

Teaching Agreement between

MENTOR'S SURNAME & NAME AND STUDENT-TEACHER'S SURNAME & NAME

SCHOOL

We have agreed on the following items regarding the 6-9-hour teaching unit that will be implemented during the 2nd phase of the practicum

Year chosen:

Preparation for superior a grade formative course (GS).

Topic (see slide "The topic, the challenge...")

The preparation that a trip entails.

Situació d'aprenentatge (project/problem/challenge/task...)

The creation of training "capsules" aimed at the end-of-course trip to Budapest.

Possible intermediate and final productions (written, oral, digital texts)

A provisional intermediate production could be that, through readings provided from different media (magazines, social networks, etc.), students must prepare writings on topics that interest tourists about Budapest.

Some possible final productions would be a speaking role play in which they must represent a situation they might find themselves in on a trip abroad, selected at random, and specifically in Budapest. The teacher does not intervene, with the aim of not intimidating and finding themselves in a situation among equals. Likewise, another possible final production would be advice for Budapest in Instagram "reel" format recorded with chroma to inform and give tips on places to visit, traditional food, packing tips, etc.

Possible non-linguistic CONTENT ("SABERS") so as to be able to achieve the above

The discovery of a new culture and art (from Hungary),

Possible linguistic CONTENT ("SABERS") to be addressed/practiced/used

- Adjectives for describing places, such as breathtaking, crowded, picturesque...
- Modal verbs (giving advice structures), like should, must...
- Tourism-related vocabulary: museums, public transport, landmarks...
- Sentences and phrases for travel situations, such as "Where is the nearest train station?" or "we had booked a double room".

Connections with other fields / academic disciplines:

Culture, geography, art and architecture, audiovisual use and culture.

What the students will learn to do (2-3 ideas to summarise the teaching unit learning outcomes in terms of what they will learn "to do in English")

To create short texts on a specific topic about a foreign city, which will serve as a script for recording themselves showcasing their knowledge.

To have the oral ability to hold a proper conversation in English using phrases for travel situations.

To possess the competence to master the use of modal verbs for giving advice.

We hereby pledge
to adhere to this agreement

(Fany Casadejust)

(Josep Robelló Nogueras
and Pau Vilchez Nava)