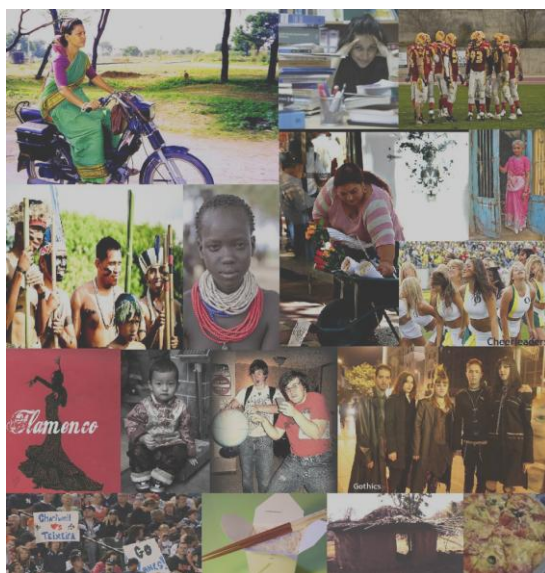


# Nothing is what it seems



**Rocío Morales Herrero & Nuria Villagrasa Valdivieso**

UAB tutor: María José Lobo Vírseda  
School mentor: Anna Malonda Mena



**UAB**  
TED Master's Degree, 2011

**Teacher's  
book**

*This unit would not have been possible without the precious help of M<sup>a</sup> José Lobo and Anna Malonda, whose involvement and support have been essential in the development of the unit.*

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## INTRODUCTION

This booklet reproduces a teaching unit originally created as a wiki site for students within the 1x1 project. The complete wiki site can be visited here:

<http://serreta-test.wikispaces.com/>

### ICON KEY



Group work



Pair work



Time limited



Writing



Speaking



Video



Reading



Listening



Attention



Tips

### HOMEWORK:



On our wiki



On your website



E-mail it

### FONT KEY

**Bold and purple** Important new grammar

**Bold and black** Important new words

***Bold and italics*** Examples

Underlined Important issues

### ASSESSMENT

During this unit, the teachers will take into account for the final mark:

- ✓ oral participation in English.
- ✓ homework
- ✓ attitude in the classroom.
- ✓ participation in group work and pair work
- ✓ interest in learning the topic
- ✓ correct writing



## PLANNING TEMPLATE for CLIL and CONTENT-RICH ENVIRONMENTS

**UNIT TITLE:** Nothing is what it seems

**AUTHORS:** Rocío Morales Herrero & Nuria Villagrasa Valdivieso

**CLASS/AGE:** ESO 3 (14-15 years old)

**SUBJECTS, LANGUAGES and/or TEACHERS INVOLVED:** English & Citizenship Education

**NUMBER OF LESSONS:** 6 (ordinary class) + 3 (split class)

**COE LEVEL:** A1 / A2

### INTRODUCTION TO THE UNIT

Stereotypes are false ideas about social groups that we can find in our day-to-day, and they are usually related to prejudices and discrimination. In this lesson you will learn to become aware of them in different contexts, and you will work in teams to perform an oral presentation to show your classmates an example of stereotypes.

### OBJECTIVE/S / GOALS

By the end of the unit, the students will be able/competent to...

- Value and respect gender differences and rights and opportunities equality between them; reject stereotypes which imply discrimination between men and women.
- Understand and communicate appropriately in a foreign language.
- Assume with responsibility their own duties, exercise their rights towards the others, and understand the value of dialogue and cooperation.
- Develop and consolidate effort, study, individual and cooperative work, and discipline habits as a base for efficient learning.
- Strengthen the affective abilities within personality and in relation to others, and reject violence, prejudices, and sexism.

### DOMAIN or TOPIC RELATED CONTENTS:

#### MAIN TARGET KNOWLEDGE

- Stereotypes
- Discrimination
- Sexism
- Gender and cultural differences

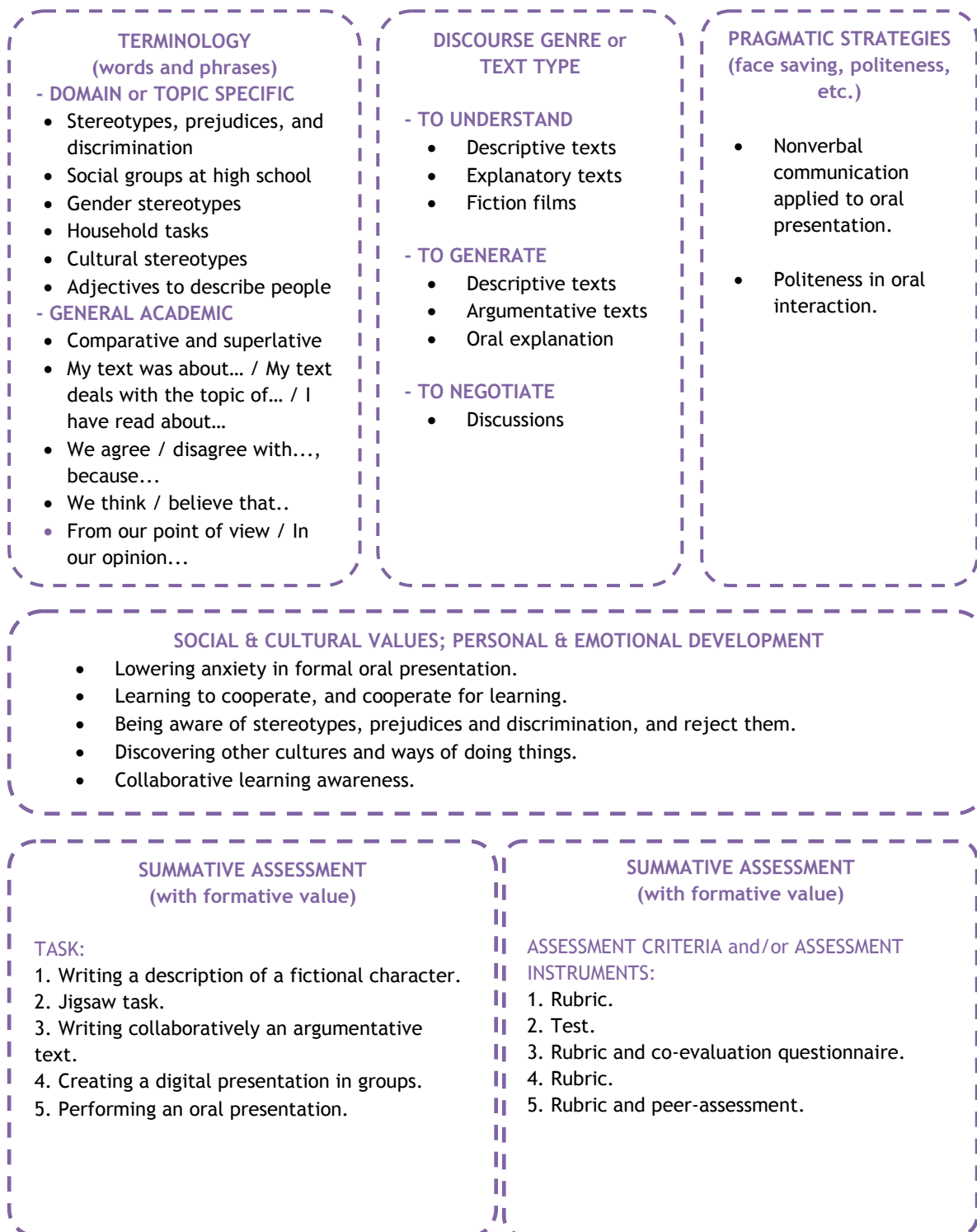
### DOMAIN or TOPIC-RELATED CONTENTS:

#### MAIN TARGET SKILLS

- Recognize stereotypes and challenge them.
- Understand the main ideas of authentic materials.
- Explain and discuss about different social issues.
- Work collaboratively.
- Apply ICTs to the learning process.
- Recognize the main ideas and key words from an oral or written text.



### CONTENT OBLIGATORY / CONTENT COMPATIBLE LANGUAGE





CLIL-SI 2011. 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/>



### MATERIALS and RESOURCES

#### MATERIALS:

- Worksheets, flash cards, digital files (PPT, PDF, Word documents, and videos)
- ICT tools (Wikispaces, Voki, Webspiration, Prezi, Glogster, Wordle, and dotSub)

#### RESOURCES:

Computer, Internet connection, beamer, screen, digital board, laminator, and loudspeakers.

### REFERENCES

#### ACKNOWLEDGEMENTS:

Special mention to our mentor, Anna Malonda Mena, and our tutor, M.<sup>a</sup> José Lobo Vírveda.

#### CREDITS:

- All images from Flickr ([www.flickr.com](http://www.flickr.com))
- Video Stereotypes kill ideas: Flickr ([www.flickr.com](http://www.flickr.com))
- Picture in Activity 4.1 (session 4): Rocío Morales Herrero
- All videos in Session C: YouTube ([www.youtube.com](http://www.youtube.com))

THIS UNIT DOES NOT COVER COPYRIGHT OF PHOTOS OR ORIGINAL MATERIAL.

### COMMENTS

- This booklet reproduces a teaching unit originally created as a wiki site for students within the 1x1 project. The complete wiki site can be visited here: <http://serreta-test.wikispaces.com/>
- This unit has been planned for groups with two whole class sessions and one split class session per week. As split classes can take place before or after the second whole class session of the week, depending on the group, those split class sessions have been designed to be implemented either before or after the second whole class session.
- The teacher has to present the main activities that will be carried out on the first session and how the students will be assessed.



CLIL-SI 2011. 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/>





















## KEY COMPETENCES

1. **Communication in the mother tongue**
  - Translation activity into mother tongue.
  - Overcoming important obstacles in the classroom.
2. **Communication in foreign languages**
  - Interacting and swapping information.
  - Producing an explanation.
  - Giving opinion and justifying it.
  - Present a topic orally in public.
  - Writing well-organized texts.
  - Creating a digital presentation and using it as visual support for an explanation.
3. **Mathematical competences and basic competences in science and technology**
4. **Digital competence**
  - Using a digital student's book.
  - Electronic texts (e-mails, blogs).
  - Surf the Internet to find specific information.
  - Creating a digital presentation.
5. **Learning to learn**
  - The fostering of cooperative learning.
  - Scanning and skimming for information.
  - Develop abilities to lower the anxiety that an oral presentation supposes.
6. **Social and civic competences**
  - Collaborative work.
  - Argue a point of view
7. **Sense of initiative and entrepreneurship**
  - Scanning and skimming for information.
  - Working in a cooperative and flexible way.
  - Fostering of the dialog and negotiation.
  - Develop abilities to lower the anxiety that an oral presentation supposes.
  - Present a topic orally in public.
8. **Cultural awareness and expression**
  - Designing a creative visual support for an oral presentation.
  - Reading and speaking about cultural differences.



## LESSON-BY-LESSON OVERVIEW

Session	Activities	Timing	Interaction	Skills	ICT	Assessed	Comments
1. What are stereotypes?	Warm-up activity: What do you know about stereotypes?	10'	T - Class		X		
	Introducing the term “stereotypes”: Video-presentation Stereotypes kill ideas.	5'	T - Class		X	X	
	Pre-test: General ideas about stereotypes.	15'	S ↔ S (pairs)			X	
	Stereotypes about UK: Glogster poster as a model for the final presentation.	5'	T - Class		X	X	
	Guessing the word: Vocabulary activity.	10'	S			X	
	Homework: Matching the first part of a description with the second part.	H				X	
	Homework: My class blog	H			X	X	
2. Stereotypes at high school	Introducing the topic: PREZI presentation.	15'	T -Class		X	X	
	<i>Glee</i> (TV series): watching excerpts of a chapter and answering some questions about it.	20'				X	
	Discussion: Discussing the answers of the previous questionnaire.	15'	T -Class S ↔ S (pairs)				
	Homework: Writing a description of one fictional character.	H				X	
	Homework: <i>My class blog</i>	H			X	X	
3. From stereotypes to discrimination	Jigsaw task 1: Becoming experts.	10'	S ↔ S (groups)				
	Jigsaw task 2: Sharing the information.	20'	S ↔ S (groups)			X	
	Jigsaw task 3: Individual test.	10'	S			X	
	Homework: <i>My class blog</i>	H			X	X	
4. Gender stereotypes	Introduction: Discussing picture.	5'	S ↔ S (groups)				
	Collaborative writing: Writing group opinion on gender stereotypes.	20'	S ↔ S (groups)		X	X	
	Co-evaluation questionnaire	5'	S			X	
	Mind map: Summing up the unit (Webspiration).	15'	T ↔ SS		X	X	
	Homework: Completing the mind map.	H			X	X	
	Homework: <i>My class blog</i>	H			X	X	

Session	Activities	Timing	Interaction	Skills	ICT	Assessed	Comments
5 & 6. Oral presentations	Oral presentations + feedback + peer-assessment	10' / group	S ↔ S (groups)	 	X	X	
	Homework: Uploading the presentations on the discussion forum, and commenting them.	H			X		
	Homework: <i>My class blog</i>	H			X	X	
A. Reinvent yourself!	What makes a good oral presentation?: Matching rubric category with its definition, and deciding the order of importance on digital board.	20'	S ↔ S (groups)		X		
	Voki: Creating an speaking avatar describing itself, and uploading it on the forum.	25'	S ↔ S		X	X	
	Homework: Commenting other Vokis.	H			X		
	Homework: <i>My class blog</i>	H			X	X	
B. Presenting cultural stereotypes	Guess the continent: Deciding which continent each word cloud refers to.	5'	S ↔ S (groups)	 			
	Become experts: Reading a text about cultural stereotypes on one continent.	15'	S ↔ S (groups)				
	Information quest: Asking for information on the other texts to complete a grid.	20'	S ↔ S	 		X	
	Homework: Writing on the forum about the most surprising cultural stereotype.	H			X	X	
	Homework: <i>My class blog</i>	H			X	X	
C. Sing against stereotypes!	Jumbled song: Putting the verses in order, and commenting the ideas on stereotypes from it.	20'	S ↔ S (groups)		X		
	Translators for a day: Translating one of the given songs.	20'	S ↔ S (pairs)			X	
	Homework: <i>My class blog</i>	H			X	X	

# WHOLE CLASS SESSIONS

# 1. WHAT ARE STEREOTYPES?

## *Resources for the session:*

Computer, beamer, loudspeakers, Internet connection  
Wikispaces

Worksheets for activities 1.5 and H1.1 (see CD:

Materials/Session1/Activity\_1-5.pdf and

Materials/Session1/Homework\_1-1.pdf)

Digital files (see CD: Materials/Session1/1-What are stereotypes.pps,  
STEREOTYPES KILL IDEAS.mp4, and Session1-3.pps)

## 1.1 Meeting someone for the first time.

*Time:* 10 min.

*Grouping:* Whole class

*Materials:* PowerPoint presentation (see CD: Materials/Session1/1-What are stereotypes.pps)

*Assessment:* Active participation, engagement

## *Notes for the teacher:*

This is a warm-up activity to introduce the topic.

- First ask the students about the term “stereotypes”. Elicit some answers from the students to check prior knowledge on the term.
- In Slide 2 of the PowerPoint presentation, ask students the first three questions on the slide. Make the students aware of the main assumptions we usually make regarding a woman in a poor country. Then, ask them the last question. After eliciting the students to say “no”, show Slide 3 to prove them that assumptions can be false.
- In Slide 4, follow the same procedure as in Slide 2, but focusing on the assumptions about literacy and education level among gipsy women. Then, show Slide 5 and explain that, nowadays, gipsy young women are challenging that stereotype and they are even studying at university.
- To conclude, ask students about stereotypes that could be applied to them, and make them aware that it is common to believe that most preconceived ideas about a social group apply to any person belonging to that group, but those assumptions are often false.

## 1.2 Words on stereotypes.

*Time:* 5 min.

*Grouping:* Pair work, whole class

*Materials:* Video *Stereotypes kill ideas* (see CD: [Materials/Session 1/STEREOTYPES KILL IDEAS.mp4](#))

*Assessment:* Active participation, engagement

*Notes for the teacher:*

- Tell students that they have to pay attention to the words appearing on a short video. Then, in pairs, they will have to try to remember and write down as many words as they can.
- After a couple of minutes, make students write on the blackboard the words that they have found.
- Comment with the students the meaning of those words and discuss about their relationship with stereotypes, especially *exclusion*, *racism* and *sexism*. Are they a consequence of stereotypes?

*Answer key:*

The words appearing on the video are: stereotypes, exclusion, racism, sexism, kill ideas, evolution, art, style.

## 1.3 Let's see what you already know about stereotypes!

*Time:* 15 min.

*Grouping:* Pair work

*Materials:* Wikispaces, PowerPoint presentation (see CD: [Materials/Session 1/Session1-3.pps](#))

*Assessment:* Active participation, engagement

*Notes for the teacher:*

- Make the students answer the test in pairs. They can read it on the wiki and write down the answers.
- To correct with the whole class, use the PowerPoint presentation.

*Answer key: Correct answers in bold.*

1. What are stereotypes?
  - a) A stereotype is a social organization which fights against racism.
  - b) Stereotypes are generalizations about persons based on their physical appearance.**
  - c) Stereotypes are true descriptions of reality.
  - d) A stereotype is an exotic meal.
2. Which of the following sentences are stereotypes?
  - a) Only young people can be beautiful.
  - b) Only boys can play with cars, and only girls can play with dolls.
  - c) All teenagers are bad-behaved.
  - d) All of the previous.**
3. Which kind of qualities do we often ascribe to an unknown person?
  - a) Only positive qualities.
  - b) Only negative qualities.
  - c) Both positive and negative.**
  - d) We never ascribe any quality to unknown people.

#### 1.4 Coffee or tea? An example of cultural stereotypes.

*Time:* 5 min.

*Grouping:* Whole class

*Materials:* Glogster presentation (see: <http://nuriaserreta.glogster.com/stereotypes-about-uk> or Wikispaces)

*Assessment:* Active participation, engagement

*Notes for the teacher:*

- Explain the students that the final assessment of this unit is an oral presentation in groups about stereotypes.
- Show them the page at Wikispaces with all the instructions for that oral presentation (<http://serreta-test.wikispaces.com/Final+project>), and explain them clearly.
- Then, introduce the topic of cultural stereotypes with the Glogster presentation of British stereotypes, and tell them that they are expected to do something similar about a different stereotype.

### 1.5 Guess the word!

*Time:* 10 min.

*Grouping:* Individual

*Materials:* 1 worksheet / student (see CD: [Materials/Session1/Activity\\_1-5.pdf](#))

*Assessment:* 1 point / gap

*Notes for the teacher:*

This activity is included to provide the students with useful vocabulary for next session. In case that there is not time enough to do it in class, they should do it as homework.

*Correct answers:*

1. A .....diya..... is a **well-known** singer.
2. Some students .....bully..... their classmates because they are different.
3. A .....fashionable..... man always wears **trendy** clothes.
4. Susan .....is dating..... John and tonight they are going to the cinema together.
5. Students think that Peter is a .....loser....., because he is not popular at school. He is at the bottom of the .....social ladder......
6. She is so **shy** that she .....goes unnoticed......
7. Although he is **the fattest** of the class, she .....has no complex about..... it.
8. Her hair is so long that she has to wear a .....ponytail..... to do sport.
9. His mother always .....keeps an eye on..... him, because she always wants to know what he does.
10. The .....quarterback..... is the leader of a football team.

## HOMEWORK

1.1

### Glee characters.

**Materials:** 1 worksheet per student (see CD: [Materials/Session1/Homework\\_1-1.pdf](#))

**Assessment:** 1 point / gap

**Answer key:**

*Will*... is unhappily married, but he is **cheerful**, especially when **rehearsing** with his students of the Glee Club.

*...Puck...* is considered **cool**, but also aggressive. He believes that only girls and gays enjoy singing and dancing, but not **tough** guys like himself.

*..Mercedes...* joined the Glee Club expecting to be considered a diva thanks to her **powerful** voice. She is sometimes too insecure, but she has no complex about her size.

*..Kurt...* looks very shy, but he just wants to go **unnoticed** not to be bullied. He has often suffered for being different from the other kids, and that has made him very **brave**.

*..Rachel...* doesn't understand why she isn't more popular, because she thinks that she is the centre of the universe. She is **talented** and **outstanding**, but too **selfish**.

*..Quinn...* is the most popular girl in the school, but she is also **wicked**, as she wants to keep up with her status **at all costs**.

*.. Finn...* is an **easygoing** and **pleasant** guy. Although he is tall and tough, he is calm and a bit **naïve**.





### ***My Class Blog.***

**Materials:** Student's English website in Gmail.

**Assessment:** Active participation (minimum 3 entries during the whole unit)

**Notes for the teacher:**

In this unit students will have to write regularly a blog on their websites in Gmail about what they have learnt, liked or disliked during the sessions.

- Students do not have to write more than 50 words per entry.
- Students have to write, at least, 3 entries.
- Show students the example on how to do it.

## 2. STEREOTYPES AT HIGH SCHOOL

### *Resources for the session:*

Computer, beamer, loudspeakers, Internet connection  
Wikispaces  
Worksheet for activity 2.2 (see CD:  
[Materials/Session2/Activity\\_2-2.pdf](#))  
Digital files (see CD:  
[Materials/Session2/Session1\\_HWcorrection.pdf](#))  
Glee DVD, Season 1  
Rubric (see Annex 2: Assessment tools)

### *Before starting the session:*

Correct H1.1 (projectable PDF file with the answers in CD:  
[Materials/Session2/Session1\\_HWcorrection.pdf](#)). Collect the worksheets after the class. It is important that they can have it next to them during the whole session as they may need to check some information or vocabulary.

### 2.1 Stereotyping teenagers.

*Time:* 15 min.

*Grouping:* Whole class

*Materials:* Prezi presentation (see: <http://prezi.com/uodwfkpvlrpg/stereotypes-at-high-school/> or Wikispaces)

*Assessment:* Active participation, engagement

### *Notes for the teacher:*

- Introduce the topic of stereotypes at high school and discuss about the topics presented. Try to focus on the issues closer to them.
- Remind students that they have to prepare an oral presentation in groups, and suggest them that they can also use Prezi or Glogster to do it.

## 2.2 Watching a video.

*Time:* 20 min.

*Grouping:* Whole class

*Materials:* 1 worksheet per student (see CD: [Materials/Session1/Activity\\_2-2.pdf](#)), a selection of scenes of TV series *Glee*, season 1, chapter 4 (00:00-02:15, 07:35-11:51, 18:13-19:02, 24:44-26:50, 29:12-37:56)

*Assessment:* Engagement, active listening

*Notes for the teacher:*

- As it is not an adapted video, but real English, remind students not to worry about unknown expressions. The key point is that they can follow the plot, and they get used to listen to real English.
- Ask students to read the questions on the worksheet and help them to understand them well. They will have to answer in pairs them after the video.

*Suggested answers:*

1. Is Rachel happy with her role in *West Side Story*? In your opinion, is her position unfair?  
*She is not happy, because she wanted to sing the solo. Her position is unfair, because she does not want to give an opportunity to Tina. She is selfish.*
2. Does Kurt tell his classmates that he is gay?  
*No, he denies being gay when Finn assumes it. He only tells it to his father.*
3. Why does Rachel believe that she is the best in the Glee Club?  
*Because she is talented and works hard.*
4. Puck does not want to dance with his teammates, why?  
*Because he thinks that dancing is just for girls and gays.*
5. Which stereotype does the team break during the match?  
*Tough guys, like football players, can also dance. Dancing is not only for girls or guys.*
6. At the end of the video, is Kurt's father proud of his son?  
*Yes, he is very proud.*

## HOMework

2.1

### Describing a fiction character.

*Assessment:* Rubric (see Annex 2: Assessment tools)

2.2

### *My Class Blog.*

*Materials:* Student's English website in Gmail.

*Assessment:* Active participation (minimum 3 entries)

*Notes for the teacher:*

In this unit students will have to write regularly a blog on their websites in Gmail about what they have learnt, liked or disliked during the sessions.

- Students do not have to write more than 50 words per entry.
- Students have to write, at least, 3 entries.
- Show students the example on how to do it.

## 3. FROM STEREOTYPES TO DISCRIMINATION

*Resources for the session:*

Wikispaces

Worksheets for activities 3.1, 3.2 and 3.3 (see CD:

[Materials/Session3/Activity\\_3-1.pdf](#) ,

[Materials/Session3/Activity\\_3-2.pdf](#), and

[Material/Session3/Activity\\_3-3.pdf](#))

### 3.1 Becoming experts on stereotypes.

*Time:* 10 min.

*Grouping:* Group work (4 students)

*Materials:* Worksheets of Texts 1, 2, 3 and 4 (see CD: [Materials/Session3/Activity\\_3-1.pdf](#))

*Assessment:* Active participation, engagement, group work

*Notes for the teacher:*

This is the first step of the jigsaw task. Before starting, it is very important to tell the students that they are going to work in group during the whole session, which means that the final mark they will get at the end of the session will be a group mark, not an individual one. That is, the final mark will be the average of the individual marks.

- Make groups of 4 students each and number each member from 1 to 4. These groups should be mixed-ability.
- All the students with the same number get together in a new group, where they have to read a text.
- Numbers 1 read Text 1 together, numbers 2 read Text 2 together, etc. The idea is that they become experts on the texts that they have to read with the help of their group mates.

### 3.2 Sharing the information.

*Time:* 20 min.

*Grouping:* Group work (4 students)

*Materials:* Worksheet (See CD: [Materials/Session3/Activity\\_3-2.pdf](#))

*Assessment:* Active participation, engagement, group work, communicative skills

*Notes for the teacher:*

This is the second step of the jigsaw task.

- Once the students have finished reading their texts, they have to return to their original group.
- Students have to explain their text to the rest of the group members and learn about the other texts. It is important that they do this step without any paper, just to prevent that they do not read.
- While students are listening to their group mates, they have to fill in the grid provided.
- As the students will have to answer a test afterwards, it is important to tell them that they should explain the text the best they can and listen carefully to their group mates.

### 3.3 What have you learnt about stereotypes?

*Time:* 10 min.

*Grouping:* Individually

*Materials:* Worksheet (See CD: [Material/Session3/Activity\\_3-3.pdf](#) )

*Assessment:* 1 point each question. Final group mark = average of the individual marks.

*Notes for the teacher:*

This is the last step of the jigsaw task.

- Make the students answer the test individually.

*Answer key:* Correct answers in bold.

1. What are stereotypes?
  - a) A stereotype is a social organization which fights against racism.
  - b) Stereotypes are generalizations about persons based on their physical appearance.**
  - c) Stereotypes are true descriptions of reality.
  - d) A stereotype is an exotic meal.
2. Which kind of qualities do we often ascribe to an unknown person?
  - a) Only positive qualities.
  - b) Only negative qualities.
  - c) Both positive and negative.**
  - d) We never ascribe any quality to unknown people.
3. What are prejudices?
  - a) They are negative stereotypes.**
  - b) They are inventions made up by teachers.
  - c) They are positive stereotypes.
  - d) They are attitudes that help us to know people better.
4. What do prejudices create?
  - a) They create bad humour.
  - b) They create new friends.
  - c) They create harmony among people.
  - d) They create suspicion and unfriendliness among people.**
5. How can we avoid prejudices?
  - a) Getting to know unknown people better.**
  - b) Believing negative stereotypes.
  - c) Thinking that everybody with a similar appearance are the same.
  - d) Creating suspicion and unfriendliness among people.
6. What is discrimination?
  - a) It is a school subject.
  - b) It is a way of living.
  - c) It is a positive stereotype.
  - d) It is a prejudice that affects our behaviour.**
7. What are racism, sexism and homophobia?
  - a) They are positive stereotypes.
  - b) They are correct ways of treating people.
  - c) They are examples of discrimination.**
  - d) None of the previous answers.

8. Can stereotypes be created by the media?
- a) No, that is impossible.
  - b) Yes, and those stereotypes are very difficult to detect.**
  - c) No, stereotypes are not related to media.
  - d) Yes, but those stereotypes are unimportant.
9. Why should we be aware of the relationship between stereotypes and the media?
- a) Because we should be conscious of it to avoid believing them.
  - b) Because it is useful to detect stereotypes.
  - c) Because stereotypes in the media are difficult to detect.
  - d) A, b and c are correct.**
10. Which text are you an expert of?
- a) 1
  - b) 2
  - c) 3
  - d) 4

## HOMEWORK

### 3.1 My Class Blog.

*Materials:* Student's English website in Gmail.

*Assessment:* Active participation (minimum 3 entries)

*Notes for the teacher:*

In this unit students will have to write regularly a blog on their websites in Gmail about what they have learnt, liked or disliked during the sessions.

- Students do not have to write more than 50 words per entry.
- Students have to write, at least, 3 entries.
- Show students the example on how to do it.



## 4. GENDER STEREOTYPES

### *Resources for the session:*

Computer, beamer, Internet connection  
Wikispaces  
Webspiration website ([www.mywebspiration.com](http://www.mywebspiration.com))  
Worksheet for activity 4.3 (see CD: Materials/Session4/Activity\_4-3.pdf)  
Rubric (see Annex 2: Assessment tools)

### *Note:*

As the main task in this session has to be made in groups of 3 students, it is recommendable to divide the whole class before starting the activity 4.1, just to not consume time.

### **4.1** Introducing gender stereotypes.

*Time:* 10 min.

*Grouping:* Trios

*Materials:* Picture and word cloud in Wikispaces

*Assessment:* Active participation, engagement

### *Notes for the teacher:*

This is a warm-up activity to introduce the topic and to brainstorm the vocabulary that students will need to carry on the main task, which is a collaborative writing.

- Project the picture and the word cloud in Wikispaces.
- Ask the students about the term “gender” and elicit some answers from the students to check prior knowledge on the term. Give them some ideas to guess the meaning if they do not know.
- Ask the students to discuss and comment the picture with their group mates. Tell them that the vocabulary they may need is in the word cloud provided below the picture.

### 4.2 Writing collaboratively.

*Time:* 25 min.

*Grouping:* Trios

*Assessment:* Rubric (see Annex 2: Assessment tools)

*Notes for the teacher:*

- Ask the students in trios to write a text (100-120 words) collaboratively in which they have to describe the picture provided and then give their personal opinion on the topic.
- As it is a collaborative writing, ask the students will to assign different roles to themselves, so that the first member of the group may be responsible for typing the text, the second one for searching some information about the topic in Internet and the third one for the language support (looking for words in the dictionary/ grammar/ language).
- Provide students with some useful questions that may help them to develop the text.
- Once the text is finished, it must be sent per e-mail to the teachers.

### 4.3 Evaluate your group work.

*Time:* 10 min.

*Grouping:* Individual

*Materials:* Worksheet (see CD: [Materials/Session 4/Activity\\_4-3.pdf](#))

*Assessment:* Co-evaluation, participation, engagement

*Notes for the teacher:*

Allow students to use Catalan to answer, if necessary. The goal is that students develop their ability to reflect on the group work and self-evaluate.

- Make the students answer co-evaluation worksheet individually.

#### 4.4 Creating a mind map on stereotypes.

*Time:* 10 min.

*Grouping:* Whole class

*Materials:* Webspiration website

*Assessment:* Active participation, engagement

*Notes for the teacher:*

The purpose of this activity is to remember and express on a mind map all what students have learnt about stereotypes during this unit.

- Go to Webspiration website and show the students the mind map they will have to complete.
- Ask students to register in this website to be able to contribute.
- Make some contributions to the mind map all together just for them to see how this program works.

## HOMEWORK

#### 4.1 Contributing to our mind map.

*Materials:* Webspiration website

*Assessment:* Active participation, engagement

*Notes for the teacher:*

It is important to emphasize that when students contribute to the mind map, they have to write their names between brackets, so that that teachers are able to control who has participated or not.

- Ask students to add more ideas to the mind map.
- Ask students to add at least one contribution.

## 4.2 *My Class Blog.*

*Materials:* Student's English website in Gmail.

*Assessment:* Active participation (minimum 3 entries)

*Notes for the teacher:*

In this unit students will have to write regularly a blog on their websites in Gmail about what they have learnt, liked or disliked during the sessions.

- Students do not have to write more than 50 words per entry.
- Students have to write, at least, 3 entries.
- Show students the example on how to do it.

## 5. ORAL PRESENTATIONS

### *Resources for the session:*

Computer, beamer, loudspeakers, Internet connection  
Wikispaces  
Worksheet for activity 5.1 (see CD:  
[Materials/Session5/OralPresentation-questionnaire.pdf](#))  
Digital files (students' presentations)  
Rubric (see Annex 2: Assessment tools)

### 5.1 Presenting different stereotypes.

*Time:* 10 min. / group

*Grouping:* Groups of 4

*Materials:* Worksheet (see CD:  
[Materials/Session5/OralPresentation-questionnaire.pdf](#))

*Assessment:* Rubric (see Annex 2: Assessment tools)

### *Notes for the teacher:*

- Ask students to bring their presentation in a pen drive, if possible.
- Ask students to answer the questionnaire after each presentation.

## HOMEWORK

5.1

### Commenting the presentations.

*Note for the teacher:*

Check that all presentations have been uploaded, and foster participation on the forum.

5.2

### *My Class Blog.*

*Materials:* Student's English website in Gmail.

*Assessment:* Active participation (minimum 3 entries)

*Notes for the teacher:*

In this unit students will have to write regularly a blog on their websites in Gmail about what they have learnt, liked or disliked during the sessions.

- Students do not have to write more than 50 words per entry.
- Students have to write, at least, 3 entries.
- Show students the example on how to do it.

# **SPLIT CLASS SESSIONS**

## A. REINVENT YOURSELF!

*Resources for the session:*

Computer, digital board, loudspeakers, Internet connection

Wikispaces

Voki ([www.voki.com](http://www.voki.com))

Digital files (see CD: Materials/SessionA/Activity\_A-1.doc)



### What makes a good presentation?

*Time:* 15 min.

*Grouping:* Groups of 4 / Pairs

*Materials:* Wikispaces, and digital worksheet (see CD: Materials/SessionA/Activity\_A-1.doc)

*Assessment:* Active participation, engagement

*Notes for the teacher:*

- Remind students about the final oral presentation before starting the activity.
- Students should download the Word file and work in groups to discuss about the importance of each category.
- If there is a digital board available, project the Word document and let students move the category and description tags to their suggested position touching the board.
- Don't give the correct answer, but elicit correction from their classmates.
- Tell students that there is not only one possible order for the categories and make them discuss why certain category should be more important than another one.



Answer key:

Group work	All group members participate equally.
Fluency	Students speak clearly and can be easily understood. They speak without reading notes.
Correctness	The presentation (PowerPoint, Glogster, Prezi, etcetera) has no misspellings or grammatical errors.
Use of English	Students only use English, and mainly complete sentences.
Organization	Students present information in a logical way. Pertinent examples, facts, etcetera.
Appearance	Presentation is visually organized and complete.
Content	The topic is clearly explained, and students show a full understanding of it.

## A.2 Reinvent yourself.

Time: 20 min.

Grouping: Pairs

Assessment: Active participation

Notes for the teacher:

- Explain what Voki is and show them the model.
- Help students with registration and first steps.

## HOMework

## A.1 Comment the Vokis.

Notes for the teacher:

- Make sure that students know how to copy the link to their Voki on the forum.
- Foster participation and comments on the forum.



### *My Class Blog.*

*Materials:* Student's English website in Gmail.

*Assessment:* Active participation (minimum 3 entries)

*Notes for the teacher:*

In this unit students will have to write regularly a blog on their websites in Gmail about what they have learnt, liked or disliked during the sessions.

- Students do not have to write more than 50 words per entry.
- Students have to write, at least, 3 entries.
- Show students the example on how to do it.

## B. PRESENTING CULTURAL STEREOTYPES

*Resources for the session:*

Wikispaces

Word clouds (laminated cards) (see CD: [Materials/SessionB/Activity\\_B-1.pdf](#))

Worksheets for activities B.2 and B.3 (see CD: [Materials/SessionB/Activity\\_B-2.pdf](#) and [Materials/SessionB/Activity\\_B-3.pdf](#))

### B.1 Guess the continent.

*Time:* 5 min.

*Grouping:* Class divided into 4 groups

*Materials:* Word clouds (laminated cards) on American, African, Asian and European stereotypes (see CD: [Materials/SessionB/Activity\\_B-1.pdf](#))

*Assessment:* Active participation, engagement

*Notes for the teacher:*

This is a warm-up activity to introduce the main task.

- Give 4 different word clouds to each group of students, so that they have one word cloud for one continent.
- Ask the students to guess to which continent each word cloud belongs to.
- Show them that the best way to do that is reading all the words in group, so that they can solve any doubts or problems on vocabulary.

*Answer key:*

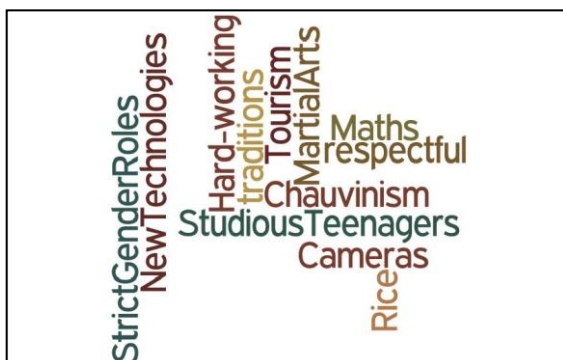
Africa:



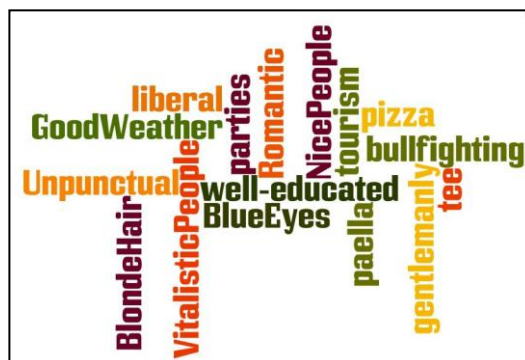
America:



Asia:



Europe:



## B.2 Dealing with stereotypes.

*Time:* 15 min.

*Grouping:* Class divided into 4 groups

*Materials:* Texts on *Cultural stereotypes about Africa, America, Asia and Europe* (see CD: [Materials/SessionB/Activity\\_B-2.pdf](#))

*Assessment:* Active participation, engagement, group work

*Notes for the teacher:*

- Give to each group one different text, so that all groups have different texts. That is that all members in group 1 read about African stereotypes, all members in group 2 read about Asian stereotypes, all members in group 3 read about American stereotypes and all members in group 4 read about European stereotypes.
- Make sure that all students have a copy of their text.
- Ask students in each group to read the text together, so that they can solve any doubts or questions on vocabulary.
- Ask students to remember as much information as they can.

### **B.3** Information quest.

*Time:* 20 min.

*Grouping:* Pair/Trios/Groups

*Materials:* Worksheet (see CD: [Materials/SessionB/Activity\\_B-3.pdf](#))

*Assessment:* Active participation, engagement, communicative skills

*Notes for the teacher:*

- Give students the worksheet with the uncompleted grid and ask them to look for the information missing.
- Ask students to move around the class and ask their classmates in order to be able to complete the grid provided.
- Just to scaffold them, model the activity by using the useful expressions provided, so that they can see how to carry on the task.
- Recommend them to assign themselves different tasks. For example, a member of the group could be the one who answers to the questions that other classmates make, while the others are asking for the information.

*Suggested answers:*

	America	Asia	Africa	Europe
Appearance	White-skinned people / Black-skinned people	Almond-shaped eyes	Black skin, black eyes and black curly hair	Tall, blonde hair, blue eyes (The Dutch)
Character	Arrogant / superficial (White)	Very respectful people	Very friendly people	Gentlemanly (English) Vitalistic (Spanish) Womanizer (Italian)
Home & Family	Many children (Latin)	Strict traditional gender roles	They live in tiny huts / rural villages/ tribes.	Liberal (The Dutch)
Food	Fast food (burger and chips)	Rice	They eat what they hunt.	Paella / pizza / cheese / bratwurst
Work	Hunting / tracking (Indians)	Hard-working / great command of new technologies	They don't work, but they hunt to survive.	Car manufacturers (Italian)
Education / Level of studies	Very little culture / ignorant (White) Wise (Indian)	Very studious / good at Maths	Illiterate	Well-educated
Religion & Beliefs	Very superstitious	Respectful with traditions	Folk healers / Very superstitious and religious	—
Sports	Athletics (Black)	Martial arts	Athletics (basketball)	Basketball (Catalan)

## HOMEWORK

### **B.1** Surprising stereotypes.

*Materials:* Wikispaces of the unit

*Assessment:* Active participation

*Notes for the teacher:*

- Ask students to participate on the forum corresponding to this session, writing about the cultural stereotype that surprised them most, and about a stereotype that they it is absolutely true.
- Ask students to comment their classmates' posts.

### **B.2** My Class Blog.

*Materials:* Student's English website in Gmail.

*Assessment:* Active participation (minimum 3 entries)

*Notes for the teacher:*

In this unit students will have to write regularly a blog on their websites in Gmail about what they have learnt, liked or disliked during the sessions.

- Students do not have to write more than 50 words per entry.
- Students have to write, at least, 3 entries.
- Show students the example on how to do it.

## C. SING AGAINST STEREOTYPES!

### *Resources for the session:*

Computer, beamer, Internet connection

Dotsub.com ([dotsub.com](http://dotsub.com))

Wikispaces

Laminated cards with verses for activity C.1 (see CD:  
[Materials/SessionC/Activity\\_C-1.pdf](#))



### Colors of the wind.

*Time:* 20 min.

*Grouping:* Groups of 4 students maximum

*Materials:* Video clip of Pocahontas available in Dotsub.com and laminated cards with the verses of the song (see CD: [Materials/SessionC/Activity\\_C-1.pdf](#))

*Assessment:* Active participation, engagement, group work, listening skills

### *Notes for the teacher:*

- Play the video clip of Pocahontas with subtitles, which is available in <http://dotsub.com/view/a880d261-108a-4920-a0c4-d6ab54cc5f99> .
- Ask the students to watch the video paying special attention to the lyrics.
- After watching the video, ask the students to remember and to try to put the verses in the right order. As this first activity might be too challenging for them, give them some clues (the first and the last verses, for example).
- Before playing the video again, recommend them to share out the cards, so that they can only concentrate on the verses they have.
- Play the video 3 times maximum, if necessary, in order to complete the activity.
- Play the video one more time just for them to check if the verses are on the right order or not.
- Encourage students to sing to improve their pronunciation, if they feel like.
- Talk about the meaning of the lyrics, which is related to stereotypes, and check if the students have any questions.



*Answer key:*

You think I'm an ignorant savage  
And you've been so many places I guess it must be so  
But still I cannot see  
Is the savage one is me  
How can there be so much that you don't know?  
You don't know

You think you own whatever land you land on  
The Earth is just a dead thing you can claim  
But I know every rock and tree and creature  
Has a life, has a spirit, has a name

You think the only people who are people  
Are the people who look and think like you  
But if you walk the footsteps of a stranger  
You'll learn things you never knew, you never knew

Have you ever heard the wolf cry to the blue corn moon?  
Or asked the grinning bobcat why he grinned?  
Can you sing with all the voices of the mountains?  
Can you paint with all the colors of the wind?  
Can you paint with all the colors of the wind?

Come run the hidden pine trails of the forest  
Come taste the sun sweet berries of the Earth  
Come roll in all the riches all around you  
And for once, never wonder what they're worth

The rainstorm and the river are my brothers  
The heron and the otter are my friends  
And we are all connected to each other  
In a circle, in a hoop that never ends

How high does the sycamore grow?  
If you cut it down, then you'll never know  
And you'll never hear the wolf cry to the blue corn moon

For whether we are white or copper-skinned  
We need to sing with all the voices of the mountains  
We need to paint with all the colors of the wind

You can own the Earth and still  
All you'll own is Earth until  
You can paint with all the colors of the wind

**Become translators for a day!**

*Time:* 20 min.

*Grouping:* pairs / individually

*Materials:* Texts with Madonna's and Sting's lyrics, available in Wikispaces and online dictionaries

*Assessment:* Active participation, engagement, use of language, use of linguistic resources (dictionaries, forums, etc.)

*Notes for the teacher:*

- Ask the students to go to the corresponding session in the Wikispaces of the unit.
- Ask the students to choose between Madonna's song or Sting's one.
- Tell the students that they can watch the video clip with English subtitles if they want to.
- Ask the students to download the lyrics of the song they have chosen and to translate it in a Word document into Catalan.
- Recommend them to use a bilingual dictionary, such as WordReference.com, and remind them that the use of translators will be penalized.
- Ask them to e-mail the translation, once it is finished.

## HOMEWORK

### C.1 *Become translators for a day!*

*Grouping:* pairs / individually

*Materials:* Texts with Madonna's and Sting's lyrics, available in Wikispaces

*Assessment:* Active participation, engagement, use of language, use of linguistic resources (dictionaries, forums, etc.)

*Notes for the teacher:*

- Ask the students to finish the translation for homework.
- Remind them to e-mail the translation, once it is finished.

### C.2 *My Class Blog.*

*Materials:* Student's English website in Gmail.

*Assessment:* Active participation (minimum 3 entries)

*Notes for the teacher:*

In this unit students will have to write regularly a blog on their websites in Gmail about what they have learnt, liked or disliked during the sessions.

- Students do not have to write more than 50 words per entry.
- Students have to write, at least, 3 entries.
- Show students the example on how to do it.

## ASSESSMENT CHART

Session	Activities	Timing	Tool	Criteria	Comments
1. What are stereotypes?	Warm-up activity: What do you know about stereotypes?	10'			
	Introducing the term "stereotypes": Video-presentation <i>Stereotypes kill ideas</i> .	5'	Gradebook	Participate actively in conversations in the classroom. Understand the main idea of real documents.	Teacher observation
	Pre-test: General ideas about stereotypes.	15'	Gradebook	Understand general and specific information in written texts.	Teacher observation
	Stereotypes about UK: Glogster poster as a model for the final presentation.	5'	Gradebook	Show a respectful attitude towards other cultures.	Teacher observation
	Guessing the word: Vocabulary activity.	10'	Gradebook	Understand general and specific information in written texts.	Teacher observation
	Homework: Matching the first part of a description with the second part.	H	Gradebook	Understand general and specific information in written texts.	Teacher observation
	Homework: <i>My class blog</i>	H	Gradebook	Elaborate different kind of written or oral texts in a semi-controlled way. Use of ICTs.	Teacher checks that students have written at least 3 posts on their web.
2. Stereotypes at high school	Introducing the topic: PREZI presentation.	15'	Gradebook	Participate actively in conversations in the classroom. Show a respectful attitude towards other cultures.	Teacher observation
	<i>Glee</i> (TV series): watching excerpts of a chapter and answering some questions about it.	20'	Questioning	Understand the main idea of real documents.	Students' answers to questions about the video related to stereotypes.
	Discussion: Discussing the answers of the previous questionnaire.	15'			
	Homework: Writing a description of one fictional character.	H	Rubric	Elaborate different kind of written or oral texts in a semi-controlled way.	Teacher uses the rubric to grade the activity.
	Homework: <i>My class blog</i>	H	Gradebook	Elaborate different kind of written or oral texts in a semi-controlled way. Use of ICTs.	Teacher checks that students have written at least 3 posts on their web.

Session	Activities	Timing	Tool	Criteria	Comments
3. From stereotypes to discrimination	Jigsaw task 1: Becoming experts.	10'			
	Jigsaw task 2: Sharing the information.	20'	Gradebook	Elaborate different kind of written or oral texts in a semi-controlled way. Participate actively in collaborative work.	Teacher observation
	Jigsaw task 3: Individual test.	10'	Test	Understand general and specific information in written texts.	
	Homework: <i>My class blog</i>	H	Gradebook	Elaborate different kind of written or oral texts in a semi-controlled way.	Teacher checks that students have written at least 3 posts on their web.
				Use of ICTs.	
4. Gender stereotypes	Introduction: Discussing picture.	5'			
	Collaborative writing: Writing group opinion on gender stereotypes.	20'	Rubric	Elaborate different kind of written or oral texts in a semi-controlled way.	Teacher uses the rubric to grade the activity.
				Use of ICTs.	
	Co-evaluation questionnaire	5'	Survey	Participate actively in collaborative work.	
	Mind map: Summing up the unit (Webspiration).	15'	Gradebook	Participate actively in collaborative work.	Teacher observation
	Homework: Completing the mind map.	H	Gradebook	Participate actively in collaborative work.	Teacher observation
5 & 6. Oral presentations	Oral presentations + feedback + peer-assessment	10' / group	Rubric	Use of formal and informal language in written and oral communication.	Teacher uses the rubric to mark the activity.
				Understand the main idea of real documents.	
				Understand general and specific information in written texts.	
				Elaborate different kind of written or oral texts in a semi-controlled way.	
				Use of ICTs.	
				Show a respectful attitude towards other cultures.	
				Participate in self-correction, and self-assessment and peer-assessment.	
				Participate actively in collaborative work.	

Session	Activities	Timing	Tool	Criteria	Comments
	Homework: Uploading the presentations on the discussion forum, and commenting them.	H			
	Homework: <i>My class blog</i>	H	Gradebook	Elaborate different kind of written or oral texts in a semi-controlled way.	Teacher checks that students have written at least 3 posts on their web.
				Use of ICTs.	
A. Reinvent yourself!	What makes a good oral presentation?: Matching rubric category with its definition, and deciding the order of importance on digital board.	20'			
	Voki: Creating an speaking avatar describing itself, and uploading it on the forum.	25'	Gradebook	Use of ICTs.	Teacher observation
	Homework: Commenting other Vokis.	H			
	Homework: <i>My class blog</i>	H	Gradebook	Elaborate different kind of written or oral texts in a semi-controlled way.	Teacher checks that students have written at least 3 posts on their web.
				Use of ICTs.	
B. Presenting cultural stereotypes	Guess the continent: Deciding which continent each word cloud refers to.	5'			
	Become experts: Reading a text about cultural stereotypes on one continent.	10'			
	Information quest: Asking for information on the other texts to complete a grid.	10'	Gradebook	Participate actively in conversations in the classroom.	Teacher observation
				Use of formal and informal language in written and oral communication.	
				Understand general and specific information in written texts.	
				Participate actively in collaborative work.	
	Homework: Writing on the forum about the most surprising cultural stereotype.	H	Gradebook	Elaborate different kind of written or oral texts in a semi-controlled way.	Teacher observation
				Use of ICTs.	
	Homework: <i>My class blog</i>	H	Gradebook	Elaborate different kind of written or oral texts in a semi-controlled way.	Teacher checks that students have written at least 3 posts on their web.
				Use of ICTs.	

Session	Activities	Timing	Tool	Criteria	Comments
C. Sing against stereotypes!	Jumbled song: Putting the verses in order, and commenting the ideas on stereotypes from it.	25'			
	Translators for a day: Translating one of the given songs.	25'	Performance	Use of acquired knowledge about the linguistic system of the foreign language in different communicative contexts, as a self-learning tool.	Teacher makes sure that students have translated by themselves, and they have not copied.
				Use of ICTs.	
	Homework: <i>My class blog</i>	H	Gradebook	Elaborate different kind of written or oral texts in a semi-controlled way.	Teacher checks that students have written at least 3 posts on their web.
				Use of ICTs.	

**Comment:** As the whole unit is digital (Wikispaces), the assessment criteria "Use of ICTs" would be applied to all the activities. However, we have only included it in the grid in those activities with an extra use of ICTs.

# ANNEXES




## ANNEX 1

### SOURCES

#### IMAGES

- All photographs appearing in this unit were on Flickr ([www.flickr.com](http://www.flickr.com)) under a Creative Commons licence.
- Picture in Session 4, Activity 4.1: Rocío Morales Herrero.
- All word clouds created with Wordle ([www.wordle.net](http://www.wordle.net)).

#### VIDEOS

- Video *Stereotypes kill ideas* (Session 1, Activity 1.2):  
 Hum.as a.k.a. cHappy!
- All videos in Session C: YouTube ([www.youtube.com](http://www.youtube.com)), subtitled with dotSUB ([dotsub.com](http://dotsub.com)).

## ANNEX 2

### ASSESSMENT TOOLS

#### WRITING ASSESSMENT RUBRIC

To be used to mark Homework 2.1 (see CD: [Assessment/Rubric\\_H2-1.pdf](#)).

	2 points (Excellent)	1.5 points (Good)	1 points (OK)	0.5 point (Poor)	SCORE
<b>Ideas &amp; Content</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear, focused and interesting. It is supported with appropriate detail.	Purpose and main idea may be unclear and cluttered by irrelevant detail.	Lacks central idea; development is minimal or non-existent.	
<b>Organization</b>	Text is effectively organized in logical and creative manner. It effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/ introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.	
<b>Correctness</b>	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-3 errors in grammar or spelling that distract the reader from the content.	Writer makes 4-6 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 6 errors in grammar or spelling that distract the reader from the content.	
<b>Appropriateness</b>	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. Words are precise and carefully chosen.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. Language is functional and appropriate.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are inconsistent or difficult to understand. Words are monotonous, often repetitive, sometimes inappropriate.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. Limited range of words.	

## GROUP WRITING ASSESSMENT RUBRIC

To be used to mark Activity 4.2 (see CD: [Assessment/Rubric\\_4-2.pdf](#)).

	2 points (Excellent)	1.5 points (Good)	1 points (OK)	0.5 point (Poor)	SCORE
<b>Ideas &amp; Content</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear, focused and interesting. It is supported with appropriate detail.	Purpose and main idea may be unclear and cluttered by irrelevant detail.	Lacks central idea; development is minimal or non-existent.	
<b>Organization</b>	Text is effectively organized in logical and creative manner. It effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/ introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.	
<b>Correctness</b>	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-3 errors in grammar or spelling that distract the reader from the content.	Writer makes 4-6 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 6 errors in grammar or spelling that distract the reader from the content.	
<b>Appropriateness</b>	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. Words are precise and carefully chosen.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. Language is functional and appropriate.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are inconsistent or difficult to understand. Words are monotonous, often repetitive, sometimes inappropriate.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. Limited range of words.	
<b>Group work</b>	All group members participate equally.	There is one member who has not worked on the presentation.	Only half of the members of the group have participated.	Most of the work has been done just by one student.	

## ORAL PRESENTATION ASSESSMENT RUBRIC

To be used to mark Activity 5.1 (see CD: [Assessment/OralPresentation-rubric.pdf](#)).

	4 points (Excellent)	3 points (Good)	2 points (OK)	1 point (Poor)	SCORE
<b>1. Appearance</b>	The support of the presentation is visually organized and complete.	The visual support of the presentation is appropriate, but there are some lacks.	The visual support of the presentation is incomplete or bad-organized.	The visual support of the presentation is very poor and not directly related to the topic.	
<b>2. Content</b>	The topic is clearly explained, and students show a full understanding of it.	The topic is properly explained, but not always in a clear way.	Students seem to have some doubts about the content, and this is not clearly explained.	Students do not seem to know the topic. The presentation is confusing.	
<b>3. Correctness</b>	The support of the presentation has no misspellings or grammatical errors.	The support of the presentation has a few misspellings or grammatical errors, but not basic mistakes.	The support of the presentation has misspellings or grammatical errors, and 1-2 are basic mistakes.	The support of the presentation has a lot of important misspellings or grammatical errors.	
<b>4. Fluency</b>	Students speak clearly and can be easily understood. They speak without reading notes.	Students read some sentences, but they have no important problems with the other ones.	Students read most of the sentences, and there some moments of silence.	Students only read the text, and they have difficulties pronouncing most of the words.	
<b>5. Group work</b>	All group members participate equally.	There is one member who has not worked on the presentation.	Only half of the members of the group have participated.	Most of the work has been done just by one student.	
<b>6. Organization</b>	Students present information in a logical way. Pertinent examples, facts, etcetera.	The presentation misses some examples, <u>or</u> some parts of it are not well organized.	The presentation is unbalanced, <u>and</u> some parts of it do not follow a logical order.	There is no logical order in the presentation, and its parts are completely unbalanced.	
<b>7. Use of English</b>	Students only use English, and mainly complete sentences.	Students only use English, but some sentences are incomplete or incorrect.	Students use English most of the time, but with some important mistakes.	Students mix English with their first language, and make many important mistakes.	

## A.3. CD Index

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