

LLICÈNCIES RETRIBUÏDES PER A TREBALLS DE RECERCA I ESTUDIS  
DEPARTAMENT D'EDUCACIÓ  
CURS 2006-2007

**L'ANGLÈS A LES NOSTRES AULES:  
UNA LLENGUA PER COMUNICAR-SE?**

**Proposta per millorar l'aprenentatge de  
la interacció oral a les aules.**

**ANNEX 3:  
ACTIVITATS I MATERIALS  
D'ACTIVITATS CLIL**

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Les activitats presentades a continuació formen part d'una unitat didàctica completa dissenyada un cop finalitzada la Llicència retribuïda concedida per la Generalitat de Catalunya i que s'integrarà en el projecte 2006ARIE10011, concedit pel DURSI (Generalitat de Catalunya) de l'equip ArtiCLE, del que sóc membre, que treballa per la recerca a l'aula sobre l'aprenentatge de Ciències en llengua estrangera.

La unitat didàctica completa es pilotarà durant el curs 2007-2008 a 2n d'ESO a l'IES Vil·la Romana de la Garriga, i un cop vists els resultats es podrà consultar a la web del grup de recerca <http://www.cilil-si.org>.

Apart del material inclòs en aquest annex també se'ls va proporcionar els fulls d'ajut inclosos a l'annex 2 pàgines 51 a 57.

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**ACTIVITATS PELS ALUMNES: THE  
ROMAN WORLD**



**Villa of the Mysteries, Pompeii c. 50 B.C.E.<sup>1</sup>**

# The Roman world



**Imperial Forum, Rome**

Designed by Mercè Barrull Garcia

# The Roman world

## Introduction

The Roman Empire had a very important influence on our culture, from the city planning, the form of government we've chosen, the buildings we build, and the language we speak, read, write, and hear. But, do you know a lot about the Ancient Rome?

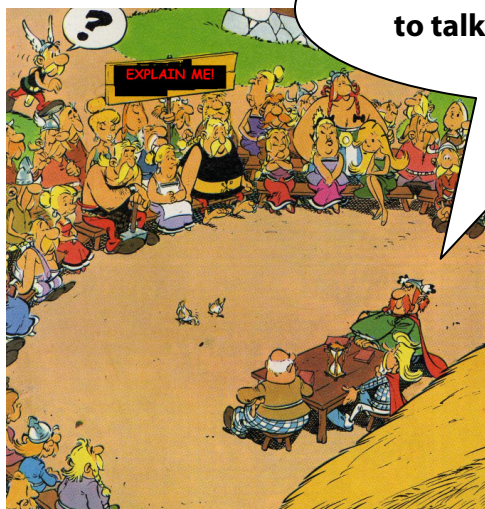


**I need to know more about these crazy Romans!**

During these tasks you're going to work in groups of 3.

First you must look for information about a Roman construction or monument, make a poster or PowerPoint with the information and prepare an oral presentation.

After that, you're going to investigate about Roman life. First you must look for information about the people in that time (clothes, food, activities...) to prepare a movie, a poster or a PowerPoint to explain to your schoolmates. You can use your imagination if you like: make fancy-dresses, menus...



**Listen! Today we're going to talk about the Romans.**

Remember: you must be ready to explain your work to your friends very clearly because they are going to complete a chart.

# Here you have some help:



When you find this picture you must use the tape recorder.



When you find this picture you must listen your recording to evaluate your work.



When you see this picture we're going to film the activity to watch it later to evaluate your presentation.



When you find this picture you will find help to find information on the net.



You must think about what and how are you doing your work.



Read the information when you see this picture.



Look at the language help charts if you have difficulties to speak in English.

Fights\* \* means that you can find its meaning in the glossary.

# I. What do you know about the ancient Rome?

## I: The Roman Quiz



Work with your friends. You have 10 minutes to try to guess the answers. Only one is correct. Later we are going to check the answers all together.



<http://www.bbc.co.uk/schools/romans/>

I. What language did the Romans speak?

- a. English      b. French      c. Latin      d. Italian

II. The legend says that the twin brothers Romulus and Remus founded Rome. Who looked after them when they were babies?

- a. Their mother      b. a mother wolf      c. their father      d. a monkey

III. Look at these leisure time activities. One was not a Roman leisure activity. Which one?

- a. Gladiator fights\*      b. board games      c. playing chess      d. going to the bath

IV. Who usually went to school?

- a. boys      b. girls      c. slaves      d. gladiators

V. What's the name of the school children goddess\* or god\*?

- a. Saturn      b. Jupiter      c. Venus      d. Minerva



Stop the recorder

CORRECT ANSWERS:



## II: Let's remember some facts about the Romans.



Talk with your group and answer:

- Who were the Romans? .....

.....

.....

- Rome started as a city and finished as an Empire. What is an **Empire**? Write a definition:

.....

.....

.....



If you need, look for information at:

<http://www.brimms.co.uk/romans/tutorial.html>

[http://www.dictionary.cambridge.org/define.asp?dict=CLD2&key=HW\\*78100](http://www.dictionary.cambridge.org/define.asp?dict=CLD2&key=HW*78100)

[604&ph=on](#)

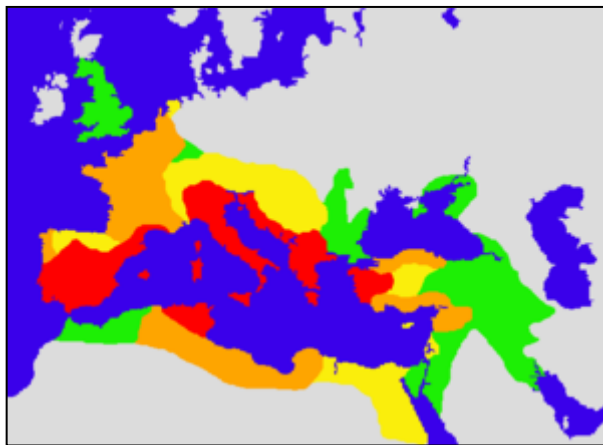
# II: The Roman Empire



More than 2000 years ago, Rome was the capital of the largest Empire of the Ancient World, the Roman Empire. Thanks to a powerful army they conquered all the Mediterranean area, from the North of Africa to Europe and west Asia. Most of our culture comes from the Roman legacy and we have a lot of material and written sources to study them.

*"Since the Fall\* of the Roman Empire the idea of unity has been present in European culture. The creation of the predecessors to the present European Union was however specific to the years immediately after the Second World War"<sup>2</sup>.*

Look at the map: The extent of the Roman Republic and Roman Empire<sup>3</sup>.



- 133 BC
- 44 BC (late Republic, after conquests by republican generals)
- AD 14 (death of Augustus)
- 117 (maximum extension)

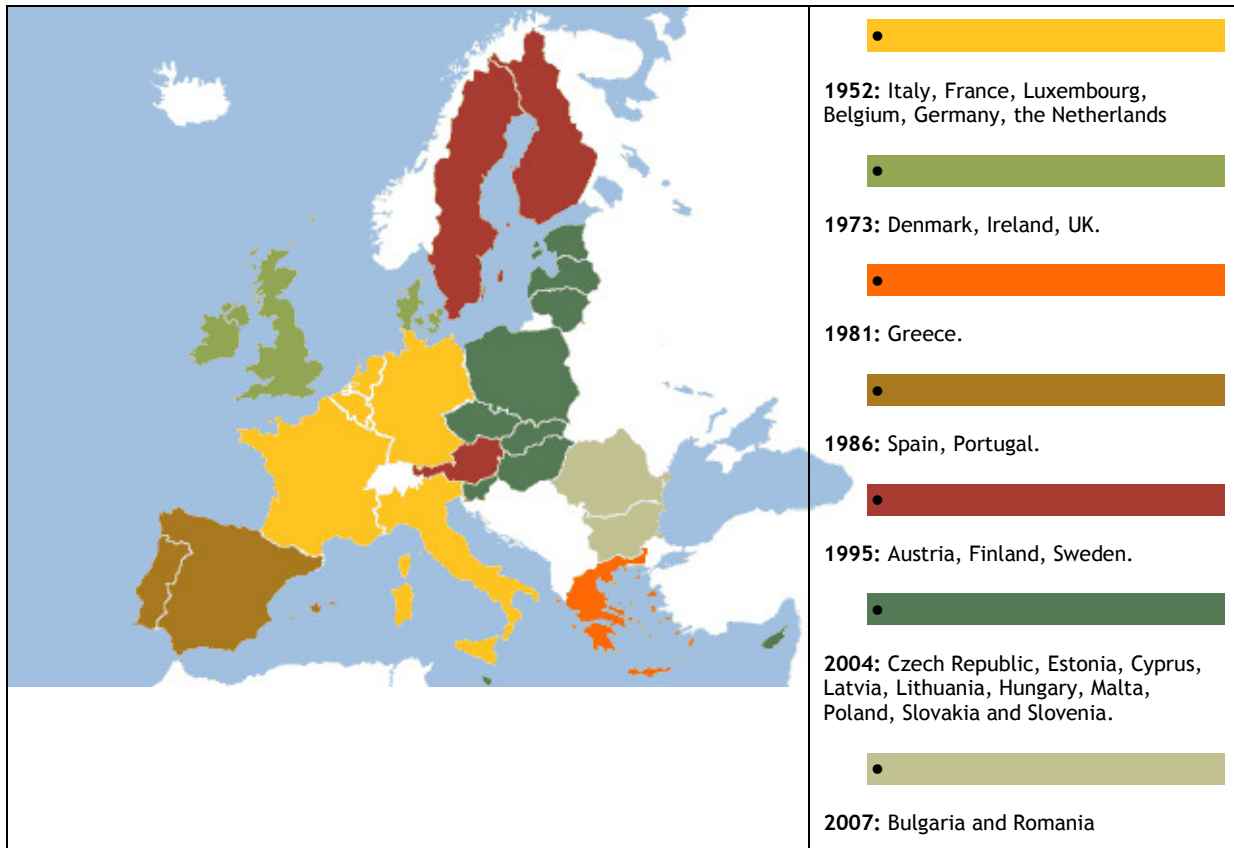


Compare this map with an actual map of Europe. Here you can have a look to a map in English:

Map of the  World: [http://www.yourchildlearns.com/europe\\_map.htm](http://www.yourchildlearns.com/europe_map.htm)

- Write the names of 5 present European countries conquered by the Romans.  
I ..... II ..... III .....
- IV ..... V .....
- Write the names of 5 present European countries not conquered by the Romans.  
I ..... II ..... III .....
- IV ..... V .....

Look at this map of the European Union Expansion<sup>4</sup>:



Compare it with the map of the Roman Republic and Roman Empire:

- Write the names of 5 present European countries conquered by the Romans and which are members of the European Union.

I ..... II ..... III .....

IV ..... V .....

- Write the names of 5 present European countries conquered by the Romans and which are not members of the European Union.

I ..... II ..... III .....

IV ..... V .....



Stop the recorder



Listen to your 3 recordings. Did you speak in English? Listen to the tape and complete the **Speaking evaluation chart 1**.

## SPEAKING EVALUATION CHART 1



Listen carefully to your recording. When you had **problems to speak or understand** your partners, what expressions or words did you say in English and what expressions did you say in Catalan or Spanish. Write them.

Group Names: ..... Date: .....

	English	Catalan/Spanish
<b>Asking for help</b> (repetition, explanation ...) (Demandar ajuda)		
<b>Helping the others</b> (Ajudar els altres)		
<b>Turn taking/ turn giving</b> (Demandar-donar el torn)		
<b>"Buying" for time</b> (Donar-se temps per pensar)		
<b>Checking they understand</b> (Comprovar que s'entenen)		
<b>Showing you listen or understand them</b> (Demostrar que els escoltes o els entens)		
<b>Other</b> (giving or asking opinions...)		

Do you know how can you say them in English? If not, use the dictionary or ask your English teacher and write them for the next class.

Try to remember this when you work with your group in the future. Don't worry now; you're going to do it much better! But remember: it's a part of your final evaluation.

# IV: ROMAN ENGINEERING AND ARCHITECTURE

5



*"The Romans were extremely good at building things, roads, buildings, bridges, walls....anything they needed.*

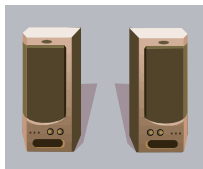
*They were very well trained, had lots of men to help and always did things the best way, not trying to save\* time or money.*

*The Romans invented concrete\* which meant that they could build much bigger buildings than anyone could have done before. They also used arches a lot to make their buildings very strong<sup>6</sup>.*

*Let's know more about Roman constructions.*

## A- Some facts about Roman architecture and engineering:

### I. Vocabulary



#### Listening 1:

- 1- First listen and write the number in the circle and the name of the building under to the correct pictures<sup>7</sup>. You can listen as many times as you need.
- 2- Be careful, one name is not mentioned. Which one? Write it.

#### Listening 2:

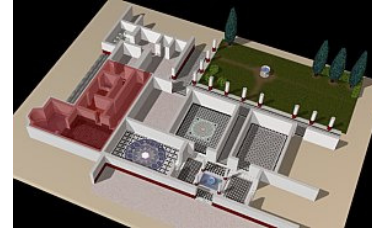
- 3- Next, listen and repeat the names.



○ .....



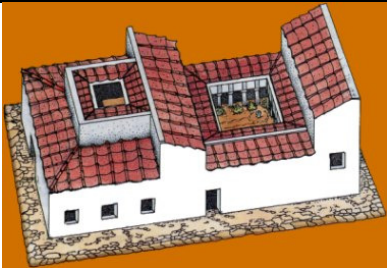
○ .....



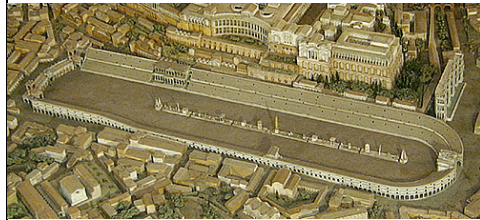
○ .....



○ .....



○ .....



○ .....



○ .....



○ .....



○ .....



○ .....

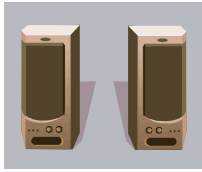


○ .....



○ .....

## II. Listen and read:



- 1- Read the definitions and write each name next to its definition<sup>viii</sup>.
- 2- Listen to the definitions and check your answers. Be careful, one definition is missing.
- 3- Circle the non defined word.

amphitheatre, aqueduct, circus, forum, Hadrian's wall, Public Latrines\*, Roman bath, Roman house, Roman road, Roman temple, Roman Villa, school, theatre

	It's a structure for carrying* water across land into towns, especially one that looks like a high bridge with many arches, which carries pipes* or a canal across a valley.
	It's a circular or oval area of ground around where Romans went to watch animals and people fighting.
	A long hard* surface* built to be able to move soldiers and all their baggage around the Empire.
	It's a large house in the country. Some villas were farmhouses* and some were like palaces.
	The area in the middle of the town used for public business. It was the main marketplace and business centre, where the ancient Romans went to do their banking, trading*, shopping, and marketing. It was also a place for public speaking.
	It was built as a permanent barrier* to create a frontier to protect Roman Britain from raids by the tribes that lived in Scotland. It took the Roman legionaries about 6 years to complete the job.
	It was another public entertainment centre, used mostly for chariot* racing.
	It's a building, room or outside structure with rows* of seats, each row usually higher than the one in front, from which people can watch a performance or other activity.
	It's a building which people, usually one family, lived in.
	It's a building used for the worship* of a god* or goddess*. The ancient Romans brought offerings of meat and other items to many temples. Honouring their gods was part of ancient Romans' everyday life.
	It's a building where Roman women and men tried to visit at least once every day. There were hot and cold pools, towels, slaves to wait on you, steam* rooms, saunas, exercise rooms, and hair cutting salons.
	It's the place where children, usually boys, studied reading, writing, and counting.



## B: Task: Give an oral presentation about a Roman construction:

### I. Choosing a building or construction



Each group is going to choose one of these buildings or constructions.  
First think which you prefer.

Hadrian 's Wall, Roman bath, aqueduct, Roman temple, amphitheatre,  
Roman house, Roman road, forum, circus, theatre, school, Roman villa

Your first choice is: ..... Your second choice is: .....



Stop the recorder

Now, we're going to work all the class together. **YOU CAN'T REPEAT THE SAME!**

Your final choice is: ..... (Write the name)



**Is your speaking now better?** Listen to the tape and complete the  
**Speaking evaluation chart 2**

## SPEAKING EVALUATION CHART 2



Listen carefully to your recording.

Take Questioner 1 and compare. Is your speaking better now? Think and complete:

Things we do now better	New expressions used: ➤ . ➤ . ➤ . ➤ . New strategies used: ➤ . ➤ . ➤ .
Things we still need to improve	Expressions we need to learn: ➤ . ➤ . ➤ . ➤ . Other aspects: ➤ . ➤ . ➤ . ➤ .
Things I'm going to do in order to improve my speaking	(Empty space for notes)

Try to memorize the new expressions. Your speaking will improve.

## II. Looking for information

Now it's time to start to look for information about one example of the construction you chose to make your poster or PowerPoint. Try to find this information:

- Name of the building or construction.
- A picture
- Where is it?
- When was it build?
- Who built it? (Architect or emperor)
- A short description about what is it or what was it used for?
- Can you name other constructions of this kind?
- Why do you think it was an important construction in those times? (Write at least two reasons).
- Any other relevant information.



If you need, look for information at:

### **Information for all the groups:**

- <http://atschool.eduweb.co.uk/nettsch/time/romans.htm> (Town tour)
- <http://www.greatbuildings.com/search.html> (Write the name of your building and find basic information and pictures)

### **You can find a lot of pictures:**

- <http://harpy.uccs.edu/images/roman/html/romarch.html>

### **Information about roads:**

- <http://www.brimms.co.uk/romans/building.html#roads>
- <http://www.bbc.co.uk/schools/romans/roads.shtml>
- [http://www.viadomitia.org/es/index.php3?langue=fr&id\\_gmenu=3124](http://www.viadomitia.org/es/index.php3?langue=fr&id_gmenu=3124)  
(A map of The Via Augusta itinerary in Catalonia [Via Augusta the itinerary in Catalonia](#))

### **Information about aqueducts:**

- <http://www.brimms.co.uk/romans/building.html#ducts#ducts>
- <http://members.aol.com/Donnclass/Romelife.html#BUILDERS>

- <http://www.bbc.co.uk/schools/romans/tech.shtml>

#### ☐ **Information about houses:**

- <http://carlos.emory.edu/ODYSSEY/ROME/dailypri.html>
- <http://members.aol.com/Donnclass/Romelife.html#HOUSES>
- [http://library.thinkquest.org/CR0210200/ancient\\_rome/homes.htm](http://library.thinkquest.org/CR0210200/ancient_rome/homes.htm)

#### ☐ **Information about villas:**

- <http://www.viaavgvsta.anonai.com/VVTLL1en.html>
- [http://library.thinkquest.org/CR0210200/ancient\\_rome/homes.htm](http://library.thinkquest.org/CR0210200/ancient_rome/homes.htm)

#### ☐ **Information about baths:**

- <http://rome.mrdonn.org/empire.html#BATHS>
- <http://www.bbc.co.uk/schools/romans/leisure.shtml>
- <http://romanbaths.co.uk/index.cfm?fuseAction=SM.nav&UUID=7DB61314-CEF9-4F3C-90AB5F3790DBBFC2>
- <http://www.pbs.org/wgbh/nova/lostempires/roman/day.html>
- [http://library.thinkquest.org/CR0210200/ancient\\_rome/baths.htm](http://library.thinkquest.org/CR0210200/ancient_rome/baths.htm)

#### ☐ **Information about theatres:**

- <http://ireland.iol.ie/~coolmine/typ/romans/thea.html>
- <http://carlos.emory.edu/ODYSSEY/ROME/theater.html>

#### ☐ **Information about amphitheatres:**

- <http://ireland.iol.ie/~coolmine/typ/romans/enter2.html>
- <http://www.bbc.co.uk/schools/romans/leisure.shtml>

#### ☐ **Information about the forum:**

- <http://members.aol.com/Donnclass/Romelife.html#FORUM>
- <http://www.historyforkids.org/learn/romans/architecture/forum.htm>

#### ☐ **Information about Adrian's Wall and fort:**

- <http://www.brimms.co.uk/romans/building.html#wall>
- <http://www.bbc.co.uk/schools/romans/defence.shtml>
- 

#### ☐ **Information about schools:**

- <http://www.bbc.co.uk/schools/romans/families.shtml>
- <http://rome.mrdonn.org/empire.html#SCHOOL>

- <http://www.historyforkids.org/learn/romans/people/school.htm>

 **If you have time:**

- The bath's Game (rooms):  
<http://www.romanbaths.co.uk/htmlContent/game.htm>

### III. Designing a poster or PowerPoint



With the information you've got, make the poster or PowerPoint.

First think about:

- The design.
- The text and photos.
- The distribution of the text and photos.
- Type and size of the letter.
- The materials you need: computer/ cardboard, felt tip pens, glue, scissors ...
- Distribution of tasks.

The poster or PowerPoint must be attractive and the information clear and easy to read.



If you need extra help, look at the PowerPoint **TRIUMPHAL ARCHES**.



Stop the recorder.



Listen to your recording and complete the **Speaking evaluation chart 2** again.

### IV. Preparing your oral presentation

**Now it's time to prepare your oral presentation.** With your group you must decide:

- Material you'll need
- What is going to say every member of the group

**Remember:** You must practice as many times as you need. It's an individual and a group activity. Help each other with:

- Pronunciation and intonation
- Body expression
- Memorization
- Other particular problems



If you have problems look at **HELP FOR YOUR ORAL PRESENTATION**

## V. Oral presentation



We're going to film your oral presentation. Later you're going to evaluate it.

## VI. While you're listening to your classmates:

- Fill in the chart: **Buildings information.**
- Evaluate their presentation: **Group evaluation.**



## GLOSSARY

ENGLISH	CATALAN
arch	arc
baggage	equipatge
barrier	barrera
build	construir
bulkiness	volum
business	negocis
carry	portar, transportar
chariot	carro
cheer	aclamar
citizen	ciutadà
clap	aplaudir
concrete	formigó
defeating	derrota
fall	caiguda
farmhouses	granges
fight	lluita
god	deu
goddess	deessa
hard	difícil/ dur
Hard surface	superfície dura
heritage	herència
high	alt
landowners	propietaris de terres
layer	capa
latrines	latrina (wàter)
locket	medalló
performance	representació
pipe	canonada
powerful	poderós
row	filera
save	estalviar

steam	vapor
surface	superfície
surroundings	els voltants
tag	etiqueta
thump	dit polze
tight-fitting garment	peça de vestir molt ajustada
worship	adorar



## TRANSCRIPTIONS DE LES ACTIVITATS DE LISTENING

### Transcription number 1:

- Number one is an aqueduct.
- Number two: Roman people lived in houses called “domus”.
- Number three: Rich people lived in Villas.
- Number four: The Romans sometimes went to the temple to give gifts to the gods and goddesses.
- Number five: Roman people liked to go to the public baths.
- Number six: Romans built roads to go from one place to another.
- Number seven: In the forum there were markets.
- Number eight: Romans went to the circus to watch sports.
- Number nine: Romans went to the amphitheatre to watch fights.
- Number ten: Hadrian’s wall is in Great Britain.
- Number eleven: People enjoyed going to the theatre to watch plays.

### Transcription number 2:

Aqueduct, Roman house, Roman village, Roman temple, Roman bath, Roman road, Forum, Amphitheatre, Circus, Hadrian’s wall, Theatre, Triumphal arch

### Transcription number 3:

A Roman temple is a building used for the worship of a god or goddess. The ancient Romans brought offerings of meat and other items to many temples. Honouring their gods was part of ancient Romans’ everyday life.

The theatre is a building, room or outside structure with rows of seats, each row usually higher than the one in front, from which people can watch a performance or other activity.

Hadrian’s wall was built as a permanent barrier to create a frontier to protect Roman Britain from raids by the tribes that lived in Scotland. It took the Roman legionaries about 6 years to complete the job.

An aqueduct is a structure for carrying water across land into towns, especially one that looks like a high bridge with many arches, which carries pipes or a canal across a valley.

An amphitheatre is a circular or oval area of ground around where Romans went to watch animals and people fighting.

A school is the place where children, usually boys, studied reading, writing, and counting.

A Roman Villa is a large house in the country. Some villas were farmhouses and some were like palaces.

A roman road is a long hard surface built to be able to move soldiers and all their baggage around the Empire.

A Roman house is a building which people, usually one family, lived in.

A Roman bath is a building where Roman women and men tried to visit at least once every day. There were hot and cold pools, towels, slaves to wait on you, steam rooms, saunas, exercise rooms, and hair cutting salons.

A Forum is the area in the middle of the town used for public business. It was the main marketplace and business centre, where the ancient Romans went to do their banking, trading, shopping, and marketing. It was also a place for public speaking.

A Circus was another public entertainment centre, used mostly for chariot racing.

## **QÜESTIONARI ALUMNES**



## QÜESTIONARI: Activitats: The Roman world

**Nom:** ..... **Curs:** 2n D'ESO

**Centre:** IES Vil·la Romana. La Garriga

**Data:** ..... **Grup:** ..... **Codi:**

Com a conclusió del treball que heu realitzat durant aquests dies, voldria fer-te algunes preguntes per veure com t'has sentit mentre les feies, i per saber la teva opinió respecte a alguns temes.

Recorda que es resultats seran confidencials i no sortirà en cap cas el teu nom, només resultats globals o estadístics. Les teves respostes no serviran tampoc per avaluar-te.

Intenta respondre el més àmpliament possible. M'interessa molt el que puguis dir.

**Per la televisió, als diaris, ràdio, etc. s'està parlant de la necessitat de fer assignatures en anglès. Durant aquests dies, has estat realitzant unes tasques sobre un tema de ciències socials (els romans) utilitzant la llengua anglesa com a llengua de treball.**

1. Com t'has sentit mentre les feies?

2. Li trobes algunes avantatges a treballar matèries en anglès?  
..... Quines?

3. Li trobes algunes desavantatges o dificultats a treballar matèries en anglès? ..... Quines?

4. Si el curs vinent t'oferrissin un crèdit variable d'alguna assignatura i la llengua de treball fos l'anglesa, el triaries?..... Per què?

**A part d'aprendre alguna cosa sobre els romans, l'altre objectiu de les tasques era parlar i treballar en anglès.**

5. Quina llengua has utilitzat per parlar amb les professores? (encercla només 1)
- a. Sempre anglès
  - b. Majoritàriament anglès
  - c. Meitat i meitat.
  - d. Majoritàriament català o castellà.
  - e. Sempre català o castellà.
6. Quina llengua has utilitzat per parlar amb els companys/es? (encercla només 1)
- a. Sempre anglès
  - b. Majoritàriament anglès
  - c. Meitat i meitat.
  - d. Majoritàriament català o castellà.
  - e. Sempre català o castellà.
7. T'ha resultat fàcil o difícil expressar-te en anglès? .....  
Explica per què.

8. Quines han estat les dificultats més importants que has tingut per expressar el que volies dir?

9. La utilització de la gravadora, t'ha ajudat a expressar-te més o millor en anglès? ..... Explica-ho.

10. Quan has escoltat els diàlegs del teu grup, què has pensat? (encercla tantes lletres com necessitis. Afegeix la teva resposta, si cal)
- a. He utilitzat més l'anglès del que em creia capaç.
  - b. Ja sabia que era capaç d'expressar-me en anglès.
  - c. He utilitzat menys l'anglès del que em creia capaç.
  - d. Ho he fet millor del que em pensava.
  - e. Ho he fet tal i com em pensava.
  - f. Ho he fet pitjor del que em pensava.
  - g. Ho he fet molt bé.
  - h. Ho he fet bé.
  - i. Ho he fet malament.
  - j. Ho podria haver fet millor.
  - k. ....
  - l. ....

11. Les activitats sobre els romans les he trobat: (encercla només 1)
- a. Molt fàcils
  - b. Fàcils
  - c. Difícils
  - d. Molt difícils

12. Per què? (Raona la resposta anterior)

13. Si has tingut dificultats per fer-les, quines han estat les causes?
- a. L'anglès
  - b. Les ciències socials (el tema tractat)
  - c. La tecnologia (gravadora, ordinador)
  - d. ....

**Per acabar, anem a comentar la utilització que feu de l'anglès a la classe del crèdit comú d'anglès.**

14. La professora utilitza: (encercla només 1)
- a. Sempre anglès
  - b. Majoritàriament anglès
  - c. Meitat i meitat.
  - d. Majoritàriament català o castellà.
  - e. Sempre català o castellà.
15. En general els alumnes a la classe d'anglès parlen: (encercla només 1)
- a. Sempre anglès
  - b. Majoritàriament anglès
  - c. Meitat i meitat.
  - d. Majoritàriament català o castellà.
  - e. Sempre català o castellà.
16. I tu, a la classe d'anglès utilitzes: (encercla només 1)
- a. Sempre anglès
  - b. Majoritàriament anglès
  - c. Meitat i meitat.
  - d. Majoritàriament català o castellà.
  - e. Sempre català o castellà.
17. Quan parles en català o castellà, per què ho fas? (encercla tantes lletres com necessitis. Afegeix la teva resposta, si cal)
- a. No en saps prou.
  - b. Fa mandra parlar en anglès.
  - c. És més còmode utilitzar el català o castellà.
  - d. No és obligatori parlar en anglès.
  - e. La professora no ens ho avalua.
  - f. ....
  - g. ....
18. Vols comentar qualsevol altre cosa relacionat amb aquests temes?

**MOLTES GRÀCIES PER LA TEVA COL·LABORACIÓ.  
SENSE TU NO HAGUÉS ESTAT POSSIBLE.  
Mercè**

## RESPOSTES DELS ALUMNES: SPEAKING EVALUATION CHART 1

	English	Catalan/Spanish
Asking for help (repetition, explanation ...) (Demandar ajuda)	<i>What's the name?</i>	<b>No va</b> <b>Per a què serveix?</b>
Helping the others  (Ajudar els altres)		
Turn taking/ turn giving (Demandar-donar el torn)		
"Buying" for time  (Donar-se temps per pensar)	<i>Mmm...</i> <i>I think</i>	<i>Què?</i>
Checking they understand  (Comprovar que t'entenen)		
Showing you listen or understand them (Demostrar que els escoltes o els entens)	<b>Yes, OK</b>	
Other (giving or asking opinions...)		

**Negreta:** grup Andrea (codi 53) , Mireia (codi 21), Jessica (codi 55)

**Cursiva:** grup Ivan ((codi 46), Dani (codi 46), Dani (codi 15)

### CONCLUSIONS

Poques conclusions es poden extreure d'aquestes respostes. Cal més pràctica per analitzar els enregistraments.



## RESPOSTES DELS ALUMNES: SPEAKING EVALUATION CHART 2

**Nota:** Els comentaris estan copiats tal qual ho van escriure els alumnes, amb les errades incloses.

**Comentaris:** Com no van fer les activitats sobre les estratègies d'aprenentatge, confonen estratègies amb expressions.

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### **Exemple 1:**

Alumnes: Duna (codi 20) Laura (codi 43)

#### A. THINGS I DO NOW BETTER

▶ **New expressions used:**

- ▶ *Ok*
- ▶ *Yes, It's correct*
- ▶ *Well*
- ▶ *Sure*

▶ **New strategies used:**

- ▶ *What?*
- ▶ *I don't know.*
- ▶ *What means?*

#### B. THINGS WE STILL NEED TO IMPROVE

▶ **Expressions I need to practise:**

- ▶ *És el bany, és la dutxa*
- ▶ *Són els banys. No, aquesta, això és un XXX*
- ▶ *No, diu Ara me n'he Adonai.*

▶ **Other aspects:**

- ▶ *Tribu*
- ▶ *Born*

#### C. THINGS I'M GOING TO DO IN ORDER TO IMPROVE MY SPEAKING

- ▶ *(cap comentari)*

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### **Exemple 2:**

Alumnes: Elena (codi 49) Marta (codi 34) Noelia (11) Date: 23/3/07

**Comentaris:** L'alumna Noelia va participar en les activitats d'aprenentatge d'estratègies.

#### A. THINGS I DO NOW BETTER

➤ **New expressions used:**

▶ (cap comentari)

➤ **New strategies used:**

▶ *We use more English*

#### B. THINGS WE STILL NEED TO IMPROVE

➤ **Expressions I need to practise:**

▶ *It's your turn*

▶ *Excuse me, teacher. Could you help me, please?*

▶ *Could you say it again, please?*

➤ **Other aspects:**

▶ *Speak louder*

#### C. THINGS I'M GOING TO DO IN ORDER TO IMPROVE MY SPEAKING

▶ *Ask for help*

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## ANÀLISI

#### A. COSES QUE FAN MILLOR ARA?

➤ Noves expressions que utilitzen:

Només un grup enumera les noves expressions utilitzades, tres per expressar que és correcte o estan d'acord i una per guanyar temps.

➤ Noves estratègies utilitzades:

Un grup afirma que ha utilitzat més l'anglès i l'altre escriu tres expressions, dues per demanar ajuda i l'altre per dir que no ho sap.

#### B. COSES QUE ENCARA NECESSITEN MILLORAR:

➤ Expressions que necessito practicar:

Tots dos grups enumeren un llistat de tres frases, un grup en L1 i l'altre en L2.

▶ Altres aspectes:

Un grup expressa la necessitat de parlar més fort, ja que l'enregistrament no es sentia molt bé, i l'altre escriu 2 paraules.

#### A. COSES QUE FARÉ PER MILLORAR LA MEVA EXPRESSIÓ ORAL:

Un grup comenta que demanarà ajut i l'altre no fa cap comentari.

## CONCLUSIONS

Tal i com s'ha comentat a l'anàlisi d'un qüestionari semblant a l'annex 2, en general han tingut dificultats per contestar el qüestionari. Cal dedicar un temps a l'aprenentatge i pràctica aquesta mena de qüestionaris, amb exemples concrets, per tal que els alumnes, el puguin analitzar els seus enregistraments correctament.

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1 Picture Villa of the Mysteries, Pompeii c. 50 B.C.E. from: [www.eyeconart.net/history/ancient/rome.htm](http://www.eyeconart.net/history/ancient/rome.htm)

<sup>2</sup> Adapted from: [http://en.wikipedia.org/wiki/Fall\\_of\\_the\\_Roman\\_Empire](http://en.wikipedia.org/wiki/Fall_of_the_Roman_Empire)

<sup>3</sup> Map from: [http://en.wikipedia.org/wiki/Image:Roman\\_Empire.png](http://en.wikipedia.org/wiki/Image:Roman_Empire.png)

<sup>4</sup> Map from: <http://www.ecb.int/ecb/history/ec/html/index.en.html>

<sup>5</sup> Photo from: [http://wings.buffalo.edu/AandL/Maecenas/rome/arch\\_septimius/ac740812.html](http://wings.buffalo.edu/AandL/Maecenas/rome/arch_septimius/ac740812.html)

<sup>6</sup> From <http://www.brimms.co.uk/romans/building.html>

<sup>7</sup> Pictures from: [http://encarta.msn.com/media\\_121634186\\_761552589\\_-1\\_1/Imperial\\_Forum\\_Rome.html](http://encarta.msn.com/media_121634186_761552589_-1_1/Imperial_Forum_Rome.html),  
<http://harpy.uccs.edu/images/roman/html/arches.htm>, <http://www.viaavgvsta.anonai.com/VVTLL1en.html>,  
<http://www.vroma.org/~bmcmanus/circus.html>, <http://www.iol.ie/~coolmine/typ/romans/theatre.html>

viii                      Definitions                      adapted                      from                      <http://www.dictionary.cambridge.org>,  
<http://ancienthistory.mrdonn.org/Romelife.html> and <http://www.bbc.co.uk/schools/romans/glossary/index.shtml>