.
<<http://www.youtube.com/watch?v=4voYZg1r8io&feature=related>>
- Rubrics adapted from <www.rubistar.4teachers.org> (last accessed May 4, 2011)

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COMMENTS

- This unit does not cover copyright of photos, drawings and other original material.
- Some tasks and activities can be easily implemented at a slightly higher level than the intended (A2).
- If students are not used to using ICTs, it is highly recommended to do a pre-session presenting the ICTs used throughout the unit.
- Some activities have been designed to cater diversity within the same group. Extension activities in order to cater for such diversity can be found in the extra materials section.
- At the end of the unit students will have to prepare a leaflet and present it to the class in a role play fashion.
- In the last session, students will have to hand in a dossier including all the worksheets they have been working with and the notes they have taken during the sessions. Students will also design a cover for their dossiers.
- A wiki and/or Moodle is recommended both to keep contact with students outside the classroom and to be able to work cooperatively.

KEY COMPETENCES

Communication in the mother tongue

Communication in foreign languages

Mathematical competences and basic competences in science and technology

Digital competence

Learning to learn

Social and civic competences

Sense of initiative and entrepreneurship

Cultural awareness and expression



LESSON-BY-LESSON OVERVIEW

Session	Activities	Timing	Interaction	Skills	ICT	Assessed	Comments
1 Let's get started	1.1. Guessing game	3'	T-Class	Listening Speaking	No	No	
	1.2. Pre-test quiz	12'	Ind	Reading	No	Yes	Worksheet 1A
	1.3. Vocabulary activation	5'	S-S	Writing Speaking Interaction	No	No	
	1.4. Vocabulary matching	10'	Ind; S-S	Speaking Interaction	No	No	Worksheet 1B
	1.5. Odd one out	20'	Ind; S-S	Speaking Interaction	No	No	Worksheet 1C
	1.6. Homework (word cloud)	Prepared at home	Ind	Reading Writing	Yes: Wordle	Yes	Worksheets 1D1, 1D2, 1D3 & 1D4
2 Becoming real experts	2.1. Jigsaw reading task	50'	S-S	Reading Writing Speaking Interaction	No	No	Worksheets 2A & 2B Power Point 1
	2.2. Homework (Fodey)	Prepared at home	Ind	Writing	Yes: fodey	Yes	
3 Deepening our knowledge	3.1. Comprehension exercise	15'	Ind; S-S	Reading Writing Speaking Interaction	No	No	Power Point 2
	3.2 Content activation	25'	S-S; Ind	Reading Writing Listening	No	No	Worksheet 3A & 3B
	3.3. Picture dictation	15'	T-Class	Listening	No	No	
	3.4. Homework (preparation	Prepared at home	Ind	Writing	Yes	Yes	Worksheet 3C

	for picture dictation)						
4 In an art gallery	4.1. Vocabulary activation	5'	T-Class	Listening Speaking	No	No	
	4.2. Spot the differences	25'	S-S	Listening Interaction	No	Yes	Worksheets 4A & 4B
	4.3. Peer picture dictation	25'	S-S	Listening Interaction	No	Yes	
	4.4. Homework (Treasure hunt)	Prepared at home	In pairs	Reading Writing	Yes	Yes	
5 Florence today	5.1. Vocabulary activation for the listening comprehension activity	10'	Ind; S-S	Listening Interaction	No	No	
	5.2. Listening comprehension activity: Florence in a nutshell	15'	Ind; S-S	Reading Listening Interaction	No	Yes	Worksheets 5A & 5B
	5.3. Split crossword	30'	S-S	Interaction	No	Yes	Worksheets 5C & 5D
	5.4. Homework (passive knowledge quiz)	Prepared at home	Ind	Reading Writing	No	Yes	Worksheets 5E & 5F
6 Modern art?	6.1. Warm up activity	5'	T-Class	Listening	No	No	Power Point 3
	6.2. Listening comprehension activity: Damien Hirst's shark at the Met	30'	Ind	Reading Listening Writing	No	No	Worksheet 6A
	6.3. Expressing opinions about new forms of art	20'	Ind; T-Class	Listening Speaking	No	Yes	Worksheet 6B

7 Florence leaflet	7.1. Leaflet production	45'	In pairs	Reading Writing Interaction	Yes	Yes	OHP 1
	7.2. Final product self- evaluation rubric	15'	Ind; S-S	Reading Interaction	No	No	Worksheet 7B
8 At a travel agency	8.1. Role play	36' (3' per pair)	In pairs	Listening Interaction	No	Yes	
	8.2. C-Test	20'	Ind; S-S	Reading Writing Interaction	No	Yes	Worksheet 8A

ASSESSMENT CHART

Session	Activities	Timing	Assessment tool	Curriculum criteria
1 Let's get started	1.2. Pre-test quiz	12'	Quiz	4. Understand the general and specific information of a written text.
	1.5. Odd one out	20'	Rubric	1. Participate in a short simulation on familiar situations, using the conversational conventions of the genre and the necessary strategies to solve the difficulties that may arise during the interaction. 2. Use the formulae typical of the informal language in oral communications.
	1.6. Homework (word cloud)	Prepared at home	Homework	4. Understand the general and specific information of a written text. 7. Use ICTs resources autonomously and showing interest when using them. 8. Show a respectful and discovery attitude towards cultures and ways of life different from one's own.
2 Becoming real experts	2.2. Homework (Fodey)	Prepared at home	Checklist	5. Write texts paying attention to register, lexis, structures and some elements of cohesion and coherence so as to show the relationship between ideas and make them easily understandable for the target reader.

				<p>7. Use ICTs resources autonomously to produce a text similar to a model. Show interest for ICTs.</p> <p>2. Use the formulae typical of formal and informal registers in written communications.</p>
3 Deepening our knowledge	3.4. Homework (preparation for picture dictation)	Prepared at home	Teacher observation	<p>5. Write texts paying attention to register, lexis, structures and some elements of cohesion and coherence so as to show the relationship between ideas and make them easily understandable for the target reader.</p> <p>2. Use the formulae typical of formal register in written communications.</p>
4 In an art gallery	4.2. Spot the differences	25'	Teacher observation	<p>1. Participate in a short simulation related to familiar situations, using the conversational conventions of the genre and the necessary strategies to solve difficulties that may arise during the interaction.</p> <p>4. Understand the specific information of adapted messages. Identifying their communicative intention.</p> <p>10. Participate actively in collaborative work.</p>
	4.3. Peer picture dictation	25'	Teacher observation	<p>1. Participate in a short simulation related to familiar situations, using the conversational conventions and the necessary strategies to solve the difficulties that come up during the interaction.</p>

	4.4. Homework (Treasure hunt)	Prepared at home	Homework	<p>3. Understand the specific information of authentic messages and documents from the media (internet) about different topics of interest.</p> <p>7. Use the ICTs resources autonomously and showing interest when using them.</p> <p>10. Participate actively in collaborative work.</p>
5 Florence today	5.2. Listening comprehension activity: Florence in a nutshell	15'	Self-evaluation through audioscript	<p>3. Understand the specific information of authentic messages and documents from the media (internet) about different topics of interest.</p> <p>9. Participate in self-assessment.</p>
	5.3. Split crossword	30'	Teacher observation	<p>1. Participate in a short simulation using the conversational conventions of the genre and the necessary strategies to solve the difficulties that may arise during the interaction.</p> <p>2. Use the formulae typical of formal and informal registers in oral communications.</p>
	5.4. Homework (passive knowledge quiz)	Prepared at home	Homework	<p>4. Understand the general and specific information of a written text.</p>
6 Modern art?	6.3. Expressing opinions about new forms of art	20'	Rubric	<p>1. Participate in a conversation on familiar situations or personal interest, using the conversational conventions of the genre and the necessary strategies to solve the difficulties that may arise during the interaction.</p>

				2. Use the formulae typical of formal and informal registers in oral communications.
7 Florence leaflet	7.1. Leaflet production	45'	Leaflet	5. Write a text paying attention to lexis, structures and some cohesion and coherence elements that show the relationship between ideas. Write a text which is understandable for the reader. 2. Use the formulae typical of the formal language in the written communications.
8 At a travel agency	8.1. Role play	36' (3' per pair)	Rubric	1. Participate in a conversation and short simulation related to usual situations or personal interest, using the conversational conventions and the necessary strategies to solve the difficulties that come up during the interaction. 5. Write texts paying attention to register, lexis, structures and some elements of cohesion and coherence so as to show the relationship between ideas and make them easily understandable for the target reader.
	8.2. C-Test	20'	Quiz	3. Understand the general and specific information of an adapted written text.

INTRODUCTION

Although most of the tasks and activities to be found in this unit can be easily adapted for either lower or higher levels they have been designed to be used with 15-16 year-old learners (4th of ESO, roughly A-2 level of the CEFR). In any case, we have gone to great lengths so as to ensure that all activities and tasks:

- provide learners with motivating content;
- create a positive learning atmosphere (a community of practice);
- cater for differences in students' learning styles and intelligences;
- promote cooperative learning;
- involve students in peer and self-assessment;
- integrate ICTs –especially when it comes to homework;
- have a sort of built-in consciousness raising mechanism to make learners focus on form.

MOTIVATING CONTENT

Personalisation happens when activities allow students to use language in order to express their own ideas, feelings, preferences and opinions. It is our belief that this personalisation process will let students become more affectively interested in the topic, and will also help us –as teachers- to eventually relate the content we want to work with the students' own world.

Finally, we are all appreciators of art. Generally speaking, art is nothing more than something which pleases the senses and who can honestly say that does not like having their senses pleased? A word of caution is needed here though. The very subjective nature of art may pose a problem in classrooms driven by correct answers and multiple choice, discrete items tests. However, this is one of our major challenges.

A COMMUNITY OF PRACTICE

A community of practice is a group of individuals participating in communal activity. In order to do so, a positive learning environment has to be created and this largely depends on the rapport between teachers and students, and the one that students have among themselves. Therefore, the teacher being genuine and empathic- among many other qualities-, the choice of tasks (see above) and the opportunities to provide learners with choices such as self-assessment, independent learning, allowing for individual paces (see below) will result in the creation of a mutually supportive atmosphere, which in turn, should lead students to be able to express themselves orally in the L2.

CATERING FOR DIVERSITY

If differences in learning styles are catered for in the teaching-learning process then students will be more motivated and they will,

therefore, learn more successfully. The activities and tasks we have developed have been influenced by these insights. We have also provided students with tips in the form of boxes (*hot tip boxes*) to guide them how they can better use the language at their disposal.

COOPERATIVE LEARNING

In order to create an environment in which cooperative learning can take place different aspects have to be considered. Firstly, learners have to feel safe but challenged; secondly, groups have to be small enough so that everybody can contribute and thirdly, the task students work together on and the outcome they work together to must be clearly defined. If this happens then, there are more chances for students to participate actively, diversity is celebrated and all contributions are valued, learners become teachers, ICTs are made available -even if only for homework; and last, but not least, students learn skills for resolving conflicts.

SELF AND PEER ASSESSMENT

Self assessment –even in its simplest forms- can be extremely beneficial to second language learning for several reasons: it allows learners to map their knowledge throughout a task, a lesson, a unit, a term or a full course; it also enhances motivation since learners take a more active role in their own learning process,

which in turn results in better marks and higher involvement; finally, it motivates learners to look at their strengths and weaknesses and become more autonomous learners, which is a fundamental part of their present and future learning process.

A WORD ON ICTs


In order to have a closer contact with the learners we have created a wiki (<http://renaissanceitaly.wikispaces.com/Overview>). In this way, learners will be able to express doubts and concerns while not being physically present in the classroom and at the same time they will be able to cooperate among themselves.


FINAL WORD


It seems to us then that by using a combination of all the above mentioned strategies the teaching and learning experience can only be positive. We are aware though that problems will undoubtedly arise, difficulties will have to be overcome and on the spot solutions will have to be found. However, this is one of the reasons why we – one day- decided to become teachers.


We hope that whoever uses this educational material will have such good a time as the one we have had throughout its designing. Hope you like it.


INFORMATION KEY


 Lesson overview (objectives, materials, tasks, assessment, products and rationale).


 Step-by-step procedure with types of tasks, aim/s, timing and type of interaction.

 Extra activity. Suitable to fast finishers or for those who need further practice.

 Answer key. It gives all the answers to activities.

 Alternative activity. To be used alternatively or to provide students with more practice throughout the unit.

 Full audio scripts to be handed out to learners for self correction.

 Checklists, assessment rubrics and tests.

 Further reading practice.

1. LET'S GET STARTED

OBJECTIVES:	<p>At the end of this lesson learners will:</p> <ul style="list-style-type: none"> - have activated their previous knowledge of the Renaissance period and Art. - will be able to recognise and produce orally key vocabulary connected with the world of art, in general, and with the Renaissance period in particular.
ASSESSMENT:	<ul style="list-style-type: none"> - Pre-test quiz (see Answer Key 1.2). - Interaction rubric (see Assessment tools section G in Annex II). - Word cloud (using 'ICTs products' checklist' in Assessment tools section F in Annex II).
TASKS:	<ol style="list-style-type: none"> 1.1. A guessing game. 1.2. A pre-test quiz. 1.3. A vocabulary activation. 1.4. A vocabulary matching. 1.5. An odd one out. 1.6. Homework (word cloud).
PRODUCTS:	<p>A list of content-related vocabulary. A word cloud.</p>
MATERIALS & RESOURCES:	<ul style="list-style-type: none"> - Worksheet 1A (pre-test quiz), worksheet 1B (vocabulary matching), worksheet 1C (odd one out). - Extra activity. Vocabulary plus. - Jigsaw reading task texts (homework) (worksheets 1D1, 1D2, 1D3 and 1D4).
LESSON OVERVIEW & RATIONALE:	<p>This lesson presents the key vocabulary they will need to successfully carry out the different tasks throughout the unit.</p> <p>This lesson –being the first one- might determine the success of the implementation of the unit. Therefore teachers have to make sure that learners see how relevant and purposeful both content and tasks are for their future learning experience and how important it is to cooperate and use English all the time.</p> <p>Scaffolding is provided in the HOT TIP BOXES and learners should pay attention to them. These boxes contain the language</p>

we have predicted that they will need so as to fulfil the different stages of the tasks. However, if there is any other sort of language, structure or pattern they need, it can always be provided reactively.

1.1. GUESSING GAME			
AIM/S	PROCEDURE	INTERACTION	TIMING
To motivate learners	Teacher asks students: “Can you tell me what do these words have in common?” chair/table/sofa/door/bookshelf/armchair/... You keep saying words until somebody says “furniture”. “Now, what about these ones? Leonardo/Florence/Sistine Chapel/Michelangelo/Mona Lisa/ ... You go on until somebody says: “Renaissance”	T- Class	3'
1.2. PRE-TEST QUIZ			
AIM/S	PROCEDURE	INTERACTION	TIMING
To activate learners' previous knowledge	Teacher hands out worksheet 1A and asks students to complete it individually.	Ind	11'
	No feedback will be given here. Teacher asks students to write their names on the worksheets and then collects them. Results will be compared a few lessons later.	T-Class	1'
1.3. VOCABULARY ACTIVATION			
AIM/S	PROCEDURE	INTERACTION	TIMING
To activate their specific vocabulary knowledge	Ask students, in pairs, to write down in one minute as many words as they remember connected with the world of ART. Elicit the words they have come up with, write them on the blackboard and model pronunciation.	T-Class	1'
		S-S	1'
		T-Class	3'

1.4. VOCABULARY MATCHING			
AIM/S	PROCEDURE	INTERACTION	TIMING
To pre-teach new content-specific vocabulary To check with partners	Now ask students individually to try the matching exercise (worksheet 1B). There are 13 words.	T-Class Ind	1' 4'
	Students compare their answers using the HOT TIP BOX.	S-S	5'
1.5. ODD ONE OUT			
AIM/S	PROCEDURE	INTERACTION	TIMING
To show them how to do the activity	Demonstrate the activity with the following example: "Which one is different?" chair / table / <u>shower</u> / sofa	T-Class	1'
	Then hand out worksheet 1C and ask students to decide individually which word in each box is the "odd one out".	T-Class; Ind	5'
To agree on key-word meanings using justification techniques	Once students have finished, demonstrate the oral activity by directing students to the HOT TIP BOX in their worksheets.	T-Class	1'
	They have to tell each other the reasons why they think the word they have chosen is the odd one out.	S-S	10'
	Open class feedback. Check pronunciation and reasons.	T-Class	3'
1.6. HOMEWORK (WORD CLOUD)			
AIM/S	PROCEDURE	INTERACTION	TIMING
To tell them what a reading jigsaw task is and	Tell them that there are 4 different texts. Each student will have to read one at home and learn and remember as much information as possible because on the next session they will	T- Class	3'

assign one for homework	have to TEACH their classmates.		
To assign a word cloud for homework	Tell them that as a summary of their reading they will have to create a “word cloud” using http://www.wordle.net/ . They have already worked with it. They should include about 12-14 concepts. Show them the example. Emphasize the importance of doing the homework.	T- Class	2’

ANSWER KEY 1.2. PRE-TEST QUIZ

1 - b; 2 - a; 3 - c; 4 - a; 5 - b; 6 - b; 7 - c; 8 - a; 9 - b; 10 - a; 11 - b; 12 - c

ANSWER KEY 1.3. VOCABULARY ACTIVATION

Students own answers.

ANSWER KEY 1.4. VOCABULARY MATCHING

1 - i; 2 - f; 3 - m; 4 - g; 5 - l; 6 - c; 7 - b; 8 - j; 9 - e; 10 - h; 11 - k; 12 - a; 13 - d

ANSWER KEY 1.5. ODD ONE OUT

- 1- **Picasso** is the odd one out because the other artists are from the Renaissance.
- 2- **Sicily** is different because it is an island and the others are Italian cities.
- 3- **Barcelona** is different because the others are historical periods.
- 4- A **work of art** is the odd one out because the others are buildings where works of art are exhibited.
- 5- A **still life** is different because the others are painting techniques.
- 6- A **student** is different because it refers to a modern concept.
- 7- **City state** is the odd one out because is not a form of government.
- 8- **Sculpture** is different because the other are not works of art.
- 9- A **desk** is different because the other refer to surfaces where you can draw and paint (they might argue that “a desk” is one such surface as well).
- 10- **Picture** is different because all the other ones refer to kinds of paintings.

2. BECOMING REAL EXPERTS

OBJECTIVES:	At the end of this lesson learners will have become experts about: the life and work of Leonardo da Vinci and Michelangelo Buonarroti, the period of the Renaissance and the importance of the city of Florence at that time.
ASSESSMENT:	<ul style="list-style-type: none"> - Interaction rubric (see Assessment tools section G in Annex II). - Completion of grids with information about the Renaissance historical background, Florence, Leonardo da Vinci and Michelangelo Buonarroti. - A newspaper article (using 'Writing checklist' in Assessment tools section C in Annex II).
TASKS:	<p>2.1. A Jigsaw reading task.</p> <p>2.1.1. A sharing & checking understanding task.</p> <p>2.1.2. A peer teaching & becoming experts task.</p> <p>2.1.2.1. A grid completion.</p>
PRODUCTS:	<ul style="list-style-type: none"> - Completed grids with information about the Renaissance historical background, Florence, Leonardo and Michelangelo (worksheet 2A). - A newspaper article (homework).
MATERIALS & RESOURCES:	<ul style="list-style-type: none"> - Renaissance historical background and Florence (worksheet 2A). - Leonardo & Michelangelo (worksheet 2B). - PowerPoint 1 with answers of worksheets 2A and 2B. - Extra material. Further reading practice 1. Renaissance.
LESSON OVERVIEW & RATIONALE:	<p>In order to maximise time and to provide learners with a truly content-rich lesson it was decided to set the jigsaw reading task for homework rather than in class. In this way, learners have the chance to absorb more information. Needless to say, this activity can easily be adapted for classroom use (time adjustments necessary, though).</p> <p>It was also decided to allow learners to check their knowledge with other "experts" -that is students who had read the same text- before actually starting to teach "novice" classmates and to do it in pairs rather than in groups of four. The former</p>

decision was taken to allow planning time and the latter to allow task repetition –in this way each student has to repeat the information three times to three different students.

Both planning time and task repetition have been proved to enhance fluency, accuracy and complexity not to mention that it also helps to remember content better.

2.1. JIGSAW READING TASK

2.1.1. SHARING & CHECKING UNDERSTANDING TASK

AIM/S	PROCEDURE	INTERACTION	TIMING
To give students the opportunity to check whether they have all understood the same and to give them some planning time before teaching their classmates	Ask students to work in groups of 4 (As together, Bs together and so on). There will be groups of 3 students and some groups of 4 students. All the members of the group must have read the same text.	T- Class	3'
	Tell them to show each other their “word clouds” so as to check whether they understood the same and to tell each other as much information as they can about their own texts before they “teach” their classmates.	T-class S-S	1' 6'

2.1.2. PEER TEACHING & BECOMING EXPERTS TASK

AIM/S	PROCEDURE	INTERACTION	TIMING
To teach other students and to become experts	Put students in pairs. First As + Bs and Cs + Ds. Tell them that their task is to give each other as much information as possible about the text they read using their “word clouds” as a guide. Direct them to the HOT TIP BOX. The “listeners” have to complete the grids in worksheets 2A and 2B. Now rearrange pairs As + Cs and Bs + Ds. As above. Walk around the class monitoring and helping as unobtrusively	T-Class	2'
		S-S	10'
		S-S	10'

To fine-tune recently acquired knowledge To provide feedback	as possible.		
	Rearrange pairs for the last time. As + Ds and Bs + Cs. As above.	S-S	10'
	Ask students to compare grids in pairs so as to see if they get the same information in their completed grids.	S-S	2'
	Use PowerPoint 1 to correct all their answers.	T-Class	4'
2.2.HOMEWORK (FODEY)			
AIM/S	PROCEDURE	INTERACTION	TIMING
To tell them they will find some links in the wiki to do the homework	Tell students to go to http://www.mos.org/sln/Leonardo/LeosMysteriousMachinery.html and do the quiz about "Leonardo's Mysterious Machinery". From here they might get ideas to write an article.	T-Class	5'
	Then, they have to go to http://www.fodey.com/generators/newspaper/snippet.asp and create a newspaper article. They have to think of a name of the newspaper, a date, a headline and a story. Here you have an example.		
	You can also assign the following reading practice for all those students who want to learn a bit more about the Renaissance.		
	FURTHER READING PRACTICE 1 - RENAISSANCE		

ANSWER KEY WORKSHEETS 2A & 2B

	Leonardo da Vinci	Michelangelo Buonarroti
Date of birth	April 15th, 1452	March 6th, 1475
Childhood	<p>-spent his days outdoors studying birds, plants and nature.</p> <p>-He started to work as an apprentice to the painter Andrea Verrocchio at 14. He learnt to draw, paint and sculpt.</p>	<p>- At 13, he started working as an apprentice to Domenico Ghirlandaio.</p> <p>- Domenico was so impressed by his talent that he recommended him to Lorenzo di Medici.</p>
Works of art	<p><i>The Last Supper</i></p> <p><i>The Vitruvian Man</i></p> <p><i>The Mona Lisa</i></p>	<p><i>The Battle of the Centaurus</i></p> <p><i>La Pietà</i></p> <p><i>David</i></p> <p>The tomb for the Pope Julius II</p> <p><i>The Last Judgement</i> (The Sistine Chapel)</p>
Artistic techniques	Mirror writing	Fresco
Died	1519	1594
Cities where he lived	Town of Vinci and Florence	Florence, Bologna and Rome
Interesting details	<p>- Engineer</p> <p>- He created helicopters, bicycles, submarines and tanks.</p>	Painted <i>The Last Judgement</i> lying on his back at an altitude of 15 metres

	Florence
Buildings	Palazzo Vecchio Santa Maria del Fiore church
Important people	Brunelleschi Michelangelo The Medici family (Cosimo de Medici)
Important events	Florence, the most important city during the <i>Quattrocento</i> . It was a wealthy city because of its trading and banking system.
Important places	Piazza della Signoria

	Historical background
Previous context	Middle Ages (Hundred Years War, 1339-1453 and The Black Death) Europe: feudal system and power in the hands of feudal lords
Important people	<u>Poets</u> : Petrarca and Boccaccio. <u>Artists</u> : Leonardo da Vinci, Michelangelo, Botticelli or Raphael.
Important events	Italy was a prosperous country with lots of small, independent city-states, which were rich due to the trading system. Social and political structure was also different from the rest of Europe.
Religion	Man centre of life (Humanism)

3. DEEPENING OUR KNOWLEDGE

OBJECTIVES:	<p>At the end of this lesson learners will:</p> <ul style="list-style-type: none"> - consolidate and deepen their knowledge of Leonardo and Michelangelo and the Renaissance period. - practise oral co-operation skills. - practise agreement/disagreement skills. - be able to understand descriptive language read by the teacher.
ASSESSMENT:	<ul style="list-style-type: none"> - Interaction rubric (see Assessment tools section G in Annex II). - Correct completion of worksheet 3A.
TASKS:	<p>3.1. Comprehension exercise (PowerPoint 2).</p> <p>3.2. Content activation (worksheet 3A & 3B).</p> <p>3.2.1. A peer dictation task.</p> <p>3.2.2. A jumbled sentences task.</p> <p>3.2.3. A fill in the missing information task.</p> <p>3.3. A picture dictation.</p>
PRODUCTS:	<ul style="list-style-type: none"> - Correctly written sentences about Leonardo and Michelangelo (worksheet 3A). - A similar drawing to the one dictated (activity 3.3).
MATERIALS & RESOURCES:	<ul style="list-style-type: none"> - PowerPoint 2. - Worksheet 3A & 3B. - A sketch drawing with some descriptive sentences for activity 3.3. - Extra material. Alternative activity 1. Mini sagas.
LESSON OVERVIEW & RATIONALE:	<p>In this lesson learners will make extensive use of both negotiating and co-operating oral skills.</p> <p>It is expected that this being the third lesson students will already be used to working cooperatively.</p> <p>They will also be exposed to a listening task read by the teacher in which they will have to show their understanding by drawing a picture.</p>

3.1. COMPREHENSION EXERCISE

AIM/S	PROCEDURE	INTERACTION	TIMING
To consolidate content knowledge & negotiating skills	If we feel pressed for time this task can be assigned to fast finishers/for homework.		
	Project PowerPoint2 and tell students to decide individually whether the sentences are true or false. They are all false except for the very last one.	T-Class; Ind	2'
	With their partner's help they have to correct the wrong information of the sentences.	S-S	10'
	Now, in open class give feedback. (Look at the answer key)	T-Class	3'

3.2. CONTENT ACTIVATION

AIM/S	PROCEDURE	INTERACTION	TIMING
To make students understand the dictation task	Put the students in pairs. Give worksheet 3A (to one student) & 3B (to the other student). Tell them they will do 3 tasks: the first one is a dictation. It is very important that they do NOT see each other's worksheets. Tell them they will dictate 3 sentences to each other at normal speed (not at dictation speed). Demonstrate it with an example.	T-Class	2'
		S-S	10'
		Ind	2'
To consolidate content knowledge & co-operating skills	Students start dictating sentences to each other. Walk around monitoring and helping with any problem they might come up with. Once they have finished, let them check whether they are correct or not.		
	Now individually they try to write the TWO jumbled sentences in the	S-S; T-Class	3'

To provide feedback	correct order. Let them compare and check with the teacher.	T-Class; Ind	1' 4'
	Now tell them to fill in the gaps – individually- with appropriate information.	T-class	3'
To give them an element of fun	Once they have finished, go over the correct sentences in open class & ask them if the sentences are about Leonardo or Michelangelo OPTIONAL: Round off the activity by letting them write a sentence using Leonardo's mirror writing technique. This activity can be used as a filler in any of the lessons throughout the unit.	Ind	

3.3. PICTURE DICTATION

AIM/S	PROCEDURE	INTERACTION	TIMING
To understand descriptive language & provide scaffolding for their homework and next lessons' activity	Use the blackboard to pre-teach/activate the highlighted expressions in the dictation: top, bottom, in the middle of, in the top right hand side/in the bottom left hand side/in the centre/on the right/on the left/next to/beside.	T-Class	5'
	At the same time pre-teach the following vocabulary: Hill/roof/pond/boat/grass/path/chimney Tell students to use a pencil and draw in their notebooks everything you dictate to them. (See "picture dictation worksheet" below). Dictate the sentences one by one (if possible do not let them see what their partners draw).	T-Class; Ind	8'
	Finally let them compare pictures with each other and with the original one.	S-S	2'

3.4. HOMEWORK (PREPARATION FOR PICTURE DICTATION)

AIM/S	PROCEDURE	INTERACTION	TIMING
To prepare them for the following lesson	Hand out envelopes with a copy of "Famous Paintings & Famous Artists" (worksheet 3C). Ask students to choose a painting (from the list or any other one they feel like) and to prepare 10-12 descriptive sentences about it similar to the sentences you have just dictated to them. Tell them to put everything into the envelope, sealed it and bring it the following class.	T- Class	5'

3.4. FAMOUS PAINTINGS & FAMOUS ARTISTS (WORKSHEET 3C)

Just go online and Google the name of a famous painting. Just choose one you like and prepare 10 sentences about it. You will also have access to lots of information about it. Surf a bit and have fun!

FAMOUS PAINTINGS	FAMOUS ARTISTS
The boating party	Mary Cassatt
Tornado over Kansas	John Stuart Curry
The Arnolfini Marriage	Jan Van Eyck
Mr and Mrs Clark and Percy	David Hockney
M. Loulou	Paul Gauguin
Noah's Ark	Edward Hicks
The Courtyard of a House in Delft	Pieter de Hooch
The Flower Carrier	Diego Rivera
Sunday Afternoon on the Island of "La Grande Jatte"	George Seurat
Las Meninas	Diego Velazquez
The Giant	N.C. Wyeth
Dante and Beatrice	Henry Holiday
Sun and Moon flowers	G.D Leslie
La masia	Joan Miró

The Reckoning	George Morland
Grace before meat	Jan Steen
Café Terrace at night	Vincent Van Gogh
The Reader	Fragonard
Interior with Lamp	David Hockney
Nighthawks	Edward Hopper
A Bar at the Folies Bergère	Edouard Manet
The Physical Impossibility of Death in the Mind of Someone Living	Damien Hirst
The Persistence of Memory	Salvador Dalí
Colombian Family 1999	Fernando Botero
Two Nudes in the Forest	Frida Kahlo
American Gothic	Grant Wood
Family of Saltimbanques	Pablo Picasso
Female fashion figure	Andy Warhol

ANSWER KEY. COMPREHENSION EXERCISE IN POWERPOINT 2

1. Renaissance means 're-discover'. **FALSE**. Renaissance means 're-birth'.
2. The Renaissance started in Rome. **FALSE**. The Renaissance started in Florence.
3. Religion was as important in the Middle Ages as it was in the Renaissance. **FALSE**. Religion wasn't important during the Renaissance; man was the centre of life.
4. Florence was the most important city during the 16th century. **FALSE**. Florence was the most important city during the 14th century.
5. Italy was formed with lots of small monarchies. **FALSE**. Italy was formed with lots of small city-states.
6. During the Renaissance, Middle Ages art was rediscovered. **FALSE**. During the Renaissance, classical art was rediscovered.
7. Florence was an important city because of its great musicians. **FALSE**. Florence was an important city because of its great artists.
8. The Medici family didn't live in Florence. **FALSE**. The Medici family lived in Florence (in Palazzo Vecchio).

9. Petrarca and Boccaccio established the bases of a new movement: the Renaissance. **FALSE**. Petrarca and Boccaccio established the bases of a new movement: humanism.
10. During the renaissance there were a lot of guilds in Florence. **TRUE**.

ANSWER KEY. CONTENT ACTIVATION (WORKSHEET 3A & 3B)

STUDENT A (a peer dictation task):

- a) Dictate the following 3 sentences to your partner at normal speed. Then decide if they are about Leonardo or Michelangelo.
1. He wrote notebooks to record scientific observations. (L)
 2. He painted the Last Supper. (L)
 3. He was born in a small town called Caprese in Tuscany. (M)

STUDENT B (a peer dictation task):

- a) Dictate the following 3 sentences to your partner at normal speed. Then decide if they are about Leonardo or Michelangelo.
1. His first famous work of art was La Pietà. (M)
 2. He was Andrea del Verrocchio's apprentice. (L)
 3. One of his patrons was Lorenzo di Medici. (M)

STUDENT A+B (a jumbled sentences task):

- b) Reorder the following jumbled sentences.
4. At the age of 26, he created the marble statue. (M)
 5. He kept his ideas secret by using mirror writing. (L)

STUDENT A+B (a fill in the missing information task):

- c) Fill in the following gaps with the correct information.
6. His most famous portrait is the **Mona Lisa/ Gioconda**. (L)
 7. He painted the ceiling of the **Sistine Chapel**. (M)
 8. It took him **four** years to finish a painting on a ceiling. (M)
 9. Because of his many talents he was known as the **Renaissance Man**. (L)
 10. He was born in Vinci, a small town near **Florence**. (L)

ANSWER KEY. PICTURE DICTATION WORKSHEET

In the middle of the picture there is an impressive house.

The house has a door **in the centre** and two windows.

On the roof of the house there is a chimney **on the right**.

In the top right hand side of the picture there is a big sun.

Beside the house and under the big sun there is a little hill.

There is a hill **on the right** of the house and an apple tree **on top of it**.

Next to the house there are an angry little girl and a happy little boy jumping.

In front of the house there is a little garden path.

In the bottom left hand side of the picture there is a big pond.

There is long grass all **around** the pond.

There is a small, tiny toy boat **in** the pond.

In the top left hand side of the picture there are two angry-looking clouds.

Below the two clouds there are two enormous birds flying.



4. IN AN ART GALLERY

OBJECTIVES:	<p>At the end of this lesson learners will:</p> <ul style="list-style-type: none"> - have negotiated meaning in order to make themselves understood. - have practised paraphrasing techniques.
ASSESSMENT:	<ul style="list-style-type: none"> - Interaction rubric (see Assessment tools section G in Annex II). - Sentences for activity 4.3. (using 'Writing checklist' in Assessment tools section C in Annex II).
TASKS:	<p>4.1. Vocabulary activation. 4.2. Spot the differences (worksheet 4A & 4B). 4.3. A peer picture dictation task. 4.4 Homework (Treasure hunt).</p>
PRODUCTS:	<ul style="list-style-type: none"> - The sketch of a famous painting. - Grids completion with the information gathered with the treasure hunt.
MATERIALS & RESOURCES:	<ul style="list-style-type: none"> - Printings of famous paintings (to be brought in by the students. They were given a list to choose from –see “Famous Paintings & Famous Artists worksheet 3B). - Extra material. Alternative activity 2. Spot the similarities. If you decide to do the “Alternative activity” (see below), make sure you have enough copies of these two paintings: <i>Mr and Mrs Clark and Percy</i> by David Hockney and <i>The Arnolfini Marriage</i> by Jan Van Eyck. Alternatively, if they are using their laptops, simply ask them to go online and each student in the pair should project his/her picture on the screen.
LESSON OVERVIEW & RATIONALE:	<p>This lesson caters for all those students who have a more visual intelligence. Both tasks deal with the detailed description of paintings and drawings in an information-gap-fashion. An information gap activity is an activity where learners are missing the information they need so as to complete a task and need to speak to each other to find it. In this lesson learners will have to fulfil two such tasks. The benefits of information gap activities have long been proved. To name but a few we can mention the fact that students produce longer stretches of speech; these activities also promote learners ‘ cooperation, especially in mixed</p>

ability classes (and therefore they cater for diversity); they increase students' motivation since they represent real communication and factual/content learning; students also develop essential sub-skills such as negotiating meaning and rephrasing and, last but not least, they are less intimidating than presenting orally in front of the whole class.

Information gap activities also allow the teacher to take on different roles as the task progresses. When setting it up the teacher acts as a language instructor and materials provider to change then to organizer and while the activity is in progress teachers take the role of a consultant or adviser, letting communication between students flow as smoothly as possible and behaving as unobtrusively as possible.

4.1. VOCABULARY ACTIVATION

AIM/S	PROCEDURE	INTERACTION	TIMING
To pre-teach some vocabulary they may need while doing the task	Pre-teach the following words: NOUNS: frame, arrow, notice, bench and pedestal. VERBS: point, hide, take a photo and steal.	T-Class	5'

4.2. SPOT THE DIFFERENCES

AIM/S	PROCEDURE	INTERACTION	TIMING
To give clear instructions	Hand out worksheets 4A & 4B. Tell students they have two exact pictures of an art gallery. Working in pairs and without showing the pictures to their partners they have to find 10 differences by exchanging information about their pictures.	T-Class	2'
To provide feedback	Ask students how many differences they have spotted and tell them to compare their respective pictures so as to find out the missing ones. (They should continue speaking in English).	T-Class S-S	3' 12'

To fine-tune their output in writing	Now ask them to write cooperatively (both students write the same sentences) 3 sentences showing the differences they have found out.	S-S	5'
To check their written output	Randomly ask students to read one of their sentences.	T-Class	3'

4.3. PEER PICTURE DICTATION

AIM/S	PROCEDURE	INTERACTION	TIMING
To give them clear instructions	Put students in pairs. Ask students A to pick up their sealed envelope, open it and without showing the painting to his or her classmate and using the sentences they wrote about it (and some more information about it) they have to dictate it to their partners who, in turn, have to draw it as accurately as possible. Give them a time limit, say 8 minutes.	T-Class	6'
To practise strategies to negotiate meaning	Walk around while students are dictating and drawing. When the 8 minutes are over, make them stop and turn over the drawings. DO NOT let them compare paintings at this stage.	S-S	8'
	Now students swap roles. Allow 8 more minutes.	S-S	8'
To provide feedback in a light-hearted way	Now let students compare their drawings with the original painting.	S-S	3'

4.4. HOMEWORK (TREASURE HUNT)

AIM/S	PROCEDURE	INTERACTION	TIMING
To start gathering information for	Assign a category to each pair of students. Tell them where to find the information and what do they	T-Class	5'

their final “leaflet”	have to complete. They have everything in the wiki. Tell them that all this information will be essential to produce their final product.		
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ANSWER KEY. SPOT THE DIFFERENCES (WORKSHEET 4A & 4B)

ART GALLERY DIFFERENCES

1. In picture A there is a sun in the landscape; in picture B there is a moon.
2. In picture A the statue on the left has some hair; in picture B the statue is bald.
3. In picture A this statue has eyebrows; in picture B it has not.
4. There are four buttons in the sleeveless T-shirt of the girl eating an ice-cream.
5. There are two pockets on the jeans of the boy who is taking a photo.
6. There is only one patch on the trousers of the man who is looking at the abstract statue.
7. The security guard in picture A has a badge on his shirt; in picture B he has a pocket.
8. In picture A it can be seen one eye of the security guard; in picture B his cap hides both eyes.
9. There are six points on the back of the chair in picture B; in picture A there are only four.
10. There is a cushion on the chair of picture B.

ANSWER KEY. PEER PICTURE DICTATION

Students own answers.

ANSWER KEY. TREASURE HUNT

Students own answers.

5. FLORENCE TODAY

OBJECTIVES:	<p>At the end of this lesson learners will:</p> <ul style="list-style-type: none"> - have practised different listening skills (listening for gist and listening for specific information). - have practised paraphrasing techniques.
ASSESSMENT:	<ul style="list-style-type: none"> - Answers from the listening (see Answer key). - Interaction rubric (see Assessment tools section G in Annex II).
TASKS:	<p>5.1. Vocabulary activation for the listening comprehension activity.</p> <p>5.2. Listening comprehension activity: Florence in a nutshell.</p> <p>5.2.1. Self assessment task of the listening (via reading comprehension).</p> <p>5.3. Split crossword.</p> <p>5.4. Passive knowledge quiz (for homework).</p>
PRODUCTS:	<ul style="list-style-type: none"> - Collect or ask students' to upload the grids from Treasure hunt (homework from the previous lesson).
MATERIALS & RESOURCES:	<ul style="list-style-type: none"> - Worksheet 5A with questions on the listening so as to have a permanent record. - Worksheet 5B Audio script. - Worksheet 5C & 5D Split crossword. - Worksheet 5E & 5F Passive knowledge quiz (for homework). - Extra material. Alternative lesson 1. Art quotations.
LESSON OVERVIEW & RATIONALE:	<p>Before this lesson students have already been extensively exposed to the features of the Renaissance and art. Now it is high time for them to see the city where it all happened with their own eyes through a video.</p> <p>There are different factors that actually affect the difficulty of a listening task. Namely, the speaker (how many of them, how quickly they speak, accents); the role the listener (in this case, the learner) plays –eavesdropping or participating–; the level of response required (that is, the type of task); the individual interest in the subject; the content (information structure, previous knowledge assumed and level of both lexis and syntax difficulty) and, finally, the support (whether it is only aural, or there are visual aids or through a video).</p>

It is our belief that by varying the purpose –that is, the type of task learners have to do- and maintaining the text intact, we can alter the difficulty level of the task. That’s why the first time they listen to the text they will do it for gist whereas the subsequent times they will have to concentrate on more detailed information.

5.1. VOCABULARY ACTIVATION FOR THE LISTENING COMPREHENSION ACTIVITY

AIM/S	PROCEDURE	INTERACTION	TIMING
To understand a real tourist video about Florence (listening for gist)	Tell students that now they will concentrate on Florence today. They will have to listen to the video and they have to tick all the words they hear.	T-Class	3'
	Now play the video once without stopping.	Ind	4'
To pool each other's understanding	In pairs they check if they have ticked the same words. Direct them to the HOT TIP BOX.	S-S	3'

5.2. LISTENING COMPREHENSION ACTIVITY: FLORENCE IN A NUTSHELL

AIM/S	PROCEDURE	INTERACTION	TIMING
To listen to specific information	Now tell them to have a look at the multiple choice worksheet 5A to see how many they can answer. Sort out any vocabulary problems they might come across.	T-Class Ind	1' 2'
To co-operate to reach a common answer	Play the video again and stop/rewind at relevant points so that they can answer as many questions as possible.	Ind	4'
Peer feedback	Ask them to compare again in pairs and try to agree on the answers.	S-S	3'
	Hand out the audio script worksheet 5B. Individually they should read it and check it.	Ind	4'

	Finally you can provide them with the right answers.	T-Class	1'
5.3. SPLIT CROSSWORD			
AIM/S	PROCEDURE	INTERACTION	TIMING
To make them see the usefulness of both paraphrasing techniques and descriptions	Ask students: "What would you do if you were in London and did not know how to say a word? The teacher is not with them and they do not have a dictionary. Elicit possibilities. Mime the word/ use another language that you both understand or explain-paraphrase among others. Tell them that today they will practise paraphrasing techniques. Direct them to the HOT TIP BOX.	T-Class	6'
To explain the task and the outcome	Ask them if they know what a CROSSWORD is. Introduce the words ACROSS and DOWN . Hand out worksheets 5C and 5D. Tell them that they will be working in pairs. One has words that the other does not have and the other way round. They will have to work cooperatively and take turns to give clues. The goal is to complete as many words as possible with the time limit you set. They are not allowed to look at each other's crosswords. Provide a couple of examples using students.	T-Class	6'
To use paraphrasing techniques and descriptions	Students start describing their words so that the other learners can guess them.	S-S	12'
To revise key vocabulary connected with the unit	Go round monitoring them, offering help and preventing cheating.		
To give feedback	Ask them to look at each other's	T-Class	1'

& writing	crosswords and to write some sentences in pairs.	S-S	5'
5.4. HOMEWORK (PASSIVE KNOWLEDGE QUIZ)			
AIM/S	PROCEDURE	INTERACTION	TIMING
To deepen their content knowledge while completing a quiz	Half of the students should receive quiz A (worksheet 5E) and the other half quiz B (worksheet 5F). Ask them that they simply have to complete the sentences using the appropriate tense in the passive.	T-Class	5'

ANSWER KEY. VOCABULARY ACTIVATION FOR THE LISTENING COMPREHENSION ACTIVITY

fly
 destinations
 motorway
 exhibition
 railroad
 book a hotel
 traffic
 portrait
 temperatures
 schooltrip
 dome
 sightseeing
 art gallery

LESSON 5. ANSWER KEY. LISTENING COMPREHENSION ACTIVITY: FLORENCE IN A NUTSHELL. WORKSHEET 5A

- 1- c) by bus.
- 2- b) traffic can be very intense in the motorway between Pisa and Florence.
- 3- c) about one hour drive away.
- 4- c) by train.
- 5- a) you can't get into the historical centre by car.
- 6- a) 40 degrees centigrade.
- 7- c) below zero, although it rarely snows.
- 8- a) the weather is very good.
- 9- c) walk through the city centre / the Uffizi Gallery.
- 10- a) visit the towns around Florence.

ANSWER KEY. SPLIT CROSSWORD (WORKSHEETS 5C & 5D)

Student A (worksheet 5C):

Across: exhibition (24), perspective (26), anatomy (27), seascape (29), patrons (32) and portrait (34).

Down: curator (2), Botticelli (3), inventions (7), abstract (9), humanism (10), Sistine chapel (11), Michelangelo (13), David (16) and Raphael (19).

Student B (worksheet 5D):

Across: science (1), self portrait (4), papal states (5), Mona Lisa (6), Florence (12), work of art (14), oil painting (15), dome (17), fresco painting (18), still life (21), invention (25), Brunelleschi (31) and art gallery (33).

Down: sculpture (8), religion (20), landscape (22), Medici (23), Machiavelli (28) and architecture (30).

ANSWER KEY. PASSIVE KNOWLEDGE QUIZ. WORKSHEET 5E & 5F

CONTENT

1. A. once (a)
2. A. Gutemberg (b)
3. A. Michelangelo (c)
4. A. an installation (b)
5. A. the plague (a)

GRAMMAR

1. A was stolen
2. A- was invented
3. A. was painted
4. A. is called
5. A. were killed

CONTENT

1. B. Leonardo (c)
2. B. The Da Vinci code (b)
3. B. The Mona Lisa (a)
4. B. 95% (b)
5. B. rank and title (a)

GRAMMAR

1. B. was designed
2. B. was based on
3. B. was recorded / is kept
4. B. is tattooed
- 5- B. have been used

FLORENCE IN A NUTSHELL AUDIO SCRIPT. WORKSHEET 5B

If you choose to fly, there are three airports serving Florence and they vary according to which airline you use.

Florence's airport "**Amerigo Vespucci**" (FLR) is 5 kilometres from the city centre. It's connected to all the major Italian cities as well as to numerous European destinations. There's public bus service connecting the airport to the centre of town.

The airport most used by all of Europe is Pisa's "**Galileo Galilei**" (PSA), where almost all the "low cost" flights arrive. There's a shuttle service that brings you to Florence in 70 minutes. Be careful however: traffic can be truly intense on the motorway between Florence and Pisa thus creating the possibility of being late and missing your flight! Probably the best solution is to reach Florence by train, using the airport station.

The third airport is that of Bologna, about an hour's drive away. Again, be careful because some "low cost" airlines, when they say Bologna they actually mean the airport at **Forlì** - and that's really far away!

Florence is at the centre of the major highway and rail junctions in Italy: the choice of arriving by train is without doubt the ideal one. For train schedule information, we suggest you utilize the Italian railroad website: www.trenitalia.com.

If you arrive by car, it's a good idea to book in advance a hotel with a parking lot: Florence's traffic is horrendous, parking is difficult to say the least and you can't get into the historical centre by car.

When you plan your trip, keep in mind that, in the summer, Florentine temperatures can reach 40° centigrade and in the winter, they can drop below zero, even if snow is a fairly rare occurrence. From a climatic point of view, the months between March and September are the best, even though the city is overrun with tourists and school trips in that period.

If you only have a short time and the trip around the city needs to be essential, you can dedicate the *first day* to a long walk through the streets and piazzas and the *second day* to the Uffizi Gallery.

If you have more days to spend, you can take advantage of doing some sightseeing in the towns around Florence - choose according to your tastes from the infinite number of the more or less famous places Tuscany has to offer: **Fiesole**, Siena, Pisa, Lucca, Volterra and San Gimignano are all close by, or visit the vineyards of Montepulciano and the Sienese Chianti.

6. MODERN ART?

OBJECTIVES:	At the end of this lesson learners will: - have heard about Damien Hirst's works of art. - have read and discussed opinions about new forms of art.
ASSESSMENT:	- Interaction rubric (see Assessment tools section G in Annex II).
TASKS:	6.1. Warm up activity. 6.2. Listening comprehension: Damien Hirst's shark at the Met. 6.3. Expressing opinions about new forms of art.
PRODUCTS:	- Collect passive knowledge quiz (homework from lesson 5).
MATERIALS & RESOURCES:	- PowerPoint 3. - Worksheet 6A with questions about the listening. - Worksheet 6B with the opinion's grid. - Extra material. Further reading practice 2- New forms of art.
LESSON OVERVIEW & RATIONALE:	<p>This lesson deals with graffiti, piercings, tattoos and other modern artistic features, which some people find it difficult to accept as art.</p> <p>There are many different reasons to use art in the classroom although there are many people who feel uneasy when talking about it. Let's take a look at some of the good reasons to use art: art is a sort of springboard for creativity which is, unfortunately, an often neglected aspect in our classrooms; it offers variety – learners do not expect it to appear in their language lessons; art is also communication, which is precisely what we try to foster in the second language classroom and, last but not least, art is an accessible resource –as we think we have shown in this unit– which uplifts.</p>

6.1. WARM UP ACTIVITY

AIM/S	PROCEDURE	INTERACTION	TIMING
To make students think about what is or is not art & the possibility to give their own opinion	Ask students to rate the works of art they will see in the ppt from 0 to 10 (PPT 3).	T-Class	2'
	Play the ppt one slide at a time. Give them time to record their score.	T-Class	3'
	Tell them now they will see a video.		

6.2. LISTENING COMPREHENSION ACTIVITY: DAMIEN HIRST'S SHARK AT THE MET

AIM/S	PROCEDURE	INTERACTION	TIMING
To focus students' attention on the task	Play the video http://www.youtube.com/watch?v=4v_oYZg1r8io (it is without sound) and ask them to tell you what they think it might be about.	T- Class	3'
	Do not give them the answer. Hand out worksheet 6A and tell them to concentrate on the first part of the video and decide on the correct answer.	T-Class	3'
	http://www.youtube.com/watch?v=sWQGa-EBxzk&feature=related .	Ind	6'
	Pre-teach the following words: taxidermist/ soak/formaldehyde . Play the video and ask them to concentrate on the first part of the listening.	T-Class	2'
Listening for specific information	Now tell them they have to complete the text with one or maximum two words from the video. Play the video two or even three times.	T-Class Ind	2' 4'
Listening for specific information	Ask students to compare if they have the same answers. Go over them in open-class mode.	S-S T-Class	2' 2'
Listening for specific	Ask them to look at the sentences of the third part. Tell them they have to	T-Class Ind	1' 4'

information	decide if they are true or false. Play the video (stopping and rewinding).		
To provide feedback	Ask students to read the corrected sentences out loud.	T-Class	1'
6.3. EXPRESSING OPINIONS ABOUT NEW FORMS OF ART			
AIM/S	PROCEDURE	INTERACTION	TIMING
To make students think about their modern art opinions	Hand out the opinions' grid (worksheet 6B) and ask students to tick the appropriate column. Sort out any vocabulary problem. Tell them to start thinking WHY they have actually ticked that particular box. Students tick boxes.	T- Class	5'
To make them all share opinions and to make them see that not everybody thinks the same	Once they have finished, conduct an open class debate sentence by sentence. Allocate turn taking. Remind students to bring along with them crayons, scissors, felt-tip pens, glue, Florence pictures and so on for the following class in order to create their leaflet in class.	Ind. T-Class	10' 5'

ANSWER KEY. WARM UP ACTIVITY

Students own answers.

ANSWER KEY. LISTENING COMPREHENSION ACTIVITY: DAMIEN HIRST'S SHARK AT THE MET

Exercise a

Students own answers.

Exercise b

A new work of art will be displayed in the museum for the next 3 years.

Exercise c

The artist didn't want to accept the mortality of his fish and bought a second fresh shark in 2006. To conserve it properly, he hired a professional taxidermist at the Natural History Museum in London. It took 10 people to inject and soak the shark with formaldehyde for

16 hours.

Exercise d

- 1- False. Correct answer: The freshly pickled shark number 2 will be displayed on the 2nd floor of the Mets galleries for modern art.
- 2- False. Correct answer: Audiences expect to see masterpieces of the 20th century in these galleries.
- 3- False. Correct answer: Barbara Hepworth delicate sculpture will be replaced by Hirst gigantic 22-tone fish tank.

ANSWER KEY. EXPRESSING OPINIONS ABOUT NEW FORMS OF ART

Students own answers.

DAMIEN HIRST'S SHARK AT THE MET. AUDIO SCRIPT

Part 1

The Metropolitan Museum of Art is home to ancient treasures, classic paintings and modern masters but for the next three years it will be host to a shocking guest: Damien Hirst's preserved shark. The formaldehyde injected fish will arrive in September at the Met. Its curator contemporary art, Gary Tinterow, visits it soon to be new home. "It's an amazingly powerful work of art, it plays on human emotions. It taps right into our fear of death, injury, dismemberment... Sharks, throughout history, have been a signal for danger and simply by placing it in a container in a museum setting, it creates a condition for a work of art."

Part 2

(...)

The artist didn't want to accept the mortality of his fish and bought a second fresh shark in 2006. To conserve it properly, he hired a professional taxidermist at the Natural History Museum in London. It took 10 people to inject and soak the shark with formaldehyde for 16 hours.

(...)

Part 3

The freshly pickled shark number 2 will be displayed on the 2nd floor of the Mets galleries for modern art where audiences normally expect to see masterpieces of the 20th century. Now, Barbara Hepworth's delicate sculpture will be replaced by Hirst gigantic 22-tone fish tank titled *The Physical Impossibility of Death in the Mind of Someone Living*.

(...)

7. FLORENCE LEAFLET

OBJECTIVES:	<p>At the end of this lesson learners will:</p> <ul style="list-style-type: none"> - have used English to negotiate how to organise themselves so as to produce a leaflet. - have negotiated meaning so as to decide what to include in the leaflet. - will have used ICTs (in this case the class wiki) to decide which information to be used.
ASSESSMENT:	<ul style="list-style-type: none"> - A final product self- evaluation rubric (see Assessment tools section B in Annex II).
TASKS:	<ul style="list-style-type: none"> - A cooperative task to produce a tourist leaflet about Florence.
PRODUCTS:	<ul style="list-style-type: none"> - The production of the above mentioned leaflet using the information they found in the “Treasure hunt” (lesson 4).
MATERIALS & RESOURCES:	<ul style="list-style-type: none"> - Students will have limited access to some computers strategically placed around the classroom. They will have access to the wiki where they uploaded the results of their “Treasure hunt” about Florence. - The projection of a “leaflet template” in an OHP so as to guide students - Final product self-evaluation rubric (worksheet 7B).
LESSON OVERVIEW & RATIONALE:	<p>This lesson deals with the creation of the final product. Students should be reminded how they will be assessed: not only the quality and accuracy of their leaflets but also, and most importantly, their degree of cooperation. That’s why they will be shown at the very beginning of the lesson a copy of the self-assessment rubric, which they will have to complete at the end.</p> <p>This lesson will show teachers how far students have incorporated the notion of using English throughout all the stages of the lesson.</p>

7.1. LEAFLET PRODUCTION

AIM/S	PROCEDURE	INTERACTION	TIMING
To cooperate so as to produce a leaflet, which will have to be used in the following lesson	Project the leaflet model and ask students to work in pairs. They should organize themselves as they want. They can have access to the computers to consult the information in their wikis. Set a time limit (40'). Go round monitoring and helping them.	In pairs	45'

7.2. FINAL PRODUCT SELF-EVALUATION RUBRIC

AIM/S	PROCEDURE	INTERACTION	TIMING
To make them aware of the assessment criteria you will be using	<p>Show them the “Final product self-evaluation rubric”. Sort out any vocabulary problem. Tell them that these will be the criteria they will use to evaluate themselves and their leaflets. Tell them that you will use the very same assessment grid to evaluate them.</p> <p>Remind them as well that this particular “project” carries 25% of the final mark.</p> <p>Tell them they will also have to be speaking in English all the time. They should ask you for help.</p>	T- Class	7'
To make them feel responsible of their own learning	<p>Hand out “self-assessment rubric” and ask them to complete it in pairs. They should write their names.</p> <p>Remind them to bring along their leaflets for the following class.</p>	T-Class Ind; S-S	3' 5'

8. AT A TRAVEL AGENCY

OBJECTIVES:	At the end of this lesson: - students will have presented orally their leaflets.
ASSESSMENT:	- Interaction rubric (see Assessment tools section G in Annex II).
TASKS:	8.1. A role play. 8.2. A C-test.
PRODUCTS:	- The finished leaflet. - Acting out a role play. - The C-test (worksheet 8A).
MATERIALS & RESOURCES:	- Copies of the C-test (worksheet 8A).
LESSON OVERVIEW & RATIONALE:	<p>Role plays are a fantastic way for students to develop fluency by forgetting themselves and concentrating on the task in hand. They provide the opportunity for extended interaction. However, they do need careful setting up and staging. If the students have not done any role plays before or are not that used to doing them, it is a good idea to start gently and do not launch into a really challenging activity immediately.</p> <p>In this case though, the task is a role play only in the sense that students adopt a role (travel agents), but not in the sense that they have to learn their lines by heart and perform in front of an audience afterwards. In this case, it will be more a sort of an oral interview with the teachers playing the role of prospective tourists visiting Florence.</p> <p>Since we have been using both pair and small group work extensively, we do not think they will have many problems to get used to it. In any case, they will be given a few minutes to prepare themselves.</p>

8.1. ROLE PLAY

AIM/S	PROCEDURE	INTERACTION	TIMING
To set the scene	Tell students they will be playing the role of travel agents. With the help of their recently created leaflets they will have to give as much information as possible about Florence so that tourists (teachers) know everything about it.	T-Class	3'each pair TOTAL 36'
To let students practise their roles	Tell them to start preparing the role play in pairs. Set a time limit before you start interviews. They should also decide on the order to be "on". Students practise the role play in pairs. Go round helping.	T-Class S-S	
To speak English with proficient speakers in a role play context	Each pair should go with a different teacher to play the role of "travel agent". Ask the same questions (use the script) to all the pairs. Make sure you give the same opportunities to talk to both students and do not let any of them dominate the conversation. Your objective here is to elicit as much sample of speech as possible so as to have enough data to assess their oral skills.	S-S and T	

8.2. C-TEST

AIM/S	PROCEDURE	INTERACTION	TIMING
To tell them what to do	Explain to them how to complete a C-Test. Use the following example: All sorts of crazy thoughts crossed his mind . Tell them that if the word has an odd number of letters, say	T- Class	5'

	five, the word will be cut in the middle so that they will have to complete it with either two or three words. (see sorts and crazy above). However, if the word has an even number of letters such as mind then they have to write the same number of letters.		
To complete C-Test individually	Hand out copies of the C-Tests (worksheet 8A). Ask them to complete them individually.	Ind	5'
To complete C-Test in pairs	When the 10 minutes are over ask them to start comparing and completing it with their partners. Ask them to write both names and collect them.	S-S	10'

ANSWER KEY. C-TEST

Text 1: Historical background

The period known by Renaissance started at the end of the 14th century in the north of Italy **and** lasted **until** the **end** of **the** 16th century. The word comes **from** the French and it means 'rebirth'.

At **the** beginning of the Renaissance, Europe **finished** the Middle Ages period. At that period, Europe was **recovering** from **the** Hundred Years War (1339-1453) **and** the Black Death, a plague that **killed** one **third** of Europe's people. During the Middle Ages period, most Europeans were **part** of **the** feudal system. The **power** was **in** the hands of powerful men **who** controlled **the** land. They were called 'feudal lords'.

But **things** for Italy were **different**. It was a **prosperous** country **with** lots of small, independent city-states, which were rich due to the trading system.

Text 2: Florence

Florence was the most important city during the Quattrocento (14th century). The **causes** were that it **was** a **wealthy** and very independent country. It **was** a **wealthy** city because of its **trading** system. That system **was** controlled **by** groups of workers, **people** who **did** the **same** job. **These** groups were called 'guilds'. They **had** the **power** to **vote** and make decisions **about** Florence.

Another cause for the richness of the city was the banking system. Many rich families of the city were bankers and created a coin that was used all over Europe.

But Florence was also the centre of the art during the Renaissance period. The guilds, for example, got together in the Palazzo Vecchio.

Text 3: Micheolangelo Buonarroti

At the age of thirteen he worked as an apprentice to Domenico Ghirlandaio, the most fashionable painter in Florence at that time. Domenico was so impressed by his talent that he recommended him to the ruler of Florence, Lorenzo di Medici, who let him have access to his collection of magnificent ancient Roman sculptures.

When Lorenzo di Medici died Michelangelo went to Bologna, where he started his first sculpture *The Battle of the Centaurus*. Soon afterwards he moved to Rome where he started some large scale works, the most famous one among them is *La Pietà*.

He returned to Florence in 1501, where he produced his most famous work of art, the marble *David* for the Florence Cathedral. This masterpiece statue is now placed in the Accademia Gallery in Florence

Text 4: Leonardo da Vinci

Leonardo was one of the greatest painters of his time, although he only finished a small number of paintings. Among his most famous completed works of art are *The Last Supper* and *The Vitruvian Man*. However, his most famous painting is *The Mona Lisa*, which can be admired at the Louvre in Paris.

He was also an extraordinary sculptor, thinker, inventor and engineer. He was really fascinated by technology and machines. Among the many inventions he created or imagined –hundreds of years before they were actually made- were helicopters, bicycles, submarines and tanks.

Many of these creations were never finished, but he left thousands of pages of drawings, experiments, plans and notes which were written backwards, from right to left –a technique called *mirror writing*.

EXTRA MATERIALS

1. LET'S GET STARTED

EXTRA ACTIVITY. VOCABULARY PLUS. WORKSHEET 1.4

This is an affective and relatively challenging activity ready for early finishers so as to ensure they do not disturb those who still have not finished.

It is intended for all those fast finishers whose level of English is slightly higher than that of the rest of the class. Make sure though they do not see it as a punishment but rather as an opportunity to learn more.

In this case they simply have to write the words in the appropriate boxes. The rationale behind it—why they like some words and not others—makes them think about their own learning process.

All the words presented here are connected with the topic of the unit, but they are not indispensable so as to carry out the different activities successfully.

This activity could also be used at other stages of the unit. Therefore, it is useful to keep a record of which students have attempted to do it.

1) Sort the words out into suitable categories. You can repeat words in different categories.

artist palette painting foreground perspective vanishing
point proportion brush watercolour sketch canvas collage
sculpture abstract art gallery apprentice exhibition painter easel
background pedestal frame curator oil painting installation art
photography graffiti fresco seascape self portrait museum

2) Complete the following categories using the words above.

Words I do not know
the meaning of

Words I'm sure my
partner does not
know

Words I know now
but tomorrow I'll
have probably
forgotten

Words I find difficult
to pronounce
correctly

Funny words
(because of their
PRONUNCIATION,
MEANING,
SPELLING...).

ANSWER KEY. VOCABULARY PLUS.

Activity 1:

SS' own answers.

Activity 2:

SS' own answers.

2. BECOMING REAL EXPERTS

FURTHER READING PRACTICE 1 - RENAISSANCE

If you want to have more information about the Renaissance read the following:

The New Middle Class

When the **plague** slowly disappeared in the 15th century, the population in Europe began to grow. A new middle class appeared—bankers, merchants and **trades people** had a new market for their services.

People became richer and had more than enough money to spend. They began to build larger houses, buy more expensive clothes and get interested in art and literature.

The middle class population also had more free time, which they spent learning foreign languages, reading, playing musical instruments and studying other things of interest.

The Renaissance was especially strong in Italian cities. They became centres of trade, **wealth** and education. Many cities, like Venice, Genoa and Florence had famous **citizens** who were very rich and gave the city a lot of money.

Printing

In 1445 the German Gutenberg invented the **printing press**. He changed the lives of millions of people all over Europe. For the first time, bookmaking became cheap and Gutenberg was able to print many books very quickly.

In the Middle Ages books were very expensive because they were written by hand. Only priests and **monks** could read them because most of them were written in Latin.

In the Renaissance the middle classes had the money to buy books but they wanted books that they could read in their own language. A publishing boom started and buying and selling books began to prosper in many European countries. People bought travel books, romances and poetry. They read more and became better educated.

Humanism

The printing of books led to a new way of thinking. **Scholars** of the Renaissance returned to the writings of Greek and Roman philosophers. These writings are called the “classics”. More and more scholars learned to read Greek and Latin and studied old manuscripts on topics like science, art and life.

During the Middle Ages people were guided by the church, which was against wealth, trading goods and other worldly interests. Humanists, however, did not believe that much in religion. They thought that money and trade were important in life and that citizens needed a good general education.

During the Renaissance a churchman named Martin Luther changed Christianity. In 1517 he wrote a list of things that he didn't like about the church and posted them on the door of his church in Wittenberg, Germany.

GLOSSARY

plague	an illness which killed hundreds of thousands of people
trades people	people who buy and sell products
wealth	a lot of money or possessions which someone has
citizen	a person who lives in a particular town or city
printing press	a machine that prints books and magazines
monk	a religious man who lives in a monastery
scholar	a person who studies a subject in great detail

3. DEEPENING OUR KNOWLEDGE

ALTERNATIVE ACTIVITY 1. MINI SAGAS

The starting point of this activity is the list of famous paintings students took home. They should choose one of them to base their mini saga on it.

But, what is a mini saga? It is a piece of writing which has exactly fifty words, without including the title, which can have up to fifteen words. A mini saga has to tell a story and have a beginning, middle and end. It cannot just be a description of something. The first mini sagas appeared in 1982 in The Sunday Telegraph. Therefore mini sagas are ideal to let students practise writing with an element of challenge and fun.

AIM/S	PROCEDURE	INTERACTION	TIMING
To let them know what a mini saga is & reading for detail	Give them the examples of mini sagas from the worksheet and ask them to decide on titles for the first two and endings for the last two.	T- Class; Ind	1' 3'
To summarise content and to predict endings	Students give reasons for their choices of titles and endings.	S-S	3'
To give feedback	Ask for titles and endings.	T- Class	4'
	Now put students in pairs and ask them to choose one painting from the list they took home. They should agree on one.	T-Class; S-S	2'
To negotiate meaning so as to agree on a story	Once they have chosen it, they use it as a prompt to write collaboratively the first draft of the mini saga. Tell them not to worry now about the number of words. Go round helping them when they get stuck.	S-S	12-14'
To promote peer correction	Now ask them to swap stories with another pair. The pairs who receive the stories should make all the	S-S	4-5'

To negotiate meaning and promote cooperation	necessary corrections. Go round helping them. Now they should give back the drafts with the corrections and the original students should concentrate to reduce it to exactly 50 words.	S-S	6-8'
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MINI SAGAS

1) Read these mini sagas and think of an appropriate **TITLE** for the first and third stories and an appropriate **ENDING** for the second and fourth.

A fisherman had a wonderful family and lived happily near the beach, fishing only what they needed daily. One day he met a businessman who said "catch more fish, buy more boats and start a big business". The fisherman answered "then what?" "Start a family and live by the beach."

WORK DIVISION

Four friends went on a trekking. After walking they found a place to rest and eat. Each said they would do something. One said "I'll prepare the food". Another said "I'll start a fire". The third said "I'll build a hut", and the fourth said "_____."

Walking on the street he felt somebody following him. He turned round to find out who it was, but nobody was there. He had the same feeling again two more times and began to feel scared. Then from the corner of his eye he saw something behind him – his shadow.

MUSIC, LIGHTS ...

On stage, microphone in my hand, singing really loud and dancing beautifully.

Audience cheering my name, singing along to my songs.

Then reality appears. The mike is a brush,
stage is my parents' bed, opposite a mirror,
childhood teddy bears my only audience.

Well, a girl can dream.

_____?

2) Now with your partner choose one of the pictures from the list of famous paintings and use it as a starting point for your mini saga

ANSWER KEY. MINI SAGAS

Activity 1 and 2:

SS' own answers.

4. IN AN ART GALLERY

ALTERNATIVE ACTIVITY 2. SPOT THE SIMILARITIES

Instead of doing the above activity (spot the differences) or if you have already done it but you want to provide your students with further oral practice at any moment throughout the unit, try the following variation.

The pictures they will be using are: Student A “The Arnolfini Marriage” by Van Eyck and student B “Mr and Mrs Clark and Percy” by David Hockney. Hockney’s painting is loosely based on Van Eyck’s 15th century Arnolfini portrait.

AIM/S	PROCEDURE	INTERACTION	TIMING
To give clear instructions	Once students have their respective paintings in front of them (either on a hard copy or on their laptop screens), tell them that they have to try to find as many similarities as possible in 8 minutes.	T-Class	2’
To provide feedback	Ask students to compare their respective pictures or project them on the screen so as to let them see as many similarities as possible.	S-S	8’
	OPTIONAL Ask students -in pairs- to research in the Wikipedia the stories behind the paintings and either ask them to write collaboratively an account as if they were the artists or record a 2-minute presentation of their paintings on http://www.chirbit.com and upload them to wikispaces.	T-Class	2-3’
		S-S	

ANSWER KEY. SPOT THE SIMILARITIES

SS’ own answers.

5. FLORENCE TODAY

ALTERNATIVE LESSON 1. ART QUOTATIONS

This alternative lesson can be done after unit 5 (FLORENCE TODAY). It can also be used independently. It is a good example of integrative skills.

AIM/S	PROCEDURE	INTERACTION	TIMING
To generate interest	Ask students to tell you if they know what a “quotation” is. Tell them.	T-Class	1-2’
To tell the students what they have to do	Put students in small groups and explain the “running dictation” technique.	T-Class	2’
To know more about old and modern artists	Tell them to match the quotations with the appropriate artists.	T-Class	2’
To read, listen, understand and write famous quotations about ART	Students do the activity. Monitor their performance. When they have finished check meanings and spellings with the whole class.	S-S T-Class	7-8’ 2-3’
To silently read and think about their own opinions	Individually students decide whether they agree or not with the quotation and why.	Ind.	5’
To express personal opinions orally	They swap worksheets and ask each other why they agree or disagree with the quotations.	S-S	7-8’
To provide feedback	In open class ask some students’ opinions. Ask other students whether they agree or not.	T-Class	5-6’
To express cooperatively their opinions about ART in writing	To round off the lesson you could ask them to write IN PAIRS (both students write the same	S-S	3-4’

	quotation) their own quotation about ART.		
To make them public	Ask them to read them out loud.	T-Class	3-4'

GREAT ART QUOTATIONS

1) Poor is the pupil who does not surpass his master

2) At the end of the day, people are more important than paintings.

3) I tell you, the more I think, the more I feel that there is nothing more truly artistic than to love people.

4) Painting is just another way of keeping a diary.

5) Every child is an artist. The problem is how to remain an artist once we grow up.

6) No great artist ever sees things as they really are. If he did, he would cease to be an artist.

7) A man paints with his brains and not with his hands.

8) There are painters who transform the sun into a yellow spot, but there are others who with the help of their art and intelligence transform a yellow spot into the sun.

9) Art is never finished, only abandoned.

10) To see we must forget the name of the thing we are looking at.

Leonardo da Vinci	Van Gogh	Picasso (3)
Monet	Michelangelo (2)	Damien Hirst
		Oscar Wilde

ANSWER KEY. ART QUOTATIONS

- 1) Poor is the pupil who does not surpass his master. (Michelangelo)
- 2) At the end of the day, people are more important than paintings. (Damien Hirst)
- 3) I tell you, the more I think, the more I feel that there is nothing more truly artistic than to love people. (Van Gogh)
- 4) Painting is just another way of keeping a diary. (Picasso)
- 5) Every child is an artist. The problem is how to remain an artist once we grow up. (Picasso)
- 6) No great artist ever sees things as they really are. If he did, he would cease to be an artist. (Oscar Wilde)
- 7) A man paints with his brains and not with his hands. (Michelangelo)
- 8) There are painters who transform the sun into a yellow spot, but there are others who with the help of their art and intelligence transform a yellow spot into the sun. (Picasso)
- 9) Art is never finished, only abandoned. (Leonardo)
- 10) To see we must forget the name of the thing we are looking at. (Claude Monet)

6. MODERN ART?

FURTHER READING PRACTICE 2 – NEW FORMS OF ART

If you want to learn more information about new forms of art do the following task:

AIM/S	PROCEDURE	INTERACTION	TIMING
To provide students with more information about new forms of art	Hand out worksheet 6.2 with texts about: graffiti, piercing and tattoo. Pre-teach the following words: scratch, vandalism, consent, nipple, navel and rub.	T- Class	4-5'
	Ask them to read them and underline all the information they find interesting, they did not know, they disagree, they find surprising, etc. Students read silently their texts.	Ind	5'
To check understanding of the texts by using appropriate vocabulary	Now direct them to the text with spaces. Without looking back at their texts –in pairs- they have to complete the gaps with words from the box.	S-S	7'

1) Read the following texts and try to remember as much information as possible.

Graffiti

In art history, graffiti is applied to works of art produced by painting or scratching a design into a surface, usually a wall. Although graffiti have become very popular in the current years, its origin goes back to the Prehistory. The prehistoric men used to paint humans and animals on the walls, rocks and ceilings of the caves. Nowadays graffiti vary from simple written words to elaborate wall paintings and the most commonly used materials are spray paints. Graffiti are seen very often as a type of vandalism since in most of the countries painters paint on public walls without the property owner's consent.

Piercing

The practice of body piercing goes back also to the ancient times, when some African and American tribal cultures used to wear lip, ear, tongue or nose piercings. The reasons for piercing or not piercing are varied and, thus, while some people pierce for religious or spiritual reason, others decide to pierce just for self-expression, for aesthetic value or to be trendy. Nowadays piercings are placed in many parts of the body such as lips, ear, tongue, nose, nipple or navel among others.

Tattoo

A tattoo is a marking made by inserting ink into the dermis layer of the skin to change the pigment for decorative and other reasons. Tattoos are seen as decorative body modifications and are very popular nowadays among young people. There are two types of tattoos: permanent tattoos and temporary tattoos. Permanent tattoos are those which are indelible, that is that are for the whole life. On the other hand, temporary tattoos are those which can be removed by applying an alcohol based product or by simply rubbing with water and soap.

2) Now in pairs fill in the gaps with the appropriate word. There are 6 words too many.

Besides paintings and sculptures, new _____ (1) are becoming more and more popular among young people. On the one hand, it is very frequent to see people painting _____ (2) in the street, especially on the walls. They use _____ (3) and the works of art vary from just written _____ (4) to elaborate _____ (5). In most of the countries painters paint on public walls without the property owner's consent and for this reason graffiti are considered as a type of _____ (6). On the other hand, many people decide to pierce or to tattoo for many different reasons such as self-expression, aesthetic value or to be _____ (7). _____ (8) are placed in many parts of the body for example _____ (9), ear, _____ (10), nose or navel among others. _____ (11) are also considered body decorative modifications which consist of inserting _____ (12) into the dermis layer of the skin to change the pigment. There are two types of tattoos: _____ (13) tattoos (which are indelible) and _____ (14) tattoos which can be removed with an alcohol based product or with water and soap.

words	lips	brush	temporary	vandalism
tongue	portrait	tattoos	paintings	draw
graffiti	picture	trendy	permanent	forms of art
sprays	piercings	colours	paint	ink

ANSWER KEY. NEW FORMS OF ART


1. forms of art
2. graffiti
3. sprays
4. words
5. paintings
6. vandalism
7. trendy
8. piercings
9. lips / tongue
10. tongue / lips
11. tattoos
12. ink
13. permanent
14. temporary

ANNEXES

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ANNEX I: IMAGE SOURCES

CLIPARTS	
	Lila Community. "Personal Icon". Mricons.com. < http://www.mricons.com/icon/90771/128/personal-icon > (last accessed May 4, 2011). This icon is licensed under the GNU General Public License.
	Alexander Moore. "Female Forum Male Users Icon". Mricons.com. < http://www.mricons.com/icon/1435/128/female-forum-male-users-icon > (last accessed May 4, 2011). This icon is licensed under the LGPL license.
	Free Clip Art Gallery. Logos & Mascots. "Puzzle Pieces (in color)". < http://school.discoveryeducation.com/clipart/category/logo6.html > (last accessed May 4, 2011). Clipart licensed from the Clip Art Gallery on DiscoverySchool.com.
	David Vignoni. "Bookcase Books School Icon". Mricons.com. < http://www.mricons.com/icon/650/128/bookcase-books-school-icon > (last accessed May 4, 2011). This icon is licensed under the LGPL license.
	Lila Community. "Pencil icon". Mricons.com. < http://www.mricons.com/icon/90608/128/pencil-icon > (last accessed May 4, 2011). This icon is licensed under GNU General Public License.
	Mandarancio. "Audio Medium Volume Icon". Mricons.com. < http://www.mricons.com/icon/114340/64/audio-medium-volume-icon > (last accessed May 4, 2011). This icon is licensed under the Creative Commons (Attribution-Noncommercial 3.0 Unported) license.
	Kyo Tux. "Clip Movie Video Icon". Mricons.com. < http://www.mricons.com/icon/114819/64/clip-movie-video-icon > (last accessed May 4, 2011). This icon is licensed under the Creative Commons (Attribution-Noncommercial-DerivativeWorks 3.0 Unported) license.
	Templay. "Application Design Drawing icon". Mricons.com. < http://www.mricons.com/icon/121490/128/application-design-drawing-icon > (last accessed May 4, 2011). Icon courtesy of Templay.
	Vocabulizate. "Homework". < http://vocabulizate.blogspot.com/2011/01/cat-smile-and-homework.html > (last accessed May 4, 2011). This icon licensed under the Creative Commons (Attribution-Noncommercial 3.0 Unported) license.
	Courtesy of the authors.
	Foodco. "Hot tip icon". < http://foodcoservices.com/ > (last accessed May 4, 2011). Icon courtesy of Food Co.
PHOTOGRAPHS - Courtesy of the authors	

ANNEX 2: ASSESSMENT TOOLS

A) C-TEST

Discrete item versus integrative testing

Oller, a language testing specialist interested in measuring communicative competence, wrote in the late seventies, “Whereas discrete items attempt to test knowledge of language one bit at a time, integrative tests attempt to assess a learner’s capacity to use many bits at a time” (Oller, 1979: 37). Thus, it can be argued that discrete item tests have been designed on the belief that language can be divided into parts –more often than not into grammar parts. Thornbury in an IATEFL conference in Dublin in 2000 coined the term “grammar McNuggets”- and that these different parts can be adequately tested.

Integrative testing, however, requires the learner to combine different language elements so as to complete a task, for example writing a composition, taking a dictation or completing a cloze. Context, for instance, plays a major role as does communication, authenticity and content.

Discrete item tests were questioned by those who believed that language competence depends on so many aspects –in other words, it is so global- that it can not be appropriately measured in additive tests based on discrete items. That’s why we have favoured one type of integrative testing: the C- Test, which do not only assesses language but content as well.

C-Test

A variety of cloze is the so-called C-test. It consists of four to six short texts students might have seen before, in which instead of whole words, it is the second half of every second word which is deleted, beginning with the second word of the second sentence; both the first and the last sentences of the text are left intact. This is one of the techniques we have chosen to assess content knowledge and language use.

It is claimed that the C-test has some clear advantages over the cloze test since given the variety of passages, a better sampling of content areas, styles, genres and certain vocabulary items can be covered. There is also a more representative sample of all language elements since it is every second word which is cut; scoring is easy and objective because there is usually only one correct answer. Unlike cloze tests, learners

seem to enjoy doing C-tests –either as a classroom task or as a more formal assessment activity-, which in turn does have a beneficial backwash effect on learners.

Recent research also shows that the C-Test is the most economical and reliable procedure and it has the highest empirical validity among the other sort of “reduced redundancy tests” (classical cloze, multiple choice and cloze-elide ones).

ASSESSMENT SCALES

Fail	65-69 out of 100	4,0-4,9
Narrow Pass	70-74 out of 100	5,0-5,9
Standard Pass	75-80 out of 100	6,0-6,9
Good Pass	81-90 out of 100	7,0-7,9
Pass with merit	91-96 out of 100	8,0-8,9
Distinction	97 + out of 100	9,0-10,0

B) FINAL PRODUCT SELF-EVALUATION RUBRIC

Self-assessment is seen as a way of developing learner autonomy, making the students independent learners and not so reliant on the teacher. If students come to see assessment as a way of informing them about their progress, and help them become better and more effective learners, then this can only be a positive thing.

It also means that students are more likely to perform better in summative tests, such as end-of-unit/course tests or external exams, as they will not be as nervous about taking them.

However, there are a few drawbacks associated with self-assessment. One problem that is often brought up is the ability of students to accurately assess their progress and work. Certainly, without training, students are unlikely to be able to effectively assess their own work. However, with training and guidance most students can become extremely adept at evaluating how well or how badly they are doing.

Another problem is that it is much easier for students to say what they can't do rather than what they can do. This leads to fairly negative assessment and poor motivation. It is important when putting into place a self-assessment system that the need to look at positive things and build on those is just as important (if not more so) than looking at the things that need improving.

Final product self-evaluation rubric						
	00- 20	21-40	41-60	61-80	81-100	M A R K
Cooperative work	We played around instead of concentrating on our product.	We could not agree on what we should do, so we wasted time.	We worked together until we finished our task.	We worked cooperatively throughout the task but we did not share out responsibilities equally.	We worked cooperatively throughout the task. We shared responsibilities.	
Use of resources	I could not find the Information I needed.	I was able to find some of the information needed.	I was able to find most of the information needed.	I was able to find all the information needed with help from the teacher.	I was able to find all the information needed independently or cooperating with my partner.	
Design & quality of the product	All the leaflet looks horrible.	There are a few nice parts.	There are some nice parts.	Most of the parts look nice.	All the leaflet looks really nice.	
Oral English	I did not use any English throughout the task.	I only used some words in English.	I used some sentences in English.	I used English most of the time.	I used English all the time.	
Task fulfilment	I did not finish any task.	I did not finish some of the tasks.	I finished half of the tasks.	I finished most of the tasks.	I finished all the tasks.	
TOTAL						

C) WRITING CHECKLIST

Students have to write a 100-120 word newspaper article. In this particular case, they are asked to write an article about one of Leonardo's inventions/works of art to be published on the front page of a newspaper. They have to imagine they travel in time and that they are journalists in the 15th century. The press has just been invented. They have to decide the name of the newspaper, the date (emphasize that it has to be from the 15th century) and a headline.

The writing tasks focus on effective communication of the message. Students are assessed on their ability to use and control a range of ESO 4th (roughly A-2) language. Coherent organization, spelling and punctuation are also assessed.

CRITERIA. CONTENT & TARGET READER	MARK
All content elements covered appropriately. Message clearly communicated to reader.	5
All content elements adequately dealt with. Message communicated successfully, on the whole.	4
All content elements attempted. Message requires some effort by the reader or one content element omitted but others clearly communicated.	3
Two content elements omitted, or unsuccessfully dealt with. Message only partially communicated to reader or script may be slightly short (30-50 words).	2
Little relevant content and/or message requires excessive effort by the reader, or short. (10-29 words).	1

CRITERIA. RANGE (VOCABULARY & GRAMMAR)	MARK
Wide range of structures and vocabulary within the task set.	5
More than adequate range of vocabulary and structure within the task set.	4
Adequate range of vocabulary and structures.	3
Inadequate range of vocabulary and structures.	2
No evidence of range of structures and vocabulary.	1

CRITERIA. ORGANIZATION & COHERENCE	MARK
Well organized and coherent, through use of simple linking devices.	5
Evidence of organization and some linking of sentences.	4
Some attempt at organization; linking of sentences not always maintained.	3
Some incoherence; erratic punctuation.	2
Seriously incoherent; absence of punctuation.	1

D) DOSSIER CHECKLIST

At the end of the unit, students will have to hand in a dossier with an “ART is TIC” cover, a table of contents and all the worksheets used throughout the unit bound together. The dossier will be assessed taking into account the following criteria.

CRITERIA	1	2	3	4	5
Cover with name, date, subject and title	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Table of contents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Page numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nice presentation (neatness)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Well-organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It includes all the materials and worksheets completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total:	___ /30				

E) GENERAL RUBRIC

	1	2	3	4	5	MARK
Attendance	Never comes to class. (0-25%)	Sometimes comes to class. (0-59%)	Often comes to class. (60-79%)	Almost always comes to class. (80-94%)	Always comes to class. (95-100%)	
Attitude	Never has a positive attitude to task(s).	Rarely has a positive attitude to the task(s).	Often has a positive attitude to the task(s).	Almost always has a positive attitude to the task(s).	Always have a positive attitude to the task(s).	
Homework	Never does the homework assigned.	Rarely does the homework assigned.	Sometimes does the homework assigned.	Often does the homework assigned.	Always does the homework assigned.	
Participation & Contributions	Never participates and/or contributes.	Rarely provides useful ideas when participating in group and in classroom discussion. He/she refuses to contribute.	Sometimes provides useful ideas when participating in group and in classroom discussion. He/she does not contribute enough.	Often provides useful ideas when participating in group and in classroom discussion. He/she contributes quite a lot.	Almost always provides useful ideas when participating in group and in classroom discussion. He/she contributes a lot.	
Total:						___ / 20

F) ICT PRODUCTS' CHECKLIST

CRITERIA	YES	NO
Creativity & originality when using the ICT tool required		
Accuracy of the language used		
Fulfilling the task required		
Appropriate content related to the topic		

G) INTERACTION RUBRIC

CATEGORY	1	2	3	4	5
Turn taking & pair work	The members of the pair were off task AND/OR didn't answer when asked.	The members of the pair functioned fairly well but was dominated by one of the members. The pair wasn't always on task! The members didn't allocate turns correctly.	The members of the pair functioned pretty well. Only one member listened to the other, shared his/her opinions and supported the other's effort. The pair was almost always on task! One member tried to allocate turns. Lack of naturality.	The members of the pair functioned well. Both members listened to each other, shared their opinions and supported each other's effort. The pair was always on task! Turn taking was done well most of the time, though it didn't seem natural.	The pair functioned exceptionally well. Both members listened to, shared their opinions and supported each other's effort. The pair was always on task! Turn taking was done well all the time and seemed natural.
Content	Doesn't seem to understand the topic very well.	Shows a fair understanding of parts of the topic.	Shows a good understanding of the topic.	Shows a full understanding of the topic.	Shows an excellent understanding of the topic.
Understanding of the topic	The members of the pair did not show an understanding	The members of the pair did not show an adequate	The members of the pair seemed to understand the	The members of the pair clearly understood the topic in-depth	The team clearly understood the topic in-depth

	of the topic AND/OR The members of the pair were off task.	understanding of the topic.	main points of the topic and presented those with ease.	and presented their information with ease.	and presented their information forcefully and convincingly.
Speaks clearly	Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than three words.	Speaks clearly and distinctly most of the time and mispronounces one or more words.	Speaks clearly and distinctly most of the time and mispronounces no words.	Speaks clearly and distinctly all of the time but mispronounces one or more words.	Speaks clearly and distinctly all of the time and mispronounces no words.
Range	Uses several (5 or more) words or phrases that are not appropriate for the intended level.	Uses some (less than 5) words or phrases that are not appropriate for the intended level.	Uses vocabulary appropriate for the intended level.	Uses vocabulary appropriate for the intended level. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the intended level. Extends new vocabulary for the audience by defining words that might be new.
Total: _____ / 25					

H) GLOBAL ASSESSMENT

Dossier	10%
Leaflet	25%
All oral interactions (including “travel agency role-play”)	25%
Writings & Final C-Test (content and language)	20%
General rubric	20%

ANNEX III: CD