

ACTIVITIES HANDBOOK

1. **TOURIST GUIDE AND TOUR**
2. **CHRISTMAS DIGITAL STORYTELLING**
3. **LET'S DISCOVER VIC, BRUSSELS, NAPLES AND SYROS.**
4. **SAINT GEORGE'S DAY AND THE LEGEND IN GREECE AND IN CATALONIA**
5. **DISCOVERING POMPEII**
6. **THE VIC LIVE MUSIC MARKET (MMVV)**
7. **DISCOVERING THE BENEDICTINE MONASTERY OF SANT PERE DE CASSERRES**
8. **LOCAL DISHES**
9. **TREASURE HUNT IN GIRONA**
10. **INTERCULTURAL QUIZZ**
11. **ENGLISH PANCAKES**
12. **THE PANDEMIC ACROSS CULTURES**

TOURIST GUIDE

DURATION OF THE ACTIVITY

2h for preparation and 1h30 for the tourist guide

OBJECTIVES

1. To show students around the city: main sights (cathedral, Roman Temple, episcopal museum, market place, old quarter)
2. To understand both oral and written documents on the city's cultural heritage
3. To be able to talk about the city's cultural heritage.
4. To promote the city's cultural heritage.

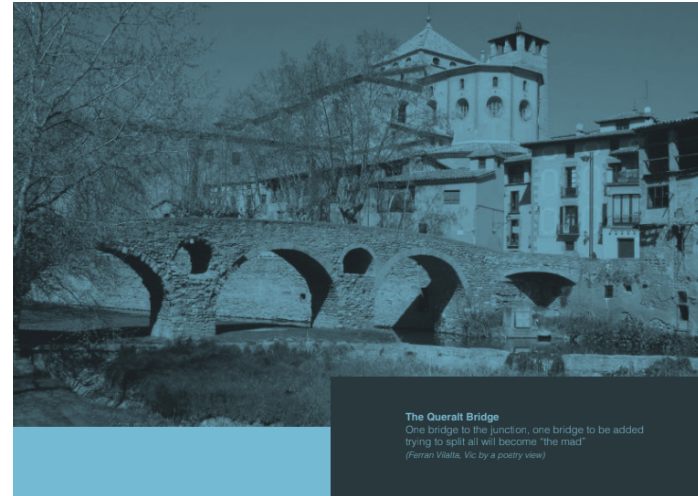
LEVEL B1, B2, C1 students

INSTRUCTIONS

1. B1, B2, C1 students are split into small groups, and each group will be in charge of a task related to each sight.
2. Once they are familiar with the appropriate information on their task, they will prepare their presentation so as to carry out their task as tourist guides.
3. Students will be given a questionnaire on each sight, which they will be asked to fill in after their tour.
4. The tourist guide will be recorded, and then edited, and uploaded to the blog so that everyone may have access to it.

LINKS:

<http://www.victurisme.cat/>





STUDENT ACTIVITY QUESTIONNAIRE

1. Have you participated in the activity?

☐ yes ☐ no

Why?

2. Rate the cultural activity

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

3. Do you think this type of activity is useful for your learning?

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

4. Rate the extent to which the activity has helped you to better understand the cultural heritage of the city of Vic

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

5. Do you think that this experience has helped you to acquire communicative strategies such as body language, voice tone, visual contact, etc. to speak in public?

☐ yes ☐ no

6. Have you learned new vocabulary related to cultural heritage?

☐ yes ☐ no

7. Suggestions for improvement

TEACHER ACTIVITY QUESTIONNAIRE

1. Rate the degree to which the objectives of the activity have been fulfilled

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

If the ratings are low, please provide feedback on any suggestions for improvement?

2. Rate the satisfaction level of the students according to your point of view

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

3. Overall rating of the activity

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

4. Overall rating of the organization of the activity

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

5. Suggestions for improvement

☐ Timing

☐ Preparation

☐ Group coordination

ACTIVITY #1

TOUR GUIDE IN VIC

FULL NAME:

DESCRIPTOR	1	2	3	4
Fluency: He/She can express him-/herself easily in English with no pauses or verbal fillers. Eye contact and gestures.				
Pronunciation: He/She speaks with a clear tone and uses the right pronunciation. The speaker doesn't mumble and the people can hear the speaker very clearly.				
Accuracy: Use of specific vocabulary related to the topic. Use of specific grammatical structures to talk about the context of Vic.				
Time: Speech is long enough in the time allocated.				
Content: Student has knowledge of the topic / area being presented and includes an introduction, detailed body and conclusion. Visual aid used to complement the speech.				

Remarks:

CHRISTMAS DIGITAL STORY

DURATION OF THE ACTIVITY

2h for preparation in the class (+ working home)

OBJECTIVES

1. To talk on video about Catalan Christmas traditions based on one's experience
2. To use the digital storytelling method
3. To use applications to create a video
4. To practice oral skills
5. To use the specific vocabulary of Christmas

LEVEL A2, B1, B2, C1 students

INSTRUCTIONS

1. Either find a partner or work individually.
2. Choose a topic from the list below to create your story
3. Write the story script with pictures or photos
4. You must include a minimum of 3 different software formats (animation, PowerPoint, images, music, etc.)

LINKS

DIGITAL STORYTELLING <http://idigstories.eu>

List of the topics

1. Pessebre (pessebre vivent, caganer...)
 (Christmas crib (Nativity scene, the crapper ...))
2. Els Pastorets (Traditional Christmas play)
3. Mercat Medieval de Vic (Medieval Market in Vic)
4. l'Amic invisible (Secret Santa)
5. Loteria de Nadal, paneres, rifes, lluminetes
 (Christmas lottery (raffles, prize draws ...))
6. Els reis (fanalets...) (The Three Wise Men (lanterns ...))
7. Missa del gall (Midnight Mass)
8. Dinar de Nadal, el 25 de desembre
 (Christmas lunch, on December 25)
9. El dia de Sant Esteve (Boxing Day)
10. Cap d'any (peça vermella, raïm ...)
 (New Year's Eve (something red, grapes ...))
11. Menjar típic: torrons, neules, el tortell de reis,
 xurros amb xocolata, polvorons i mantegades
 (Typical Christmas foods: nougat, rolled wafer
 cookies, Christmas cakes ...)
12. Arbre de Nadal (fires com Espinelles...), el besc..
 (The Christmas tree) (Espinelves Fair Tree Fair),
 mistletoe ...)
13. El tió (The Christmas log)
14. El 28 de desembre (Sants Innocents)
 (Decembre 28 (Holy Innocents Day))
15. Mercats de Nadal (Christmas markets)



ACTIVITY #2



STUDENT ACTIVITY QUESTIONNAIRE

1. Have you participated in the activity?

☐ yes ☐ no

2. Rate the cultural activity

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

3. Do you think this type of activity is useful for your learning?

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

4. Rate the extent to which the activity has helped you to edit videos

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

5. Do you think that this experience has helped you to acquire digital skills (video edition, subtitles...)?

☐ yes ☐ no

6. Have you learned new vocabulary related to Christmas?

☐ yes ☐ no

7. Suggestions for improvement

TEACHER ACTIVITY QUESTIONNAIRE

1. Rate the degree to which the objectives of the activity have been fulfilled

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

If the ratings are low, please provide feedback on any suggestions for improvement?

2. Rate the satisfaction level of the students according to your point of view

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

3. Overall rating of the activity

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

4. Overall rating of the organization of the activity

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

5. Suggestions for improvement

- ☐ Timing
- ☐ Preparation
- ☐ Group coordination



RUBRIC TABLE FOR CHRISTMAS DIGITAL STORYTELLING ACTIVITY 02

DESCRIPTOR	1	2	3	4
TASK ACCOMPLISHMENT	Information is either missing, not needed or off task. Poor organization of ideas.	Task is completed, but could be better. Some information is needed and some is on-task. Poor content and little organization of ideas. Wrong register.	Task is completed well. Most of the information is needed and on-task. Correct register and content.	Task is very well completed. Rich content and correct register. Use of techniques to engage the public.
FLUENCY	They show difficulty in expressing themselves in English. Difficult to follow.	Ss frequently hesitate to express themselves in English. Not easy to follow.	They can express themselves easily in English with no long pauses.	They can express themselves very well in English with no long pauses and succeed in attracting the attention of the audience.
PRONUNCIATION AND INTONATION	Intonation and pronunciation is more similar to L1 than L2. Difficult to follow the story.	Pronunciation and intonation differ from L2 but the story can be followed.	They speak with a clear tone and use the right pronunciation. Little influence of L1. The speaker doesn't mumble and the audience can follow the story easily.	They speak with a very clear tone and use the right pronunciation. The speaker attracts the attention of the audience as he/she masters English pronunciation and intonation.
ACCURACY: <i>Use of specific vocabulary related to Christmas.</i> <i>Use of specific grammatical structures to tell a story (connectors, past tenses, etc)</i>	Poor use or range of vocabulary and grammar.	Limited range of grammar and vocabulary, not always appropriate to the context (basic language).	Good use of vocabulary and grammar although they are not very rich according to the level. <i>Direct questions, synonyms, connectors, phrasal verbs, idioms, correct use of past tenses...</i>	Excellent use of language. Rich vocabulary and grammar structures. <i>Passives, direct questions, wide range of synonyms, phrasal verbs, idioms, correct use of all tenses...</i>
CREATIVITY	Lack of creativity. Simple sentences in a very conventional way.	Ss try to be creative but find it difficult to achieve it.	The tradition has been told with some creativity.	The tradition has been told in a very creative way and the objective of the task has been successfully fulfilled. The audience is perfectly engaged.

LET'S DISCOVER VIC, BRUSSELS, NAPLES AND SYROS

DURATION OF THE ACTIVITY

4 hours of preparation + taking photos outside

OBJECTIVES

1. To present the most representative places of our city
2. To discover the city of the other member countries of the project
3. To choose clear and succinct information
4. To write sentences by presenting a place through photos
5. To learn how to use a slide show program (Power point, Prezi, etc.)

LEVEL A1, A2, B1

INSTRUCTIONS

1. Work in pairs or groups of 3 maximum
2. Choose ten representative places and/or sights of your city
3. Take a photo or choose a royalty-free one
4. Write a sentence to explain the photo
5. Use a slide show program (Power Point, Prezi, Google slide, etc.)
6. After viewing the class presentations, vote for the best one to be posted on the project blog for everyone to see.
7. Share some presentations from other countries in class.



THE GRAND-PLACE OF BRUSSELS

The Grand-Place is characterised by a successful blend of architectural and artistic styles. It is even beautiful with the carpet.





STUDENT ACTIVITY QUESTIONNAIRE

1. Rate the cultural activity

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

2. Do you think this type of activity is useful for your learning?

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

3. Rate the extent to which the activity has helped you to use presentation makers

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

4. Do you think that this experience has helped you in discovering the cities of the members project?

☐ yes ☐ no

5. Have you selected the most important information for the photos?

☐ yes ☐ no

6. Suggestions for improvement

TEACHER ACTIVITY QUESTIONNAIRE

1. Rate the degree to which the objectives of the activity have been fulfilled

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

If the ratings are low, please provide feedback on any suggestions for improvement?

2. Rate the satisfaction level of the students according to your point of view

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

3. Overall rating of the activity

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

4. Overall rating of the organization of the activity

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

5. Suggestions for improvement

- ☐ Timing
- ☐ Preparation
- ☐ Group coordination

ACTIVITY #3



DISCOVERING CITIES: VIC, BRUSSELS, NAPLES AND SYROS

FULL NAME:

DESCRIPTOR	1	2	3	4
The task is done. I used the presentation programme properly and followed the instructions.				
Adequacy: I write the caption under the picture correctly.				
Creativity: I made an original and visually beautiful presentation.				
Content: I choose either sights or places representative of the city where I live.				

Remarks:

SAINT GEORGE'S DAY AND THE LEGEND IN GREECE AND IN CATALONIA

ACTIVITY

Saint George's Day and the Legend in Greece and in Catalonia

OBJECTIVES

1. To explain Saint George's Day and this tradition to someone who doesn't know about it.
2. To know about this legend and tradition in other countries.
3. To compare and see the differences and the similarities of Saint George's Day in Greece and in Catalonia.
4. To improve both the reading comprehension and writing skills.
5. To use vocabulary related to the topic.

SKILLS LC/OE RC/WE

LEVEL B1-B2-C1

INSTRUCTIONS

1. Give the instructions to students (B1-B2-C1)

"On April 23rd is Saint George's Day and the students of the member countries that participate in the Erasmus project do not know how we celebrate this festival or the legend of Sant Jordi. Find information and curiosities or peculiarities around this celebration and write, in groups of 3 or 4 people, a text of between 180 and 200 words so that these students can discover our tradition and compare it to their own tradition."



2. When the posters are finished, you will vote for the best one from another class. The finalist's poster will be displayed at the school and all the students will vote for both one text and one Auca (French and English students separately)
3. The text and the Auca will be displayed on the walls of the school.
4. Finally, the chosen poster will be uploaded onto the Erasmus Blog so that the students from Belgium, Greece and Italy can be familiar with that.
5. Finally, we will compare (in groups of 3 or 4 people) the legends and the traditions and will see the differences and the similarities. Each class will talk about that and discuss.

SAINT GEORGE'S DAY AND THE LEGEND IN GREECE AND IN CATALONIA

OBJECTIVES

1. To explain Saint George's Day and this tradition to someone who doesn't know about it.
2. To know this legend and tradition in other countries.
3. To compare and see the differences and the similarities of Saint George's Day in Belgium, Greece, Italy and Spain.
4. To improve the reading comprehension and writing skills.
5. To use vocabulary related to the topic.

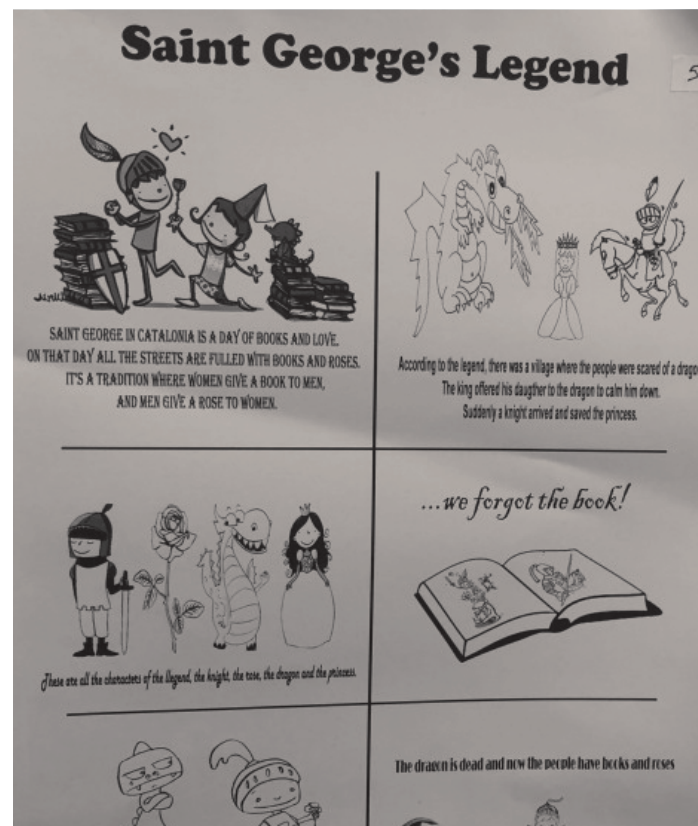
SKILLS EIE - EIO - CE - CO

LEVEL B1 - B2 - C1

INSTRUCTIONS

1. To give the instructions to students (B1-B2-C1)

"On April 23rd is Saint George's Day, and the students of the partner countries that participate in the Erasmus project do not know how we celebrate this festival or the legend of Sant Jordi. Find information and curiosities or peculiarities around this celebration and design, in groups of 3 or 4 people, an Auca (cardboard A3 size cardboard paper) so that these students can discover our tradition and compare it to their tradition."



2. When the posters are finished, you will vote the best one of another class. The finalist will be displayed at the school and all the you will vote for one text and one Auca (French and English students separately)
3. The text and the Auca will be displayed on the walls of the school.
4. Finally, the chosen poster will be uploaded onto the Erasmus Blog so that the students from Belgium, Greece and Italy can be familiar with that.
5. Finally, we will compare (in groups of 3 or 4 people) the legends and the traditions and will see the differences and the similarities. Each class will explain that and discuss.



STUDENT ACTIVITY QUESTIONNAIRE

1. Rate the cultural activity

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

2. Do you think this type of activity is useful for your learning?

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

3. Rate the extent to which the activity has helped you to discover Saint George's legend in the countries that participated in the activity

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

4. Do you think that this experience has helped you to practice both comprehension and writing in the target language?

☐ yes ☐ no

5. Have you learned new vocabulary related to Saint George's day and his legend?

☐ yes ☐ no

6. Suggestions for improvement

TEACHER ACTIVITY QUESTIONNAIRE

1. Rate the degree to which the objectives of the activity have been fulfilled

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

If the ratings are low, please provide feedback on any suggestions for improvement?

2. Rate the satisfaction level of the students according to your point of view

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

3. Overall rating of the activity

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

4. Overall rating of the organization of the activity

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

5. Suggestions for improvement

- ☐ Timing
- ☐ Preparation
- ☐ Group coordination

ACTIVITY #4

SAINT GEORGE'S LEGEND A1-A2

NAME :

DESCRIPTOR	✓	✗
I'm presenting the subject in an interesting and clear way. My AUCA is original and creative.		
Coherence and cohesion: <ul style="list-style-type: none">• I'm using correct grammatical constructions.• I'm using vocabulary that is appropriate to the context.		
My drawing is representative of the story.		
I'm using different sources to get information.		
I'm taking into account the receiver of the text.		

Observations:

ACTIVITY #4

SAINT GEORGE'S LEGEND B1-B2-C1

NAME :

DESCRIPTOR	✓	✗
I'm presenting the subject in an interesting and clear way. My AUCA is original and creative.		
Coherence and cohesion: <ul style="list-style-type: none">• I'm using a variety of correct grammatical constructions.• I'm using a variety vocabulary that is appropriate to the context.		
My drawing is representative of the story.		
I'm using different sources to get information.		
I'm taking into account the receiver of the text.		

Observations:

ACTIVITY #5

DISCOVERING POMPEII

DURATION OF THE ACTIVITY

4 hours +Visit to Pompeii

OBJECTIVES

1. To know about the cultural heritage of the city of Pompeii.
2. To choose the most appropriate information and discuss it with other learners.
3. To introduce the rest of the group to a cultural aspect of the city of Pompeii.
4. To make a presentation on the city of Pompeii.

LEVEL since B1 (mixed groups)

INSTRUCTIONS

To prepare before the visit:

1. Students, organized in groups from different countries (Belgium, Italy, Greece and Spain), must prepare a theme on Pompeii
2. The subjects to be prepared are related to the themes of the project: food, music, architecture and history.
3. Each group must make a presentation with text and images (Google slide) to present their theme to the rest of the learners before making the visit to Pompeii.

LINKS:

<http://www.naplesldm.com/musicpompei.php>

<https://www.pompeionline.net/pompeii/houses.htm>

<http://www.pompeiiitaly.org/en/food-drink/the-typical-dishes-of-ancient-pompeii/>





STUDENT ACTIVITY QUESTIONNAIRE

1. Did you enjoy working in an international group?

☐ yes ☐ no

Why?

2. Assessment of cultural activity

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

3. Do you consider this type of activity useful for your learning?

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

4. Rate the extent to which the activity allowed you to improve the work with presentations

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

5. Do you think that this experience helped you to acquire communication strategies such as body language, voice tone, visual contact... for speaking in public?

☐ yes ☐ no

6. Have you learned a new vocabulary related to the cultural heritage of a city like Pompeii?

☐ yes ☐ no

7. Suggestions for improvement

TEACHER ACTIVITY QUESTIONNAIRE

1. Rate the degree to which the objectives of the activity have been fulfilled

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

If the ratings are low, please provide feedback on any suggestions for improvement?

2. Rate the satisfaction level of the students according to your point of view

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

3. Overall rating of the activity

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

4. Overall rating of the organization of the activity

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

5. Suggestions for improvement

☐ Timing

☐ Preparation

☐ Group coordination

ACTIVITY #5

DISCOVERING POMPEI

FULL NAME:

DESCRIPTOR	1	2	3	4
The task is done. I used the presentation programme properly and followed the instructions.				
Adequacy: My text is clear, understandable and adequate for the task.				
Creativity: I made an original and visually attractive presentation.				
Content: I choose relevant and interesting information.				

Remarks:

THE VIC LIVE MUSIC MARKET (MMVV)

OBJECTIVES

1. To practice the oral skills in real life situations.
2. To be able to ask questions properly related to interviews.
3. To be capable of selecting relevant information to complete the task successfully.
4. To make the Live Music Market known to the member countries of the project.

LEVEL A2- C1

LANGUAGES

French and Spanish / English and Spanish

INSTRUCTIONS

In order to make a video report about the Live Music Market with interviews.

1. Select information in order to present the Live Music Market and the different initiatives.
2. Choose and do a research on a music band to be able to prepare questions which will be used to interview the music band. (approx 5 minutes).
3. Edit the video with the presentation and the interview (2 or 3 minutes for the presentation + approx 5 minutes for the interview).
4. Send the video to be posted on the project blog.





STUDENT ACTIVITY QUESTIONNAIRE

1. Rate the cultural activity

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

2. Do you consider this type of activity useful for your learning?

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

3. Rate the extent to which the activity allowed you to improve the work with presentations

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

4. Do you think that this experience helped you to acquire communication strategies such as body language, voice tone, visual contact... for speaking in public?

☐ yes ☐ no

5. Have you learned new vocabulary related to music festivals?

☐ yes ☐ no

TEACHER ACTIVITY QUESTIONNAIRE

1. Rate the degree to which the objectives of the activity have been fulfilled

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

If the ratings are low, please provide feedback on any suggestions for improvement?

2. Rate the satisfaction level of the students according to your point of view

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

3. Overall rating of the activity

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

4. Overall rating of the organization of the activity

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

5. Suggestions for improvement

- ☐ Timing
- ☐ Preparation
- ☐ Group coordination

ACTIVITY #6



THE VIC LIVE MUSIC MARKET (MMVV)

FULL NAME:

DESCRIPTOR	1	2	3	4
The task is done. I used the presentation programme properly and followed the instructions.				
Adequacy: The information of the music band is relevant. The vocabulary is specific to the subject.				
Creativity: I made an original and visually attractive presentation.				
Content: My questions are relevant. I gave a global vision of the festival.				

Remarks:

DISCOVERING THE BENEDICTINE MONASTERY OF SANT PERE DE CASSERRES

DURATION

3 hours

OBJECTIVES

1. To discover the world heritage site Sant Pere de Casserres.
2. To widen the vocabulary of Romanesque architecture.
3. To improve students' listening and writing comprehension and to create a questionnaire.

LEVEL A2, B1, B2, C1

INSTRUCTIONS

1. The students are split into different groups, and each will do a research on different aspects of Sant Pere de Casserres. They will listen to a video about Sant Pere de Casserres in order to have more information.
2. Once they have the required information, each will make a questionnaire for the students from the other countries to answer.
3. Once the questionnaire is answered, students will upload their responses to the blog.

LINKS:

<http://www.santperedecasserres.cat/>





STUDENT ACTIVITY QUESTIONNAIRE

1. Did you enjoy working in an international group?

☐ yes ☐ no

Why?

2. Assessment of cultural activity

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

3. Do you consider this type of activity useful for your learning?

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

4. Rate the extent to which the activity allowed you to improve the work with questionnaires

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

5. Have you learned a new vocabulary related to the Romanesque architecture?

☐ yes ☐ no

6. Suggestions for improvement

TEACHER ACTIVITY QUESTIONNAIRE

1. Rate the degree to which the objectives of the activity have been fulfilled

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

If the ratings are low, please provide feedback on any suggestions for improvement?

2. Rate the satisfaction level of the students according to your point of view

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

3. Overall rating of the activity

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

4. Overall rating of the organization of the activity

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

5. Suggestions for improvement

☐ Timing

☐ Preparation

☐ Group coordination

LOCAL DISHES

DURATION

5h of preparation

OBJECTIVES

1. To be able to research information on the origin of a local dish.
2. To write a recipe in the target language.
3. To present orally the process of cooking a dish.
4. To improve cooking vocabulary.

LEVEL A2- B1 students

INSTRUCTIONS

1. Students (in pairs or threes) have to choose a local dish.
2. They work on the origin and ingredients of the dish in order to explain it and prepare it.
3. The recipe must be written following clear instructions.
4. The whole process is filmed on video.
5. The presentation must include an explanation of the origin, the filmed process, and the list of ingredients. Then results will be published on Youtube and visible on the project blog.
6. The results will be shared and voted by the member students.





STUDENT ACTIVITY QUESTIONNAIRE

1. Rate the cultural activity

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

2. Do you think this type of activity is useful for your learning?

☐ yes ☐ no

3. Rate the extent to which the activity has helped you use presentation makers

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

4. Do you think that this experience has helped you discover local dishes from other countries?

☐ yes ☐ no

5. Have you selected the most important information for the recipe?

☐ yes ☐ no

6. Suggestions for improvement

TEACHER ACTIVITY QUESTIONNAIRE

1. Rate the degree to which the objectives of the activity have been fulfilled

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

If the ratings are low, please provide feedback on any suggestions for improvement?

2. Rate the satisfaction level of the students according to your point of view

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

3. Overall rating of the activity

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

4. Overall rating of the organization of the activity

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

5. Suggestions for improvement

- ☐ Timing
- ☐ Preparation
- ☐ Group coordination

TREASURE HUNT IN GIRONA

DURATION OF THE ACTIVITY

2h for preparation and 2 for the treasure hunt

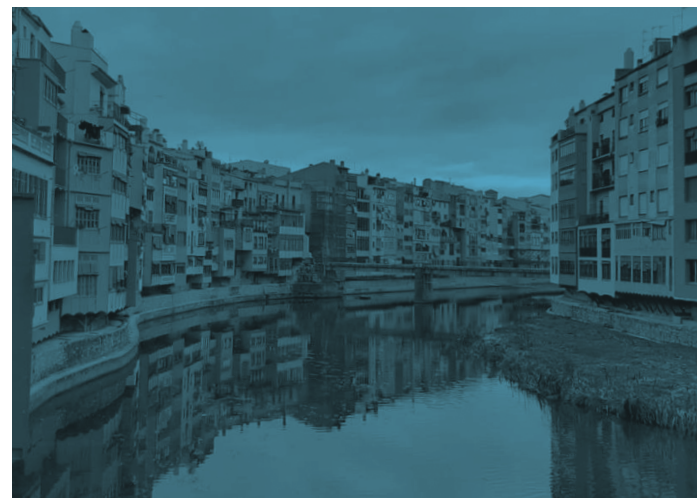
OBJECTIVES

1. To discover in situ the historic center of Girona.
2. To practice the oral production of the target language.
3. To be able to understand informative texts.
4. To write questions to develop the activity of the Treasure Hunt.

LEVEL B1-B2.1/B2.2

INSTRUCTIONS

1. In groups of 3 or 4 people decide the route to follow (specifying the places where there will be a question).
2. Write the questions (and the answers) after looking up the information. The clues will be created after each question.
3. Create or adapt the route on a map.
4. Choose a secret or an enigma to discover (character, monument...).



ACTIVITY #9

TREASURE HUNT IN GIRONA

FULL NAME:

DESCRIPTOR	1	2	3	4
I carry out the task. I can express myself without great difficulties. I pay attention to gestures, I speak slowly if necessary... when interacting with other students.				
Adequacy: I use a vocabulary appropriate to the context. I use correct grammar constructions.				
Fluency: I communicate without too many difficulties. The message is clear and understandable.				
Pronunciation and intonation: I pronounce correctly and my intonation is close to TL.				
Process: I work with my fellow group members through negotiation to find the answers and the places indicated in the quiz.				

Remarks:

ACTIVITY #9

TREASURE HUNT IN GIRONA

TEACHER

DESCRIPTOR	1	2	3	4
The student carries out the task. He or she can express themselves fluently. He or she takes into account gestures, eye contact, adapts the speed of expression when necessary.				
Adequacy: He or she uses a wide-ranging vocabulary appropriate to the context. He or she uses correct grammar constructions.				
Fluency: He or she communicates without too many difficulties. The message is clear and understandable.				
Pronunciation and intonation: He or she pronounces correctly and their intonation is close to TL.				
Process: He or she works with their fellow group members through negotiation to find the answers and the places indicated in the quiz.				

Remarks:

INTERCULTURAL QUIZ

DURATION

2 hours

OBJECTIVES

1. To ask students about the culture of the target language.
2. To exchange different points of view about cultural aspects of the target country.
3. To discuss students' experiences.
4. To compare different points of view among all member students.

LEVEL A2-B2

INSTRUCTIONS

1. Hand out students some cultural questions to be read individually.
2. In groups, negotiate the choice of two other questions that you would ask other students.
3. Individually, choose four questions and ask other class students in order to exchange their points of view.
4. Stand up and exchange answers with other students.
5. Change partners when the teacher says so.
6. Share the answers and discuss them in class.
7. Post the answers on a padlet (created by the teacher) and then upload it on the blog.
8. The rest of the countries can read and compare the answers.





STUDENT ACTIVITY QUESTIONNAIRE

1. Rate the cultural activity

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

2. Do you consider this type of activity useful for your learning?

☐ yes ☐ no

3. Rate the extent to which the activity has helped you to better understand the importance of the cultural experiences

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

4. Do you think that this exchange has helped you for your language learning?

☐ yes ☐ no

5. Have you learned new vocabulary related to the target language?

☐ yes ☐ no

6. Have you learned new cultural aspects related to the target language or to the other countries?

☐ yes ☐ no

TEACHER ACTIVITY QUESTIONNAIRE

1. Rate the degree to which the objectives of the activity have been fulfilled

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

If the ratings are low, please provide feedback on any suggestions for improvement?

2. Rate the satisfaction level of the students according to your point of view

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

3. Overall rating of the activity

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

4. Overall rating of the organization of the activity

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

5. Suggestions for improvement

- ☐ Timing
- ☐ Preparation
- ☐ Group coordination

ACTIVITY #10



CULTURAL AND INTERCULTURAL COMMUNICATION RALLY

1	2	3	4
Which cultural content do you prefer to learn?	What do you think of the English?	Show two English gestures and explain their meaning	What things surprise you in England?
What do you think are the traits of an intercultural learner?	What are your three favorite English idiomatic expressions? Explain their meaning.	What role does the Prime Minister of the United Kingdom play in the institutions?	English friends invite you over for dinner in the UK at 20h. What time are you supposed to arrive?
Show a gesture of your culture and explain its meaning.	How many regions does the UK have?	What cultural content are we trying to avoid in an EFL class?	What does the UK represent for you?
Do you like English music? Do you have any favourite bands?	What is the most difficult part of learning English? And the easiest one?		

ENGLISH PANCAKES

DURATION

2 h

OBJECTIVES

1. To discover an English culinary tradition in a fun way.
2. To use the vocabulary of the kitchen (ingredients - measure - action).
3. To understand and make a recipe.
4. To exchange opinions around the culinary traditions of the country.

LEVEL A2-B1 students

INSTRUCTIONS

1. During the preparation, find a pancake recipe and divide it into different cooking stages.
2. Students are divided into groups of 4 or 5.
3. Give each student a stage and ask them to find the order of the recipe, which will then be displayed on the board.
4. Elaborate the recipe together by commenting on the different stages.
5. While waiting for the dough to rest, present a video on the history of this tradition and discuss the understanding of the video.
6. Cook until set and lightly golden.
7. Taste the pancakes and discuss local culinary traditions in English.

COMMENTS :

- An activity to be carried out on Shrove Tuesday, which is known as "Pancake Day" in Canada, the United Kingdom, Ireland, New Zealand, and Australia, and "Pancake Tuesday" in Ireland and Scotland.
- You need a kitchen or something to cook in.





STUDENT ACTIVITY QUESTIONNAIRE

1. Rate the cultural activity

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

2. Do you think this type of activity is useful for your learning?

☐ yes ☐ no

3. Rate the extent to which the activity has helped you to improve the vocabulary related to typical dishes

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

4. Do you think that this experience has helped you discover local dishes from other countries?

☐ yes ☐ no

5. Suggestions for improvement

TEACHER ACTIVITY QUESTIONNAIRE

1. Rate the degree to which the objectives of the activity have been fulfilled

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

If the ratings are low, please provide feedback on any suggestions for improvement?

2. Rate the satisfaction level of the students according to your point of view

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

3. Overall rating of the activity

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

4. Overall rating of the organization of the activity

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

5. Suggestions for improvement

- ☐ Timing
- ☐ Preparation
- ☐ Group coordination

THE PANDEMIC ACROSS CULTURES

DURATION

- 1.5 hours to decide the format, answer the questions, create them, and 30 minutes to talk about them. (Either at home or in the classroom)
- Meeting by videoconference with some students from other countries to exchange experiences.

OBJECTIVES

1. To exchange cultural experiences during the pandemic.
2. To express oneself in a foreign language through art: text, image or video
3. To use the vocabulary to express feelings

LEVEL A2-C1

INSTRUCTIONS

1. Hand out a slip of paper with questions based on the pandemic experience of the students. Answer them through a text, video, photo, cartoon...
2. Students can work in small groups, with a partner or individually
3. Choose the format.
4. Post the answers on a padlet, and then upload it on the CHEFS's blog.
5. In the classroom, exchange opinions and impressions about the answers.
5. Some students will meet other students from other member countries in order to explain or present their experiences.

QUESTIONS FOR STUDENTS

1. How was the pandemic in your country?
2. Were there many restrictions?
3. What could you do? And what not?
4. Did you also have some positive experiences during the pandemic?
5. Did you have some positive experiences related to culture (listening to music, cooking, virtual museum visits, theater,...) during the pandemic?
6. Can you give a few examples of music, cooking, museum visits or theatre performances you enjoyed online?





STUDENT ACTIVITY QUESTIONNAIRE

1. Rate the cultural activity

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

2. Do you think this type of activity is motivating for you?

☐ yes ☐ no

3. Rate the extent to which the activity has helped you to improve your learning

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

4. Do you think that this experience has helped you to focus your attention on the positive aspects of the pandemic?

☐ yes ☐ no

5. Suggestions and comments

TEACHER ACTIVITY QUESTIONNAIRE

1. Rate the degree to which the objectives of the activity have been fulfilled

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

If the ratings are low, please provide feedback on any suggestions for improvement?

2. Rate the satisfaction level of the students according to your point of view

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

3. Overall rating of the activity

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

4. Overall rating of the organization of the activity

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

5. Suggestions for improvement

- ☐ Timing
- ☐ Preparation
- ☐ Group coordination