

Welcome to N.Y.C.

B1

English didactic project | lesson and instructions

Four hours of face-to-face and online course content to engage your students in the task-based teaching approach.



Help your students:
- book a hotel

- organize their
vacation activities

- and prepare for
unexpected events

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Context

At a glance

PARAMETERS

Situation

A travel agency is offering a sponsored, weekend trip to NYC for three-days and two-nights. The prize includes the round-trip airfare of the winning group, as well as a group-spending budget of 700 USD. In order to win the prize, groups must create and submit an enticing proposition. The sweepstakes board will then select the winning itinerary and award the group with the trip to NY.

The winning entry must:

- Compare each element selected for the itinerary with it's equivalent in the group's home town. i.e. "We propose a campus tour of New York University because we would like to see the difference between American schools and French schools. Although the schools are bigger, we would like to see how they are the same."
- Be creative / original and organized (no suggestions for the Statue of Liberty or the Empire State Building)

MACRO AND MICRO TASKS

Sequence macro-task

Students are asked to create an interactive itinerary as the condition for winning the sponsored trip.

After creating their itinerary, they will present it to the class (as if to the voting committee) and the class will act as the agents who select the winning proposition within the class.

Sequence micro-tasks:

- Choose lodging and restaurants
- Choose activities: museums, sightseeing etc.
- Choose transportation

CHALLENGE

Sequence challenge

Budget crunchers: An unexpected and unplanned event that is introduced to the groups during their planning. This event will force them to spend money and therefore re-evaluate their budget.

Example:

Oh no! The MTA is on strike! No trains going in, out or around Manhattan are available for the next 24-hours. You will have to figure out new means of transportation to and from your destinations.

LINGUISTIC AND COMMUNICATION COMPETENCES

Linguistic competence

A) Coordinating conjunctions: FANBOYS

B) Subordinating conjunctions:

- after
- although
- as
- before
- even if / though
- once
- since
- unless
- until
- when / whenever
- whereas
- whether or not
- while

Communication competence

Making comparisons with the conjunctions such as:

- although
- even if / though
- unless
- whereas
- while

hint: FANBOYS

For

And

Nor

But

Or

Yet

So

LINGUISTIC AND COMMUNICATION GOALS

Linguistic

To introduce at least three new subordinating conjunctions to each student's vocabulary.

Communication

To use a wider variety of conjunctions to convey ideas and tie sentences together.
Example: We would like to visit Central Park even if it is a touristic site.

Materials

Online Tools

WRITTEN COMPREHENSION

For the written comprehension competence, the students are provided with a transcription from an NPR audio report. They are asked to read the article individually and then complete the comprehension activities after their reading. Examples of the online comprehension activities are below.

To test the student's general comprehension of the Airbnb article

This activity is a standard open-ended question activity where the student is asked to enter a sentence as their response. The teacher selects the keywords that are acceptable in the response and once these words are present, the answer is accepted. Syntax and orthography are not considered outside of the keywords entered by the teacher.

Link: <http://learningapps.org/display?v=pf7qm5vet01>

The student types a full sentence here.

The system recognizes the keywords and marks the response correct if the pre-selected keywords are in the student's response.



To test the student's understanding of the use of conjunctions

This activity is a multiple-choice activity that allows the students to select from four possible options, the function that corresponds to the conjunction that is indicated. This activity is standard and within the average student's common practice.

Link: <http://learningapps.org/display?v=pdszghu5201>



To introduce new conjunctions to the student's vocabulary

This activity is designed to follow the previous two activities. After presenting the students with multiple-choice options, this activity is intended to push the student to think independently. The activity follows a standard "cloze" format where the keyword is missing from the sentence and the student must fill in the blank with the correct word. In this activity, the student is not provided with any options but instead, the function of the missing keyword is placed in parenthesis after the sentence.

Link: <http://learningapps.org/display?v=pvha5wzmt15>

1) It is beautiful sunny day in July, It is very cold outside. (contrast)

2) he worked all year long, he wasn't able to buy his father an expensive gift. (in spite of the fact that)

3) She is buying a new coat a new scarf. (addition)

4) The store usually has a sale

5) The game was finally over

6) She will go on a diet and jog every night

7) Pierre wasn't sure to go (or more alternatives)

8) I painted the house the car

9) He can order a pizza make pizza for dinner. (option/alternative)

10) She puts on her make-up going to work. (previous to the time when)

Task
Fill in the gap with a logical coordinating or subordinating conjunction to make a complete sentence. Pay attention to the function in parentheses next to each sentence.

Desk Tools

ORAL COMPREHENSION

There are two tools that have been designed to address oral comprehension.

How much does New York cost?

The first is an audiovisual activity where the students are asked to watch a video entitled, "How much does New York cost? Tips from local New Yorkers" that discusses the cost of living in New York City. The video focuses on the difference in prices based on the location where an object is purchased; hence this allows the teacher to reinforce making comparisons through the use of connecting words.

New York, New York

The second is a listening activity based on the song "New York, New York" by Frank Sinatra. This activity is a two-part activity.

- Part one: The students are asked to work in their sweepstakes group. They are given a small envelope, which contains the lyrics of the song. The lyrics are cut out line by line and the students are asked to put the lyrics in the correct order. They will listen to the song once as a class; each group will focus on the four lines in their envelope.
- Part two: After putting their lines in order and recreating the stanza, they will be asked to put the stanzas in order, as a class. They will be given the task, they will then have one-minute to create a strategy and then the activity begins.

Website

Teacher view



The main external tool for this sequence is a website. The website was built for this sequence as a hub for all of the documents and activities needed to realize the final task. There are, in fact, two individual websites that are identical to one another in form and presentation, but that differ in content. The main website is the teacher view, as depicted above. This website gives the teacher full online access to the documents without worrying about student access issues. Within the resources page of the teacher view, the website hosts all of the documents, activities, worksheets and answers, while the student view only presents the student with the activities, as depicted below.

Link: <http://m2proale2015-nyc-didacticiel.weebly.com/>

Student view

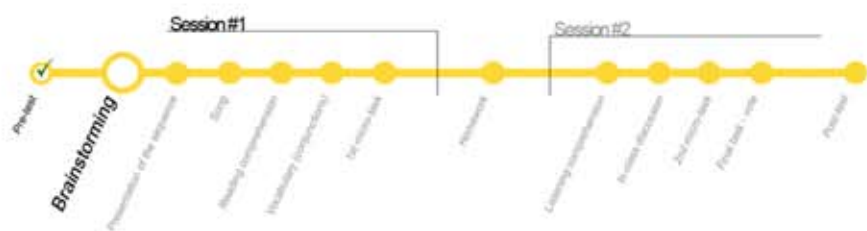


The student's view is a simplified version of the website. It only includes the information that the students need in order to access the activities and to realize the final task. The student view, like the teacher view, has a resource page where the student's have access to the worksheets.

Link: <http://m2proale2015-nyc-onlineactivities.weebly.com/>

Sequence progress

There is a progression map build into each step of the student view that allows the students to visualize their position in terms of the overall sequence. In the example below, the student advances throughout the sequence, as depicted in Image 1 and Image 2, with a representation of their progress during each activity.



Teacher's view

Similar to the student view, the teacher's view also features a progression map. Along with the visualization of the student's progress, the teacher also sees a "Recap" on each respective page. This recapitulation shows the teacher all of the important elements of the activity at a glance.



Listening comprehension

The students will have watched the video before coming to class, so it is recommended to play the video only one time in class.

It is important to make sure that the students have understood the main idea of the video before proceeding through the following activities.

Second, correct the corresponding worksheet.

The video chosen is not difficult for students to understand since there are various visual clues that give the targeted pieces of information. However, the accent of some of the characters might be a source of confusion.

Setup:	
Activity nb:	06
Timing:	15 minutes
Context:	In-class
Material:	Audio music files, NY's accent video
Linguistic goal(s):	
Listening comprehension:	
Communication goal(s):	
Anticipated challenge(s):	Not being prepared

Session 1

Time schedule - 2 hours

Activity	Linguistic goal	Communication goal	Anticipated challenges	Materials	Context	Timing
Pre-test	Test sample of student's prior knowledge	Test sample of student's prior knowledge	Limited pre-required knowledge of conjunctions	Pre-test worksheet (p.iv)	- Individual - At desk	10
Brainstorming	Determining the students prior knowledge	Boosting student's confidence regarding vocabulary	Lack of specific vocabulary/lexicon	- "Board" projected on screen, - Post-Its	- Class - At desk	15
Sequence Presentation	NA					10
Song	General listening comprehension	Sequencing a series of phrases	Student's comprehension with limit of two plays	"New York New York" by Franck Sinatra (p.vi)	- Groups, then Class - At desk	15
NPR document	- General reading comprehension - focusing on conjunctions	NA	Enforced time limitation	Airbnb NPR document (pgs. vii-viii)	- Individual, then group - Online	30
Vocabulary	Introduce student to new conjunctions	NA	Grasping the function of each new word	Learningapps online activity (p. 5)	-Individual -Online	20
1 st Micro-task	NA	Students agreeing on a hotel within their groups	Ensuring that students speak in the L2	List of web resources (see below)	- Groups - Online	20

Homework:

The students are asked to watch a video. They are to focus on the words of comparison and select five things from the video that they would like to compare for the next class. The students are also asked to read the "Coordinating and Subordinating Conjunctions" document and complete the exercise, (Annex pgs. i-iii)

Web resources

The students are asked to refer to the following websites to prepare the context for the following session.

Public transportation: <http://www.mta.info/>

Trip planner: <http://www.nycgo.com/articles/nyc-transportation-getting-around>

Restaurants: <http://www.opentable.com/landmarc-at-the-time-warner-center?p=2>

Session 2

Time schedule - 2 hours

Activity	Linguistic goal	Communication goal	Anticipated challenges	Material	Context	Timing
Video	Listening comprehension	NA	Students not having watched the video for homework	"How much does NY cost?" video - Access to YouTube	- Individual - At desk	15
Class discussion	Proper use of conjunctions	Students properly making comparisons between NYC & France by reinforcing the use of conjunction	Executing the activity in allotted amount of time	"How much does New York cost?" worksheet (p.xiii)	- Groups - At desk	15
2 nd Micro-task	NA	Student's agreeing on restaurants & entertainment within their groups	- Ensuring that students speak in L2 - Managing budget crunchers	Budget crunchers (p.xiv)	- Groups - Online	30
Presentation	- Students properly using conjunctions to make comparisons in the written production	Student's speaking in a clear and comprehensible manner	Students not finishing the assignment in the allotted amount of time	Final task rubric (p.xv-xvi)	- Groups - In front of class	40
Class vote	NA	- Students agreeing on a winning itinerary	Students not coming to an agreement	NA	- Class - At desk	10
Post test	Test sample of student's acquired knowledge	Test sample of student's acquired knowledge	Limited acquisition of the linguistic targets based on sequence development	Post test worksheet (p.v)	- Individual - At desk	10

Grammatical development



The grammatical target in this sequence is conjunctions. The communication target is to make comparisons. The sequence begins with a pre-test that assesses their prior knowledge of the grammatical and communication targets. They develop these points throughout the sequence and then they are tested on the same information with a post-test. The overall grammatical objective of the sequence is to introduce three new coordinating and subordinating conjunctions to the students' vocabulary.

SESSION 1

Pre-test:

The pre-test serves two purposes: (1) a sample of the student's acquisition to be used and compared to the post-test in order to determine the sequence's effectiveness in teaching the grammatical point and (2) a diagnostic test to help the teacher adjust the course if needed. There are ten questions that focus on conjunctions: five on coordinating, five on subordinating. The justification for this is as follows: by focusing more on coordinating conjunctions, we encourage the students. Focusing on subordinating is our test field: if they are not able to answer in the pre-test, but are able to complete the post-test, it is a clear marker of their progress.

Brainstorming: NA

Song: NA

NPR Article:

There are 13 comprehension questions: 7 on conjunctions; 6 on making comparisons

The 7 conjunction questions focus on the function of the conjunction within the sentence. This is a digital activity and is hosted on an online platform. The student is presented with a sentence. There is a conjunction highlighted within the sentence. The student is asked to identify the function of the conjunction within the context of the sentence.

Justification: this activity is meant to help the student focus on the isolated use of the conjunction.

The 6 comparison questions focus on using the conjunctions to compare different elements within the context of the article. This activity is in the form of a physical worksheet. The students are asked to use the content from the article to make comparisons by responding to the questions in the worksheet.

Justification: At a level B1, the students are expected to begin using more complex sentence structures. By using conjunctions, the students are able to begin creating compound sentences. Making comparisons is one of the grammatical objectives that are accomplished by employing conjunctions.

Note: This is the only place within the sequence where the teacher may determine that the comparisons are correctly used in a written form. The other occurrence of comparisons takes place during the sequence during the in-class discussion, which is not evaluated.

Vocabulary:

The vocabulary lesson and activity are designed to be introduced after the students have been warmed up to conjunctions with the previous NPR activity. After working with the conjunctions and seeing them within an authentic document, the sequence suggests introducing new conjunctions to the students' vocabulary. In the previous activity, the students selected their answers based on a multiple of four choices. For this activity, the students have to freely produce the correct response with only an indication of the function at the end of the sentence. This is meant to gradually increase the student's independence and confidence with the new words. They are first introduced to the words with which they are familiar to increase their confidence, and then they are introduced to new words through this lesson and activity, which are meant to challenge them and make them think more independently.

1st Micro-task: NA

Homework: NY video

This is a three-minute video about the cost of certain items in NYC. This video focuses on a series of everyday purchases in various NY neighbourhoods. The students are asked to watch the video for homework for the session two. Justification: Reinforces using words of comparison. It also prepares the students for the in-class discussion during session two that focuses on oral production.

SESSION 2

Listening comprehension: NA

Class discussion:

Students are asked to use conjunctions in order to make simple comparisons between items in the video and items in their local city. This is an oral production activity that takes place after watching the listening comprehension video and filling in the corresponding worksheet.

2nd Micro-task: NA

Presentation:

The students use conjunctions to make comparisons, to list the content of their interactive itinerary and then to justify their choices. The students are asked to submit a written document that justifies the choices within their itinerary. They are, first, asked to select a hotel and entertainment within an unfamiliar context and then to compare their choices with similar places within their hometowns by using conjunctions. This is the final stage of their grammatical development for this sequence. After seeing the conjunctions regularly throughout the sequence, the students are prepared to use subordinating and coordinating conjunctions in their final production in order to make comparisons between the sites that they have selected in N.Y.C., and the sites in their respective hometowns.

Class vote: Optional

Depending on the teacher's objective, it is possible to ask the students to use the grammatical point during the voting process.

Post test:

The post test is identical to the pre-test. The justification for this is as follows: In order to test the students' acquisition of the grammatical point during the sequence, it is preferential to employ the identical test for both the pre-test and the post-test to have a truer sample of the students' grammatical development. It seems more effective to test the students at the end of the sequence, based on the same criteria that were used at the beginning of the sequence because the sequence itself is built to focus on acquiring the grammatical points from the pre-test. Using the same test creates a controlled test sample and limits as many variables as possible when evaluating the actual acquisition. The difference between the results from both tests is the proof of whether or not the students have successfully acquired the three subordinating and three coordinating conjunctions, which is the overall grammatical objective of the sequence.

Note: The results of both tests (pre and post) are not given to the students; they are a reference for the teacher to determine the student's progress and the efficiency of the sequence as it relates to teaching the grammatical and communication points.

Didactic concerns & solutions

Overall Context
Sequence framework
Time schedule
4 competences
Session 1
Session 2

OVERALL CONTEXT

Targeted students: Students in a higher education structure; university, etc.

Targeted setting: Public or private

Targeted linguistic level: B1 level, according to the CECRL

Context Concerns

Targeted setting

- Private: short staffing
- Limited class time to develop student's linguistic competence (2 hours per week)
- Lack of resources and technology depending on structure

Context Solutions

Targeted setting

- Adapt to the structure
- Be prepared to teach with what you have
- Go to classroom/structure beforehand to test the resources
- Bring print copy of digital resources in case of lack of technology

Targeted linguistic level

- Students not actually having a B1 level

Targeted linguistic level

- Pre-test/diagnostic test
- Readjust sequence expectations; comprehension activities – spend more time with vocabulary
- Make yourself available once a week for extra guidance
- Prepare resources that are available outside of class

SEQUENCE FRAMEWORK

Approach: Task-based approach

This sequence is based on mobilizing the student's competences. The students are introduced to a linguistic competence and a communication competence in active and dynamic ways and they are asked to produce their responses through the same channel.

Method

This sequence is based on the combination of linguistic skills and communication skills. The students will be introduced to the two-linguistic comprehension skills and will be asked to produce their responses through tasks. The student's participation throughout the sequence is considered in their final grade. Their final grade is based on their final production.

Approach - Concerns

The students may:

- Not be familiar with task based approach and as a result be shy in class; French students are generally more comfortable with written production than oral production, this may cause some discomfort for the final task
- Show a lack of motivation regarding searching the materials themselves; contrary to the traditional teaching method where they are used to receiving the information from teacher

Approach - Solutions

Scenario: This is the student's first experience with the TBLT method and they are completely unfamiliar with the concept.

Teacher:

- Explicitly explain the task based approach, the teacher's expectations and the student's expectations
- Make the explanation available online, within the digital platform that hosts the sequence
- Make a connection with the students to reduce shyness and increase motivation

The sequence (task) may:

- Not be realistic to the student's learning objectives

Sequence:

- Visiting NY may not be the destination of your choice but the methods that we will study may be used for any destination of your choice, what's important is the research technique

The final task may:

- Be outside of their comfort zone. French students are generally more comfortable with written production than oral production, this may cause some discomfort for the final task.

Final task:

- Begin with ice-breakers to ease the students into the idea of speaking in front of the class

Method - Concerns

Potential challenges:

- Working in groups; the students may not be used to working in groups and, more importantly, being grading as a group in a language context
- Working exclusively in the L2 throughout the sequence and not returning to the L1 to communicate their ideas

Teacher: not using translation as a method

Methods - Solutions

Teacher:

- Provides workspace in-class and online platform for exchanging ideas in the group
- Explains that working in groups is a part of the professional sphere
- Implements a wall of shame for speaking the L1– points deducted from class participation for speaking the L1

Translation:

- Encourage use of personal dictionary, paper format

CONTEXT, CONCERNS AND SOLUTION REGARDING THE TIME SCHEDULE OF THE SEQUENCE

Time schedule - Concerns

The four hours of in-class time is based upon an anticipated B1 level. Any differentiations from the anticipated linguistic level create concerns for the projection of the sequence

- Students with a level lower than B1 will need more time than estimated for all of the comprehension and production activities.
- Students with a level higher than B1 will need supplementary exercises to fill in the time.

Time schedule - Solutions

- If more time is used in session 1: assign the information that was not covered in class for homework
- If more time is needed, cut the activity in-class discussion in session 2 from the sequence

TECHNIQUES REGARDING THE FOUR COMPETENCES ADDRESSED IN BOTH SESSIONS 1 & 2

- Written comprehension: NPR article
- Written production: Itinerary explanation
- Oral comprehension: Cost of NY video
- Oral production: In-class discussion and final task

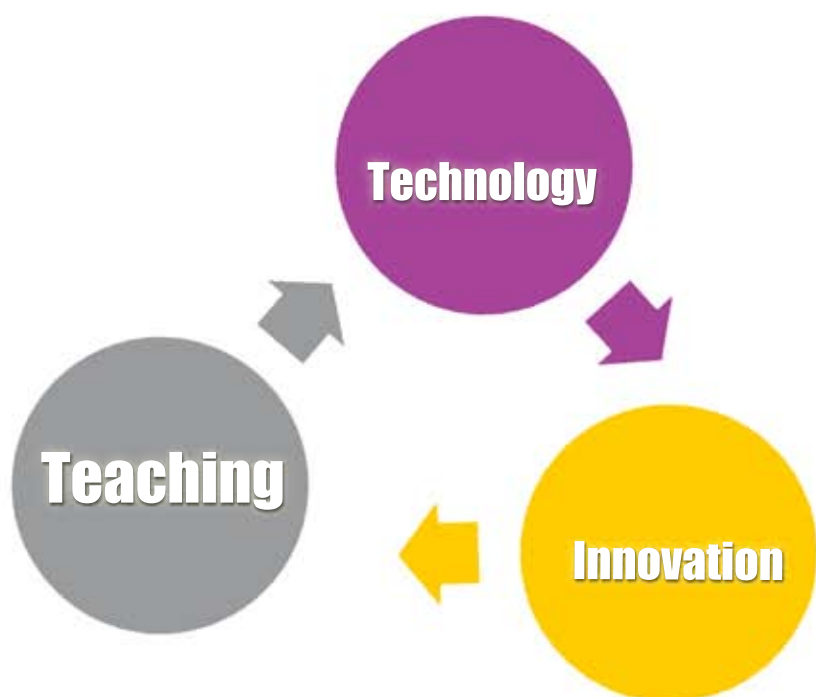
Techniques - Concerns	Techniques - Solutions
<p>Written comprehension: NPR article</p> <p>Student's may not be familiar with:</p> <ul style="list-style-type: none"> • Airbnb • The legislative context and problems of Airbnb rentals 	<p>Written comprehension:</p> <ul style="list-style-type: none"> • Tell them what Airbnb is • Tell students that Airbnb is creating economic problems in NY but don't go into detail
<p>Written production: Itinerary explanation</p> <p>Students may have difficulties with:</p> <ul style="list-style-type: none"> • Closely following the activity instructions concerning conjunctions and coordinators • Providing an adequate amount of details in their production tasks • Making relevant comparisons in their production tasks 	<p>Written production:</p> <ul style="list-style-type: none"> • Direct students to an online resource or a database within the library resources that shows them how to make comparisons • Provide students with detailed parameters or the length of their work depending on their actual linguistic level
<p>Oral comprehension: Cost of NY video</p> <p>Students may have issues with:</p> <ul style="list-style-type: none"> • The native speakers accents • The speed at which they speak • The jargon that is used 	<p>Oral comprehension:</p> <ul style="list-style-type: none"> • NA - the students are asked to watch the video in their own time for homework • After playing the video once in class, the teacher may take a few minutes to review specific vocabulary related to the native speakers' jargon
<p>Oral production: Final task</p> <p>During their presentation, students may have trouble with:</p> <ul style="list-style-type: none"> • Reading directly from the Power Point presentation and balancing the amount of speaking time 	<p>Oral production:</p> <ul style="list-style-type: none"> • Restrict students to two-note cards with key-terms only

SESSION 1 CONCERNS AND SOLUTIONS, IN CHRONOLOGICAL ORDER OF THE SESSION

Concerns	Solutions
<p>Brainstorming</p> <ul style="list-style-type: none"> • Lack of vocabulary/background knowledge • Student accountability: ensuring that each student posts something on the "board" • Adequate technology available: projector and projector screen • Adequate materials: Post It notes 	<p>Brainstorming</p> <ul style="list-style-type: none"> • Explain to the students that everyone has to place 3 Post It notes to receive class participation to increase the student's external motivation to participate
<p>Song</p> <ul style="list-style-type: none"> • Understanding the song with a limit of only 2 plays • The singer's accent 	<p>Song</p> <ul style="list-style-type: none"> • Reserve one minute after the first play to focus on potential vocabulary problem words, preselected by teacher
<p>NPR document</p> <ul style="list-style-type: none"> • Limited time to read and respond to questions; students are given 40 minutes to complete the activity • Reading a transcript; a document that was originally an audio file • Adequate technology available: computer lab or student computers 	<p>NPR document</p> <ul style="list-style-type: none"> • Ensuring that the computer lab is booked for both sessions within this sequence • As a preventative method in case the technology does not work, bring hard copies of the article, comprehension questions and audio file
<p>Vocabulary</p> <ul style="list-style-type: none"> • Lack of vocabulary • Troubles understanding the grammatical function(s) of conjunctions and using them • Limited time to expose the grammar point • Lack of visibility concerning the students progress and understanding of the grammar point 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Provide grammar resource to compensate for the lack of vocabulary, grammatical knowledge, and time restriction. These grammar exercises may be submitted, but not graded
<p>1st micro-task</p> <ul style="list-style-type: none"> • Working in groups; making sure that e/o participates • Speaking in the L2 • Adequate technology available: computer lab or student computers • When the final product is explained to the students, they may need a clearer idea of the project 	<p>1st micro-task</p> <ul style="list-style-type: none"> • Circulate through classroom • Wall of shame for speaking the L1 – loose participation points • Reward students (positive reinforcement) for speaking the L2 • Make dictionaries and travel brochures examples available in the “resource corner” to give the students an idea for their final production
<p>Desk / computer balance</p> <ul style="list-style-type: none"> • Class balance between "at desk" work and computer work • Classroom availability to book both classes in a computer lab • Otherwise, lost class time from switching between a classroom to a computer lab. 	<p>Desk / computer balance</p> <ul style="list-style-type: none"> • Conduct both sessions in a computer lab and modify the "at desk" activities to work with the limited desk space in front of a computer

SESSION 2 CONCERNS AND SOLUTIONS, IN CHRONOLOGICAL ORDER OF THE SESSION

Concerns	Solutions
<p>Video</p> <ul style="list-style-type: none"> • Students not watching the video for homework, hence not being prepared for class • Vocabulary / jargon / accent • In-class discussion • Speaking in the L2 	<p>Video</p> <ul style="list-style-type: none"> • N/A - the students are asked to watch the video for homework and we review it once in class, if a student chooses not to do the homework and does not understand, there is very little that the teacher is required to do considering the time constraint of the sequence • In-class discussion: implement a wall of shame for speaking in the L1
<p>2nd micro-task</p> <ul style="list-style-type: none"> • Student's time management after receiving the budget cruncher, e.g. not using too much time to restructure itinerary • Speaking in the L2 	<p>2nd micro-task</p> <ul style="list-style-type: none"> • Use a digital timer and make it visible to the class • Budget crunchers: remind students that they have to prioritize • Pass through the class to check on the work flow • Give a “20-minute left” time call and a “5-minute left” time call • Wall of shame for speaking in the L1
<p>Presentation</p> <ul style="list-style-type: none"> • Students not being finished with the work; not being ready to present • Using false friends and direct translation in the written production • Not creating a “class-standard” visual • Reading directly from their text • Respecting the time restriction: not too long, not too short 	<p>Presentation</p> <ul style="list-style-type: none"> • Use Digital timer that’s visible during work time
<p>Class vote</p> <ul style="list-style-type: none"> • Ensuring that every student votes • Managing the votes in the event of a tie-vote 	<p>Class vote</p> <ul style="list-style-type: none"> • Tally up votes in a T-chart • Host a tie-breaker vote between the two itineraries in question



Teaching > Technology > Innovation > Teaching

TEACHING

noun

1. the occupation, profession, or work of a teacher.
- 2 (teachings) ideas or principles taught by an authority.

Pedagogy is evolving as an effect of globalization. For this reason, present day teachers need to be trained differently. Teaching has become more student-centered; meaning that the students have become more responsible for accessing the information that they need to realize their learning process. In today's classrooms, the teachers assume the role of a guide during the students' creation process. This means that the teachers are more passive now than they were before. This does not, however, mean that the job is easier. Teachers must make sure that the students are acquiring the competences by incorporating them into the learning process. The students are no longer the audience, but they are now also actors in the language acquisition process.

Technology

noun

1. the application of scientific knowledge for practical purposes, esp. in industry: advances in computer technology | recycling technologies.

- machinery and equipment developed from such scientific knowledge.
- the branch of knowledge dealing with engineering or applied sciences.

Tools used:

- Learningapps.org - The comprehension questions are presented through an online platform. The exercises follow the same classic format of multiple choice and open-ended questions, but the platform is online.
- Weebly.com - The class content, activities and documentation are embedded into a digital platform that is available online in the form of a website.

Advantages:

- Technology may motivate the students to go further in the learning process. It may make them more curious about the subject at hand. It is a reality that they are familiar with. In normal circumstances, this should make it easier for them to manipulate the tool in question. (i.e. learningapps.org, weebly.com)
- Technology helps teachers achieve certain goals that may not be physically possible within the context of their classroom or school due to budgetary constraints. (e.g. E-field-trip, Webquest)
- Technology can facilitate certain teaching elements, such as grading (e.g. Ingrade.com)

Disadvantages:

- Technology can help to organize class time but it can also oversaturate the class and interfere with class discipline and class structure, (i.e. students freely using their cell phones, laptops)
- Using too much technology within the classroom may take the focus away from the linguistic and communication targets. If students are regularly asked to work with technology, their attention may be deviated from focusing purely on those targets to also worrying about manipulating and mastering the tools in order to produce a product. This may have an effect on their linguistic acquisition.

INNOVATION

noun

1. the action or process of innovating.

- a new method, idea, product, etc.: technological innovations designed to save energy.

Question: How is our project innovative?

The teaching approach that we are following, task-based language teaching (TBLT), is fairly new to Second Language Teaching (SLA). This method evaluates students based on them producing a final product, which may be oral or written. In traditional teaching, a student is evaluated based on a written or oral examination. In TBLT, the student is evaluated based on accomplishing a task. For the purpose of this project, we have chosen to give the students a real-life situation as their objective; meaning, a task that they may have already performed or could possibly perform in the future. The task is to schedule a weekend visit on a budget. This is innovative based on the fact that it doesn't focus only on the grammar within the language, but it allows the students to mobilize their competences because the grammar is introduced within a real life context.

Everyone wants everything right away. This is an after effect of the Internet. This is where TBLT is beneficial. If someone needs to learn something within a particular context, the teacher has the ability to focus on "how to do" something by working on a task that is related to the student's needs, instead of working on the larger grammatical context that surrounds the given skill. Choosing a real life situation allows the student to work on a competence that they may use right away.

TBLT is innovative because it gets to the point. It is a more direct way to focus on the communication target. There is, of course, a disadvantage related to expanding the student's linguistic development in its pure form, as was done within the traditional linguistic approach where teachers focused principally on syntax, morphology, orthography. The impact that this disadvantage could have on the students varies depending upon the students' overall objectives. If their objectives are to accomplish a particular goal (or task), they may be less interested in focusing on pure linguistic development and in this case, TBLT may be more relevant to them.

TEACHING

What have we concluded about teaching, technology and innovation?

It is important to create and maintain a class balance between technology and people. We see the significance of not oversaturating the class with technology. It allows us to keep the human side relevant in the classroom.

With every new idea, there is a danger of doing too much of it due to an infatuation with the idea. Using technology within the class is an innovative way of teaching, considering that technology itself is based on innovation, but we have to be careful not to let our infatuation with technology take over the classroom by using it in abundance and losing the human value of teacher and student interaction. We prefer for the students to interact with the teacher and with one another, as in a real life communication situation. The need to communicate needs to be real. Using technology can help to realize that, but it is not a replacement for person-to-person communication.

Annex

Coordinating and Subordinating Conjunctions

Definition:

Conjunctive words - also called connectors - are words that link two similar elements in a sentence. The main categories of conjunctive words are coordinating conjunctions, such as **and** or **or**, and subordinating conjunctions such as **if**, **so that**, **because** or **while**. But it is also important to include conjunctive adverbs.

A small number of conjunctions and conjunctive adverbs can link individual words or phrases; but the majority can only link two clauses.

1) Coordinating Conjunctions

There are only a small number of coordinating conjunctions in English: most sources repeat what others say, and list the following seven, using the convenient acronym FANBOYS:

- **and**, **but**, **for**, **nor**, **or**, **so** and **yet**.

And and **or** can link individual words or clauses; **yet**, and **but** usually link clauses, but sometimes link two words. **Nor** cannot link words when it is a coordinating conjunction it can only do so in partnership with *neither*, as a correlative conjunction.



It is perhaps preferable to exclude two of these, **for** and **so**, and prefer the acronym BANYO:

- **For** can be forgotten, as it is hardly ever used as a coordinating conjunction in modern English. It has been replaced by **because** or **as**.... which are clearly subordinators.
- **So** is a much disputed case. It is often called a coordinating conjunction, but not all grammars agree on this, and **so** cannot at all be a coordinating conjunction when it implies *purpose*. Many of **so** for purpose and **so** for consequence, or are very ambiguous on this point. So implying consequence is best defined as a conjunctive adverb.

USAGE: Coordinating conjunctions give equal value to the two elements that they coordinate. They must be placed between the two elements that they coordinate.

Examples:

*I want three beers **and** a glass of lemonade*
*He went to bed **and** went to sleep.*
*You can have the chocolate mousse **or** the lemon tart.*
*They'll win, **or** they'll lose.*
*This present is not for Peter, **but** Paul.*
*I bought a new dress that was not red **but** pink.*

*We're going to Paris, **but** not to Rome.*
*We're going to Paris, **but** we're also going to Rome.*
*He was very tired **yet** very happy.*
*The director was rather young, **yet** the company was successful.*

2) Subordinating Conjunctions

There are a lot of different subordinating conjunctions: normally they link two clauses within a single sentence, so that one clause is subordinated to the other. In other words, the subordinate clause clarifies, expands or explains the meaning of the main clause.

Some types of subordinate clause are introduced by subordinating conjunctions, others (such as relative clauses) are not. Common subordinating conjunctions include:

- as , because and since (cause)
- so and so that (purpose)
- although and though (contrastive)
- after, before, until, while, etc. (temporal)
- if, unless, as long as, provided, whenever, whatever (conditional, indirect question)
- that (reported speech, indirect statement, consequential)

USAGE: Subordinating conjunctions come at the start of the subordinate clause. There are two sorts of subordinate clauses:

- Most subordinate clauses can come either before or after the main clause. So unlike coordinating conjunctions, subordinating conjunctions can stand at the start of a sentence.
- but indirect questions, relative clauses, and other subordinate clauses introduced by that, must normally be placed after the main clause, just like a coordinated clause (*Examples 12, 16 and 17*)
- So is a subordinating conjunction when it is used to denote a purpose. A *so* clause denoting purpose does not usually come before the main clause, but it is not impossible (*example 6*). When so is used with the meaning of *therefore* or *and similarly*, it is a conjunctive adverb.

⇒ **A subordinate clause cannot stand alone: it needs a main clause to complete the sentence!**

Examples:

(In these examples, it is **not** possible to invert the two clauses in sentences written **in red**)

- | | |
|---|---|
| 1. <i>I'm going to London because I've got a new job.</i> | 9. <i>After I finished work, I went straight home.</i> |
| 2. <i>Since it's raining, I'm going to the cinema this afternoon.</i> | 10. <i>Until they opened a new factory, they could not produce enough</i> |
| 3. <i>She didn't want any more wine, as she'd already drunk enough.</i> | 11. <i>If you see anything suspicious, let me know at once.</i> |
| 4. <i>As she'd drunk enough, she didn't take any more wine.</i> | 12. <i>He asked the policeman if he knew of a good restaurant.</i> |
| 5. <i>I'm locking the door, so nobody can get in</i> | 13. <i>Provided you can swim, you can come out on our yacht.</i> |
| 6. <i>So he wouldn't forget to wake up, he set his alarm for 5.30.</i> | 14. <i>You can come out on our yacht, as long as you can swim.</i> |
| 7. <i>Although I love him, I wouldn't want to marry him.</i> | 15. <i>I won't go there, whatever he says.</i> |
| 8. <i>This book is good, though some bits of it are rather boring.</i> | 16. <i>This ice-cream is so good, that I'm going to have another one.</i> |
| | 17. <i>The man said that he was born in New York</i> |

Coordinating and Subordinating Conjunctions

Exercise 1:

Fill in the gaps using coordinating or subordinating conjunctions and tell whether you used a coordinating or a subordinating conjunction; for each coordinating conjunction, give the category of the elements linked together.

- 1) Sean's umbrella wasn't red _____ yellow.
- 2) He is single _____ Gemma said that she really likes him.
- 3) She touched the stone _____ it shone in the dark room.
- 4) _____ I had not seen the trick before, I might not have believed it.
- 5) I'll send it to you _____ I'm done with it.
- 6) I hid your keys _____ you could get your hands on it.
- 7) His lecture about American civilization was interesting _____ innovative.
- 8) Last week, two _____ three students were missing in the literature class.

Exercise 2: (Same instructions as Exercise 1)

- 1) She fell suddenly _____ then she cried.
- 2) You may say whatever you want _____ you are not reliable.
- 3) Mike won't come _____ you convince his girlfriend to drive.
- 4) The party on Saturday was a success _____ your friends fell asleep at nine.
- 5) Please clean all the mess _____ you leave.
- 6) You can wash the dishes _____ you can tidy your bedroom, it is up to you.
- 7) _____ you don't come to the funeral, we'll disinherit you.
- 8) Malcolm planned on going to Australia _____ New Zealand for the summer.

✂ -----

Solution, exercise 1:

- But, coordinating conjunction / adjectives.
- But, coordinating conjunction / clauses. That, subordinating conjunction.
- And, coordinating conjunction / clauses.
- If, subordinating conjunction.
- When, subordinating conjunction.
- Before, subordinating conjunction.
- And, coordinating conjunction / adjectives.
- Or, coordinating conjunction / determiners.

Solution, exercise 2:

01. And, coordinating conjunction / clauses.
02. But, coordinating conjunction / clauses.
03. Unless, subordinating conjunction.
04. Even if, subordinating conjunction.
05. Before, subordinating conjunction.
06. Or, coordinating conjunction / clauses.
07. If, subordinating conjunction.
08. And, coordinating conjunction / Proper nouns.

Pre-test

Name: _____

Directions: Fill in the blank with the conjunction that best fits.

1. We ate a pizza _____ a kebab. (BUT / AND / SO)
2. We had some cake _____ we didn't have any coffee. (UNLESS / UNTIL / BUT)
3. You won't get a promotion _____ you work hard. (WHILE/UNLESS / BECAUSE)
4. I will call you _____ I get home. (AS / AND / WHEN)
5. She still went to work _____ she was sick. (EVEN THOUGH / UNTIL / IF)
6. You can have a coffee _____ a tea but not both. (OR / TILL / BUT)
7. I had a headache _____ I didn't go to the party. (WHEN / SO / WHEREAS)
8. Don't call me _____ you have finished your work. (UNTIL / WHILE / AS LONG AS)
9. I can't come to school _____ I have an important appointment. (SO / BECAUSE / AND)
10. _____ you don't work hard you won't get a promotion. (IF / SO / AS LONG AS)

List all of the other coordinating conjunctions that you know.

List all of the other subordinating conjunctions that you know.

Post test

Name: _____

Directions: Fill in the blank with the conjunction that best fits.

1. We ate a pizza _____ a kebab. (BUT / AND / SO)
2. We had some cake _____ we didn't have any coffee. (UNLESS / UNTIL / BUT)
3. You won't get a promotion _____ you work hard. (WHILE/UNLESS / BECAUSE)
4. I will call you _____ I get home. (AS / AND / WHEN)
5. She still went to work _____ she was sick. (EVEN THOUGH / UNTIL / IF)
6. You can have a coffee _____ a tea but not both. (OR / TILL / BUT)
7. I had a headache _____ I didn't go to the party. (WHEN / SO / WHEREAS)
8. Don't call me _____ you have finished your work. (UNTIL / WHILE / AS LONG AS)
9. I can't come to school _____ I have an important appointment. (SO / BECAUSE / AND)
10. _____ you don't work hard you won't get a promotion. (IF / SO / AS LONG AS)

List all of the coordinating conjunctions that you know.

List all of the subordinating conjunctions that you know.

"Lyrics From New York, New York"
By Frank Sinatra

Start spreading the news
I am leaving today
I want to be a part of it
New York, New York

These vagabond shoes
Are longing to stray
Right through the very heart of it
New York, New York

I want to wake up in a city
That doesn't sleep
And find I'm king of the hill
Top of the heap

These little town blues
Are melting away
I'll make a brand new start of it
In old New York

If I can make it there
I'll make it anywhere
It's up to you
New York, New York

New York, New York
I want to wake up in a city
That never sleeps
And find I'm a number one
Top of the list
King of the hill
A number one

These little town blues
All melting away
I am gonna make a brand new start of it
In old New York

And if I can make it there
I'm gonna make it anywhere
It's up to you
New York, New York, New York

“Airbnb, New York State Spar Over Legality Of Rentals”¹

Airbnb has a problem. The website for short-term room rentals is growing quickly. But in many cities, these rentals are illegal. Now, New York's attorney general has documented the extent of the illegal activity, by delving into the company's business records.

Almost three-quarters of New York City bookings appear to break the law, he says.

Thousands of these bookings happen every day in buildings all over New York, like the studio that Irene rents out on Manhattan's Upper East Side. (Irene asked that her full name not be used.)

"This is a full apartment in a very nice upscale building with a full kitchen and bath, good security," she said.

And Irene charges around \$150 a night — about half the price of a hotel room.

"There's nothing not nice about staying there," she said.

But New York Attorney General Eric Schneiderman says he's concerned about a whole host of issues connected with Airbnb rentals. Using his power of subpoena, Schneiderman gained access to more than four years of Airbnb's business records in New York City: the locations, the number of bookings and the price paid for each night's stay.

His findings are striking.

The number of units available to rent in New York City has risen from under 3,000 in 2010 to nearly 30,000 today.

This year alone, Airbnb will do about \$280 million of business in the Big Apple.

If it were a hotel, it would be the biggest in the city. But Airbnb is not a hotel, Schneiderman says, and that's important.

"We have rules about safety for hotels and we have rules about paying taxes for hotels. And this report demonstrates that there is some work to be done," he said.

Hotels have sprinklers and emergency exits; many Airbnb rentals do not.

Schneiderman estimates New York is owed \$33 million in hotel taxes.

¹ Source: A Transcription from an NPR audio report.

<http://www.npr.org/sections/alltechconsidered/2014/10/16/356728035/airbnb-new-york-state-spar-over-legality-of-rentals>

Sure, Airbnb helps people like Irene make ends meet. But Schneiderman argues the market is actually dominated by a small number of people renting out a large number of beds.

"The highest-earning operation had 272 apartments that they were renting out, and they booked more than 3,000 reservations and received \$6.8 million," Schneiderman said.

These people start to distort the housing market, Schneiderman says, by turning residential apartments into illegal hotels — like the apartment that Airbnb host Brent just added to his portfolio. He was rushing to get it ready for someone who had booked it.

Brent has three places he rents out himself; he manages 20 more for other Airbnb hosts. He asked not to give his last name, so as not to attract the attention of regulators.

He says he hired someone to make an Ikea run, and this person is literally putting the beds together as we speak.

"It's a brand-new unit so no one's lived here before," Brent said, "so it's pretty clean."

Airbnb did not make anyone available for interview. In an emailed statement, the company said New York's laws are confusing and should be changed to accommodate the sharing economy.

Last week, San Francisco passed a law to legalize and regulate Airbnb rentals. New York is taking a different path. Schneiderman says his investigation continues, and he's teaming up with local authorities to step up enforcement against what he calls illegal hotels.

“Airbnb, New York State Spar Over Legality Of Rentals”

Reading Comprehension Activity I

Name: _____

Directions: Read the article. Then, answer the comprehension questions.

1. What is said about New York City bookings? Is it a rare phenomenon?

2. How does Schneiderman think Airbnb hosts are destroying the housing market in New York City?

3. How are Airbnb hosts Irene and Brent different in the way they use the Airbnb services?

4. How many of New York City Airbnb bookings appear to be breaking the law?

5. How did Schneiderman use his power of subpoena?

6. What was Airbnb’s defense for not making themselves available for an interview concerning the issue mentioned in the article?

7. How did the New York Attorney General become aware of Airbnb's illegal activity?

8. According to the article, how are some hosts taking advantage of Airbnb's services?

9. What is the problem with Airbnb?

10. What are some specific issues connected to Airbnb apartment rentals that concern New York Attorney General Eric Schneiderman?

“Airbnb, New York State Spar Over Legality Of Rentals” Reading Comprehension Activity II

Name: _____

Directions: Read the article. Then, choose the most appropriate answer.

1. Identify the two elements that are being compared in the first paragraph. Note: focus on the word BUT.

- a) Legal and illegal rentals
- b) A website and a company business
- c) Airbnb and New York’s attorney general
- d) Short-term and long-term rentals

2. What two things are being compared in the paragraph below?

“Sure, Airbnb helps people like Irene make ends meet. But Schneiderman argues the market is actually dominated by a small number of people renting out a large number of beds.”

- a) Airbnb & the market
- b) People like Irene & people renting out large number of beds
- c) People like Irene & the market
- d) Airbnb & large number of beds

3. Identify the function of the word in capital letters. Select the correct answer from the choices below.

“If it were a hotel, it would be the biggest in the city. But Airbnb is not a hotel, Schneiderman says, AND that’s important.”

- a) To add information
- b) To introduce an alternative
- c) To show the consequence of something
- d) To contrast things

4. Identify the function of the word in capital letters. Select the correct answer from the choices below.

“He asked not to give his last name, SO as not to attract the attention of regulators.”

- a) To add information
- b) To introduce an alternative

- c) To show the consequence of something
- d) To contrast things

5. Identify the function of the word in capital letters. Select the correct answer from the choices below.

“If it were a hotel, it would be the biggest in the city. **BUT** Airbnb is not a hotel, Schneiderman says, and that's important.”

- a) To add information
- b) To introduce an alternative
- c) To show the consequence of something
- d) To contrast things

6. Identify the function of the word in capital letters. Select the correct answer from the choices below.

"It's a brand-new unit so no one's lived here before," Brent said, "**SO** it's pretty clean."

- a) To add information
- b) To introduce an alternative
- c) To show the consequence of something
- d) To contrast things

7. Identify the function of the word in capital letters. Select the correct answer from the choices below.

“Schneiderman says his investigation continues, **AND** he's teaming up with local authorities to step up enforcement against what he calls illegal hotels.”

- a) To add information
- b) To introduce an alternative
- c) To show the consequence of something
- d) To contrast things

“How much does New York cost? Tips from local New Yorkers”²

Oral Comprehension I

Watch to the video about the cost of different items in New York City. Listen carefully and write the pricing of each item you hear. The items are listed in order.

	NYC
Ex: Cup of Coffee	\$ 5.00
Beer	
Brunch	
Base taxi Fare	
One slice of pizza	
Glass of wine	
Hotdog	
One-way metro ticket	

Oral Production II

Now, compare the prices of each item in N.Y.C. and France in your group. How do the prices differ between N.Y.C. and France? Use superlative and comparative conjunctions in your comparisons.

	NYC	France
Ex: Cup of Coffee	\$ 5.00	2,53 €
Beer		
Brunch		
Base taxi Fare		
One slice of pizza		
Glass of wine		
Hotdog		
One-way metro ticket		

² Video source: “Tips from local New Yorkers” - <https://youtu.be/HDPyDpmxDGE>

List of Budget Crunchers

1. Two group members get food poisoning and have to spend one night in the hospital. Fortunately, they make a quick recovery and are back to their normal selves the following day. The group needs to investigate emergency room fees.
2. One of the group member's luggage doesn't arrive on the flight to New York City. The airline has advised that they would send the luggage the following day; however, this member needs outerwear and toiletries... the group needs to investigate the cost of outerwear and additional transportation to the airport the following day.
3. One group member accidentally loses his portion of the sweepstakes cash prize in the metro. The group needs to reconstruct the group budget to cover this loss.
4. Two group members decide to set out and explore the city on their own but they get lost. They get off the metro in an unfamiliar neighborhood and don't remember how to get back to their hotel and they forgot their cellphones. They remember the name of the hotel, but the hotel has several branches. The group needs to investigate means of transportation to find the correct hotel.
5. There is an unpredictable temperature drop in New York City. Two group members weren't prepared with appropriate outerwear. The group needs to investigate purchasing two winter jackets.
6. The group loses both hotel keys and is required to pay the replacement and security fee for the lost keys. The hotel proposes two options to cover the cost: Pay the 200\$ replacement fee or volunteer 4 hours of cleaning services.
7. The annual New York Marathon is organized during the weekend of your visit. Several streets and areas are inaccessible to the public. In addition, due to this large sporting event, transportation fares have doubled. The group needs to investigate other means of transportation.
8. Your hotel has hidden extra fees: Parking and shuttle (25\$/day), breakfast (15\$/day), gym-SPA-pool (15\$/day). The hotel proposes two options: pay the 150\$ for the bundle or organize otherwise.
9. Each group member must purchase an item for the three sweepstakes staff members. Each gift cannot cost less than 50\$ and must be symbolic of the experience. The group needs to investigate finding appropriate gifts.

Welcome to N.Y.C.!

Grading Rubric

The first grid is designed to grade the group's written production and the following grids for the student's individual oral production. There are four individual student rubrics for the maximum recommended number of group members for this sequence. Recopy the information if needed.

FINAL GRADE: The grading system is designed to consider the students' group work, but also the individual student's performance during the presentation. To calculate the final grade, out of 20 points, add the group's written production grade (out of 10 points) to each student's individual oral production grade (out of 10 points) for the student's individual final grade.

Group Members

Written Production (Group)		
Category	Score	Comments
Vocabulary (conjunctions)	/2.5	
Comparisons	/2.5	
Respecting length requirement (50 words for each comparison)	/2.5	
Syntax	/2.5	
	/10	

Student name: _____

Oral Presentation (Individual)		
Category	Score	Comments
Clarity	/2.5	
Organization (sequence and logic)	/2.5	
Creativity	/2.5	
Time & Balance	/2.5	
	/10	

FINAL GRADE

/20

Student name: _____

Oral Presentation (Individual)		
Category	Score	Comments
Clarity	/2.5	
Organization (sequence and logic)	/2.5	
Creativity	/2.5	
Time & Balance	/2.5	
	/10	

FINAL GRADE /20

Student name: _____

Oral Presentation (Individual)		
Category	Score	Comments
Clarity	/2.5	
Organization (sequence and logic)	/2.5	
Creativity	/2.5	
Time & balance	/2.5	
	/10	

FINAL GRADE /20

Student name: _____

Oral Presentation (Individual)		
Category	Score	Comments
Clarity	/2.5	
Organization (sequence and logic)	/2.5	
Creativity	/2.5	
Time & Balance	/2.5	
	/10	

FINAL GRADE /20

Lesson plan

Session 1

Pre-test - 10 minutes

- Begin the session with the pre-test (Annex p. iv)
- Assure the students that this will not be graded; this is only for the teacher to evaluate the efficiency of the sequence.

Brainstorming - 15 minutes

- Distribute 3-5 Post-It notes to each student.
- Project an image of a pin-board with the brainstorming image (Image: http://comps.gograph.com/new-york-love-heart-shape-with-many-vector-icons_gg61317463.jpg)
- Ask the students to write the key words that they think of when they see the image.
- After a few minutes ask the students to "pin" (post) their idea to the board.
- Take a few minutes to review the student's suggestions; call on a few students to suggest their ideas.
- Note: At this time, the best case scenario is that a student has suggested New York City. The objective is to lead them to the response instead of giving it away.
- When the students guess New York, move on to present the sequence and the final task.

Presentation of the sequence and the final task - 10 minute

- Inform the students about the sequence and the final task, information found in the User Guide, p. 2.

Song - 15 minutes

- (For this activity, you will need to cut the song lyrics into slips of paper beforehand. One line per slip. Lyrics found in the Annex, p. vi)
- Ask the students to get into groups of four.
- This activity is done in two-parts:
 - Part 1: Give the students a small envelope with the slips of the song lyrics. Play the song the first time and ask the students to put their slips in order. Note that each group will work at a different moment if the song is played straight through.
 - Part 2: Play the song a second time and ask the groups to work as a class to restructure the order of the song verses by pinning or posting them to the board.

NPR Document - 30 minutes

- (For the second part of this activity, you will need a computer and an Internet connection. If neither is available, the NPR document and accompanying worksheets are in paper form in the Annex, pgs. vii-xii.)
 - Part 1: Ask the students to read the NPR document individually.
 - Part 2: Ask the students to answer the comprehension questions in the form of an online activity. Information found in the User Guide, pgs. 4-5)

Vocabulary - 20 minutes

- Introduce the student to new vocabulary. Lesson found in the Annex, pgs. i-iii.
- Ask the students to practice the new vocabulary by doing a follow-up online activity, information found in the User Guide, p. 5.

1st Micro-task - 20 minutes

- (For this activity, you will need a computer and connection to the Internet.)
- Ask the students to begin researching for the final task.
- Allow students to work in their groups to complete the first micro-task, information found in the User Guide, p. 2.

Homework

- Refer the students to the website to complete their homework.
 - Listening activity for the next class. Web site information found in the User Guide, p. 6-7)

Lesson plan

Session 2

Video - 15 minutes

- (For this activity, you will need a device that plays audio and video.)
- Play the video a first time for the students. The video is embedded in the website.
- Ask the students to fill in the comparison chart while listening to the video, found in the Annex, p. xiii)
- Ask them to work in groups of two to fill in the second chart.
- Note: The students should have watched the video for homework. Nonetheless, adjust the replays time accordingly.

Class discussion - 15 minutes

- Conduct a conversation with the students about the cost of things in N.Y.C., compared to the cost of things in their local city. The primary goal is to focus on using the grammatical targets in the oral production. The secondary goal is to prepare the students to speak during their presentation later during the class.

2nd Micro-task - 30 minutes

- Instruct the students to separate into their groups.
- Allow them to begin working on the second micro-task, information found in the User Guide, p. 2.
- After ten minutes, issue the students the budget crunchers, found in the Annex, p. xiv.
- Circulate and assist the students to re-evaluate their itinerary based on the new financial constraint.

Presentation - 40 minutes

- Ask your students to present their itinerary proposition to the class.
 - The locations they selected.
 - How those locations compare to the locations in their local city.
 - What they chose to do when they received the budget cruncher, i.e. x because of y, or x even though y.
- Ask the class to be attentive for the vote afterwards.
- Note: A Final Task rubric and grading scale are available in the Annex, pgs. xv-xvi.

Class vote - 10 minutes

- Conduct an informal class vote to allow the class to select the itinerary they prefer.
- In the event of a tie-vote, cast a tiebreaker vote between the two most popular propositions.

Post test - 10 minutes

- Ask the students to take the post test. This information is serves the same purpose as the pre-test. Assure the students that this will not be graded; this is only for the teacher to evaluate the efficiency of the sequence. The post-test is identical to the pre-test, found in the Annex, p. v.

Online resources

WELCOME TO N.Y.C. DIDACTIC PROJECT

Teacher site: <http://m2proale2015-nyc-didacticiel.weebly.com/>

Student site: <http://m2proale2015-nyc-onlineactivities.weebly.com/>

LEARNINGAPPS.ORG ONLINE ACTIVITIES

NPR document comprehension activity: <http://learningapps.org/display?v=pf7qm5vet01>

NPR document conjunction activity: <http://learningapps.org/display?v=pdszghu5201>

Vocabulary activity: <http://learningapps.org/display?v=pvha5wzmt15>



S

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Sequence at a glance

The overall context of this sequence is designed to take place in a computer lab with access to the Internet. However, all of the activities do not require using a computer. The context for each individual activity is outlined in the two tables below. Each table indicates, at a glance, the necessary materials for each activity and the time that is needed to successfully complete them.

Session 1

Objectives: To determine the student's prior knowledge and to introduce new vocabulary.

Activity	Context	Material	Timing
Pre-test	In-class	Pre-test worksheet	10 min
Brainstorming	In-class	Projector, Post-Its, poster	15 min
Sequence presentation	In-class	"At a glance" document	10 min
Song	In-class	Audio player, speakers, scissors, tape and lyrics	15 min
NPR document	Online	Computers	30 min
Vocabulary	Online	Computers	20 min
1 st Micro-task	Online	Computers	20 min
Homework	Out of class, online	Worksheet, computer	NA

Session 2

Objectives: To apply the new vocabulary through oral production in the form of a class discussion and a presentation. The students will also be evaluated on their post knowledge at the end of this session.

Activity	Context	Material	Timing
Video	In-class	Video player, projector, speakers, worksheet	15 min
In-class discussion	In-class	Worksheet	15 min
2 nd micro task	Online	Computers	30 min
Presentation	In-class	Projector, computer, speakers, grading rubrics	40 min
Class vote	In-class	Whiteboard, markers	10 min
Post-test	Online	Computers	10 min

* This sequence is designed to be used with Internet access. However, in the even that Internet access is not available, this sequence is completely adaptable for an in-class setting. All of the online activities proposed in this sequence are also in paper format and are available in the Annex.

* Refer to the User Guide, pgs. 8-9, for more detailed information regarding each session.