

FOR THE TEACHER

Airport instructions

Type of task: Giving instructions in text messages and emails

Educational level: Secondary education - ISCED 2/3¹

Proficiency level: B1 Level

Short description and aim of the activity:

This is a project activity that focuses on cross-cultural communication and the way we communicate parts of this information to different people. First, the students will read a text regarding airport transportation, and they will write informal short messages as part of written text communication with an exchange student. Then, the students will have to use the same information and write a formal email to the student's parents.

CEFR mediation scale and descriptor (to which the activity refers):

RELAYING SPECIFIC INFORMATION IN WRITING

- *Can relay in writing (in Language B) specific information points contained in texts (spoken in Language A) on familiar subjects (e.g., announcements, and instructions).*

CEFR mediation strategies involved

LINKING TO PREVIOUS KNOWLEDGE

- *Can explain how something works by providing examples which draw upon people's everyday experiences.*
- *Can show how new information is related to what people are familiar with by asking simple questions.*

BREAKING DOWN COMPLICATED INFORMATION

- *Can make a short instructional or informational text easier to understand by presenting it as a list of separate points.*

ADAPTING LANGUAGE

- *Can paraphrase more simply the main points made in short, straightforward spoken or written texts on familiar subjects (e.g., short magazine articles, interviews) to make the contents accessible for others.*

STREAMLINING A TEXT

- *Can identify and mark (e.g., underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else.*

Languages involved (Language A –Language B – Language C)

This activity includes two versions, depending on the languages involved:

- Version 1: Language A (Finnish) – Language B (English)

¹ [International Standard Classification of Education \(ISCED\) - Statistics Explained \(europa.eu\)](https://europa.eu/eurostat/tgm/table.do?tab=table&init=1&language=en&code=sdg_4.7.1)

This is an output of the project "Mediation in teaching, learning and assessment" (2020-2022) of the European Centre for Modern Languages (ECML). The ECML is a Council of Europe institution promoting excellence in language education in its member states.

www.ecml.at/mediation

METLA task 88

- Version 2: Language A (Greek) – Language B (English).

Note: The activity could also be adapted for Languages A-B-C

Linguistic objectives. Student will be able to:

- summarize information from Language A to Language B.
- write informal text (SMS) messages in Language B.
- write a formal email about the same subject in Language B.
- evaluate their performance on text production (i.e., their text messages and emails).

Other competences involved:

- Global citizenship: intercultural understanding
- Critical thinking: reflective thinking
- Media and Information literacy: the ability to locate and access information

Time/lessons needed for the activity: 1-2 lessons

Resources required:

Copies of the handouts, which could be printed (or the instructions shared via email) in advance.

Extra resources and/or tips for the teacher

The students need to be familiar with different styles of various written texts (genres), e.g., informal text messages between students, formal email to a parent etc.

Procedure:

		Class organisation	Ideas for differentiation
Step 1	<p>The teacher starts with a warm-up focusing on travelling abroad.</p> <p>The class is split into groups, and asked to write down all the words they know about travelling and airports.</p> <p>Then, they discuss what they have written in class (Language A or B).</p> <p><u>Examples of questions could be:</u></p> <ol style="list-style-type: none"> 1. Name all the words you can think of related to travelling and airports. 2. Have you ever travelled abroad? 3. What do you need in order to be able to travel abroad? 4. Which country would you like to visit? 	groups/ plenary	In this warm-up, teachers can decide, based on students' language skills, whether the students will produce their answers in Language A/ B/both.

	5. What language do people speak in that country?		
Step 2	The teacher explains that the main topic will be based on the Airport leaflet Handout A (Airport leaflet_ Language A). Then, the teacher gives the leaflet to the students and asks them to read it.	pairs	<p>The Handout A information (airport leaflet) was extracted from the official website of the airport. In case, you are adapting this activity in another language you should visit the official website of the airport you find relevant to your context and use this information.</p> <p>If the students don't know much about their country's main airport since they stay in a different part of the country, the teacher could tell them more. In order to find this activity relevant, the teacher could also explain that the main airport is one of the main ways for an exchange student to reach their country.</p>
Step 3	Then, the teacher shares Handouts B1/2 and B 2/2 with the students, who read the following scenario: "Eve, an exchange student from England, is coming to your school for a semester. You had met Eve during a previous project, and you became friends. For that reason, your family suggested that she could stay in your home. However, you cannot	pairs	

	pick her up from the airport. Text Eve and help her find her way safely to Athens based on the Airport leaflet you have. Complete the dialogue.” Students read the Airport instructions first (Language A), and then complete the written text dialogue activity based on Handout A in Language B (15 minutes).		
Step 4	The teacher checks the answers to the dialogue activity in the class, and discusses the different variations the students have created.	plenary	
Step 5	Finally, the students write an email to Eve’s parent (Handout C) based on the information selected from the Handouts A and B (20 minutes). Instructions: “Based on the messages you have exchanged with Eve and the information you have from the Airport leaflet, write an email to Eve's mother, Mary Brown. Introduce yourself, inform her about the situation and what you have agreed with Eve, and give your parents' details (names and phone numbers).”	individual	<p>This could also be used as homework (revision) if the students have already practiced email writing before.</p> <p>If the students are not familiar with e-mails, then this activity could be used as an introduction of email writing. In that case, the teacher could use another lesson to introduce this activity and explain the language and structure of an email.</p>
Step 6	Finally, the teacher shares Handout D- the Self-assessment task “Reflection” -with the students. Students answer the Self-assessment form (10 min). You could start a discussion based on the content of the self-assessment form.	individual	

Further tips and guidance:

Think of the following questions before you introduce this activity to the students:

- What is the appropriate level of formality when you exchange text messages with a classmate and, when you write an email to a parent in Language A and Language B?
- How familiar are the students with emails in general?
- What are the appropriate expressions used in an email in Language A and Language B?

Based on your answers, you might need to adapt some parts of this activity or explain/practice in advance, for example, how to write an e-mail in Language B.

Suggestions and ideas for adapting/differentiating for different contexts

- The information of Handout A (airport leaflet) was extracted from the official website of an airport. If you are adapting this activity for another language, you should visit the official website of the airport you find relevant to your context and use that information.
- This activity can be adapted by using Language A-B-C, depending on your context. The students could read Handout B (the airport leaflet) in language C, but communicate in class in Language A and B, or write the email part of this activity (Handout C) in Language C instead of B.
- If the students find the email part of this activity (Handout C) challenging or you are running out of time, you might need to use two lessons in order to complete both parts of this activity.
- Due to the Covid-19 pandemic, many classes are taught online. In that case, the use of a Forum or online emails is recommended in order for students to complete the activity in Handout C.

FOR THE STUDENT: ACTIVITY WORKSHEET

Airport instructions

Handout A



Πρόσβαση στο Αεροδρόμιο της Αθήνας

Το αεροδρόμιο βρίσκεται σε απόσταση 30 χιλιομέτρων από το κέντρο της Αθήνας.

Μετρό: Η Γραμμή 3 του Μετρό (Αιγάλεω – Δουκίσσης Πλακεντίας – Αεροδρόμιο) συνδέει το κέντρο της πόλης με το Αεροδρόμιο. Τα δρομολόγια πραγματοποιούνται 7 ημέρες την εβδομάδα, από τις 6:30 το πρωί μέχρι τις 11:30 το βράδυ. Η διάρκεια της διαδρομής από το Σύνταγμα μέχρι το Αεροδρόμιο είναι 40 λεπτά.

Λεωφορεία EXPRESS: κυκλοφορούν 24 ώρες το 24ωρο και 7 ημέρες την εβδομάδα. Υπάρχουν 4 δρομολόγια:

X93 – Σταθμός Υπεραστικών Λεωφορείων Κηφισού (ΚΤΕΛ) – Αεροδρόμιο
X95 – Σύνταγμα – Αεροδρόμιο
X96 – Πειραιάς – Αεροδρόμιο
X97 – Σταθμός Μετρό Ελληνικό – Αεροδρόμιο

Η αποβίβαση των επιβατών στα λεωφορεία γίνεται στο Επίπεδο Αναχωρήσεων. Η αφητηρία των λεωφορείων βρίσκεται στο Επίπεδο Αφίξεων, μεταξύ των Εξόδων 4 και 5.

Εκτίμηση χρόνου απλής διαδρομής: X93 (65 λεπτά), X95 (70 λεπτά), X96 (90 λεπτά), X97 (70 λεπτά). Ο χρόνος αυτός μπορεί να αυξηθεί λόγω των κυκλοφοριακών συνθηκών ή άλλων απρόβλεπτων συμβάντων. Δείτε εδώ τις πληροφορίες για τα εισιτήρια.

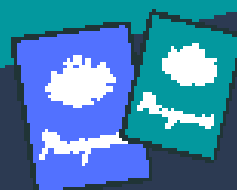
Ταξί: Η αφητηρία των ταξί βρίσκεται στην έξοδο 3. Από την 1η Φεβρουαρίου 2011, ισχύουν οι παρακάτω προκαθορισμένες χρεώσεις για δρομολόγια από το Κέντρο της Αθήνας (Δακτύλιος) προς το Αεροδρόμιο και αντίστροφα:

Από τις 5:00 π.μ. έως τα μεσάνυχτα: 35€

Από τα μεσάνυχτα έως τις 5:00 π.μ.: 50€

Σημείωση: Η χρέωση καθορίζεται από την ώρα άφιξης στον προορισμό και περιλαμβάνει όλες τις ισχύουσες επιβαρύνσεις και πρόσθετα.

Extracted from the website "Visit Greece":
http://www.visitgreece.gr/en/travelling_in_greece/from_the_airport_to_athens



Handout B 1/2

Scénario: "Eve, une étudiante française en échange, vient étudier à votre école pour un semestre. Vous l'aviez rencontrée auparavant pour un projet, et étiez devenus amis. C'est pourquoi votre famille a suggéré qu'elle pourrait venir habiter chez vous pendant son échange. Cependant, vous n'êtes pas à même d'aller la chercher à l'aéroport. Envoyez un sms à Eve pour l'aidez à se rendre sans encombre à Athènes, en vous basant sur le dépliant de l'aéroport en votre possession. Complétez le dialogue."

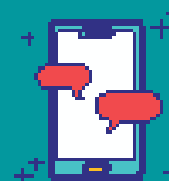
Salut Eve! Je suis désolé, ma mère m'a dit qu'elle travaillait jusqu'à 09h, alors elle ne pourra pas venir te chercher. 😞

Eve: Oh non! Est-ce qu'il y a un moyen de me rendre à Athènes rapidement? On pourrait se retrouver au centre? 😊

Eve: Je pense qu'un taxi serait trop cher... Il y aurait un autre moyen?

Eve: J'atterris à 9h10. Tu pourrais regarder les horaires de bus/métro?

Eve: Ben, il faut que je récupère mes bagages... Du coup, je pense être prête à 9h30. Ce serait quoi, la meilleure option, pour moi?



Handout B 2/2



Eve: Merci beaucoup! Tu saurais me dire à quel terminal il faut je je sois? 🙏

Eve: Il est loin de l'aéroport, le terminal?

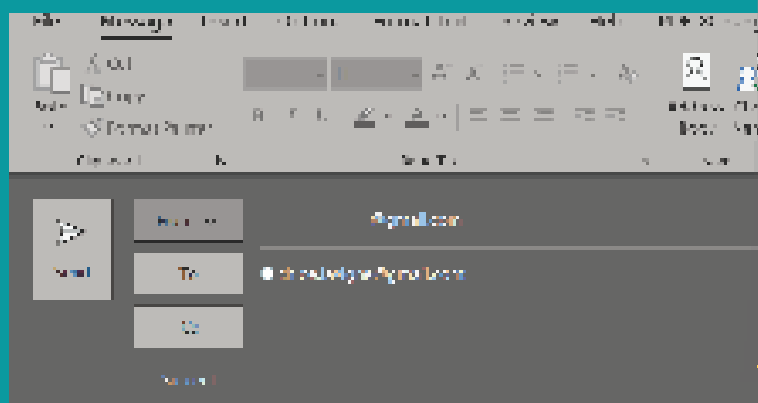
Eve: Mince, j'ai oublié! J'ai besoin de liquide, sur moi?

Eve: A vendredi!
Ευχαριστώ! 😊

Oui! 😎😎😎

Handout C

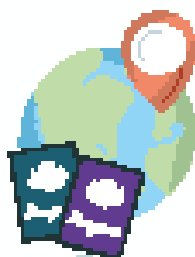
En vous basant sur les sms que vous avez échangés avec Eve, et sur les informations du dépliant de l'aéroport, écrivez un e-mail à la mère d'Eve, Chloé Lavigne. Présentez-vous, informez-la de ce que vous avez décidé avec Eve, et donnez lui les noms et numéros de téléphone de vos parents.



Pensez à :

1. un objet (sujet du mail) qui informe de la situation
2. la formule d'appel (par ex. Chère Mme Lavigne)
3. communiquer les informations nécessaires
4. utiliser un langage poli (je voudrais/ pourrais etc...)
5. utiliser une formule de politesse à la fin du mail





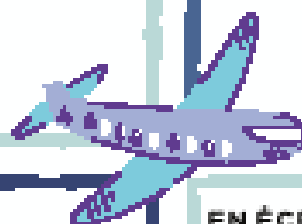
Nom _____

Classe _____

RÉFLEXION

DONNEZ TROIS CARACTÉRISTIQUES D'UN SMS

ÉCRIVEZ TROIS EXPRESSIONS QUE VOUS AVEZ TROUVÉES FACILES À TRANSPOSER DU GREC AU FRANÇAIS, ET TROIS QUI VOUS ONT PARUES DIFFICILES.



DONNEZ TROIS CARACTÉRISTIQUES D'UN E-MAIL

EN ÉCRIVANT VOS SMS, PENSEZ-VOUS À CERTAINES DES CHOSSES SUIVANTES (ET POURQUOI/ COMMENT)?

- ___ Je culture du destinataire
- ___ son âge
- ___ la forme du texte (par ex.: online)
- ___ l'objet/le but du text (par ex.: expliquer/informer/se plaindre...)
- ___ le niveau de politesse
- ___ les langues impliquées
- ___ la façon dont nous communiquons par SMS en grec
- ___ la façon dont nous communiquons par SMS en Français