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 GRUP 41B

**LANGUAGES AND CURRICULA – MODULE 2** – Teacher: Sarah Emilee Moore

ASSIGNMENT 2: A "task" for your teaching units

## TASK INTRODUCTION

- Task title:**  
"INTRODUCING THE PASSAGE OF TIME IN OUR CITY".
- Cycle / Age group:**  
Middle Cycle – 3rd course
- Topic / Starting point:**  
Curriculum area: Social, Environmental and Scientific Education.  
Subject: The time and its passage  
Topic/ Starting point: How our city changes over the time
- Task justification:**

		1	2	3	4	5
		ALMOST NOTHING	A LITTLE	QUITE	A LOT	TOTALLY
MEANINGS	1. Does the task's subject and the activity generate provide an answer to genuine interests of learners?					X
	2. Has the task an extra-linguistic purpose, perceived by students, that causes on them the need to express their own meanings?					X
	3. Is the task properly contextualized within the range of activities that are developed in the classroom?					X
	4. Do the teacher's guidelines orient students to value the efficiency of the transmission of messages as the main criteria of success?					X
	5. The task makes explicit a truly speech, which can be compared to that would be generated in a similar situation outside the classroom?					X
REFLECTIONS	This activity can be included in a broader teaching unit about time and its passage. The subject aims to enable students to acquire the idea of change over time. It also helps them to understand that everything changes: people, objects, places, customs, nature ...					

5. **Task stages:** Short description of task stages (pre-task, task preparation, task realization, post-task...).

### ▪ PRE-TASK

IT'S TIME TO KNOW the changes that the passing of time produces, to learn the differences between the past, the present and the future and to make differences between the personal history and our village history.

- Has your city always been the same?
- What do you think have changed in your city? Which are the changes that you think have taken place in your city?
- Think about the changes you have seen in your own quarter or district (something that was different when you were younger than now). Try to explain them to the rest of the class.

TAKE A CLOSE LOOK AT THESE PICTURES:



- Which changes do you observe?
- When you walk along your city, which view do you see, the first one or the second one?
- How do you identify the differences?
- How many years do you think have passed between the two pictures?
- How do you think the city was a hundred years ago?
- What do you know about it?
- Have you been told by your grandparents about how was the city when they were young?
- Why do you think that the city was found/ build in this geographical place?

### ▪ TASK PREPARATION

LET'S EXPLAIN! Try to think the reasons why the cities are as they are nowadays. Then write your reasons down.

LET'S DESCRIBE! What things can we see in each picture? We can see cars, people... what else? Try to identify it in each picture.

LET'S WORK TOGETHER! Working together we will elaborate a list with vocabulary related to the city. Each one of you has to say at least one word!

### ▪ TASK REALISATION

LET'S IMAGINE THE CITY OF THE FUTURE! Write down a composition (about half a page). Work in groups of six students. You can use the list we made before, or look more words up in the dictionary.

### ▪ POST-TASK

DISCUSS about the reasons why the city will be in a certain way in the future.

Compare the different future cities, your classmates have already made up, with your own one.

Have you used subjects like environment, diversity, sustainability?