

HOW TO GET THE REFORM IN THE ENGLISH CLASS ROOM

bachillerato

20

Lengua Extranjera

EUSKO JAURLARITZA



GOBIERNO VASCO

HEZKUNTZA, UNIBERTSITATE
ETA IKERKETA SAILA
Pedagogi Berrikuntzarako Zuzendaritza

DEPARTAMENTO DE EDUCACION,
UNIVERSIDADES E INVESTIGACION
Dirección de Renovación Pedagógica

**HOW TO GET BY THE
REFORMA IN THE
ENGLISH CLASSROOM
WITHOUT DYING
IN THE ATTEMPT**

BILDUMA «CURRICULUM-MATERIALAK» COLECCIÓN MATERIALES CURRICULARES

20. HOW TO GET THE REFORM IN THE ENGLISH CLASS ROOM

Egileak/Autoras:

Cecilia Lombardía
Margareta Almgren
Pilar Artetxe

Bitori Mato
Gracia Sopoña
Cristina Zuloaga

Hezkuntza Sailak curriculum-materialak asmoz antolatu duen deialdian parte hatutako irakasle-taldeen artean honako material hauek izan dira aukeratuak (Agindua 1995ko apirilaren 24koa, EHAA maiatzak 24; Erabakia: irailak 18) E.H.A.E.ko Bigarren hezkuntzako ikastetxeetan gelarako material bezala erabiltzeko baimena luzatzen dute edizio honetarako.

Estos materiales curriculares han sido seleccionados de entre los presentados a la Convocatoria del Departamento de educación para la concesión de ayudas económicas para la elaboración de materiales curriculares por grupos de profesores y profesoras de la Comunidad Autónoma del país Vasco (Orden del 24 de abril 1995, BOPV del 24 de mayo; resolución de 18 septiembre), por la que ceden los derechos para esta edición como material de utilización en el aula en los centros de secundaria de la C.A.P.V.

Argitaldia/Edición: 1997ko Maiatza / Mayo de 1997

© Euskal Autonomi Elkarteko Administrazioa
Hezkuntza, Unibertsitate eta Ikerketa Saila
Administración Comunidad Autónoma del P. Vasco
Departamento de Educación, Universidades e Investigación

Argitaratzailea/Edita: Pedagogi Berrikuntzarako Zuzendaritza
Dirección de Renovación Pedagógica
Duque de Wellington, 2 - 01010 Vitoria-Gasteiz

**Argitaldiaren arduraduna
Responsable de la edición:** Euskal Herriko Curriculuma Eratzeko
Instituto para el Desarrollo Curricular del País Vasco
Andalucía, 1 - 48015 Bilbao

Imprimaketa/Impresión: Lankopi
Colón de Larreategui, 16 - 48001 Bilbao

ISBN: 84-89845-85-9

**Legezko Gordailua
Depósito Legal:** BI-807-97

ACKNOWLEDGEMENTS:

We are grateful to Mrs. Camino Martín for encouraging us to reflect about our teaching practice. Without her ideas, advice and influence, this would never have been written.

We are also deeply indebted to Mr. Larry Muies, whose enthusiastic co-operation and experience gave us many valuable suggestions, especially about reading comprehension.

We also wish to thank Mr. Xabier Artetxe for being so patient when teaching us how to use a computer and Mrs. Marilo Aldeanueva for providing us with all the information we needed.

Finally our thanks to all those colleagues who have helped us either way or given us moral support.

CONTENTS

FIRST TERM:

COLLECTING THE MATERIALS USED DURING THE FIRST TWO YEARS OF THE BACHILLERATO LOGSE

A.- 1993-1994

1.- How did we start copying with this new approach of the teaching-learning process?	9
1.1.- How did we start in class?.....	9
1.2.- Which working materials did we use in the classroom?	17
2.- How did we evaluate our students' learning process?	19
2.1.- Evaluation criteria.	19
2.2.- Evaluation results.	19
3.- How did we introduce the DCB in the classroom?.....	19
3.1.- Autonomous learning.	19
3.2.- Project work.	19
4.- English in a natural context: Exchange with an American Highschool.....	24

B.- 1994-1995

INTRODUCTION.....	25
1.- How did we start?	25
a) Bachillerato LOGSE general objectives.....	25
b) Questionnaire	26
c) Correction symbols	26
d) Marking the writings.....	27
e) Self-assessment.	27
f) Lesson planning.	27
2.- Which novelties did we introduce throughout the school year?	27
a) The use of the dictionary.....	28
b) Readers.....	28
c) Project work	28
d) Lending the department material.	32
e) Listening comprehension: A new approach	32
f) Penfriends.	33
3.- How did we finish?.....	34
3.1.- Evaluation criteria	34
3.2.- Evaluation results.....	34
3.3.- Conclusions.....	34

**SECOND TERM:
RE-ELABORATING AND IMPROVING THE MATERIALS USED DURING
THE FIRST TWO YEARS OF THE BACHILLERATO LOGSE**

INTRODUCTION.....	39
a) Reading questionnaire.....	39
b) Remember more words.....	39
c) Talking about grammar.....	40
1.- What did we change concerning the notebook?.....	40
2.- What did we change concerning reading comprehension?.....	41
3.- What did we change when evaluating students' learning process?	46

**THIRD TERM:
PROJECT WORK AND TEACHING UNIT ABOUT THE PROJECT**

INTRODUCTION.....	49
1.- What is project work?	49
2.- Characteristics of project work.....	49
3.- Why do project work and not an ordinary lesson?.....	49
4.- Steps of a project work.....	49
a) Planning.....	49
b) Doing.....	50
c) Evaluating.....	50
OUR PROJECT	51
1.- Time needed.....	51
2.- What for?	51
3.- Skills involved.....	51
4.- When?	52
5.- Material.....	52
6.- Evaluation.....	54
7.- Process.....	55
8.- The final product of each group and the class magazine.....	56
9.- Conclusions.....	57
10. General remarks.....	63
11. Teaching unit about the Project.....	64

SELF-EVALUATION.....	65
-----------------------------	-----------

BIBLIOGRAPHY.....	67
--------------------------	-----------

APPENDIXES.....	69
------------------------	-----------

AN EXAMPLE OF PROJECT WORK: “POUTPOURRI”
---	--------------

FIRST TERM

COLLECTING THE MATERIALS USED DURING THE FIRST TWO YEARS OF THE BACHILLERATO LOGSE

A. 1993-1994

1. HOW DID WE START COPING WITH THIS NEW APPROACH OF THE TEACHING-LEARNING PROCESS?

In September 1993, three weeks before the school year started, we were faced with having to work in a different situation for which we hadn't been trained, mainly due to the students and the methodology.

So far all our students had studied "BUP", most of them in our school, but then onwards we had students with different educational background ("BUP", "REM"), different levels of English and coming from different schools with all the implications this brings into the classroom. Consequently our methodology as teachers of English had to change according to the new needs.

Due to the lack of materials and time for teacher training, we decided to start with what we already had (textbook, workbook, video exercise book) and to introduce some changes we considered suitable and about which we felt confident

1.1. HOW DID WE START IN CLASS?

For the first three weeks we used the following materials:

- a) Questionnaire A
- b) Second BUP September Final Exam
- c) Questionnaire "WHAT KIND OF LEARNER ARE YOU?"
- d) Game "earthquake"

A) Questionnaire A.

What for? To know:

- the school the students came from
- their working habits
- their difficulties when learning the language
- the materials they were accustomed to using and the ones they would like to use

QUESTIONNAIRE A

(We want to find out what you want from your course of English so that we can do our best to help you)

- What's your name?

.....

- Where do you come from?

.....

- How long have you studied English? Where? (name of school)

.....

- Do you like English?

.....

- Does it help you in your life?

.....

- Would you like to learn something else?

.....

- Which subjects do you like best?

.....

- Have you ever been to England? Where? When?

.....

- What do you find difficult in English?

a) Listening b) Reading c) Speaking d) Writing

- Why?

.....

- How did you work at school? a) alone b) in pairs c) in groups

- How would you like to work this year? Why?

.....

- Have you got an English dictionary at home?

.....

- Apart from the textbook, have you used any of these materials?

a) cassette b) video c) songs d) games

e) dictionary f) readers g) magazines h) others

- Which of these would you like to use this year? Why? Comment your answer.

.....

.....

.....

RESULTS OF QUESTIONNAIRE A.

- We learnt that most of our students had been studying at our school although the composition of some groups was different. One of these groups happened to be made up of students coming almost exclusively from “REM” at our school or others. Another one had a more mixed composition, but neither of them had a significant percentage of students coming from BUP at our school.

A third group was composed of by “BUP” students coming mainly from outside our High School.

Their knowledge of English was extremely varied, ranging from almost inexistant to very good. In spite of the true “LOGSE” spirit of our work, these groups were not a success.

- Most of them were used to working alone or in pairs, and also would like to work in groups.
- All of them found Speaking and Listening more difficult than Reading or Writing.
- They all had a dictionary at home and would like to use: Songs, Games and Video apart from the textbook.

We would like to highlight that students were pleased to have been taken into account in the teaching-learning process, as it was the first time a teacher had asked them about their feelings and opinions.

B) Second B.U.P. September Final Exam.

I.A. READ THE TEXT AND ANSWER THE FOLLOWING QUESTIONS:



Vincent Van Gogh 1853-1890

Nobody has ever painted cornfields or sunflowers like Van Gogh. His paintings are full of colour and sunlight. Today his paintings are worth millions of pounds but in his lifetime he only sold one.

Van Gogh was born in Holland in 1853. He did not start painting until he was twenty-seven, ten years before he died. Before becoming a painter, he was a teacher, an art dealer and a church preacher.

In 1886 he left Holland and joined his younger brother, Theo, who was working in Paris at the time. After living there for two years, he moved to the warmer climate of Arles in the south of France. Here he painted some of his most famous pictures.

However, Van Gogh was mentally ill. During one of his fits of madness he attacked his friend, the artist Paul Gauguin. In another fit of madness, Van Gogh cut off part of his own ear. Eventually he went into a mental hospital but he did not get any better.

Finally on Sunday 27th July 1890, in the small village of Auvers, north of Paris, Vincent Van Gogh took a gun, went into a cornfield and shot himself. When his brother Theo arrived, he said: "I hope I did it properly". Thirty-six hours later Van Gogh died in his brother's arms. His last words were "La tristesse durera". (The sadness will continue).

- How many paintings did he sell in his lifetime?
- How old was he when he started painting?
- What jobs did he have before becoming a painter?
- Where did he paint his most famous pictures?
- What was wrong with him?
- How did he die?

I.B. MAKE QUESTIONS FOR THE ANSWERS:

- Millions of pounds
- In Holland
- In 1886
- To a place called Arles in the South of France
- On Sunday 27th July 1890

I.C. WHICH WORDS OR PHRASES IN THE TEXT TELL YOU THE FOLLOWING?:

- What sort of things Van Gogh painted
- What his paintings are like
- What was wrong with Van Gogh

I.D. VOCABULARY: Write the opposites of the following words:

- full of colour
- he sold
- he left Holland
- he started
- he died
- he went into a mental hospital.
- the sadness will continue
- his last words.

II.A. JOIN THESE SENTENCES USING THE WORDS IN BRACKETS. MAKE ANY NECESSARY CHANGES:

- 1.- We all stayed in the garden. The weather was sunny. (SO)
- 2.- I locked all the rooms. Then I went to bed. (BEFORE).
- 3.- She failed her exams. She worked hard. (BUT).
- 4.- I have time. I'll phone you this evening. (IF)
- 5.- Stephen was working. At the same time his son had an accident. (WHILE).
- 6.- I met Jane. Then my life changed. (WHEN).
- 7.- I went out of the car. I walked into the house.(AFTER).
- 8.-I pass my driving test. Immediately after that, I'll buy a car (AS SOON AS).
- 9.-He learnt to paint in Paris. He was on holiday there.(DURING).
- 10.- She got married in 1990. She's still married now. (FOR).

II.B. FILL IN THE BLANKS SPACES WITH THE RIGHT TENSE AND FORM OF THE VERBS IN BRACKETS.

- 1.- She (GO).....home three days ago.
- 2.- Peter and Susan (WORK).....in London at the moment.
- 3.- We (LISTEN).....to the radio when it suddenly stopped working.
- 4.- Mary (BE).....ready soon. She (HAVE).....a bath at the moment.
- 5.- I don't mind (DO).....the housework.
- 6.- She paid for the ticket and (LEAVE).....
- 7.- I never (TRAVEL).....anywhere by plane.
- 8.- She (BE).....ill for several months.
- 9.- When the police (ARRIVE).....they (WATCH).....T.V.
- 10.- My father (LIVE)..... in Bristol until his 18th birthday.
- 11.- This is the nicest restaurant I (SEE).....
- 12.- Last year they (STAY).....in a small hotel, but this year they (RENT).....a flat on the South coast of England.

II.C. WRITE THE COMPARATIVE OR SUPERLATIVE OF THE WORDS GIVEN TO COMPLETE THESE.

- 1.- Mary is (OLD).....Hans. She is (OLD).....of the family.
- 2.- Madrid is a bit (BIG).....Barcelona.
- 3.- These are (BAD).....cigarettes I have ever smoked.
- 4.- Your work is much (GOOD).....it was last week.
- 5.- This is (WONDERFUL).....and (BEAUTIFUL).....film that has ever come out of Hollywood.
- 6.- Summer is (WARM).....of the four seasons.
- 7.- The train is much (FAST).....the bus.

II.D. USE A RELATIVE PRONOUN (WHO, WHICH, WHERE)

- 1.- I'm looking after some children. They are terribly bad.

- 2.- I saw several houses. They were quite old.

- 3.- Mary lived in London for five years. I worked there for two months.

- 4.- Yesterday I went to Alfredo's. It's an Italian restaurant.

- 5.- Tomorrow I'm going to a club called Kilimanjaro. You can listen to jazz there.

II.E. WRITE THE QUESTION-TAG OF THE FOLLOWING SENTENCES.

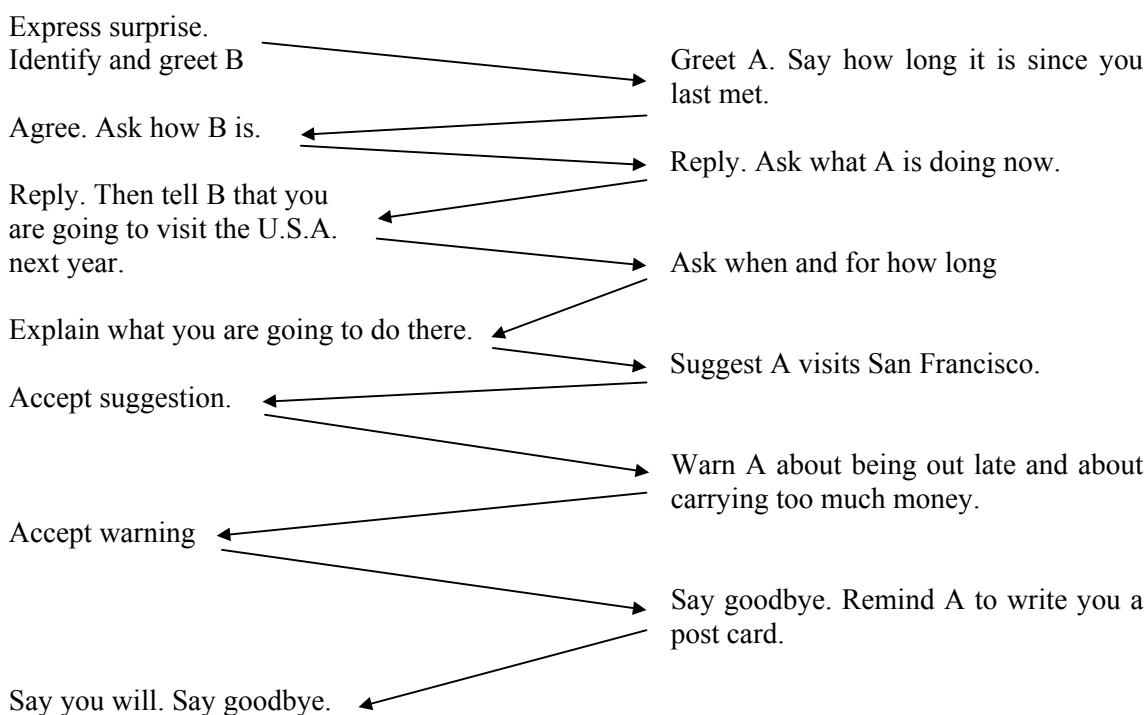
- 1.- Sally's neighbours heard a strange noise,.....?
- 2.- I saw your brother in the street,.....?
- 3.- My father works eight hours a day,.....?
- 4.- We have passed all our exams,.....?
- 5.- Peter doesn't like Italian food,.....?
- 6.- Sheila is going to win the race,.....?
- 7.- The children didn't go to the beach,.....?
- 8.- You were playing cards,.....?

III. WRITE A DIALOGUE FOLLOWING THE INSTRUCTIONS:

Student A meets Student B in the street. They haven't met for a long time.

Student A

Student B



WHAT FOR?

- To know the students' level of English.
- To let the students know the level of English they are supposed to have.

RESULTS:

- Students had problems in making questions, for given answers (exercise 1.2)
- Students weren't able to use some verbal tenses such as: "simple future" vs "going to".
- Most of the students were able to understand a text and answer comprehension questions (exercise 1.1) and understand vocabulary in context (exercise 1.3-1.4). They also managed to follow instructions and write a dialogue (exercise III).

C) Questionnaire "What kind of learner are you?"

WHAT FOR?

- To start students learning how to learn
- To make students know what kind of learner they are
- To teach students how to improve their learning process.

WHAT KIND OF LEARNER ARE YOU?

(Appendix 1.a, 1.b, 1.c.)

RESULTS

- Understanding the key caused problems and took very long.
- Most students discovered they were a mixture of the “analytic” and “relaxed” type.
- The questionnaire was done again in some groups during the second term and some students realised they had changed their learning styles.
- We decided not to use it again the next year, because we couldn't find an easier key.

D) Earthquake

WHAT FOR?

- To get students involved in the LOGSE philosophy
- To introduce the attitudinal objectives in the classroom
- To revise vocabulary related to “giving opinions”
- To make them learn how to work individually, in pairs, in small groups, in big groups and as a whole class.
- To see if there were class leaders
- To show them that knowledge, working habits and attitudes are all related in their learning process.

(Appendix 2.a., 2.b.) I SHALL NEVER FORGET THAT DAY

Reading the text and completing the exercises took students about two lessons. The last exercise, “Choose your answers”, prepared them for the next step, THE EARTHQUAKE GAME (Idea from LOGSE Introduction Course. American Game.)

INSTRUCTIONS for the game:

First, students were told there had been a telephone call at school warning about an earthquake. It would take place in 15 minutes. The class would be evacuated and they had to choose three items to take with them from the class, one from each of the following three lists:

group work	your text book	listening
pair work	a reading book	reading
your opinions	the blackboard and chalk	writing
solidarity	the bin	speaking
discipline	the teacher	dictations
silence	a dictionary	vocabulary
punctuality	your workbook	grammar exercises
tidiness	a writing pad and pen	
	a diary	
	a grammar book	
	a television and video set	
	a cassette recorder	
	newspapers and magazines	

These three lists wanted to represent the three types of contents of the Bachillerato LOGSE: attitudes, concepts and procedures.

Students had to choose their items individually first, then in pairs, after that in groups of four, then in three big groups, where we expected to find the leaders who would go to the blackboard and coordinate the election of the three final items with the whole class.

To help justify their choices in groups, the teacher wrote the following structures on the blackboard:

I'll take / I'm going to take because I (like, enjoy...-ing)
..... to + infinitive
I like + -ing, so I'll take/ I'm going to take
I think / In my opinion is-er than
I believe ... is the-est to take because
Both of us / Neither of us / No one / Everybody

RESULTS

- It took the students more time to agree on the three final items than we expected, because it was the first time they were working as a whole class.
- In some classes there were no leaders, so the class could not be evacuated on time.
- We found it useful to know how the group was going to work.
- The favourite items were pair work and your opinions from the first list, television and video set and a cassette recorder from the second and speaking (but not in English, of course) from the third list.

A few weeks later, some teachers negotiated ten conditions for a good learning, based on the results of the earthquake game and on Nuria Vidal's article "Negotiating objectives with our students" (Primera Clase Nº 14, 2º Trimestre, Curso 92-93, págs. 1 y 2) which we will write about later on.

1.2. WHICH WORKING MATERIALS DID WE USE IN THE CLASSROOM?

We used the following working materials:

- a) Blueprint Intermediate (Textbook, workbook, video "Face the music")
- b) the lesson planning
- c) the notebook
- d) the self- assessments
- e) readers: "A room with a view" and film (original version).

A) The Textbook, Workbook And Video

As we already mentioned, we had very little time to plan the beginning of the school year, so we decided to keep the textbook we were used to. Besides we are not allowed to change text books in September.

The textbook we used was Blueprint Intermediate, Abbs & Freebairn, Longman 1989, together with the Workbook and the Video Face the Music and corresponding Exercise Book.

B) The Lesson Planning

Before the school year started, in the workshops we had with other teachers in the same teaching situation, we had the opportunity to exchange ideas with those who also used Blueprint. This enabled us to have a global approach of the book and to know why and what for we did certain activities. It also helped us improve our course planning.

Each lesson planning covered five Units and was divided into four sections that had to do with concept and procedure contents, and the video episode they were going to watch. The attitudes were not taken into account yet. (see chart below). At this stage students were not handed a photocopy; they had to copy it from the blackboard.

(Appendix 3.a, 3.b.)

C) The Notebook

So far, one of the main problems we had in our English classes was that students didn't have a notebook or if they did, they couldn't make a good use of it because of lack of organization. So we decided to ask them to have one for the English subject and give them some instructions about how to organize it and make the most of it.

Students were encouraged to have all the exercises done in class and make clear where each unit started and finished. All the extra material given to them had to be enclosed in order and after every five units they were asked to do a self-assessment for which we gave them a model.

(Appendix 4.a, 4.b.) SELF ASSESSMENT

D) The Self- Assessments

They were based on the lesson plannings. They were aimed to make students think about their learning process and how it was going on. However, students found it quite difficult to write why they had done well or not, and they mixed the terms "learn" and "see". Therefore the self-assessments were not useful and we decided to change them the following year.

E) The Readers

So far we had told students to read two books a year. Now we decided to make them read only one, but more intensively. Every chapter we gave them questions and exercises. The book chosen was A Room with a View, by E.M.Forster, Collins English Library, Level 3. Once the book was finished they had to fill in a report on their reading to find out if it had been useful for them and if they had liked it. We used it to decide whether to keep it as a reader the following years or not. This report was done with the books in hand. Before this the students had written a short summary but without books. Then they watched the video film, original version without subtitles, which they found boring and slow, except for the lake episode.

(Appendix 5.a., 5.b., 5.c.)

2. HOW DID WE EVALUATE OUR STUDENTS' LEARNING PROCESS?

2.1. EVALUATION CRITERIA

The English department clearly saw that the exam was not the only tool to evaluate students, but it was not easy to balance exams and class work. It took us about two months to come to an agreement. Just before the first evaluation we decided to give 80% of the mark to the exam and 20% to class work, notebook and writings. We would have liked to give a higher percentage to students' work, but we found it very difficult to quantify it fairly.

2.2. EVALUATION RESULTS

Two aspects should be pointed out:

- a) The number of students who failed was more or less the same as in previous years, but their marks were higher.
- b) No students signed the exam and left as they sometimes used to do.

We think that this improvement was due to the better organisation of their notebook and the time we spent revising and marking it.

3. HOW DID WE INTRODUCE THE DCB IN THE CLASSROOM?

After carefully reading the DCB we focused on pages 14 ("Orientaciones didácticas y para la Evaluación") and 15 ("Orientaciones Metodológicas") because we considered them the easiest to put into practice. Page 14 dealt with autonomous learning and the use of "error" as a help in the learning process. Page 15 dealt with project work.

3.1 AUTONOMOUS LEARNING

So far every time students had a vocabulary problem, they asked the teacher and we realized that they did not make any effort to memorize the new word. Therefore we started by taking bilingual dictionaries into class and make them find the meaning by themselves. We wanted them to become autonomous learners and start not to be so dependant on teachers.

We also encouraged students to use their textbooks as a source of information whenever they had a doubt about structures already seen in class.

3.2 PROJECT WORK

Project Work is one way to cope with diversity in the classroom. But our problem was how to do it. The materials we used as a guide were:

- Hutchinson's "Introduction to Project Work" O.U.P. 1991
- The ideas two of our department colleagues brought from a Congress they attended in Sitges (Barcelona) "L'Ensenyament per Tasques de la Llengua" (November 1993)
- Diana L. Fried-Booth's "Project Work", Resource Books for teachers, O.U.P., 1986
- Simon Haines's "Projects for the EFL Classroom" Nelson, 1989
- Nuria Vidal's visit to Bilbao on May 1994.

OUR PROJECT

Mrs. Vidal presented us two types of project, “obert” (open) and “tancat” (close). We chose the close version and we used unit 15, “Hidden London” in our textbook. We called it Tourist Guide of your Town.

WHAT FOR?

- 1.- To revise what students had seen throughout the school year.
- 2.- To make students work in groups.
- 3.- To teach students how to get information from the tourist brochures they had been given at their Town Hall and Tourist Information Office.

PROCEDURE:

1. Students watched a video about London (“Ciudades del mundo, Londres, Planeta Agostini”) in Spanish which showed the classical sights of the city. They were given a questionnaire in English
2. They read about London in their textbooks but this time they knew about places that were off the traditional tourist route, and they also did the exercises.
3. They formed groups of four or five.
4. Taking the film and the passage as a model, they had to write their own guide either from a traditional point of view or from a teenager’s perspective. They were given three or four sessions to work on it.
5. Students were given the following two work plans:

PROJECT
GROUP WORK DISTRIBUTION / WORK PLAN I
TIME NEEDED FOR THIS:

STUDENTS' NAMES:	IS IN CHARGE OF

LANGUAGE RESEARCH: WHAT TO USE / WHERE YOU CAN FIND THE INFORMATION.

PROJECT
WORK PLAN II
WHAT DO WE HAVE TO DO?

STUDENTS' NAME	IS IN CHARGE OF

IS THERE ANY MATERIAL YOU NEED?

OUR NEEDS	STUDENT IN CHARGE

One group was more interested in doing research work about “Goienkale”, which is the teenagers’ gathering place in Durango. The teacher elaborated another work plan because they did not have time to do it on their own. They visited all the restaurants and bars in the street and collected information.

PROJECT:

Restaurant or bar name							
Location in the street							
Opening and closing time							
Atmosphere							
Food or drink							
Price							
Specialities							
Impression							

RESULTS OF ALL THE PROJECTS:

- Students were more enthusiastic about their final products rather than about the process.
- The teacher did not have time to correct the drafts.
- Some groups did not have time to finish their projects in class so they had to do it at home.
- There was no time for a final evaluation on what students had learnt with the project.
- However, the final products were so good, original and attractive that teachers decided to exhibit them in the school hall. There was some money left from the English Writing Contest with which the best three in originality, content and presentation were prized. A box was placed in the school hall for the votes. To encourage students' voting, a raffle of a reader was organized. The box was opened in the presence of the members of the English Department and two representatives of the APA.

4. ENGLISH IN A NATURAL CONTEXT: EXCHANGE WITH AN AMERICAN HIGH SCHOOL.

The contacts with Canton High School, Massachusetts, date back to 1990, when our school was given a grant by "Diputación" to take twelve students on an exchange trip to the USA. The place assigned was Canton, just outside Boston. Some American students from Canton High School then came to Durango in February 1991, and the exchange has been maintained on a private basis, by teachers and parents at both schools, since then.

In September 1994, having completed their first course of LOGSE, a group of twelve students and one teacher set out for Boston and Canton where they would spend three weeks.

The students were lodged, one by one, with American families, and attended all the classes at the High School, except when they went on field trips (with American students) and on a two day visit to New York City.

The experience proved extremely useful, linguistically as well as culturally. None of the students had great problems in communicating with their American families, neither did understanding the main part of the classes cause them any problems. We think most of the LOGSE aims were accomplished with this visit.

B. 1994-1995

INTRODUCTION

The 1993-1994 experience showed us that we had to change the planning of our methods and materials in the classroom. We saw that we had to shorten the time spent making students aware that they had to change their way of learning. We also realised that some of the materials used needed revision.

1. HOW DID WE START?

The previous year we introduced the notebook as a tool but we became aware that we had to help students have it better organised. During the second term of that year Isabel García and Juan M. Sierra, from two schools in Vitoria, told us their teaching experience and we were shown the way they told their students to work with the notebook. This made us see what new guidelines we had to give our pupils to take advantage of this instrument.

Students were asked to:

- a) have a notebook for English only
- b) stick all the photocopies given by the teacher
- c) separate units clearly and write dates
- d) do a self-assessment after each unit
- e) stick the writings corrected by the teacher and rewrite them
- f) hand it in once every term

At the beginning of the school year students were given:

- a) Bachillerato LOGSE general objectives (in Spanish or Basque)
- b) questionnaire made by the “BAC. LOGSE. GRUPO. LENGUA EXTRANJERA: INGLES. 1994-95”, to which we belonged.
- c) correction symbols
- d) self-assessment
- e) lesson planning for the first five units

a) Bachillerato LOGSE General Objectives

The previous year we had spent a long time getting students involved in the LOGSE spirit, so this time we thought it would be better to photocopy the general objectives of it (as they appear in the DCB). Students discussed them in groups and took out the main idea of each one. After this there was a whole class discussion and the teacher wrote a summary of the main ideas in English on the blackboard and students copied it in their notebooks.

(Appendix 6.a., 6.b.)

b) Questionnaire

(Appendix 7.a., 7.b., 7.c.)

The aim of this questionnaire was to make students aware of how important it is for them to be active participants in the teaching-learning process.

Although the type of questionnaire and students were different from those of the year before, the results concerning their language learning experience and the activities they would like to do in class were very similar. To our surprise, most of the answers to the question “Who is responsible for successful language learning?” said that the student and the teacher are equally responsible.

This led us to the negotiation of the ten conditions necessary to create a good atmosphere in class, which would make learning easier.

PROCEDURE

- 1.- The teacher suggests five basic conditions:
 - Come to class every day
 - Have a good time
 - Be punctual
 - Speak English
 - Have your material neatly organized and ready to be used
- 2.- Students suggest another five: first individually, then in small groups and then with the whole class.
- 3.- Students vote their own final five conditions to add to the teacher’s.
- 4.- Students now have a total of ten conditions and have to order them from the most to the least important. They write them in their notebooks.
- 5.- Students are asked to volunteer to make a poster with those ten conditions. Once the poster is finished, it is fixed on the wall, where it can be seen by everybody.

It is interesting to highlight that we succeeded in making students use English at least when addressing the teacher.

c) Correction Symbols

The correction of written work with symbols aimed at:

1. students reflecting on their own mistakes
2. students becoming more autonomous.

Up to then, students were used to having their written work corrected by the teacher. This proved to be completely useless because very few students re-read it and thought about their mistakes. Therefore, we decided to use a new technique in our corrections. We marked the mistakes and used symbols (Appendix 8.a.). When the students were given the written work back, they had to stick it on their notebook and rewrite a corrected version, making these corrections clear either by underlining them or using a different pen colour.

RESULTS:

Many students got used to reading their writings again and started making less mistakes. This made them revise the materials used in class and know where the solutions to their problems were.

d) Marking the Writings

In order to help students know which aspect or aspects they had to improve in their written English, we decided to mark their writings in a different way. Up to now we had given them our general impression of their writings (very weak, weak, O.K., good, very good); now we specify a total of 20 points on the following aspects:

Organization	0	1	2	3		
Spelling/Punctuation	0	1	2	3		
Vocabulary	0	1	2	3	4	5
Grammar	0	1	2	3	4	5
New Structures	0	1	2	3	4	
Total						20

We asked students to write this at the end of each writing they handed in and we circled the number we considered the writing was worth in each of the five aspects.

e) Self- Assessment

We remade the self-assessment given the first year getting a clearer and shorter one based on the plannings given for every five units. So that it would be more useful for students, they were asked to do them after each unit. They still did not like doing them and found it difficult to give themselves a score for their learning. (Appendix 9.a.)

f) Lesson Planning

We saw that students felt more confident about what they had to study and what for with the help of the plannings. That is why we decided to design them including the three LOGSE contents and type them to distribute them among students. Throughout the year we gave them a total of four, one every five units, which covered the first twenty units of their textbook “Blueprint Intermediate”. (Appendix 10.a., 10.b., 10.c., 10.d.)

2. WHICH NOVELTIES DID WE INTRODUCE THROUGHOUT THE SCHOOL YEAR?

- a) The use of the dictionary.
- b) Readers: a new approach.
- c) Project work.
- d) Lending the department material.
- e) Listening Comprehension: A new approach.
- f) Penfriends.

a) The use of the dictionary

For the first time each class was given a copy of the hardback bilingual dictionary Langenscheidt and we prepared an activity so that students could get the most of the use of the dictionary.

PROCEDURES:

- The teacher wrote on the blackboard the following question: How much information does a dictionary give me?
- Students formed groups and were given two dictionaries per group, one bilingual and one monolingual
- The teacher gave them a list of words from the reading in unit 1 in their textbooks.
- Students had to find out as much information as possible about each word.

RESULTS:

Students realised that:

- the same word can have different meanings; so reading in context is very important.
- the same word can belong to different parts of speech.
- they could find how a word is pronounced, spelt, stressed and cut into syllables.
- they learnt that sometimes a word is not the main entry in the dictionary and belongs to the entry of another word so they have to read all the information given for the main entry.

All this contributed to make students more autonomous in the learning process.

b) Readers

As we said before when talking about our first year experience, the reading of one book was considered to be intensive, so students were asked to answer comprehension questions after every chapter. We felt that reading was more of a burden than a pleasure. This made us change to an extensive approach, which allowed students to read two books.

Students read the books at home and agreed on a date to do a report about them in class (Appendix 11.a.) and answer some questions about the story they had read. To do this we allowed them to have their books with them.

The personal opinion section of the report was taken into account to either keep the same book for the next year or choose a new one.

c) Project Work

Taking into consideration point seven in the General Objectives of LOGSE in the DCB, we decided to do project work. Our previous experience on project work was not very broad, because as we have said before, the project work on “Tourist Guide of your Town” was done at the end of the school year with little time to organise it well. Therefore we agreed to improve what we had done the previous year and make students aware of the fact that English is not only a language to study but also a means to learn other fields of knowledge and culture.

It was planned to be done during the second term and before their study trip to Barcelona and Salamanca. To get material the teacher faxed the Tourist Information Offices in both cities asking for information in English. The information was received just before they left and besides it was in Spanish.

So we felt obliged to do it after the study trip, during the third term. The students who had been to Salamanca or Barcelona were asked to do the project on their study trip, either writing about their experience or asking the students who had taken part on the trip about their opinions.

There were some students, though, who hadn't taken part in the study trip so they were given other different topics to work on. Anyway all students were given freedom to choose among other topics.

PROCEDURE

- 1.- Students formed groups of three or four.
- 2.- They were told to choose among the following topics:
 - a) A trip to.....
 - b) A questionnaire for "First LOGSE students".
 - c) Tips for "Learning English Better".
 - d) Punishment for young offenders (nobody chose this one).
 - e) Others (we gave them the possibility of suggesting other topics and they chose others such as: Their home towns, Cuenca and Walt Disney)
- 3.- Students were given a work plan where the steps of the process were explained. This work plan was based on ideas given by Ignacio Sola at a workshop "First Steps in Project Work" (May 20th, 1995, Jornadas ELT Alhambra, Longman Bilbao).

(Appendix 12.a.)

Those who chose to elaborate a questionnaire were given more instructions

QUESTIONNAIRE

1. Choose a topic.
2. Write a list of the information you want to collect.
3. Write the questions you need to get that information.
4. Think of how many people you want to ask.
5. What are you going to do with the results.?
6. Organize your questionnaire so that it can be easily done.
7. Ask the people.
8. Summarise the results.
9. Express the results of your survey. How will you show the results?: charts, Pies....

They chose the topic of their questionnaire. In the end, we got three different ones:

1. What first LOGSE boys think about girls and viceversa
2. Opinions about the study trip to Barcelona
3. What first LOGSE students are like according to their doodles.(they were given some photocopies taken from unit 5, pages 30,31 The Burlington Course For 3° de BUP).
4. This time, the teacher was handed in the drafts for correction before they elaborated their final product.
5. On the fourth session, students evaluated all the projects. They had to give a score from one to five to each of the aspects (presentation, effort, originality and general impression). To do this, they had the following evaluation sheet:

6. Finally students handed in a diary about the whole process and an evaluation of their personal and group work, what they had learned and their opinions about working in this way.

RESULTS:

Both the procedure and the final product were highly positive, as the following aims were fulfilled:

1. We were able to cover the different steps required in this kind of tasks.
2. They learnt how to work in groups and took advantage of the benefits that working in this way offers.
3. They used their textbooks when they had problems with grammar
4. They made a good use of the Dictionary.
5. They had a good time (as they mentioned in their diaries)
6. The project enabled them to learn more about their home towns and about the other topics they had worked on.

d) Lending The Department Material

At the beginning of this school year we realised that there were a lot of materials in our department (magazines, comics, newspapers, readers, video films, audio tapes, grammar books, dictionaries,..) students unfortunately very seldom used, since there was no way to take all those materials to class. In this school there aren't any specific language classrooms, so teachers have to move from class to class with all the material needed. One way to solve this situation was to lend students anything available in our department. All they had to do was come to our department and fill in a form with their names, class group and title of the material borrowed. They were given one week to give it back.

RESULTS:

1. Video films were the most popular of all the materials borrowed.
2. The materials were given back on time and in good condition.
3. As the films are lent with a glossary, which explains the most difficult terms and expressions used in the film, they learnt a lot of informal language, which really appeals to them.
4. As an anecdote we can mention that most of the borrowers were girls.
5. Teachers of other subjects learnt about this through students and some of them took advantage of this opportunity.
6. Having seen the success of the video films, we started to buy " Speak Up " video films monthly.
7. Students who felt confident about their knowledge of English were the ones who took films from the very beginning. The ones who thought that they had to improve and didn't dare to borrow a film started with grammars and audio tapes, and later on they tried films.

e) _____ Listening Comprehension: A New Approach

One of the main problems our students were faced with was to understand the listening passages included in their textbooks. They usually tried to understand everything they heard and failed to grasp the main idea. A new approach to listening comprehension was necessary.

For some listenings we chose the “yes/no” alternatives asking students to pay attention to three or four details. In others we asked them to make a list of characters. We also gave them graded questions so that those less advanced students didn’t feel discouraged and the advanced ones could have some difficulties to deal with.

Listenings were included in the exams and were given the same score as Reading or Writing. Students who proved they had understood the passage got at least half the score independently of their ability to express themselves.

f) Penfriends:

As one of the most important aims of a language is communication in real situations, which is very difficult inside the classroom, we organized an exchange of letters with students from other schools in Vizcaya. During the 1993-1994 school year, two groups of First LOGSE students wrote letters to students from Plencia.

With this, apart from using English to learn English, they also learnt about their penfriends’ ways of life, which they found slightly different.

They did enjoy doing this and as they couldn’t meet each other through the school, they arranged to meet on their own when classes finished and continued their relationship.

Due to the success of the 1993-1994 experience, this year we kept on doing this with Plencia and started with Barrutia. The students who had a Barrutia penfriend had the opportunity to get to know his/her penfriend through the school, so a meeting day was organized before classes finished.

This meeting day was organized as follows:

1. Students from Barrutia came to Durango by train.
2. Our students were waiting for them at the station and met their penfriend, though some had problems as they didn’t have their new friends’ photograph.
3. Our students gave them a photocopy of a project (Tourist Guide of Durango), which had been elaborated by Second BUP students. This enabled them to have an idea of what they were going to visit in Durango.
4. After the short tour around Durango, students were given free time to make acquaintance of each other.
5. Finally we accompanied them to the station and said goodbye.

RESULTS

The aims of this activity were partly fulfilled as they did meet their penfriends and enjoy themselves showing their own environment. However, they didn’t use English very much.

3. HOW DID WE FINISH?

3.1. EVALUATION CRITERIA

We kept the same evaluation criteria as in the 1993-94 school year, that is 80% of the mark for the exam and 20% for classwork, notebook and writings.

3.2. EVALUATION RESULTS

The number of students who passed this year was a bit lower than the year before. We found two reasons for this:

- a) Traditionally in the Spanish speaking groups, students used to come directly from the second BUP course at our own school, whereas there used to be more mixture in the Basque speaking groups. This year, however, the percentage of Spanish speaking students coming from other schools increased considerably. This meant some time was needed for all of them to reach the same level of competence in English.
- b) We also believe that, as teachers, we were more strict when evaluating our students' academic knowledge, working habits, notebooks, writings, readers, etc.

As a logical result of our way of working during the school year, we asked the students who had failed in June to come back in September with a notebook reflecting their work during the summer. This work was taken into account together with the exam for their final mark.

3.3. CONCLUSIONS

After two years of First LOGSE experience we came to the following conclusions:

- a) Some students still think that a good notebook is a clean notebook. We have to put special emphasis on how useful it is to learn from one's own mistakes. If students erase their errors from their exercises or make draft versions of their homework that they later rewrite in their notebooks, progress in their learning process can't be observed.
- b) Students need more practice on reading comprehension to become less dependant on the dictionary and more autonomous by inferring meaning from context.
- c) We have to insist on the importance of acquiring new vocabulary and give students techniques to help memorize it.
- d) To make the most of the time students spend in class we will try to do more speaking and listening activities and set grammar exercises for homework. They will later be given the key to check their answers.
- e) As we have mentioned before some groups of students who had failed in June, were asked to bring a summer notebook in September which showed their work throughout the holidays. This notebook was used when giving the final mark with the same criteria as in June. This proved so useful that we will do it again with all the groups next year.

- f) To fulfil all these aims we need a different kind of textbook. Due to the fact that there are no LOGSE textbooks available we decided to choose “The Burlington Course for 3° BUP”, as mainly vocabulary and reading comprehension activities are practised.

SECOND TERM

**RE-ELABORATING AND IMPROVING THE MATERIALS
USED DURING THE FIRST TWO YEARS OF THE
BACHILLERATO LOGSE**

INTRODUCTION

As mentioned in the conclusions of the first term, we want to emphasize Reading Comprehension and Vocabulary Acquisition this year. To cope with these tasks (developing reading techniques and organizing vocabulary), we have the helpful cooperation of Larry Mueis (teacher of English at Deusto University).

Mr Mueis, with whom we have periodical meetings, helped us prepare material to work with in class and then evaluate it

- a) Reading questionnaire
- b) Remember more words
- c) Talking about grammar

a) READING QUESTIONNAIRE (Appendix 13.a., 13.b.)

WHAT FOR?

To know their reading habits and problems.

RESULTS

After collecting the questionnaires we concluded that:

- 1) Most of them like reading (specially about music and sports)
- 2) They have different strategies when reading in their mother tongue than when reading in English. In English, they are too dependant on the dictionary or another person, whereas when reading in Spanish / Basque they try to understand through context or just ignore the problem.
- 3) They sometimes need to translate into Spanish / Basque when reading in English.
- 4) One of the most problematic aspects for them when reading in English is vocabulary.

b) REMEMBER MORE WORDS (Appendix 14.a., 14.b.)

Once we had the results of the reading questionnaire, we found out that vocabulary was a problem for our students when reading in English. Therefore we felt in the need of making students aware that vocabulary is not such a big obstacle. To cope with this we provided them with different kinds of methods to record and learn new vocabulary. We prepared the exercise "Remember More Words".

WHAT FOR?

1. To start students thinking about different ways of remembering the new vocabulary they learn.
2. To make students aware that they can store vocabulary not only translating it into their mother tongue but also explaining the meaning in English.
3. To make them put those methods into practice.

PROCEDURE

1. Students did the exercise included in appendix 14.b.
2. Students were asked to write words in English that came to their minds.
3. The teacher wrote them on the blackboard and they had to tick the ones they had and add to their list the ones they didn't.
4. Students were asked to organize those words using two or three different methods. They were asked not to use the translation method.
5. This activity took us an hour.

Once the students were familiarized with these methods they had to make vocabulary glossaries in their notebook, either at the end of each unit or at the end of the notebook if they chose the alphabetical method.

c) TALKING ABOUT GRAMMAR (Appendix 15.a.)

WHAT FOR?

One of the ways of organizing vocabulary included in the Remember more words photocopies is based in grammatical categories. To revise basic grammatical terms we gave students a photocopy with six exercises. (Look Ahead 2, Workbook page 29, and Students Book page 54, Longman). Another aim we wanted to achieve was the use of a common terminology in class.

RESULTS

- a) Most students got used to this terminology.
- b) Students found exercises related to verbs difficult.
- c) When filling in the blanks with a suitable word, they had problems with linkers.
- d) Students realised one word can belong to different parts of speech.

1. WHAT DID WE CHANGE CONCERNING THE NOTEBOOK?

Apart from the novelties in organizing vocabulary which, as we have already said, has to be stored in their notebook, this year students are asked to do a self-assessment after each unit, but different from the previous ones.

This self-assessment has got six questions which students have to follow as a guide to write a paragraph

SELF-ASSESSMENT

AFTER EACH UNIT think about the following questions and write a paragraph with your answers:

- 1) What did I like best? Why?
- 2) What didn't I like? Why?
- 3) What problems did I have?

- 4) What did I learn?
- 5) What do I have to revise?
- 6) Do I have any suggestions or comments?

RESULTS

- a) Despite the fact that we have tried to simplify the self-assessment, students still complain about having to do it. They think it is useless.
- b) However, they do not realise on the one hand how useful it is for us, as we have feedback of their likes, dislikes, progress, suggestions... and on the other hand, it is also a means for them to communicate with the teacher and viceversa.
- c) Having this in mind we won't give up and we will try to find a "*magic self-assessment*"

Notebooks are collected every term by surprise. In previous years students were told when to have their notebooks ready. Now, however, they have to have it up to date, because the teacher may ask for it at any time. With this we want to make sure that students don't leave their work for the last minute and don't copy from somebody else's notebook either.

2. WHAT DID WE CHANGE CONCERNING READING COMPREHENSION?

Last year we attended a series of workshops suggested by our English Department and EOI-Durango and organised by the PAT-COP-Durango. One of these workshops was given by Larry Muies. This was the starting point for a mutual cooperation.

In June we had our first meeting and we agreed on working on reading techniques and vocabulary acquisition. In September we started analysing our textbook, The Burlington Course for 3º BUP, from the specific point of view of vocabulary and reading comprehension. Our main aim was to mentalize students that the text is a whole and that they can grasp the main idea of the text without understanding every single word in it.

Taking into account the diversity in our students' knowledge of English, we concluded that in most cases it would be convenient to pre-teach some difficult words. However we decided to start without pre-teaching any vocabulary. Once we saw the reading comprehension passages in the textbook, we decided which techniques could be used with those readings.

The first reading technique was ANTICIPATION.

WHAT FOR?

To encourage students to think about the theme of the passage before reading it.

SKILLS INVOLVED

Anticipation

WHY?

One of the most important factors that can help us in the process of reading is the desire we have to read about a given subject. The more interested we are in what is going to happen in the passage, the easier it is to understand it.

Students are asked some questions before the text is read to make them aware of what they know, what they don't know, what they wish to learn about the topic.

(These ideas about anticipation have been adapted from *Developing Reading Skills*, A practical guide to reading comprehension exercises, Françoise Grellet, C.U.P.).

PROCEDURE

The first texts we worked with were postcards sent from different parts of the world.

1. The teacher wrote on the blackboard these words: London, New York, Japan, Kenya.
2. Students wrote all the words that those places suggested to their minds.
3. All those words were written on the blackboard.
4. So far students had some key words for each text.
5. In groups students had to read only one postcard and see which words had been suggested before, try to grasp the main idea and finally take out the words they couldn't understand through context.
6. These difficult words were written on the blackboard, and students were encouraged to use both mono and bilingual dictionaries to solve the problems.
7. After dealing with vocabulary problems, students had to read the other postcards and answer the comprehension questions in the book. Whenever they had a vocabulary problem, they asked the group who had worked on that postcard.

CONCLUSION

We decided to pre-teach difficult words to facilitate students' comprehension in later readings.

With the second text we emphasized FUNCTION OF THE TEXT.

WHAT FOR?

To train students to recognise the function of the text.

SKILLS INVOLVED

Understanding the communicative value of the text.

WHY?

It is impossible to understand a text if one is not aware of its function. When given a new text, students should be encouraged to find out its function first. The origin, presentation and lay-out of the document are usually very helpful in determining its function.

(Adapted from Françoise Grellet)

PROCEDURE

1. Pre-reading activity: students compared Spanish, Basque and British newspapers focusing on sections, lay-out and kind of papers for which they had been given information about the British Press, taken from “ Dictionary of Britain “ by Adrian Room, O.U.P. ([Appendix 16.a.](#))
2. Students centred their attention on which section different articles belonged to.
3. Students were pre- taught vocabulary.
4. Students read the three articles and decided which section of the newspaper they were part of.
5. Students were then asked to find the best headline for each article.
6. Students answered the comprehension questions in the book.
7. If at this stage they still had problems with vocabulary, these were solved by doing the exercises in the textbook and workbook.

CONCLUSION

Students found a bit less difficult to grasp the main idea of the text.

In the third reading we paid attention to STRUCTURE AND COHERENCE OF A TEXT.

WHAT FOR?

To train students to recognise the key words within a paragraph and the relation of the other paragraphs to the first one and between them.

SKILLS INVOLVED

Understanding the relations between the parts of a text.
Distinguishing the main idea from supporting details.
Recognizing indicators in discourse.

WHY?

In order to read efficiently, one must be able to recognise the key words of the paragraph, since they carry the main information. One must also be able to recognise the indicators which announce the functions of words that are expansions of key words and also indicators which announce the function of sentences which are expansion of other sentences.

(Adapted from Françoise Grellet)

PROCEDURE

1. Pre-reading activities: a brainstorming on “music” and a first listening of “Behind the Wall” by Tracy Chapman without lyrics was done. Students listened to the song and wrote down the words they could pick up. With these words they had to give an idea about the kind of song and singer.
2. Difficult vocabulary: in some groups it was pre-taught before examining the first paragraph and in others after the first paragraph had been analysed.
3. First step: all students read the first paragraph, underlined the key words and the teacher asked the students which the most important word of the paragraph was. (Tracy Chapman)
4. The word “Tracy Chapman” was written in a bubble on the board and with the key words we completed the spidergraph.
5. Then, they had to reconstruct the paragraph orally with those key words and with books closed.
6. Students were divided into groups. Each group took charge of one paragraph and worked in the same way they had done with the teacher.
7. Vocabulary was organised by topic or topic network.
8. Finally students answered the comprehension questions.

CONCLUSION

They found the technique difficult, long and boring.

They complained that they had only understood the paragraph they had to read.

In the fourth reading we focused on A SCRAMBLED TEXT.

Students were presented disorganized paragraphs of a text and were supposed to order them.

WHAT FOR?

To train students to consider the structure, coherence and topic words which link passages together.

SKILLS INVOLVED

Understanding relations between parts of a text

Distinguishing the topic words from supporting details

WHY?

In order to read efficiently, one must be able to realize how paragraphs are linked together, finding topic words which carry the main information.

PROCEDURE

1. Some difficult vocabulary was pre-taught to the whole class.
2. In groups of 4, students tried to find the right order of the paragraphs. The way the text appeared in the textbook was considered too difficult, so they were given cut-out photocopy pieces of the text.
3. They were told which the first paragraph was.
4. As a help, they were asked to think about the following question “ Who or what is the paragraph about? “.
5. Once they had answered the question we made them aware that the answer was a word which linked this paragraph with the next one.
6. In this way, students were able to find the correct order and to explain the reasons why they had decided that order.

CONCLUSIONS

Students found very easy to order the paragraphs but very difficult to explain why.

We observed that students did not tend to use dictionaries as soon as they found a word they didn't understand; they seemed to be more able to deduct the general meaning.

In the fifth reading we had a different kind of SCRAMBLED TEXT. This time we had a story within a story. Students were presented with a text divided into six ordered paragraphs. Each paragraph contained a sentence which belonged to a secondary text. These sentences appeared in a jumbled order and had to be ordered.

WHAT FOR?

1. To train students to recognise the main idea.
2. To infer secondary text using the information we have about the main one.

SKILLS INVOLVED

Understanding relations between parts of a text.

WHY?

“In this exercise students are asked to find out which sentence is out of place in the paragraph. This will oblige them to consider the topic of the passage and to find out (a) whether all sentences relate to this topic, and (b) whether the sentences follow each other naturally and logically.” (From Developing Reading Skills, Françoise Grellet, Cambridge University Press)

PROCEDURE:

1. Students were introduced to the topic of the reading passage: “Modern - Day Explorers”, following the suggestions of the textbook.
2. Some difficult words were pretaught.
3. Students read the text and had to find the odd sentence out in each paragraph and write each one down in their notebooks.
4. Students were asked to order the sentences.

5. Several different orders were accepted but students were asked to give reasons for their option.

CONCLUSIONS:

- Students found it more difficult to find the odd sentence in the first paragraph. They had to read forward to get more information about the context of the main story.
- Students didn't find it difficult to order the sentences as there were many acceptable answers. However, once again, they had difficulties in giving reasons for it.

3. WHAT DID WE CHANGE WHEN EVALUATING THE STUDENTS' LEARNING PROCESS?

At the beginning of the school year we decided the kind of tests we are going to use to evaluate students' knowledge. According to the layout of the book there were five areas (Reading comprehension, Vocabulary, Grammar, Listening, and Writing) We had to evaluate after each unit, but including previous lessons' contents. We thought of preparing surprise tests grouped as follows:

- Reading and Writing
- Grammar and Vocabulary
- Listening

In order to give a global well-balanced mark we gave the same score to grammar and vocabulary, reading, writing and listening.

This final mark was 80% of the evaluation mark and the missing 20% came from the notebook and the students' work done throughout the evaluation, as we have been doing since we started in LOGSE.

RESULTS:

- a) We do have to mention that the first test was a "shock" for students, as they did not believe us when we told them about surprise tests. So the results were terribly bad, but they learnt the lesson. In the end, students got used to it and even enjoyed the challenge of being tested unexpectedly.
- b) The final marks are much better than when we did one fixed exam per term.

THIRD TERM

PROJECT WORK AND TEACHING UNIT ABOUT THE PROJECT

INTRODUCTION

1. WHAT IS PROJECT WORK?

In the workshops organised by the British Council in 1995 we heard a definition of Project Work with which we agree:

An activity in which students spend their time gathering information in order to accomplish a goal that they have set and planned on their own and to produce results that will have to be presented to the class or / and the teacher

2. CHARACTERISTICS OF PROJECT WORK

- a) Student-centred, not syllabus-centred
- b) Co-operative, not competitive
- c) Skill-based, not structure-based
- d) It leads to a final product
- e) Worked mainly in class

3. WHY DO PROJECT WORK AND NOT AN ORDINARY LESSON

- It's more motivating for students
- Students choose the topic they want to write about
- It is a way of working in groups, and so students feel more confident.
- It encourages participation
- It makes students be more responsible and they always have something to do.
- It integrates different skills
- It facilitates revision
- It allows students to learn about the language itself and the world around them
- It is a way to tackle with diversity in the classroom (different motivation, different level of English, different learning styles...)

4. STEPS OF A PROJECT WORK

- a) Planning
- b) Doing - Input
 - Processing
 - Output(Nuria Vidal, Project work)
- c) Evaluating

4.a) PLANNING

When planning a project a teacher has to consider it as a whole and bear in mind the following points:

- a) What for?
- b) Skills involved

- c) Why project and not an ordinary lesson?
- d) The students she/he is going to work with.
- e) When to do it?
- f) Time needed
 - i for the whole project
 - ii for the doing and the evaluating
- g) Material needed
 - i. for the teacher her/himself
 - ii for the student
 - iii forecast material
- h) Organisation
- i) Process
- j) Draft
- k) Final product
- l) Evaluation

4.b) DOING

As Krashen says, students need information and a language model for their oral interaction and written output, but input, both oral and written, should be provided throughout the project. This input will have to be relevant to the information and language needs of the project.

Processing refers both to language and content, that is, to understand the information and to produce messages.

Output takes place throughout the project and we should highlight that in a free-production context learning and applying rules does not always lead to accuracy. The level of accuracy will depend on the general aim of the project.

4.c) EVALUATING

When evaluating the project we should consider not only the final product, but also and mainly the process. When talking about the final product, we refer to the overall impact, the level of creativity and the neatness and clarity of presentation as much as language.

During the process attention should be paid to the effort made by students. Students should be encouraged to do a draft and this will be corrected before the final product is presented. Even if in the final product there still are mistakes, this should not worry the teacher, as project works are real ways of communication.

OUR PROJECT

Our Project Work this year consists in elaborating a class magazine. First we had thought about a newspaper because it had to do with unit 2 in the textbook, “A Fashionable Robbery”, for which we had brought newspapers into the classroom and had given students information about the British newspapers (different types of information, size and names according to publishing days). Then we realised a newspaper is published daily, so what students could include in their final product would be out of date at the end of the project. Therefore we decided *A class magazine* would be much more appropriate. We did this experience with nine groups.

1. TIME NEEDED

We appreciated eight hours but in reality it took us between ten and eleven sessions:

- three sessions, for choosing, reading, and analyzing an article from a magazine;
- four sessions, to write a draft in groups;
- one or two sessions, to correct the draft and evaluate the whole process;
- one session, to read and evaluate their final product and those of other groups.
- one session, to round up the magazine (cover, contents, etc.)

2. WHAT FOR?

- To reinforce the reading techniques we had dealt with in the textbook.
- To train students to work in groups (sharing ideas, showing respect for others’ opinions, etc.)
- To use realia in class.
- To improve the students’ writing process (how to organise a writing, layout, style and language)
- To encourage students to use bibliography.
- To encourage communication among students (knowing each other better).
- To allow students to show their creativity (final product: the class magazine)
- To reinforce structures and vocabulary learnt during the year.
- To make correct use of the dictionary.
- To develop some concept, procedure and attitudinal contents globally.

3. SKILLS INVOLVED:

- Reading magazines (scanning)
- Reading an article in a magazine (scanning and skimming)
- Consulting background books to extract information
- Extracting information to fill in a questionnaire.
- Speaking (comments on their own article)
- Writing (recording events in diary form, making notes, elaborating the draft/ article)
- Understanding instructions
- Organising ideas, tasks.
- Deciding and assuming responsibilities.
- Listening

4. WHEN

Our original idea was to start after the second term exams, but as students were tired and very excited about the study trip, we decided to postpone it and begin after the Easter holidays. This way we could do it uninterruptedly.

5. MATERIAL

Material the teacher thought convenient to take into the classroom.

First step: input:

a) Different types of magazines were presented by the teacher.

Music: - Smash Hits
 - Take That Special
 - Mojo
 - Rolling Stone.

Sports: - Total Football
 - Football Italia
 - World Soccer

Animals: - Wild About Animals.

Literature: - Dillon's Book Review

Others: - Vanity Fair
 - Harper's.
 - Marie Claire
 - Speak up.

(Some of these magazines had been bought in England and the U.S.A.)

b) Dictionaries both mono and bilingual dictionaries.

c) Questionnaire: to help students organize their reading and extract information.

(Appendix 17.a., 17.b.)

As we had different groups and not everybody started at the same time, the questionnaire **17.a** was changed into **17.b** since the teacher who first started the process discovered minor defects in the order.

Second step: Processing:

a) *General Instructions*

I.B./B.I. Fray Juan de Zumárraga. April- May 1996.

Project: Class Magazine.

Time Needed: 3 or 4 lessons (Draft)

INTRODUCTION

So far you have read an article and answered a questionnaire about it. **Now**, you are going to produce a class magazine in groups. **Before you start you should know how you are expected to work:**

1. Form groups of 4 or 3 people.
2. Organize the desks so that everybody sees the blackboard and the teacher can pass among the desks.
3. Everything said in the group must be written in each one's notebook.
4. Choose a secretary in case you have to share your ideas with the rest of the class.
5. All members should give ideas, but these can be explained but never criticized,
6. At the end of each session, each member of the group writes a report of what has been done.
7. You should give a draft to the teacher, before you write the final product.
8. Once you agree about what to write, read the photocopies you will be given about the writing process.

Now, decide what article you are going to write.

b) *Organizing your Group Work*

ORGANISING YOUR GROUPS
"MANY HANDS MAKE LIGHT WORK"

Section of your magazine:

Article (title, topic...):

	St 1	St 2	St 3	St 4
Who do you work with?				
Which language do we need? - verb tenses - sentences types - vocabulary - other.....				
Which materials do we need?				
Who is in charge of?				

Remember: Every article must have a HEADLINE

ILLUSTRATIONS may help understand and enjoy the article.

You can use the article you have read and the questionnaire to organise this part of your work.

- c) The writing process: Basic writing skills (Appendix 18.a., 18.b., 18.c., 18.d.)
(This material was taken from the Burlington Course for 3° B.U.P.)
- d) “The Encyclopaedia Britannica” from the School Library.
- e) Other resource books brought by the students themselves.

Third step: Output

When writing and organizing an article students were reminded of the initial questionnaire (17.a, 17.b.). We wanted them to pay attention to structure and general layout of their articles.

6. EVALUATION

1) Evaluating the project (Appendix 19.a., 19.b.)

With this questionnaire students were asked to evaluate the project taking into consideration the questionnaire, the group work and the whole process.

2) Evaluating the final products.

To do this students were given the following evaluation sheet.

EVALUATION

HEADLINE:

GROUP NAMES	PRESENTATION (0-5)			CONTENTS (0-5)			FINAL SCORE
	General Impression	Originality	Visual Aids	Organization	Effort	Use of English	

Students were given one sheet to evaluate their own product and another one to evaluate other groups.

7. PROCESS

1st Part: Three Lessons.

The teacher took about fifty magazines and dictionaries to class. Then students were asked to:

- 1) To look through the magazines
- 2) Choose an article they found interesting.
- 3) Photocopy the article.
- 4) Read it.
- 5) Answer the questionnaire, (Appendix 17.a., 17.b.)

Steps 1-5 were done individually.

- 6) Once the questionnaire was answered. students commented their article with the people around them.

2nd Part: Four Lessons.

First: Groups were organized. We tried to organize the groups according to the kind of articles the students had read. But when they were told that they had to write articles similar to the ones they had read, some problems arose and it was necessary to reorganise the groups. Students decided who they wanted to work with.

Second: Once the groups were established, they were gradually given the following instructions:

- a) General Introduction (see page 59)
- b) How to organize your groups. (see page 60)
- c) Getting ready to write. (Appendix 18.a., 18.b.)
- d) Basic writing skills (Appendix 18.c., 18.d.)

Third: They were asked to write a draft of their final product and give it to the teacher for correction. They were also reminded to write the dates everyday and at the end of the lesson they were given five minutes to write about what they had done on that day.

3rd Part: Two Lessons.

- Once the teacher corrected the drafts, they had to correct their mistakes in groups.
- When they finished doing the previous stage, they did the evaluation of the whole process for which they were given two evaluation sheets (Appendix 19.a., 19.b.).

8. THE FINAL PRODUCT OF EACH GROUP AND THE CLASS MAGAZINE

Elaborating the final product

Students were given one week to produce their final product, which included the headline, the article itself and illustrations.

Once all the articles were ready, it was time to shape the class magazine. We did as follows:

- a) they had to come to an agreement about the title of the magazine (whole class activity)
- b) the teacher wrote on the blackboard the title of the article and the sections they belonged to.
- c) students chose the right order of the sections and if each section could have more than one article, they chose the order of the articles within the section.
- d) two groups of students volunteered to elaborate the cover and the table of contents.

Reading and evaluating articles produced by other class groups.

Although when planning our project we only thought about evaluating the whole process and the final product done in the class, teachers who had two first LOGSE classes added a new step.

The main reason for doing this was that we wanted students to compare and share what they had done with what other classes had.

a) Reading:

Students formed the same groups as when they did the article. Then they read an article which belonged to the same section as theirs (when possible).

b) Evaluating:

After doing the reading, students were given two photocopies with some criteria to give a score to both their own article and the other article read according to presentation and contents.

Apart from giving a score, students were encouraged to reason their scores. This showed us that they were very generous with their own work and very strict with the others'.

The finishing touch

At the end of the school year, while students did revision in groups, the cover and table of contents makers designed the final layout.

9.- CONCLUSIONS

Nine class magazines were produced, whose titles are the following:

- Ceci's
- Cheer Up
- Fuxkro
- Potpourri (EXAMPLE)
- School Report
- Spotty
- The Lantern
- World News
- (The World Seen by Us)

CECI'S

This magazine was produced by thirty-two students who worked in eight groups of four students, but the teacher has only got information about twenty-eight of them. Following the evaluation sheet, this is what they said about the whole process:

- 1) *The article they read*: the most useful part was paying attention to the layout of the article so they paid more attention to the presentation than to the content and this was reflected in the final product.
- 2) *The writing process*: they didn't find this information useful because they didn't use it, reasoning that they didn't understand it or they already knew it.
- 3) *Group work*: most of them were happy with their group members' participation but quite humble when referring to their own contribution to the group.
- 4) *What they learnt*: All of them mention that they had learnt vocabulary, that nobody had learnt new structures and very few claimed to have learnt grammar.
- 5) *Language used*: All groups spoke Spanish except one that used English.
- 6) *Enjoyed the project or not*: Out of 28, 18 enjoyed themselves doing it based on the following reasons:
 - 18 "The article was funny"
 - "It's a different class"
 - "I did the article I liked"
 - "We had a good time in groups"
 - "I know more about the topic"
 - 10 didn't enjoy themselves doing the article because they said:
 - "It was difficult and boring"
 - "I don't learn"
 - "It was heavy"
- 7) *Difficulties they had in general*: they said that writing the article and finding the right vocabulary for it had been the hardest of all the project.
- 8) *When asked if they would like to do project work again* 13 answered affirmatively and 15 said that they preferred the textbook. The reasons for this were the following:

- "It's more useful"
- "I think I can do it."
- "I don't learn with the project."
- "Doing the project is hard. The book is easier to learn and study."
- "It is necessary."

Teacher's opinion: This group worked terribly hard but as mentioned before paid more attention to presentation than to content. Their effort was a bit useless concerning language. On the other hand they were all very proud of their magazine.

CHEER UP

The class magazine entitled "Cheer Up" was elaborated by 35 students, divided into 8 groups of 4 and one group of 3. All the groups (some more than others) fulfilled the aims of project work. The group that wrote an article on music (The Beatles) showed a film about The Beatles' life in Spanish. They elaborated some comprehension questions in English and then gave each student a photocopy with these questions to be answered while watching the film.

Once the drafts were given back to the students for them to correct their mistakes, the group that was in charge of advertisements decided to start thinking about the cover, the order of sections and table of contents. The rest of the students were asked to give this group ideas or suggestions for the final lay-out. However, this group received no help and decided to carry out their idea. The final lay-out, specially the cover and the nicknames given to the "collaborators" was highly criticized and many students were very harsh with this group. The teacher had to intervene and make the students aware that those harsh comments were out of place and time.

Concerning students' opinion on the project work, we can say that:

1. The questionnaire they had to fill in after reading the article was useful
2. Forming groups and sharing responsibilities was quite easy
3. Out of 35, 12 agreed that the writing process information was very useful while the rest thought it was not useful at all
4. Nearly all of them claimed that group work was enjoyable and enriching
5. Students didn't learn anything new, except for vocabulary, but they revised structures they had already seen.
6. 14 students prefer to use their textbook for different reasons, though they do fancy project work but once a schoolyear.

As a conclusion we could say that although they did fulfil the aims of project work quite satisfactorily, due to the diversity within each group (non-balanced English level) high level students couldn't give the most of them and low-level students were not able to follow the pace of the formers.

FUXKRO / THE LANTERN / SCHOOL REPORT

These three class magazines were made by three different 1st LOGSE groups. They found the article they read useful to produce their own magazine at the end of the process. When trying to get the main idea of the article they read, they found it quite easy, as they had the opportunity to choose the subject they liked most. Once they analysed and worked in the article they had chosen, they were given some instructions which they understood quite well. The groups were also formed without any problem, but deciding who was in charge of what in the

group was a bit troublesome. They also found quite bothering writing their diary after each session. Students generally dislike reflecting about their work, whatever it is.

Evaluating the process: They found the process useful as a whole, but students with a low level of English were able to understand the writing process, but had a lot of problems when trying to produce something similar. Most of them were happy with their group members and as usual, not everybody worked with the same enthusiasm. The problem appeared in groups in which all the members had a very low level of English, as they had no help from students with a higher level. This group had to emphasize on the visual aids, rather in producing English. The final product was OK, but the language they produced was quite boring. However they did a lot of work on researching, as they found their level of English poorer than what they had expected.

Most students enjoyed doing the project and would like to repeat the experience. Some did not mention anything about it and nobody said that they preferred the textbook to the project.

POTPOURRI (EXAMPLE)

The class magazine entitled “potpourri” was done by twenty nine students divided into seven groups of four and one group initially composed of two students, though by the middle of the process one of the two students dropped it. The seven groups followed the different steps of the process and produced their articles satisfactorily. Then the whole class realised that among all the sections of the magazine advertising was missing. So they agreed that the one member group had to be in charge of advertisements.

Once the drafts were corrected the secretaries of the eight groups gathered and decided to produce the table of contents and the cover.

As far as the students’ opinions on the project work are concerned we could mention that:

1. Most students agreed that the questionnaire (4.a) was useful for their task.
2. Forming groups and sharing responsibilities was easy for them.
3. The photocopies we gave them about the writing process were not very useful and they didn’t make their further work easier.
4. Students learnt a great amount of vocabulary (related to the topic of the article they had chosen).
5. Students concluded that they didn’t learn any new structure or grammatical aspect but they did review some they had already seen before.
6. When working in groups students used their mother tongue rather than English.
7. Out of twenty nine students, two didn’t enjoy project work.
8. And finally, out of twenty nine students, twenty six prefer doing project work and only three prefer the textbook.

This class was highly motivated when doing project work. Out of eight groups, we could say that, six groups were not only interested in the final product but also in the process itself.

SPOTTY

Twenty seven students worked in the elaboration of the magazine “Spotty”. The first step, choosing an article from a magazine, gave no problems, as they quickly decided which one they found interesting and they easily answered the questions about it. Students didn’t have much problem in organising the groups and they formed three groups of four and four of three members. When they had to decide which section they would work in, they not always chose the same section they had chosen when getting the article from the magazine but in some cases there were two different articles in the same section:

1. Group one watched a film, “The Shawshank Redemption”, and wrote about the plot giving a very short opinion about it in the end. The article was not accompanied with pictures and it was very brief even though they claimed it had taken them quite a lot of work to do it.
2. Group two wrote about cannabis and some other drugs. They brought some bibliography in Spanish and English and gave their opinion about drugs use. They used a photograph taken from the newspaper to illustrate their article.
3. Group three and four worked on the same section, famous people, and wrote about Johnny Deep and Richard Gere respectively. The information was taken from magazines mainly in Spanish and both articles were supported by a lot of photographs.
4. Group five changed their minds from what they had decided in the beginning. The section they wanted to work on was “Travels” but as it was very difficult for them to gather information from tourist offices and write about places they didn’t know they finally decided to write about their own town. They got much information from the Town Hall and enclosed many photographs.
5. Groups six and seven both worked on the section “Entertainment”. This section doesn’t include much language but students from both groups insisted that it had required a great deal of effort.

When the first groups finished their work they were asked to think of some possible titles for the magazine. The final title was voted by the whole class and one student offered herself to elaborate the cover. The index was done by another volunteer.

As for evaluation, students considered useful the process they had followed to work with the article. It was easy for them to form groups and they worked well in them but nobody used the photocopies they had been given to help the writing process. They claimed they used Basque to communicate in their groups and they agreed they had enjoyed project work, so they would like to repeat the experience. However, apart from the idea that they wanted to work in groups, they didn’t make many comments when suggested to.

WORLD NEWS

After choosing and reading an article each, students formed eight groups in class, some of them spontaneously according to the topics of the articles read, others with the teacher’s help or suggestions. When it came to writing their own articles, five of these groups worked well in class and produced a first draft within time limit. One more group produced an article although late and with several absences of the group members. The other two groups worked very little in class and it is obvious that their articles were written “somewhere else”.

The students were not enthusiastic about our working instructions. In fact, they hardly looked at them and did not decide to share responsibilities (who is in charge of what).

In the final product the students' articles are short but not badly written. As to structure and layout it can be appreciated that all the students have learnt a lot. It is also evident that they have enjoyed this project work, since all of them answer that they prefer project work to the textbook in the final questionnaire.

The students' own final evaluation of the project as a whole can be summarised in the following way: almost all of them found the article and the initial questionnaire "useful" or "very useful". There were only nine negative answers to the questions about Organisation, Layout, Vocabulary and finding the main idea.

The same applies to the evaluation of groups' work. Here, there were only four negative answers. The reasoning is not very profound in some cases. "Was it easy to....?" "Why?" is often answered: because it was easy."

The instructions on writing were not appreciated by the students. In seventeen cases they did not use them and to "What would you omit?" the most frequent answer was "the pictures".

The evaluation of the whole process was also positive: very good or quite good in all aspects. Students also considered that they had learnt vocabulary with this project but most of them answered that they had not learnt grammar or structures.

Only four students said they spoke English during their work.(the ones who didn't come to all working sessions). They all enjoyed themselves and they all prefer project work to textbooks.

(THE WORLD SEEN BY US)

INTRODUCTION

All of them said that they wanted to repeat the experience, but once a term, because:

1. "I learn a lot of vocabulary and different ways to work"
2. "It is more enjoyable and this way I pay more attention"
3. "I enjoy working in groups"
4. "It is interesting"
5. "I learn English easily and other things such as writing an article, working in groups, etc."
6. "It is funny and you do not work alone"
7. "I work as I want"
8. "I learn how to inform and can comment ideas"
9. "Things go well when three or four people work together."

What was their opinion concerning the first part (input, 29 opinions)?

1. All of them found paying attention to the organization of the article useful or very useful.
2. About the layout and vocabulary and tenses, more than half of them said it was useful. They paid more attention to the content than to the presentation.

About group work, they understood the instructions and did not have problems forming groups but they did find more problematic to decide who was in charge of what.

The photocopies we gave them about the writing process were useful, above all the first two, which gave them ideas on how to organize their article. About what to omit, very few students suggested what.

All of them mentioned that their participation in group work, individual work, presentation of written work and group members participation was quite good and very good. Some of them were just OK but nobody said it was not very good or awful. In general they were quite happy with the group.

Regarding to language, all of them learnt new vocabulary and some mentioned grammar and structures.

The language used during the project was Basque, except in a group where they used Basque as well as English.

They enjoyed doing the project and the reasons can be summarized as follows:

1. "It is more fun"
2. "I like working in groups"
3. "It is a new experience"
4. "I learn while I do something I like"
5. "It is different"
6. "I feel good"
7. "I have learnt to inform in groups"

On the other hand two people said they had not liked the project because it had not been funny and the topic they had was boring.

The difficulties arose when they had to find the right vocabulary and when choosing a topic.

I found the following comments:

1. "I would like to do it again"
2. "I have not had much time to do it well"
3. "I needed more material for information"
4. "I have learnt new words but it isn't funny"

The teacher could see what they said they had learnt through the project in the writings they wrote after they finished the project and in the final exam. Now their writings were well-organized and the quality of them was better.

In this class students agreed on the title, the sections and the order of the magazine, but nobody volunteered to do the cover and table of contents. The teacher insisted on this point several times on different days. The first time this was mentioned, one student told the teacher to do it herself, since he felt she had not done anything during the whole process. This student was not replied verbally either by the teacher or by his mates. Whenever the matter arose in class, the answer was always deadly silence. Eventually, the teacher decided to ask some students who had skipped the sessions that had to do with the process to be in charge of the missing parts. They claimed that they had contributed to their groups at home. The teacher, however, tried to convince them arguing that they had missed many of the aims of the project work. This proved useless, so the teacher decided that THAT was the end of the matter.

10. GENERAL REMARKS

We have made them feel enthusiastic about this different kind of work. This could be due to the fact that we told them it was part of research work that could be published in a future. In general they worked hard, so as not to deceive us.

Students working in groups makes teachers panic, because it usually entails noise and disorder. We should highlight that none of that happened. They were quite civilized and when they had to make photocopies and go to the library they did not waste time at all.

One of the aspects we wanted to cover was diversity, which is steadily increasing in our classrooms. We can see that we have achieved very little. On the one hand, when a group was diverse according to level and language resource some of the students felt a bit disillusioned with their expectations. On the other hand, weak-student groups felt envy when they saw the final product of the strong ones'. This could be an aspect to be considered and studied before getting into a new project experience. Nevertheless this is what we can say as observers, but we do feel that in the end they will not be traumatized because they all know themselves quite well and they accept themselves as they are, and they are terribly proud to have been part of this project.

Something we cannot avoid is to find the mistakes corrected in the draft by the students repeated in the final product. This could be due to the fact that when they write it neatly:

- they are not used to typing or using a computer to write in English
- they do not choose the right person to do it
- they are so convinced of what they say in English that they can find the corrected version strange and they change it again.

As mentioned before, students were so satisfied with their magazine that they were each issued a copy of their class magazine.

Having seen that in general students want to repeat this experience, maybe next year, if students want to contribute, we can produce an English magazine of our secondary school mainly with 1st and 2nd LOGSE students.

SELF-EVALUATION

From a technical point of view

Due to the fact that we had to publish our material computerized, we did an intensive course and we learnt how to use a computer. None of us had ever used a computer before, but after the course we were able to start producing some class material with the computer.

From a methodological point of view

From 1993 to 1995 we had been attending some workshops organised by the CEI- IDC tutored by Camino Martin. The aim of these workshops was to make us, teachers, familiar with the new Bachillerato Logse and its implications in the classroom. During those two years our tutor prepared the materials we needed to cope with the problems that arose whenever we tried to understand and to put into practice this new approach. Those materials were helpful to understand the theory that lies under the learning - teaching process.

When the workshops ended, we thought it was only possible to continue working on the learning-teaching process if we met periodically out of school timetable. Thus, we formed a workshop. Thanks to our own meetings this year, we have had the opportunity to revise, reflect, put into practice and come to conclusions on the materials mentioned before.

We are now able to understand the materials that we were given in the two- year Logse workshops and that we found difficult to understand at that moment. We have also been able to produce our own materials or adapt those we already had. The time we have spent together has helped us plan our classwork better and always think about what we want to do it for. In this way we measure material and activities instead of doing them for the sake of doing them.

Although we have fulfilled most of our aims, there are still some gaps to fill. For instance, diversity is now a more difficult problem than it used to be when we started, since Logse first year groups are much more heterogeneous than they were before LOGSE started.

This workshop has been centred in 1st. LOGSE but we have also teaching experience with 2nd. LOGSE students. To make the most of the work done so far, we would like to continue with this workshop next year and emphasize on 2nd. LOGSE groups, so as to complete the cycle.

BIBLIOGRAPHY

BREEN, M.P. (1984). "Process syllabuses for the language classroom". In C.J. Brumfit (de.) General English Syllabus Design. ELT Documents, 118. Pergamon Press.

BREEN, M.P. (1987). "Contemporary Paradigms in Syllabus Design". Language Teaching.

COLL and al. (1992). *Los Contenidos en la Reforma. Enseñanza y Aprendizaje de Conceptos, Procedimientos y Actitudes*. Santillana.

DCB BACHILLERATO *Primera Lengua Extranjera*. (1994). Departamento de Educación, Universidades e Investigación. Servicio Central de Publicaciones. Gobierno Vasco.

ELLIS, G. and SINCLAIR, B. (1989). *Learning to Learn English*. C.U.P.

FRIED BOOTH, D.L. (1989). *Project Work*. Resource Books for Teachers. Series Editor Alan Maley. O.U.P.

GRELLET, F. (1981). *Developing Reading Skills* C.U.P.

HAINES, S. (1989). *Projects for the EFL Classroom*. Resource Material for Teachers. Nelson.

RIBE, R. and VIDAL, N. (1995). *La Enseñanza de la Lengua Extranjera en la Educación Secundaria*. Alhambra Longman.

RIBE, R. and VIDAL, N. (1993). *Project Work Step by Step*. Heinemann.

ROOM, A. (1987). *Dictionary of Britain*. O.U.P.

SERRANO SAMPEDRO, M.I. (1992). *Materiales Didácticos. Lengua Extranjera: Inglés. Bachillerato*. Madrid: Ministerio de Educación y Ciencia.

SERRANO SAMPEDRO, M.I. (1993). *Materiales Didácticos. Lengua Extranjera II: Inglés. Bachillerato*. Madrid: Ministerio de Educación y Ciencia.

SHEERING, S. (1986). *Self-Access* Resource Books for Teachers. Series Editor Alan Maley. O.U.P.

Magazines: *Primera Clase*.

Materials prepared by Camino Martín and given during the two years of coordination meetings for LOGSE.

Textbooks used in class:

ABBS, B and FREEBAIRN, I. (1991). *Blueprint Two*, Longman.

ABBS, Brian & Freebairn. (1989). *Blueprint Two / Intermediate* Longman.

DAY, Sheila with GARZON CALLES, M^aTeresa. (1995). *The Burlington Course for 3º BUP*. Burlington Books.

DENTON, J., DENIS, R. and SILES SUAREZ, A. (1996). *Themes For 1º Bachillerato*. Burlington Books.

JONES, C, HOPKINS, A and POTTER, J. (1995). *Look Ahead 2: Textbook and Workbook*, Longman.

APPENDIXES

APPENDIX 1: WHAT KIND OF LEARNER ARE YOU?

CLASSIFICATION	T.NA/1 = Training. Needs analysis/l
LEVEL	Lower intermediate upwards
ACTIVITY	Adolescent / adult
TYPE	Study guide
CLAIM	To help you find out more about your own learning style and what you need to concentrate on while you are learning English.
INSTRUCTIONS	Complete the questionnaire. Check your answers in the key, find out more about your learning style.

QUESTIONNAIRE

Tick (✓) your answers to these questions:	Usually	Sometimes	Almost never	Don't know
1 Did/do you get good results in grammar tests?				
2 Do you have a good memory for new words?.				
3 Do you hate making mistakes?				
4 In class, do you get irritated if mistakes are not corrected?				
5 Is your pronunciation better when you read aloud than when you have a conversation?				
6 Do you wish you had more time to think before speaking?				
7 Did /do you enjoy being in a class?				
8 Do you find it difficult to pick up more than two or three words of a new language when you are on holiday abroad?				
9 Do you like to learn new grammar rules, words, etc. by heart?				

KEY

Your score

- 3 points for each 'usually'
- 2 points for each 'sometimes'
- 1 point for each 'almost never' or 'never'
- 0 points for each 'don't know'
- Total score: points

KEY

WHAT KIND OF LEARNER ARE YOU?**Score: 23-27 points: analytic?**

You feel it is very important to be accurate at all times. You are probably good at the sort of language learning where you need to think carefully about grammar, the meanings of words and their formation, your pronunciation, etc. This is very often the sort of language learning you do when you are in class or studying alone.

Generally, it seems that the more analytic you are, the better you are able to do this sort of language learning. However, you may be able to help yourself become an even more successful language learner. See the following tips.

You need to concentrate on improving your fluency by:

- trying to speak more by taking every opportunity you can to use the language. Try talking to English-speaking friends, tourists, etc. as often as possible
- not worrying too much about your mistakes, as you may be too concerned with being accurate. Trying to be correct all the time is hard work and can stop you from communicating well. However, making mistakes is an important part of the learning process, and after you have spoken, you can usually remember some of your mistakes. This is the time to make a note to yourself to do something about them
- depending on yourself, as outside the classroom you won't always have a dictionary or a teacher to help you. The people you speak to won't be listening for your mistakes, but for what you are trying to say, so have more confidence in yourself.

Score: 14-22 points: a mixture?

Perhaps you are lucky enough to be quite good at the type of learning described above, as well as at the type of learning described below. In fact, many people are a mixture, although you may find that you are closer to one type than the other.

You are fortunate because you may be in a better position to judge what type of learning is best for each situation, and then vary your strategy. This means that you have the potential to become an even more successful language learner. See the following tips.

You need to:

- analyse yourself because the more you know about yourself, the more easily you will be able to improve your language learning. Reading the comments for all the scores in this quiz should help you to decide what areas you need to concentrate on.
- get the right balance by experimenting with different approaches to language learning activities. Try concentrating on either being fluent or being accurate. After a while, you will discover which approach works best for a certain activity. Ask your teacher if you need advice while you are learning.

Score: 9-13 points: relaxed?

You are probably good at 'picking up' languages without really making too much effort. You sometimes feel, however, that you should be learning more grammar rules, but you do not enjoy this and quickly lose interest. You like languages and enjoy communicating with people.

You have a positive attitude towards foreign languages, but you could probably become an even more successful language learner. See the following tips.

You need to:

- take time to learn by spending more time thinking about and practising things like grammar, pronunciation, etc. Try to organize a regular time for learning alone - be self-critical by correcting yourself. You may not worry about making mistakes or even notice when you are making them. Try to become aware of the mistakes you make regularly and, then make a conscious effort to do something about them.

Score: 0-8 points: not sure?

Your score does not mean that you are not a good language learner! It probably means that this is perhaps the first time you have ever thought about your feelings towards language learning. Maybe you are not yet fully aware of what you think and do when you are learning. To know more about how you learn can be very useful in helping you to become a more successful language learner. See the following tips.

You need to

- think about yourself as a language learner more by asking yourself these questions when you find yourself in a class or self-access centre: 'What am I doing?', 'How am I learning?', 'Is it good?' You can train yourself to become more aware of your own learning habits and preferences
- ask for help because your teacher knows about learning and can help you analyse what you do. Use your teacher to find **out about** learning as you would use your dictionary to find out about words
- do this quiz again later on when you have had time to experience and think more about learning. You should find that you will know yourself better.

APPENDIX 2: I SHALL NEVER FORGET THAT DAY

ISADORA writes about the day when an earthquake struck her city

I shall never forget that day. I woke up as usual at half past six in the morning, washed my face, had my breakfast and went to school. Everything was O.K., except for a strange feeling. Suddenly, the earth started to shake under my feet.

I wasn't frightened at the moment but when I saw that the buildings were swaying I began to tremble with fear. Nature was angry with us. I **ran for** home.

Fortunately, everything was O.K. One of the bedroom walls had cracked, but that was all. My sister, Anna, had been at the university when the earthquake happened but she didn't seem too frightened. I tried desperately to telephone my boyfriend, Jon, but I couldn't reach him. The lines were engaged.

In the evening, everything returned to normal. I went to sleep after midnight, thinking of Jon. The next day I found out that there had been another earthquake, weaker than the first, at three o'clock in the morning.

I finally got through to Jon's number but there was no answer; he wasn't at school either. I went to look for him. When I got to his house, I saw him. He was lying in the corner of the room by the **telephone, where part** of the wall had fallen down. To my great relief he was **still alive, but** he was unconscious. It was the worst and the best moment of my life.

VOCABULARY:

Find the meaning of these words in the dictionary:

- a strange feeling.....
- shake.....
- tremble.....
- try.....
- not..... either.....
- sway.....
- happen.....
- reach.....
- fall down.....

Find words in the text with the same meaning as:

- afraid.....
- break.....
- fragile, delicate.....
- comfort, consolation.....
- terror, panic.....
- occupied, busy.....

ANSWER THESE QUESTIONS ABOUT THE TEXT:

- What happened to Isadora's house during the first earthquake?
- Where had her sister been?
- Why couldn't she reach Jon on the phone after the first earthquake?
- Why couldn't she reach him after the second earthquake?
- What was Jon trying to do when the wall fell down?

COMPLETE THE SENTENCES WITH THE CORRECT FORM OF THE VERBS IN THE BOX

crack	tremble	away	shake	fall
-------	---------	------	-------	------

The boy was so frightened that he with fear.

During the earthquake the earth quite violently.

Outside the trees were in the wind.

Many buildings to the ground.

The road began to into several pieces.

CHOOSE YOUR ANSWERS:

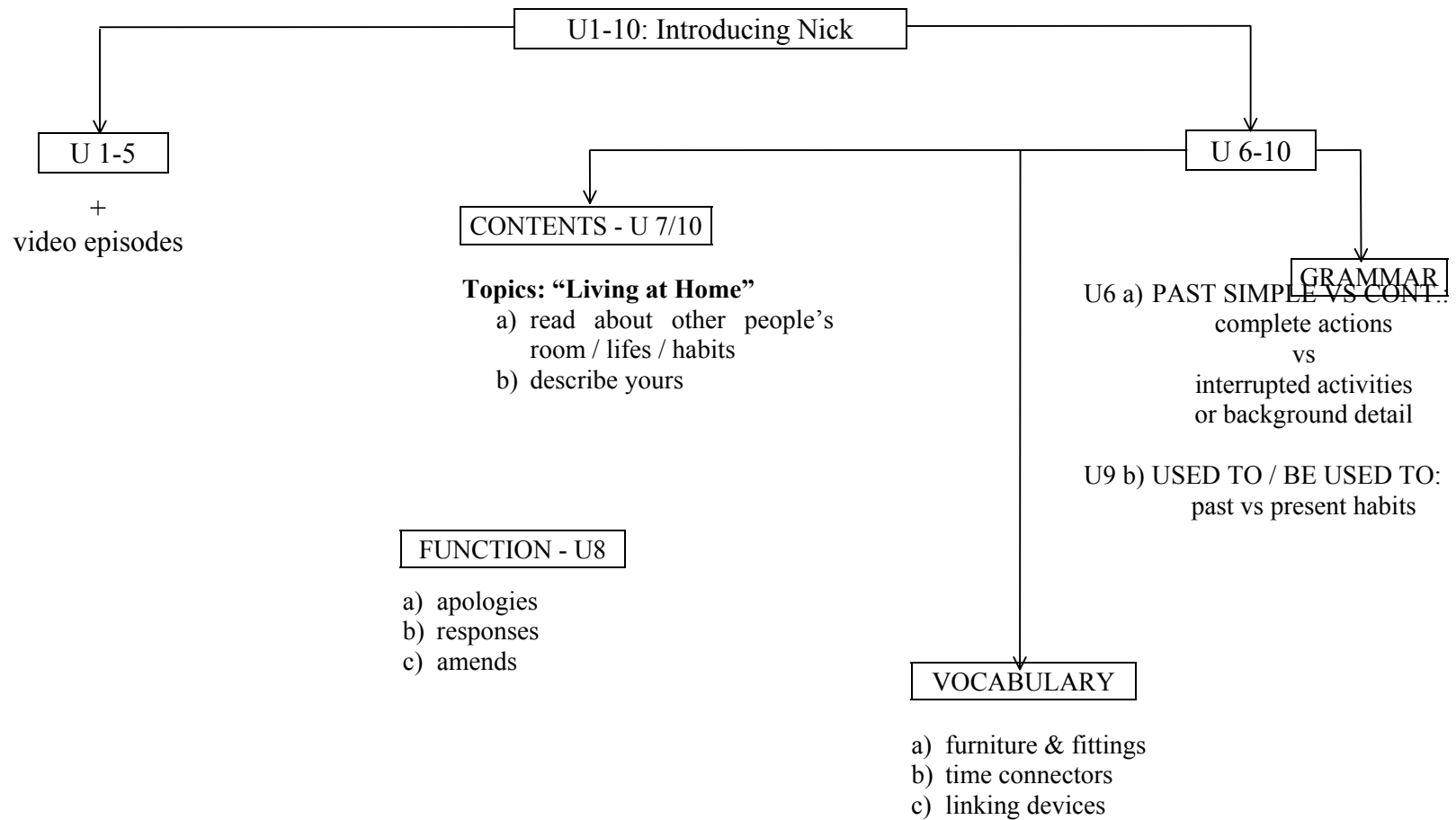
In case of earthquake I would

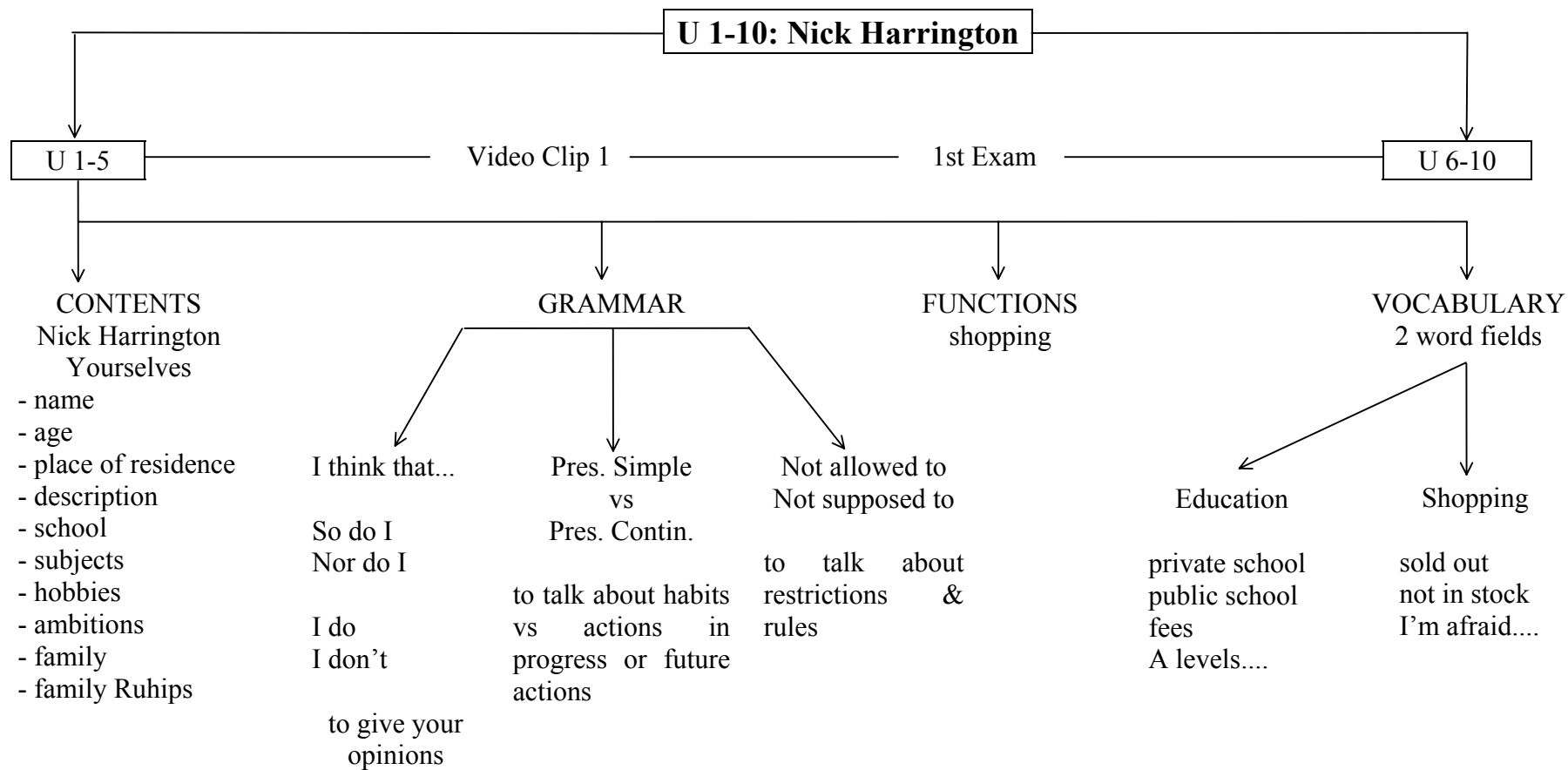
- a) run out of class as fast as possible
- b) push everybody aside to get out first
- c) wait until the teacher tells us to get out
- d) walk out in Indian File, quickly and calmly, after the pupils of.....
- e) stay and make sure that none of my classmates are hurt and need help to get out.

AFTER AN EARTHQUAKE, SEVERAL PEOPLE AND ORGANIZATIONS TAKE PART IN THE RESCUE WORK. NAME SOME OF THEM:

DO YOU REMEMBER WHERE ANY RECENT EARTHQUAKES HAVE TAKEN PLACE?

APPENDIX 3





APPENDIX 4: SELF-ASSESSMENT

Name.....

How did I do in class in units.....?

ACTIVITY	NOT O.K.	O.K.	WHY	MISTAKES	Y MUST TRY HARDER
LISTENING					
READING					
WRITING					
VOCABULARY					
GRAMMAR					

VOCABULARY	Y learnt new words in English				

GRAMMAR	Y learnt new words in English				

SPEAKING	Y learnt how to say...	

WRITING	Y learnt how to express...	

FUNCTIONS	Y learnt how to...	

LEARNING

Give yourself a score out of 10. 10 =highest ==lowest

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Y worked	alone	
	in pairs	
	in groups	

Did you like this kind of word? Yes/No Why?

APPENDIX 5: REPORT ON ENGLISH READING

1.- Title:

2.- Author:

3.- Type of book:

- a) Love story
- b) Thriller
- c) Adventure story
- d) Biography
- e) Play
- f) Humor

4.- Setting: 1.- Where does the story take place?

2.- When?

5.- Main characters: Name them, describe them briefly and relate them

6.- Plot: Summarize briefly the main events

- 7.- Language: 1.- About how many words did you have to look up in the dictionary per page
- a) 0-15
 - b) 5-10
 - c) 10-15
 - d) more than 15

2.- Write 5 new words you have learnt from reading this book and their meaning in English and/or Spanish/Basque:

1.-

2.-

3.-

4.-

5.-

3.- Copy three sentences from the book you had to stop at to understand the meaning properly (Write the page where you found them)

1.-

2.-

3.-

4.- How many hours did it take you to read the book altogether?

- 8.- Personal opinion: 1) Was the book...

a) Very easy

b) O.K.

c) Difficult

d) Too difficult

2) Did you enjoy reading it? Why/Why not?

3) Would you recommend it?

APPENDIX 6: I. OBJETIVOS GENERALES

- 1.- Comprender la información global y específica de mensajes orales y escritos relacionados con la situación del aula y fuera de ella.
- 2.- Comprender e interpretar críticamente los textos orales, escritos y visuales de los medios de comunicación.
- 3.- Utilizar la lengua extranjera de forma oral y escrita, con fluidez y corrección crecientes, para comunicarse en situaciones reales diversas de manera clara, personal creativa, adoptando actitudes de cooperación y tolerancia.
- 4.- Leer de manera autónoma textos en la lengua extranjera que presenten distintas estructuras organizativas con fines diversos información, adquisición de conocimientos en determinadas áreas de interés, esparcimiento y ocio, valorando la importancia de la lectura.
- 5.- Reflexionar sobre el funcionamiento de la lengua extranjera en la comunicación, con el fin de mejorar las producciones propias y comprender las ajenas, en situaciones cada vez más variadas e imprevistas.
- 6.- Conocer los aspectos fundamentales del medio sociocultural propio de la lengua estudiada para conseguir una mejor comunicación y una mejor comprensión e interpretación de culturas distintas a la propia.
- 7.- Ampliar los conocimientos acerca de la lengua extranjera y utilizarlos para aprendizajes y profundizaciones posteriores tanto en la lengua estudiada, como en otras e incluso otros campos del saber y la cultura.
- 8.- Apreciar la riqueza que supone el plurilingüismo como medio para analizar y valorar críticamente otros modos de organizar la experiencia y estructurar comprendiendo el valor relativo de las convenciones y normas culturales.

ATZERRITAR HIZKUNIZA

HELBURU OROKORRAK

1. Ikasgela barruko eta kanpoko gertakizunekin erlazionatuta dauden ahozketak idatziz egindako mezuen informazio globala eta zehatza ulertzea
2. Komunikabideetan agertzen diren ahozko, idatzizko eta ikusmeneko testuak era kritiko batean ulertzea eta interpretatzea.
3. Atzerritar hizkuntza ahoz eta idatziz egokiro eta trebetasunez erabiltzea benetazko egoeretan modu argi, pertsonala eta kreatiboan elkar ulertzeko, jasankortasuna eta elkarlana sortuz.
4. Atzerritar hizkuntzan idatziriko testuak era autonomoan erabiltzea. Textu hauetan aurkeztuko dira egitura dezberdinak hurrengo helburuekin: informazioa, interesgarriak diren arlo jakin batzutan ezagupenen eskurapena, jostaketa eta denbora libre, irakurketaren garrantzia kontutan hartuz.
5. Norberak egindako ekoizpenak hobetzeko asmoz eta besteek ezuzteko eta alda kor egoeretan egindakoak ulertzeko, atzerritar hizkuntzak komunikazioan daukan funtzionamenduari buruz pentsatzea.
6. Ikasitako hizkuntzaren oinarriko ezaugarri kulturalak ezagutzea, komunikazio hobe lortzea eta dezberdinak diren kulturak hobeto ulertzeko eta interpretatzeko.
7. Atzerritar hizkuntzari buruzko ezagupenak zabaltzea, ikasitako hizkuntzaren ikasketetan eta sakonketetan ez ezik beste hizkuntzetan eta kultur eta jakintza arloetan ere erabiltzea.
8. Plurilinguismoak dakarren aberastasuna estimatzea, horrela honen bidez esperientzia antolatzen dauden beste modu batzuk kritikoki aztertzea eta baloratzea eta kultur arau eta komenioei dagokien balore erlatiboa ulertuz egituratzea.

APPENDIX 7: QUESTIONNAIRE

A) PERSONAL DETAILS

Name/Nickname

Age

Place of birth

Date of birth

Address

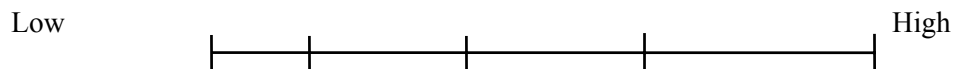
Town

Brothers and sisters

B) LANGUAGE LEARNING EXPERIENCE

Years of English

Score present standard of English from low (1) to high (5):



Grammar

Speaking

Writing

Understanding spoken English

Reading

Vocabulary

Any visits to Great Britain/Ireland/USA?

How long?

C) ENGLISH AND THE ENGLISH CLASS

* Do you like English?

* **Why are you learning English?**

- a) To find a better job in the future.
- b) Because I like it.
- c) To understand the lyrics of the songs.
- d) Because it's useful to go abroad.
- e) It's a compulsory subject.
- f) Other.....

* **How would you like to work in class this year? (Tick)**

- 1.
 - a) In pairs.
 - b) In groups.
 - c) Individually.
 - d) Other.....

- 2.
 - a) Watching videos.
 - b) Listening to dialogues in a cassette.
 - c) Listening to songs.
 - d) Using a dictionary.
 - e) Reading books.
 - f) Doing grammar exercises.
 - g) Doing pronunciation exercises.
 - h) Speaking English.
 - i) Learning vocabulary.
 - j) Writing compositions.
 - k) Others.....

* **Have you ever done any of those activities outside the classroom to improve your English? (Circle)**

* **Who is responsible for successful language learning?**

- a) The teacher.
- b) Mostly the teacher and partly student.
- c) The student and the teacher equally.
- d) Mostly the student and partly the teacher.
- e) The student.
- f) The class.
- g) Others....

APPENDIX 8: CORRECTION SYMBOLS

G	Check Grammar
P	Check Punctuation.
S	Check Spelling
SP	Spanish
W.O	Word order.
∧	Put something here
W.W	wrong word.
○—○	Agreement (subject-verb, noun- pronoun, verb-verb).
X	Word not needed.

EXAMPLES:

G	I enjoy <u>(to cycle)</u>
P	I'm studying <u>@</u> nglish and <u>f</u> rench.
S	I'm <u>writting</u> a letter just now.
SP	Football likes me very much.
W.O	I like <u>very much</u> walking.
∧	I don't want <u>st</u> udy at the university.
WW	He <u>said</u> me to go.
○—○	The <u>prices</u> of apartment <u>is</u> high.
	I <u>saw</u> <u>Peter</u> yesterday. <u>She</u> <u>is</u> in a pub.
X	I went to the bed.

APPENDIX 9. SELF-ASSESSMENT

In this unit Y have done:

	NO	YES	WHAT ABOUT?
READING			
LISTENING			
SPEAKING			
WRITING			
VOCABULARY			
GRAMMAR			
FUNCTIONS			
PRONUNCIATION			

I have learnt:

I need to improve:

From 1 to 10 I give myself a score of..... for my learning

	YES	NO	WHY
I have worked attitude	1		
Attitude	2		

APPENDIX 10

UNITS 1-5 NICK HARRINGTON

READING	LISTENING	SPEAKING	WRITING	VOCABULARY	GRAMMAR	FUNCTIONS	PRONUNCIATION
* A schoolboy * Understanding boys	* The hartleys (family tree) * Photograph * At a shop * At a theatre	* Your education * Opinions about education * Interview your partner	* Yourself and someone you know * At a shop * Linking devices * The people I like to be friends with	* Education * Shopping * Adjectives describing people	* Present simple and continuous * No allowed to and not supposed to	* Agreeing and disagreeing * Shopping	* Stress (compound words) * Questions (Present Simple)
In these 5 Units I supposed to have learnt how to: 1 - listen to my classmates and show respect for their opinions. ATTITUDES 2 - show interest and respect for other cultures.							
VIDEO: FACE THE MUSIC (Episode 1)							

UNITS 6-10

READING	LISTENING	SPEAKING	WRITING	VOCABULARY	GRAMMAR	FUNCTIONS	PRONUNCIATION
<ul style="list-style-type: none"> - Captain Sensible - Cider with Rosie - Meat? 	<ul style="list-style-type: none"> - Retelling a story - Past Simple and Continuous - An incident at a party - Students' opinions about life in Britain 	<ul style="list-style-type: none"> - Nicknames and how tidy you are - Childhood memories and large families 	<ul style="list-style-type: none"> - Account of recent incident - Autobiography / Biography (using time connectors) - Letter of thanks and apology - Informal letter - Room description 	<ul style="list-style-type: none"> - Adverb formation - Compound nouns (furniture and fittings) (house/home) - Time connectors (during,...) - Linking devices (another thing is, also) - Similes 	<ul style="list-style-type: none"> - Past Simple and Continuous - Used to and Be used to 	<ul style="list-style-type: none"> - Apologies and responses 	<ul style="list-style-type: none"> - Past Simple question forms - Stress (adjectives and adverbs) - Apologies (stress and intonation) - Used to (Pronunciation) - Stress on compound nouns
<p>In these 5 units I am supposed to:</p> <ul style="list-style-type: none"> 1 - be interested in my classmates' opinions and show respect for the way they are ATTITUDES 2 - speak in English 							
<p>Reading book: A room with a view</p>				<p>VIDEO: FACE THE MUSIC (Episode 2)</p>			

UNITS 11-15 BLUEPRINT INTERMEDIATE

READING	LISTENING	SPEAKING	WRITING	VOCABULARY	GRAMMAR	FUNCTIONS	PRONUNCIATION
<ul style="list-style-type: none"> - Angie - The Elephant Graveyard - London Docklands - Hidden London 	<ul style="list-style-type: none"> - Complaints about changes in the Docklands - Angie talking to a friend - Dialogue - A request 	<ul style="list-style-type: none"> - Suitable jobs for men and women - Act it out (polite request) - Discuss the Hidden London Tour 	<ul style="list-style-type: none"> - Note writing - How fit are you? - A note to your teacher - Invitation letter - Tour of your city 	<ul style="list-style-type: none"> - Noun formation (suffixes -er -or -ist) for jobs - Adjective formation (prefixes un- in- im- ir-) for opposites - Prepositions (position and movement) 	<ul style="list-style-type: none"> - Future (going to and will) - Can, could, be able 	<ul style="list-style-type: none"> - Requests - Ability and Possibility 	<ul style="list-style-type: none"> - Word stress (jobs) - Going to and will - Stress and intonation (requests) - Can / can't
<p>ATTITUDES</p> <p>1 - In these units I am supposed to have my notebook well organized stick all the photocopies correct the writings do the homework do the self-assessment</p> <p>2 - In these units I am supposed to speak in English to my teacher and my classmates and listen to them and show respect for their opinions</p>							
<p>READING BOOK: Dracula</p>				<p>VIDEO: Face the music (Episode 3) London</p>			

UNITS 16-20 BLUEPRINT INTERMEDIATE

READING	LISTENING	SPEAKING	WRITING	VOCABULARY	GRAMMAR	FUNCTIONS	PRONUNCIATION
<ul style="list-style-type: none"> - Transport in London - When a question is not a question - The loneliness of the Long Distance Runner 	<ul style="list-style-type: none"> - Radio interview with athletics trainer - Holiday Advertisement - Conversation in the street - Advice about travel precautions - A race for charity 	<ul style="list-style-type: none"> - Conversation in the street - Travel precautions - Punishment for young criminals 	<ul style="list-style-type: none"> - Do's and Don'ts for sports - Advice about transport in London - Holiday Brochure - Difficulties in learning English - Note of welcome and explanation 	<ul style="list-style-type: none"> - Sports and places to play them - Describing sports - Linking devices (another reason is, also, and finally) - Adjectives (opposites) - Phrasal verbs with RUN - (-ly ending Adjective or Adverb?) 	<ul style="list-style-type: none"> - First Conditional (If, Unless) - Time Clauses (when, as soon as) - Revision of tenses Workbook Page 29 - In case (the reason for doing something) 	<ul style="list-style-type: none"> - Checking information (tag questions) - Checking information (negative questions) 	<ul style="list-style-type: none"> - Stress and intonation (checking information)
<p>ATTITUDES: You have supposed to have learnt to do what you were asked in previous plannings and now you can do it without being reminded.</p>							
<p>FACE THE MUSIC: Episode 4</p>							

APPENDIX 11: REPORT ON ENGLISH READING

- 1.- Title:
- 2.- Author:
- 3.- Type of book: a) Love story b) Thriller c) Adventure story
 d) Biography e) Play f) Humor
- 4.- Language:
 - a) About **how many words** did you have to **look up** in the dictionary per page?
 I) 0-5 II) 5-10 III) 10-15 IIII) more than 15
 - b) Write **5 new words** you have **learnt** from reading this book and their **meaning** in English, Spanish or Basque.
 - 1.-
 - 2.-
 - 3.-
 - 4.-
 - 5.-
 - c) Copy **three sentences** from the book you had to stop at to understand the meaning properly (**write the page where you found them**).
 - 1.
 - 2.
 - 3.
- 5.- Personal opinion:
 - 1) Was the book.....?
 a) very easy b) O.K. c) difficult d) too difficult
 - 2) **How long** did it **take** you to read it **altogether**?
 - 3) Did you **enjoy reading** it? Why / Why not?
 - 4) Would you **recommend** it? Why / Why not?

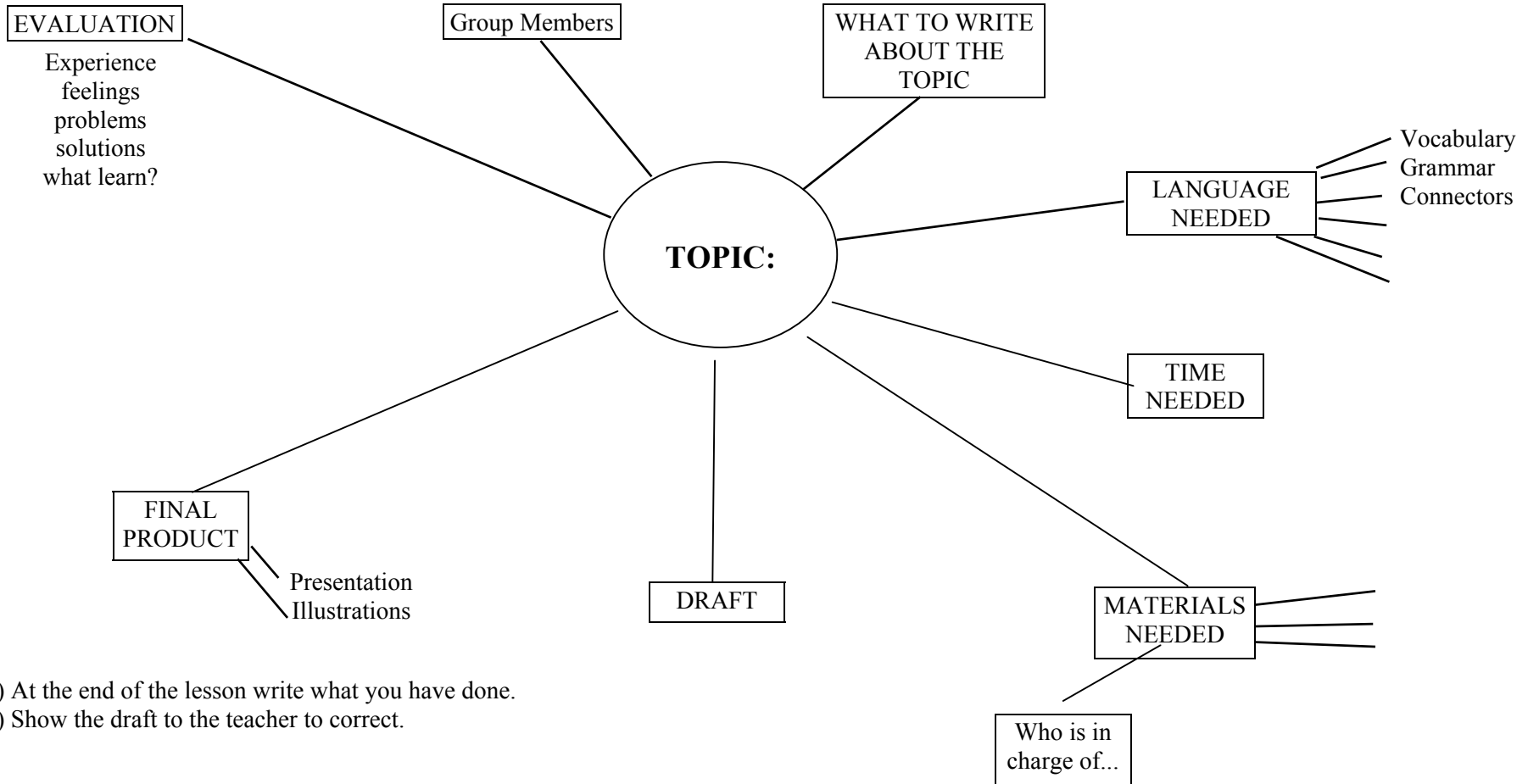
APPENDIX 12

3 lessons
1 lesson (presentation)

WORD PLAN

HSAOL / LOGSE 1

I.B. Fray Juan de Zumárraga
June 1995



- 1) At the end of the lesson write what you have done.
- 2) Show the draft to the teacher to correct.

APPENDIX 13: READING QUESTIONNAIRE

1) When was the last time you read? What was it and why?

...

2) Do you read in Spanish/Basque?

...

3) Do you like reading?

...

4) What do you read about?

- | | |
|-----------------------------------|---|
| <input type="checkbox"/> Music | <input type="checkbox"/> Science |
| <input type="checkbox"/> Sports | <input type="checkbox"/> Gossiping |
| <input type="checkbox"/> Politics | <input type="checkbox"/> Environment and nature |
| <input type="checkbox"/> Economy | <input type="checkbox"/> Others |

5) What do you read? Why do you read?

Novels or other literary texts	1	2	3	4
Letters, postcards, telegrams, notes	1	2	3	4
Newspapers	1	2	3	4
Magazines	1	2	3	4
Textbooks, encyclopedias, reference books	1	2	3	4
Travel brochures	1	2	3	4
Instructions	1	2	3	4
Comics	1	2	3	4
Songs	1	2	3	4
Others:...	1	2	3	4

Why do you read? KEY to numbers:

- | | |
|-------------------|---------------------|
| 1 for pleasure | 3 because I have to |
| 2 for information | 4 others:... |

6) What do you do when you read in Spanish/Basque/English?

a) To know what the text is about, you read it...

	SPANISH	BASQUE	ENGLISH
Once			
Twice			
Three times			
More			

b) When you find a word you don't understand, you...

	SPANISH	BASQUE	ENGLISH
Look it up in the dictionary			
Try to understand it through context			
Just ignore it			

c) When you find a structure you don't understand, you...

	SPANISH	BASQUE	ENGLISH
Ask someone for help			
Look it up in a book			
Try to guess it through context			
Just ignore it			

d) Do you need to translate into Spanish or Basque while reading in English?
 (Always (Sometimes (Never

7) Which is the most problematic aspect for you while reading in English?
 (Getting the main idea (Grammar
 (Vocabulary (Others

8) Write in about 20 words why it is practical/important for you to read in English.

9) Have you ever used an English/English dictionary while reading in English?

APPENDIX 14: REMEMBER MORE WORDS!

AIM	To start you thinking about different ways of remembering the new vocabulary you learn.
PREPARATION	Think about what you do when you learn a new word. Do you have any method for making sure you remember the word and can use it again when you need it? If so, what method(s) do you use?
INSTRUCTIONS	Think about the ways of recording and learning vocabulary described below. Which do you use now? Which new methods would you like to try? Are there any methods you use which are not written down here?
STUDY GUIDE	<p>1 Vocabulary notebooks This is probably the most common method of keeping a record of new words learnt. But there are many different ways of organizing vocabulary notebooks. Which way do you use?</p> <ol style="list-style-type: none"> a. Alphabetically: a page or two is set aside for each letter of the alphabet and new words or expressions beginning with that letter are added to the pages. b. English/English: the new word(s) and the definition are written in English. c. Translations: the new word(s) is translated into your own language. d. Pictures: where possible. Pictures are drawn to show the meaning of new words. e. By topic: each topic has a page or two, or more pages and words and expressions connected with the topic are recorded here. f. By topic network: each topic is recorded by means of a topic network. Each network can be given a whole page. g. By day: the new words you learn each day can be written on the same page, almost like a diary. h. Grammatical categories: pages of the vocabulary book are headed: 'Verb', 'Noun', 'Adjective', etc. and each new word is written under the right heading. If the new word has an 'relations', they are written in under the right heading too. <p>From "Self-Access", Resource Books for Teachers, by Susan Sheerin, page 172.</p>

Below are extracts from seven vocabulary notebooks. Each extract corresponds to one of the descriptions above. On a separate piece of paper, write the letter of the written description which corresponds to each extract (one extract fits two of the descriptions). One has been done for you as an example.

From *Learning to Learn English* by Gail Ellis and Barbara Sinclair.

Extending vocabulary

Verbs	Noun	Adjective	Adverb
to increase	an increase	increased	increasingly
to harden	hardness	hard	hard
to tighten	tightness	tight	tightly
to lengthen	length	long	long
to long	a longing	longing	longingly

harbour
happenstance
hawby - paucy
haphazard
havers
hither to
hinge
hoopoe
hangover
hawk up
hate

der Motor
der Züf
Hauschelein
willkürlich
belästigen
bis jetzt
die Angel
der Wiederhopt
der Caler
aushuben
Durst

Driving a car

- to be in first / second / third / reverse gear
- to change gear
- gear stick
- clutch
- to slow down
- to brake
- to make an emergency stop
- brake
- accelerator
- pedals
- to reverse
- steering wheel
- to steer
- to turn right / left
- to signal right / left
- to beep down
- mirror
- to die

TOPIC: HEALTH - SYMPTOMS

I've got



- a headache
- (a) backache
- (a) stomachache
- toothache
- a pain in my chest
- in my leg
- a sore throat
- a cough
- a temperature



I feel

I'm going to be sick!
faint!
sick
ill

illegal
leopard
dipstick

against the law
outfit for gymnastics
(like a swimsuit)
metal rod for
checking level of
oil in a car engine

Snail  Beard 

Slug  Moustache 

Montag
15. Woche 10

- ① majority - die Mehrheit
- ② minority - die Minderheit
- ③ pasty - klebrig
- ④ rue - bereuen
- ⑤ sample - Muster

April '89

APPENDIX 15: TALKING ABOUT GRAMMAR

It is important to be able to use basic grammatical terms to talk about grammar in class and to use the Grammar Reference section in your Students' Book. You also need these words to use your dictionary effectively.

1.- Complete the chart below with words from this sentence.

We returned the new cassettes to the shop immediately because the sound was terrible.

PART OF SPEECH	EXAMPLES
noun
pronoun
adjective
article
verb
adverb
preposition
conjunction

2.- Read the sentences 1-3 below. Which sentence refers to:

- a) present time?
- b) past time?
- c) future time?

- 1 I didn't enjoy my first bungee jump.
- 2 Are you going out on Saturday night?
- 3 They play tennis every afternoon.

3.- Look at the sentences 1-3 again. Which sentences show examples of these verbs forms?

- a) affirmative
- b) negative
- c) interrogative
- d) present progressive
- e) present simple
- f) past simple

4.- Read the dialogue in the box and identify the verbs forms below.

A. Can you show me how this machine works?
 B. Yes. Press the red button. That turns it on. Good....

- a) a modal verb.....
- b) an imperative verb form.....
- c) an infinitive.....
- d) a phrasal verb.....

5.- Label each word below with its grammar code.

Countable nouns (C)	Subject pronouns (S)	Comparative adjectives (CA)
Uncountable nouns (U)	Object pronouns (O)	Superlative adjectives (SA)
sandwich	them	most expensive
food	she	tallest
apple	we	cheaper
fruit	me	more interesting

Fill in the blanks with a suitable word:

Janet Hatherall is accountant. Every Monday morning she takes car to work. In the care are the clothes she needs during the week. She keeps at the office the other days she to work. The four-mile journey takes forty-five minutes is hot and dirty when she arrives, her company provides sports facilities she has a swim and a shower..... changes into her clothesshe is ready for work.

Look Ahead (Workbook). Jones C., Hopkins A., Potter J. Longman. - Pg. 29.

APPENDIX 16: THE BRITISH NEWSPAPERS

tabloid/ (media) A term for a newspaper with small-size pages (conventionally about 30 cm by 40 cm). Almost all *popular papers* are of tabloid size, and the term, therefore, usually implies the popular press. [derived from an earlier trade name, Tabloid, used for a medicinal tablet].

Daily Express/, **the** (media) A daily *popular paper* with a current circulation of just under 1,9 million (1970m 3,6 million). It is conservative in outlook, but does not always reflect the views of the *Conservative Party*. It was founded in 1900.

Daily Mail/, **the** (media) A daily *popular paper* a current circulation of just over 1,8 million (1970, 1,9 million). It is politically right of centre, but has no definite party ties, and is widely read by a range of social groups. It is probably the most intellectual of the popular papers, and was founded in 1896.

Daily Mirror/, **the** (media) A daily *popular paper* with a circulation of just over 3,0 million (1970, 4,7 million). It carries many photographs, and is noted for being outspoken on topical matters, and for explaining political issues in easily understandable language. It is regarded as being left of centre politically, and was founded in 1903.

Sun/, **the** (media) A daily *popular paper* with a current circulation of just 4 million. The newspaper was first published in 1964, and is noted for its sensational stories, many photographs and *page three* model. In 1986 it had the largest circulation of all daily newspapers in *Britain*, having taken over from the *Daily Mirror*.

Sunday Express/, **the** (media) A weekly (*Sunday*) *popular paper* with a current circulation of almost 2,4 million. It was first published in 1918 and, like the *Daily Express* is conservative in political outlook (see *Conservative Party*). It is noted for its contributions from leading national and international figures. It is accompanied by a colour magazine.

Sunday Mirror/, **the** (media) A weekly (*Sunday*) *popular paper* with a current circulation of 3.0 million. It was first published in 1915 (as the 'Sunsay Pictorial', until 1964) and, like the weekday *Daily Mirror*, is politically left of centre.

Sunday Sport/, **the** (media) A *popular paper* published on *Sundays*, and first issued in 1986. It contains mainly features and reports on sport and photographs (some in colour) of attractive girls and women of the *page three* type.

Sunday / (media) The colour magazine published (from 1981) to accompany the *News of the World* newspaper.

Times Literary Supplement/, **the** (TLS, **the**) (education) A weekly supplement to *The Times*, published and sold separately.

Daily Telegraph/, **the** (media) A daily *quality paper* with a current circulation of about 1,2 million (1970, 1,4 million), the largest of the quality papers. It is politically right of centre, and usually reflects the views of the *Conservative Party*. It has gained a reputation for the detail of its reporting and its regular, brightly written features. It was founded in 1855.

Times/, **the** (media) A daily *quality paper* with a current circulation of just over 471.000 (1970-437.000) It was first published in 1785 (as the 'Daily Universal Register') and is generally regarded as the major *Establishment* newspaper. Its views and interests appeal to the *upper middle class* Englishman. It is particularly noted for its regular features, such as its editorial leaders (and its *third leader*), reader's letter, advertisements (including its *personal column*) and its crossword. As a quality paper it covers home and overseas news, finance, sports, and more recently, features and book and arts reviews. Politically it is officially independent but it is actually inclined towards the *Conservative Party*.

Sunday Telegraph/, **the** (media) A weekly (*Sunday*) *quality paper* with a current circulation of just under 680.000. It was first published in 1961 and, like the *Daily Telegraph*, is politically right of centre. In common with other Sunday quality papers, it has a section for reviews of books and the arts, a detailed financial and industrial survey and an extensive sports coverage. A colour magazine ('Telegraph Sunday Magazine') accompanies the newspaper.

Sunday Times/, **the** (media) A weekly (*Sunday*) *quality paper* with a current circulation of just over 1,1 million. It was first published in 1822. It is noted for the high standard of its literary and arts reviews, and for its sections on finance and the business world, women's interests and sport and leisure. Its regular articles on foreign affairs, politics and economics are also a special feature of the newspaper. It was the first newspaper in *Britain* to be printed in separate sections, and also the first (in 1962) to publish an accompanying colour magazine.

Times Educational Supplement/, **the** (TES, **the**) (education) A weekly supplement to *The Times*, published and sold separately.

Dictionary of Britain. Pág. 78, 319, 320, 321, 324, 333.
Adrian Room. O.U.P. 1987.

APPENDIX 17

INTRODUCTION

You are now going to have a look at a few magazines. From these, choose an article you think is interesting and read it. Remember that you don't have to understand everything. When you finish, answer the following questionnaire:

QUESTIONNAIRE

- 1) What is this article about?
- 2) How is the article organized?
 - a) How many paragraphs are there?
 - b) Does it have a headline?
 - c) If it does, is it related to the topic?
 - d) Does it have an introduction?
 - e) Does the introduction help you to predict the information following?
 - f) Does it have a development?
 - g) Is it easy to understand?
 - h) Does it have a conclusion?
- 3) Are the sentences long or short?
- 4) What is there in your article:
 - many adjectives?
 - many verbs?
- 5) Classify the vocabulary according to topic. Example:

FAMILY		SCHOOL	
mother	sister	teacher	books
grandfather	cousin	study	exams

(DO THIS IN YOUR NOTEBOOK)

- 6) Layout:

Apart from the text, is there any visual aid? What is it:

photograph? picture? cartoon? symbols? others?
- 7) What is the main idea of this article?

Does the author take sides?
- 8) Look at the content page of the magazine you chose and write the section your article belongs to.

INTRODUCTION

You are now going to have a look at a few magazines. From these, choose an article you think is interesting and read it. Remember that you don't have to understand everything. When you finish, answer the following questionnaire:

QUESTIONNAIRE

- 1) Look at the content page of the magazine you chose and write the section your article belongs to.
- 2) What is this article about?
- 3) How is the article organized?
 - a) How many paragraphs are there?
 - b) Does it have a headline?
 - c) If it does, is it related to the topic?
 - d) Does it have an introduction?
 - e) Does the introduction help you to predict the information following?
 - f) Does it have a development?
 - g) Is it easy to understand?
 - h) Does it have a conclusion?
- 4) Layout:
Apart from the text, is there any visual aid? What is it:
photograph? picture? cartoon? symbols? others?
- 5) What is the main idea of this article? Does the author take sides?
- 6) What is there in your article?
 - Have a look at the first three paragraphs and write a list of adjectives, verbs and nouns.
 - Which part of speech is mostly used?
 - What tenses are used?
- 7) Classify the vocabulary according to topic of the article you have chosen. Example:

FAMILY	
mother	sister
grandfather	cousin

SCHOOL	
teacher	books
study	exams

(DO THIS IN YOUR NOTEBOOK)

APPENDIX 18

The writing process (1): getting ready to write

Sometimes, when we sit to write a composition, we don't know where to start or what to say. One way to get the ideas flowing is by "brainstorming".

First, read the topic you have to write about and quickly write down all the ideas that come into your head. You shouldn't worry about spelling or grammar; it is important to write down as many ideas as possible. You may even do this in Spanish if it is easier for you.

The next step is to read your list of ideas. Are some of your ideas connected? Can you group them together? How many groups of ideas do you have? These are the main points to argue in your composition. Omit any ideas that don't fit into your main groups.

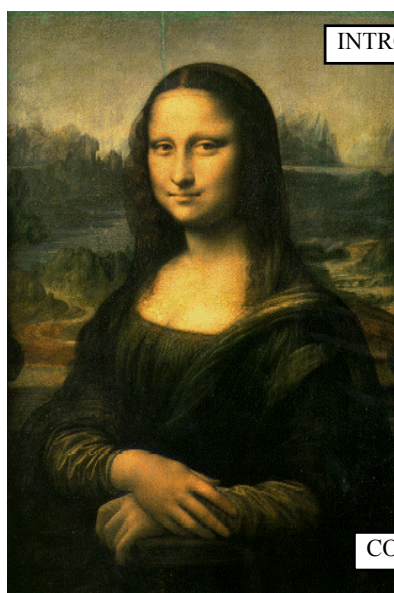
Decide how you want to order the points. Examples of logical order in compositions include chronological order, order of importance of points and comparison and contrast. Each system, of order has its own special words and phrases to show the relationship between the ideas.

1. Chronological order places points in the order in which they happened and includes words such as before, after, next, then, later, finally, etc.
2. Order of importance places points according to their significance in your mind - the most important point coming first and the least important last, and includes words and phrases such as above all, primarily, firstly, secondly, in addition, more importantly, etc.
3. Comparison and contrast presents the different aspects of a topic showing contrast or similarity and includes words and phrases such as unlike, in contrast to, not only... but also, be the same as, more / less than, etc.

The writing process (2): composition organisation

A good composition has three elements: an introduction, a body and a conclusion.

A.- Read the composition below and note the three parts.



INTRODUCTION

La Gioconda, or the Mona Lisa as it is usually called, has fascinated people for hundreds of years.

BODY

For years, historians have asked: "Who was the Mona Lisa?" Some have seen her as a figure from Greek mythology, while others have considered her to be a religious figure because of her simple dress and angelic face. This wonderful work of art has been praised by critics and viewers alike. For many, it became a holy object, a symbol of perfection. Advertisers soon realized the value of her face and since then, she has appeared on towels, trays, plates and watches. No matter how people view the Mona Lisa, the fact remains that it is the best-known painting in the world.

CONCLUSION

La Gioconda continues to attract thousands of visitors a year, all intrigued by that mysterious smile.

B.- Begin your composition with a strong opening which attracts the readers' attention and makes them want to read more. A few good ways of opening your composition include:

1. **A question:** Have you ever found yourself in the company of an artist?
2. **A surprising statistic or fact:** *La Gioconda*, or the Mona Lisa as it is usually called, has fascinated people for hundreds of years.
3. **A personal address to the reader:** You may think, as I once did, that making a living from art is only possible if you are a brilliant artist.
4. **A provocative statement:** Pornography should also be considered as an art form.

The conclusion of your composition is often a paraphrase of the main idea expressed in the opening. It should leave the reader with "food for thought", that is, something important to think about after reading. Certain words or expressions are often used to indicate the conclusion of a piece of writing: In conclusion, Lastly, Last but not least, Finally, In summary, To sum up, In short, Clearly, Therefore, Thus, it is clear / obvious that...

C.- Match each topic sentence in A with an appropriate concluding sentence in B

- | | |
|---|---|
| A | B |
| 1.- Several new forms of performing art have emerged in the 20th century. | a. Therefore, the next time you feel the urge to sing - go ahead and try! |
| 2.- Becoming a film actor is not just a matter of luck. | b. All in all, cinema and television may certainly be defined as new art forms. |
| 3.- There is a bit of the artist in all of us. | c. In short, talent and years of training have made Anthony Hopkins the great star he is. |

The writing process (3): linking your ideas - connectors

A good paragraph has unity and coherence. Unity means that each paragraph expresses one main idea and that each sentence in the paragraph supports that idea. You can achieve unity by repeating key nouns in your composition and by using pronouns to refer back to those nouns.

Example: Bungee-jumping is a dangerous sport. It involves jumping from heights into the open air with only a flexible rope to hold you. This sport has attracted people who enjoy taking risks and bungee-jumping has become very popular in recent years.

Coherence means that the ideas in the paragraph follow a logical order, one idea leading smoothly into the next.

Linking words, or connectors, help us achieve both unity and coherence. They make our writing clearer and easier for the reader to understand. When we write, we use these words and expressions to connect our ideas and to show the relationship between them.

Examples: **First of all**, we put on our life-jackets.... **Finally**, we put the raft into the river. (showing a sequence of ideas)
Although I find white water rafting exhilarating, my brother doesn't like it. (showing a contrast between ideas)

Note: Pay attention to your punctuation when you use connectors.

Here are some of the meanings and uses of connectors

contrast	addition	cause	result
although	in addition	because	so

Basic writing: skills (1)

When we write a composition, it is not enough to have good ideas or persuasive arguments. It is important to express them correctly. Here is a reminder about some basic rules of writing.

Word order in statements: An English sentence has a fixed word order. Every sentence; must have a subject and verb. There may be other parts in the sentence. The basic order is:

subject	+	verb	+	object	+	manner (how)	+	place	+	time
I		found		the book		easily		at the library		yesterday

- Note:
1. Time expressions can come at the beginning or end of a sentence.
 2. The object comes directly after the verb.
 3. Frequency adverbs (often, always, never, usually) come before the main verb, unless the main verb is be, in which case they follow the verb.
 4. If a sentence has a direct and indirect object, we often put the indirect object first:
Example: *She wrote him a letter.* (*She wrote a letter to him* is also possible.)
 5. Adjectives come before the noun: *a white house.*

Word order in questions: Questions also have a basic word order. In questions, the word order is usually (question word) + auxiliary verb + subject.

Examples: *Where have you put the keys?* **Does she speak English?**

In questions about the subject, the word order is question word + verb + rest of sentence.

Example: *Who lives in that house?*

Word order in indirect questions: When a question is indirect, that is, preceded by another sentence or question, the word order is the same as a statement: subject + verb.

Examples: *I don't know if she speaks English.*

Do you remember where you have put the keys?

Basic writing skills (2)

Here are some more basic rules to remember when you write.

1. **Subject-verb agreement:** The subject and verb must agree in number: when the subject is singular, the verb must also be singular:
Example: *She drives well* but they *drive badly*.
Some nouns are always followed by a singular verb, for example: everything, news, economics, furniture, information, heir.
Example: *No news is good news*.
Other nouns are followed by a plural verb, for example: police, scissors, trousers, clothes, glasses (espectacles), children, people.
Example: *The police have arrested the drunken driver*.
2. **Adjectives:** Adjectives have only one form. There is no plural form of adjectives.
Example: *Most young people wear blue jeans*.

APPENDIX 19: EVALUATING THE PROJECT

A) EVALUATING THE QUESTIONNAIRE

1) How useful was the article you read and the questionnaire in...?

	very useful	useful	not very useful	useless	why?
Organisation (2)					
Layout (6)					
Vocabulary and tenses (4)					

2) Was it easy to find the main idea? Yes No

B) EVALUATING GROUP WORK

1) Were the instructions (photo. 2) clear enough? Yes No
Why?

2) Was easy to form groups? Yes No
Why?

3) Was easy to decide who is in charge of? Yes No
Why?

C) EVALUATING THE PROCESS (photo. 4-7)

1) What was useful?.....
.....
.....

2) What would you omit?
.....
.....

3) Why?
.....
.....

D) EVALUATING THE WHOLE PROCESS

1) How good was your....?

participation in group work						
individual work						
presentation of written work						
group members' participation						
	very good	quite good	O.K.	not very good	awful	

2) Did you learn anything in relation to...?

	No	Yes	What?
Grammar			
Vocabulary			
Structures			

3) How did you work mostly in your group in...? English Basque Spanish

4) Did you enjoy yourself with this project? Yes No Why?

.....

5) What did you find...?

Most difficult
 Easiest
 Enjoyable

6) Next time, I'd rather..... use my textbook do project work

Why?

7) Other comments or suggestions?.....

WOMEN'S RIGHTS.

"I lived very well, I worked during the day at home. I did all the housework in the morning and in the afternoon I worked in the garden. I didn't have any brothers or sisters, so I had to have all the responsibility on my own.

When I got married my husband worked out during the day and when he came back he was so tired that I was very happy to serve meals... for him."

Women have been discriminated for a long time. In many different cases they have had fewer opportunities than men, for example women were excluded from voting, they couldn't work outside their homes, so they couldn't have a part responsibility...

Women used to live with less rights than men but by the end of the 18th century they clamoured their rights because "they wanted to have equal rights for them, giving them equal status with man".(1)

"When I was young I didn't do any work at home. I had one sister and she and my mother did all the housework. I started working out when I was 10 in a big factory.

When I got married my wife did the housework because I was so tired to do anything that I had to rest."

Men live better than women, they had more rights than women. Many of them thought that women hadn't got the capability of doing an important thing. They discriminated women when they had an occasion.

(1) BRITANICA. 18. Page.735

TABLE OF CONTENTS

	page.
1 - Feature	1 - 2
2 - Music	3 - 4
3 - Animals.....	5
4 -Advertisement	6
5 - Feature	7 - 8
6 - Sports.....	9 - 11
7 - Advertisement	12
8 - Cinema	13 - 16
9 - Pastime (horoscope, crosswords.....)	17 - 24

Director: Joseba Flores.

Editor: Gaizka Mendieta.

Redaction: Leire Mendizabal, Ainara Magarza, Leire Abasolo, Gaizka Rementeria, Iñaki Rekalde, Arnaitz Irigoien, Joseba Flores, Josune Mazorriaga.

Sports Departament: Aratz Basabe, Alex García, Jalen Flores and Joseba Flores.

Features Departament: Leire Abasolo, Nerea Agirre, Junkal Landaburu, Alaitz Zengotitabengoa, Iñaki Rekalde, Jon Zuazua, Iratxe Olano and Kontxi Moreno.

Culture Departament: Ainara Magarza, Lene Ardanza, Oiane Valenciano and Amaia García.

Music Departament: Leire Mendizabal, Haizea Lazkano, Lore Rueda and Gorka Agirre.

Nature Departament: Gaizka Rementeria, Libe Larandogoitia, Iker Aranzeta and Egoitz Gerrikaetxebarria.

Publishing Departament: Arnaitz Irigoien and Mikel Losada.

Pastime Departament: Maider Gaztelurrutia, Leire Otaola, Nagore Etxebarria and Josune Mazorriaga.

"I think it's more a dream than than a fact. Because there is nothing such as a women's revolution. I think everybody in the world (men-women) has to work every day to reach equality."

In the 19th century women started working to reach the equality. For example some women wanted the right to vote. The struggle was very hard in Great Britain and in the United States but these two countries weren't the first to grant women's rights.

In the first years of the 20th century women reached the right to vote in the national elections of some countries and that was the first step to reach equality.

After some years women did demonstrations claming for their rights, for example in housework and in other factors.

"I think that women are trying to break the natural process. Women body is apropiate to do certain things like having children and feeding her family."

We still can see that there are some people who aren't agree with women's revolution. They think that women should do housework and look after their family and they have to do what their husbands say.

It's true that there aren't a lot of boys who thinks like this but there are some and women are struggling to change their minds.

WOMEN AREN'T GOING TO STOP UNTIL TO REACH EQUALITY.

15 YEARS ON THE MUSIC WAVE

In **1981** Lars Ulrich and James Hetfield founded a group named **Metallica**. They played Trash-Metal music.

At first the members of Metallica were: Lars Ulrich at the drums, James Hetfield guitar and vocals, Loyd Grant at the guitar and Ron Mc Govney at the bass-guitar. In this year, Dave Mustaine replaced Loyd Grant and then they recorded a demo tape called "*Hit the lights*".

Cliff Burton and Kirk Hammet replaced Ron Mc Govney and Dave Mustaine founded another group, "**Megadeth**". This year they released their first album, called "*Kill'em all*".

In **1984** they released their second album, "*Ride the lightning*", which was followed, in **1986**, by "*Master of Puppets*". On the promotional tour of this one, a tragic event happened. Cliff Burton, the bass-guitar player, died in a traffic accident.

In **1989** they obtained a platinum L.P. for their fourth album, "*...And justice for all*", which was released in **1988**.

They published their last album, "*Metallica*", in **1991**. It was a great success and they travelled for about three years on a world tour, playing on crowded concerts.

Now they have released another album, the sixth one, "*Load*", it will be for sale on June, and we suppose it will be a great success too.

SAVE THE WHALES

There are many mammals in the oceans and seas in our world, and many of them are in danger, they can become extinct by the same executor. The most famous of these animals is the whale, but not the only one unfortunately.

Before now and for many years these animals have been hunted without measure, but today under the pressure of ecological groups most of the governments have put an end to these actions, but anyway some governments continue hunting whales, sometimes poachly.

The whales are warm-blooded animals. They have skeletal, vascular, alimentary, respiratory, sensory and reproctive features fundamentally the same as those in other mammals and different from fish. They must come to the water surface to breathe through blowholes located on the top of their heads.

They're specially numerous in the antarctic ocean which is rich in plankton and other marine life. Some whales travel in groups called schools.

They produce two types of sounds, one of them low pitched and audible for the human ear. This type of sound is used for communicating.

The whalers catch whales to set oil, their skin and meat. In the last years some governments justified their action by saying that they caught whales for scientific experiments. Among some of these governments are Norway and Japan.

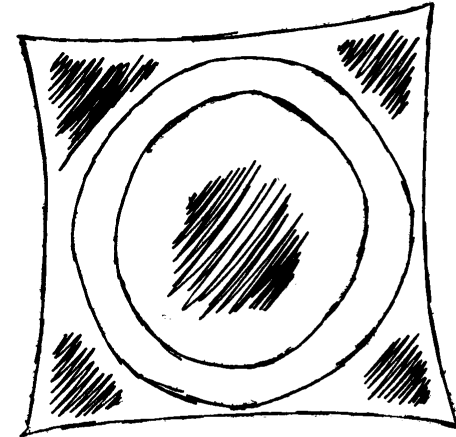
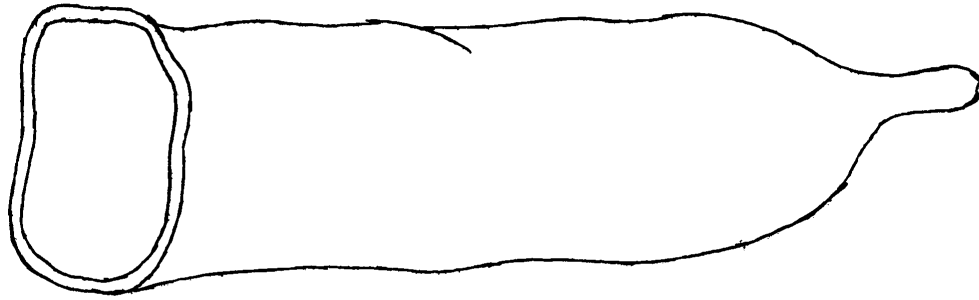
In the last one hundred years 209.000 blue whales (from 220.000 to 11.000) and 474.000 finbanks (from 500.000 to 25.000) have been killed.

There is a group for whale's salvation but it's about to dissapear. If CBI dissapears, all the governments will kill whales without measures.

The french governments is thinking of doing a sanctuary for whales, a natural shelter in the austral Ocean. If hunt levels continue like before now this animal which is older than the human beings will be in humans hands.

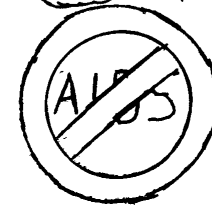


WHAT IS THIS?



IT IS A CONDOM

Don't take risk



The Golden Village

A golden mine has been found in the north of Germany in a village called Swerchvart. Not many people live in this village, which is surrounded by mountains. The people from Swerchvart dedicate themselves to agriculture and levestock. The farmers don't earn a lot of money so the village is very poor. The person who found this mine was a shepherd called Wercher. He found the cave when he was trying to find



shetter from a storm. When he was waiting for the rain to stop he saw something brilliant in front of him. However he didn't approach it because he thought that those brilliant things shining were animals' eyes. But when he took a lantern and switched it on he saw that it was gold. Immediately he went to the village and he told the mayor what had happened. After, they went to the cave to check it, they realized it was

true. It was real. Since then,

the village has been famous
and Wercher very rich.



A.C.B PLAY - OFFS

The play-offs for the championship of the A.C.B league are spectacular. The first eliminatory was the following (fourth of final):

The teams who win 2 matches are going to clasificate to the semifinal

<i>F.C. Barcelona</i>	(2) - (1)	Taugres
Real Madrid	(0) - (2)	<i>Caja San Fernando</i>
Unicaja M.	(1) - (2)	<i>TDK Manresa</i>
<i>Estudiantes</i>	(2) - (0)	Amway Zaragoza

The winners of the first and fourth matces and the winners of the second and third matches played one against the other. The results of those matches are not finished.

Semifinal

F.C. Barcelona	(2) - (2)	Estudiantes
TDK Manresa	(1) - (2)	Caja San Fernando

The winners of the "A" match are going to play the chanpionship of the A.C.B. league versus the "B" match winner.

The final team is going to play against the best of five matches.

The A.C.B. league is very exciting and no one knows who is going to become the winner.

RALLY CHAMPIONSHIP

Carlos Sainz won the Indonesian Rally. He had a few problems with the mechanic of his new car (FORD ESCORT COSWORD). He could not move the gears up or down correctly. In the final course of this rally he make two "scratches". Now Carlos is waiting for a new rally, Acropolis. His car is better now and he thinks he can win it.

WORLD RALLY CHAMPIONSHIP

General clasification.

Makinen(Fin)	Mitsubishi	40 pts
C. Sainz(Spa)	Ford	35 pts
P. Liatti(Ita)	Subaru	23 pts
Eicsson(Sue)	Subaru	23 pts
Mc Rae(U.k)	Subaru	22 pts

Carlos Sainz needs the victory in his next rally in Grece to be first in this clasification.



FOOTBALL LEAGUE

In the last stage of Spanish league the leader (At. Madrid) played vs Tenerife. The match finished in a draw game (1-1). This match was quite interesting because the championship was at stake. The leaders pursuer (Valencia) won the match vs Espanyol (1-0). The game was fast and interesting because these are the best teams in the spanish league. One of the most interesting matches of the stage was the Basque Derby (Athletic vs Real Sociedad). This match finished in draw (2-2). The spectators enjoyed the game.



TENERIFE	1
ATLETICO MADRID	1

AGAINST CONSTIPATION



USE QIÑATION
and shit happily

CINEMA

* THE BEST PAID ACTORS:

When these actors and actress began to work in theatres and for T.V advertisements they didn't know that now they ask for 2.500 million pesetas for each film. The value of some of them is undeserved and the others' work is not valuated.

For example, **Tom Hanks** got 7.500 million pesetas by "*Forrest Gump*". He has a lot of money. He is an actor, producer and director. He is a good actor and he got many oscars for his films, for exemple: "*Forrest Gump*", "*Philadelphia*", "*Apolo XIII*"...



On the other hand **Demi Moore**, got about 2.500 million pesetas and she is one of the best ten paid actors in the world, but her personality isn't very friendly because when she was a child she didn't have a good childhood. Many people don't like to work with her, because she is difficult.

* SOUND TRACKS:

"*Batman Forever*" is one of the most famous sound track in the world. This, moved many million in the music world. The legendary **Batman** has three films and three sound tracks. The third part is very interesting and special. It has unreleased songs. Some artists have been putting their exclusive sounds, This is unusual, because nowadays the songs are released with priority.

"*The Beauty and the Beast*" is about a pretty woman who loves a beast. The sound track is an opera made by Philip Glass. The melodies are brilliant and sensitive. They have influenced at the film.

However, the cartoons have a very important and interesting part in cinema. This is a report about cartoons.

* WHAT WONDERFULL IS TO BE A PEACTURE!!

The first figures that moved inside a strange greek machine was many series about cartoons. Some of these, were children's cartoons and others were erotic ones. All this happened before 1895. The cinema was not born yet. 100 years later, **Robert Rodriguez** tell in his memories that when he was a student he spent a lot of time painting picture cards in the margins of book. Then, while he passed the pages quickly he saw a handful of animated films.

From *Koko* (The harlequin painted in ink by **Max Fleischer**) to *Woody* have passed 100 years. Between *Koko* and *Woody* there are millions of characters. *Mickey* or *Betty Boop* (who was expelt in the screem because he wore a shameless garter). The "*Tasmania*"'s elevel, *Bugs Bunny's* enemy and the *Coyote* or *Tex Avery's* feagures, exteptional person who is guest of honnor in "*La Mascara*". In these 100 years everybody has been dreaming animated stories.

* ROGER RABBIT AND HIS WIFE:

We know them in 1988. **Richard Williams** worked very hard for 2 years miting to mix this nice couple with beings. In this film, Roger interpreted a mislet rabbit, but his wife was a femme fatale. She had Marilyn's hips, Veronica Hake's long hair and Kathleen Turner's voice. Pure sin. She says the most splendid sentence of the script: "*I am not bad (elevel). They have drawn me so*".

* FROM THE SAND TO MICROCHIP:

The technic with plasticine is very good, because it get million pesetas in the cinema, for example; "*Nightware before Christmas*".

The ghosts and the pupples who live in the Qway brothers' world arrives Andy's bedroom. Here is where the *Toy Story's* gang live their adventures, and this story is painted with digital pencils. This gang isn't quite human. In this project they used 111 compoters, like that Woody has 52.805 lines and Buzz, the galactic warrior, has 700 points of mathemathic control of animation.

Toy Story is the first film totally created by a computer. The producter of this film says that technic is like a lot of sand, and in this sand the children are enjoying. He says that there is very much land to explor and this is very exciting for them.

* THE GORILLA AND THE PENGÜIN:

Imagine a surrey in a zoo where there are five plasticine animals. A gorilla expresses in front of a microphone its

preference for living in a cockpit with leaks and with aircondition.

Imagine your reaction if a polar big bird more dangerous than *Batman's* enemy conquers the Earth of the festival of Venecia and it achieves an Oscar.

Wait and look in the cinema a clayey "*playboy*" ready to knock a tyre because he pulled the petals off a flower is unfaithful to him. It is "*Creatures comforts*" or "*The wrong powers*", it is Tardman Animations. They are capable to play with clay, they use British humour and they have computers that control the figures' movement.

THAT'S ALL FOLKS!!

HOROSCOPE

ARIES 20th March to 20th April

You are going to have a very strange day. You are going to see a U.F.O.

You have to start working on a farm because you must have money to spend in summer.

TAURUS 20th April to 21st May

Hello man/woman!

This is your best day in the whole year you are going to find the woman /man of your life and you are going to ask her/him if she/he wants to marry you. She/he is going to answer affirmatively.

GEMINI 21st May to 21st June

You are going to stay at home all day. If you go out you must be careful because you have the risk of dying.

CANCER 21st June to 23rd July

If you are a good student you must take care, because it is possible that the blackboard may fall on your head.

LEO 23rd July to 23rd August

If you live in Mars you are going to see the earth easily and if you want, you can speak with the evil ghosts of the cemetery of your town.

VIRGO 23rd August to 23rd September

If you are a teacher you must control your ideas. You are hott sure so it's better if you change your job, it's preferable if you act as a clown so your pupils will be happy.

LIBRA 23rd September to 21st October

You are a very happy person but in this day you are going to get angry with your crocodile. It wants to go to the cinema with you and you do not agree with it.

SCORPIO 21st October to 21st November

You are going to have a very long travel to Apatamonasterio. But you must be careful because the sun will be shining but thenit will be raining and the money will fall from heavon. Good luck!

SAGITARIUS 21st November to 22nd December

Are you Christian? if your answer is yes, God is going to appeare in your toilet. Have a good time...!!!

AQUARIUS 20th January to 20th February

If you like flowers you are lucky because all the flower shops are going to give all aquarius people bunches of flowers.

CAPRICORN 22nd December to 20th January

People born under Capricorn, are very happy people and if you see someone dancing in the street don't worry, it's one of them, they will be so happy because Saturn and Uranus will be having dinner together.

PISCES 19 th February to 20th March

Do you like fishing? Today will be a good day for you .You are going to fish a big shark, but be careful with it's teeth!

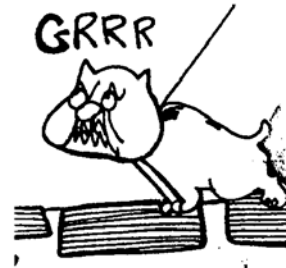
THE WEATHER



The weather for today is quite good. The temperature in the Basque country will be from fifteen to about twenty five degrees celsius. In the west of the country it is going to rain especially in Araba be carefull with the storm and please take the umbrella. In Nafarroa the sun is going to shine all day. In the rest of the country there are going to be sunny episodes. The weather for the next days isn't very good. The temperature will descend in all the territory so don't make plans to go to the beach at the weekend.

CONGRATULATIONS

I'm Michael Jackson and I congratulate my dog because next Monday he will be zero.



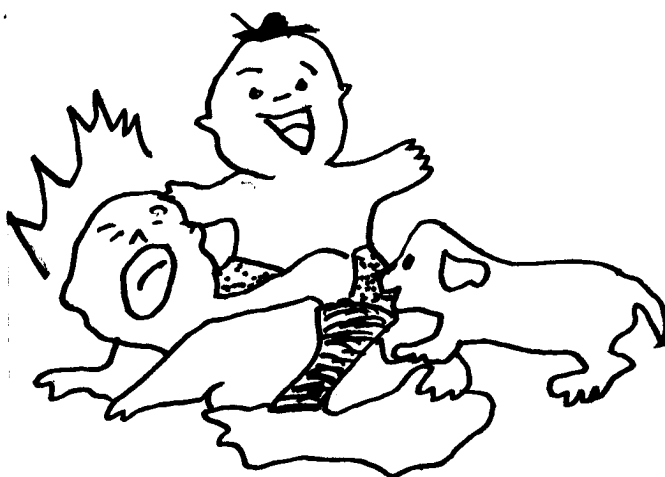
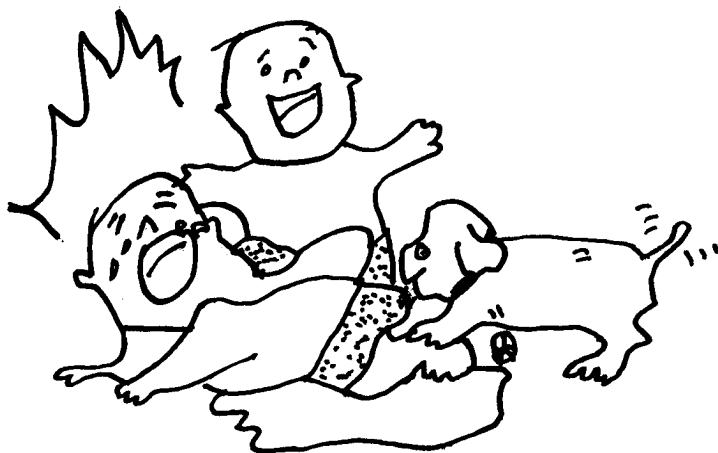
Hello! My name is Bernil. Today is a very good day because it's my great-great-grandfather's birthday he is 120 years old.



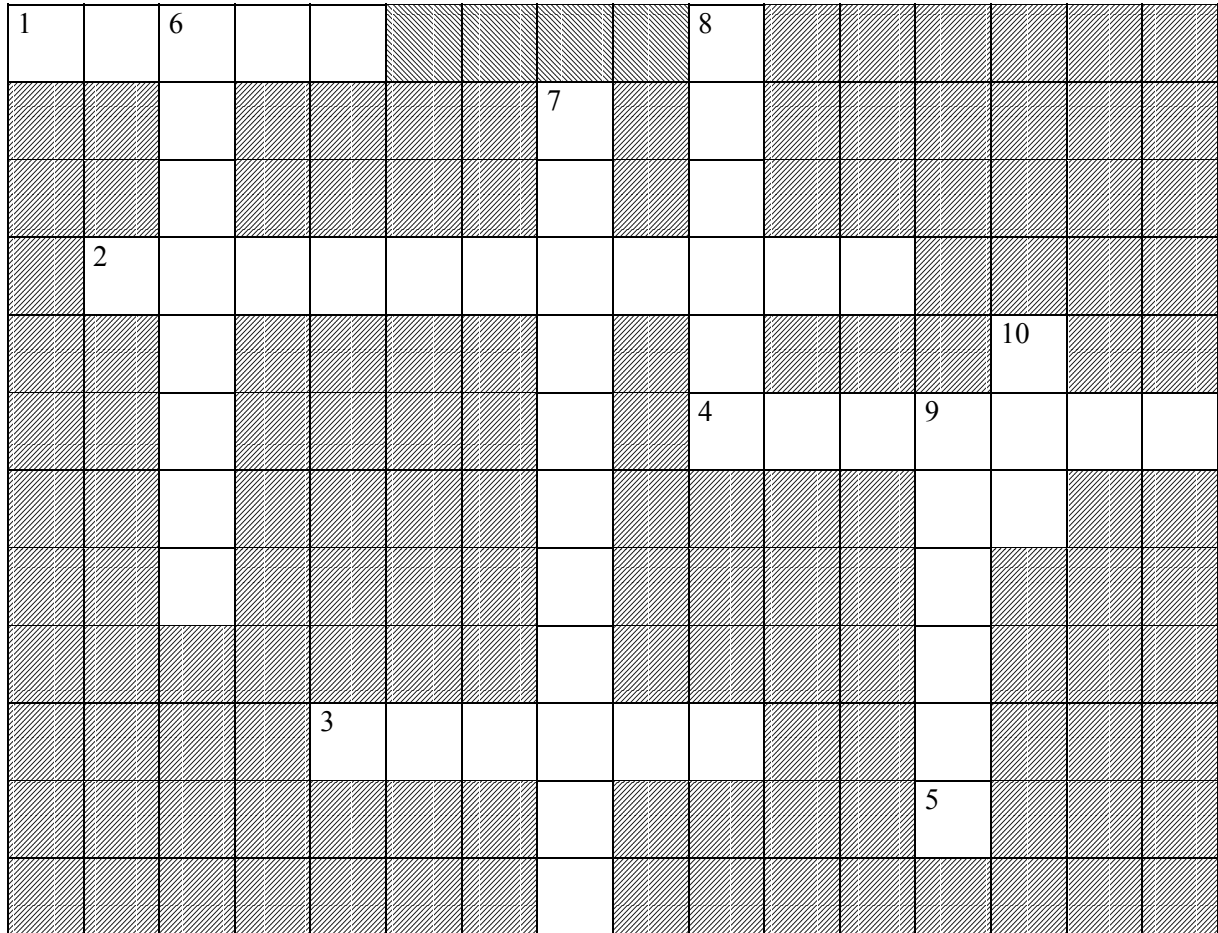
Congratulations to my aunt Leslie. After 10 years she has learnt to ride her bicycle.



SPOT THE 12 DIFFERENCES.



Fill in the blanks:



CROSS

- 1- Frightening.
- 2- Held out.
- 3- Hurt someone for doing something wrong.
- 4- Dark places.
- 5- Opposite of difficult.

DOWN

- 6- In fact.
- 7- Extremely beautiful.
- 8- The places you go to see when you are in another country.
- 9- A drawing you do when you are thinking about something else.
- 10- Bend the head or body.

Find the names of 12 animals. Be careful it is very difficult!

R	V	N	T	R	S	A	F	L	T	S	O	R	N
H	Y	E	N	A	Y	A	E	B	U	W	L	C	H
I	R	T	R	C	B	I	M	R	S	H	F	K	J
N	A	R	T	S	X	O	A	I	G	L	P	P	R
O	O	S	R	Z	Y	R	L	I	Z	A	R	D	D
C	N	A	M	N	L	L	E	M	U	G	I	T	Q
E	T	I	H	G	H	E	H	P	O	N	V	L	O
R	R	O	S	I	A	I	O	W	Y	U	L	O	N
O	S	C	H	W	L	A	A	O	B	T	S	L	O
S	H	E	E	P	S	P	T	C	J	G	Q	E	R
V	A	B	C	D	E	F	W	H	A	L	E	A	I
I	L	K	J	I	H	G	V	U	L	T	U	R	E
L	L	N	A	I	O	H	L	K	Q	F	J	Z	V
L	E	C	K	T	S	R	F	R	O	G	Q	I	Y
O	P	W	O	P	Y	Z	V	H	T	S	N	A	J
P	V	Y	U	I	A	E	H	O	R	S	E	Y	M
R	L	Z	Y	W	I	L	D	B	O	A	R	M	Q