*Dictionary*

Activity 4: January 2016

# features

Description: Our Project “A wonderful world around us” needs a dictionary to use during our exchanges. Each school is going to prepare a dictionary with the students, in the first and second foreign language they study. Each country is going to translate a typical travel situation. The situations are four one for each country:

At the Airport;

In the street;

At the restaurant;

At the hotel / home;

The students have to decide which are the words and the questions most used in these situations and translate them.

This activity may be carried out with just one class, with several or even among the whole school.

Project objectives:

1. Be able to find out important words (lexic), asking and giving information;
2. Improve competence in the second language in real communicative contexts.
3. Use IT tools and other resources autonomously to look for, analyse, synthesize and present information.
4. Transfer, learn and use quality teaching methods.
5. Participate in individual and group decision taking.

Subject contents:

* **Second languages:**
	+ Describing situations using the right words
	+ Learning about people abroad.
* **Art - IT**
* Creating, drawing the settings for the dialogues using the computer
* Using websites and apps (TwinSpace).
* Typing texts. (Obj3)
* **Contenidos interdisciplinares:**
	+ Preparar una secuencia didáctica y su puesta en práctica..
	+ Organizar ideas y puesta en común..

Timing: About five sessions.

# MATERIALS

In order to do this project, you will need the following materials:

* Your notebook, pencils, crayons, felt tip pens and above all a dictionary to translate;
* A laptop / tablet / flash drive (in case you do not have a personal laptop or tablet).
* Imagination

# TAsks

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| **TASK 1 - Let’s get organised** |

**Driving question:**

 **-** Have you got a dictionary?

**-** When do you usually use your dictionary?

**-** What do you usually ask in these situations?

**-** Do you use a formal or informal language?

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| **TASK 2 –Reflexionamos sobre varias posibilidades de hacer una pregunta, utilizando la lengua extranjera para conversar.**  |

* Let´s consider the most essential aspects of our Dictionary . The Dictionary is supposed to express intercultural aspect, the possibility to use a different language easily
* Let´s discuss our ideas in pairs or in small groups and decide how to realise them
* If necessary, the teacher helps us with vocabulary
* We can look for important information about the layout of a dictionary on the internet or simply having a look of our own dictionaries;
* Let’s present the cover page and title
* Let´s present our ideas to the whole class, before starting to work.

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| **TASK 3 – Let´s draw /create / design!**  |

Having made up our mind, we decide what technique to use, what kind of applications to use and whether we prefer to create the dictionary working alone, in pairs or group

Let’s get to work!

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| **TASK 4 – Final product** |

All the students who work at this project have to realize a final product to be used as a support during the voyages. Each country is going to realise a mini dictionary in Power Point with the different situations translated into the different languages studied. At the end the four different dictionary will be collected together in a single PowerPoint by the Italian students to form a single Dictionry named “A wonderful world dictionary”, and transformed into Pdf to be printed.

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| **TASK 5 – Let’s use the TwinSpace!!** |

After finishing the mini dictionary each country will upload it on the TwinSpace. The same for the final Product.

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| **TASK 6 – Delivery dates** |

30TH January for the upload of the mini dictionaries

8th February for the upload of he final product

**TAREA 7 – Actividad adicional.**

This activity has been thought as a support for our students visiting the Partner countries but it can be also given to all the students of the school, or given to the local tourist office as a support for tourists visiting our towns.

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| **TASK 8 –Self – evaluation and Diary** |

**8.1. Students:**

**a. My diary.** *Students will write a short entry to talk about their learning process:*

What were your expectations about this activity? What have you learnt? Was it easy or difficult?

**8.2. Teachers:**

**a. My diary.** *Teachers will write a short entry on the TwinSpace Diary talking about expectations, process and result doing this activity. They will also comment on the evaluation of the students taking into account part b. The coordinator of the activity will also comment on the process of preparing this activity.*

**b. Students’ evaluation.***Value* the following items from 0 to 5 (in general):

1. Know and vale the sociocultural aspects showing respect and tolerance.
	1. The student shows interest and respect regarding sociocultural aspects.
	2. The student knows facts about the society, history, geography or literature of different societies.
2. Improve competence in the second language in real communicative contexts.
3. The student participates in conversations with students in other countries.
4. The student writes text in the second language.
5. The student reads and understands texts in the second language.
6. Use IT tools and other resources autonomously to look for, analyse and present information.
7. The student uses IT tools to communicate with students abroad.
8. The student uses IT tools to find information.
9. The student uses IT tools to present information.
10. Foster dialogue and individual or group decision taking.
	1. The student can work positively in groups.
	2. The student participates in the different parts of the activity.
11. Foster the artistic creativity.
	1. The student plans and revises the task.
	2. The student participates in the elaboration of the product.