

TITLE	SAINT PATRICK'S DAY
Level	6º EP and ESO
Timing	
Introduction	In this lesson, students explore what is the origin of the Saint Patrick's Day. Who was he, where/when did he live, what did he do and why is he famous.
WILF/aims	<p>After completing this activity students will be able to:</p> <ul style="list-style-type: none"> • Develop reading and writing skills required to use informative sources in order to acquire the new knowledge. • Understand and correctly express oral and written complex texts and messages and become initiated in reading, learning about and studying literature. • Acquire a basic grounding in the field of ICT, principally through acquiring skills related to comics or PPTs and present the information and knowledge gained. • Practise tolerance and solidarity with classmates and make use of dialogue to reinforce the common values of a participatory and democratic group. • Know about essential aspects of culture and history and respect artistic and cultural patrimony; to be familiar with the diversity of cultures and societies in order to be able to assess them critically and to foster respect for one's own culture and that of others. • To communicate with other speakers of the same language: communicative ability. • To reflect on the processes involved in the use of language: LANGUAGE AWARENESS. • To organise their thoughts on current and interesting issues through the content of the messages in the foreign language: socio-cultural aspects
WALT/contents	<p>Read the information and watch the video to:</p> <ul style="list-style-type: none"> • Summarize the information and write a composition in their own words.
Skills and competences	<p>L listening R Reading S Speaking GW Group Work IW Individual Work LT Learner Training PW Pair work LC Linguistic Competence ICT digital IC interpersonal and civic C cultural expression</p>

	<p>LL learn to learn ET entrepreneurship</p>
Final Task	<p>Present an original story of St. Patrick´s Day using the background given in the <i>pbwork</i>.</p>
Resources	<p>Reading, video and pictures given in the <i>pbwork</i>. <i>English Encyclopedia</i> <i>Wordreference</i> <i>Thesaurus</i></p>
Assessment	<p>CRITERIA:</p> <ul style="list-style-type: none"> • Listening/speaking/pronunciation: <ul style="list-style-type: none"> ◦ quality of pronunciation and rythm ◦ using vocabulary related to the story • Reading and writing: <ul style="list-style-type: none"> ◦ using strategies to understand and communicate ◦ using the correct spelling and punctuation ◦ using writing process steps ◦ clean/tidy/organised work • Use of language: <ul style="list-style-type: none"> ◦ using accurate vocabulary ◦ using right verbal tense ◦ using connectives • Socio-cultural aspects: <ul style="list-style-type: none"> ◦ identifying costumes and proper rule <p>CHECK YOUR WRITING: WATCH OUT! Read your draft and see if you have:</p> <ul style="list-style-type: none"> • all the information required • followed the writing steps: <ul style="list-style-type: none"> ◦ using the new vocabulary ◦ writing complex sentences using: adverbs and connectives ◦ paragraphing: introduction/body/conclusion • the number of words: 50/75/100 (depending on your level)

