

DIDACTIC UNIT

Lost in the city of London



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INTRODUCTION

Contextualization

Educative centre: this learning unit has been designed for the state secondary school SOBRARBE, which is located in the village of Ainsa. This school has 27 teachers and 290 pupils.

The class: this learning unit has been designed for a class of the 4th year of ESO, consisting of 21 pupils, and in which there is a low percentage of immigrant pupils (1 out of 21). In addition, there is a student who doesn't usually come to class, and another student who is very sensible has some problems for socializing with her classmates. Furthermore, four of them have a very low level of English and they come from a different group since they are taught in a much more flexible environment in a little group of 10 some core subjects, not being the case of English. There are 6 students with an excellent level of English and who usually spend their holidays in Canada without their families. The rest of the group don't feel they have to work a lot to learn so sometimes their production is very poor.

Official contextualization: Regarding the legal framework, this English Teaching Programme is based on the new Organic Law for improvement of Quality (LOMCE) in Education 8/2013 of 9th of December, which is the current educational law in Spain, where you can find the general objectives for Secondary Education and for the Foreign language Area. The Decree of our autonomous community of Aragon: Order 15th MAY, 2015.

Justification

I have named this unit *Lost in the city of London* because they are travelling there on March 2019 and they are super excited about it so let's keep their motivation up through a series of activities that will lead them towards a better understanding of the grammar, it will give them a bigger picture of the place they are going to and this way they get involved with the preparation of the trip and all the previous work. The final task is a podcast in which they, following a guide-tourist role, expose their mates those places or monuments they chose to visit there.

The unit deals with a great review of the previously explained grammar and the topic of places, giving direction, services and means of transport. This is a very complete unit because it offers many possibilities due to its practical character for them. It can be put into practice in a real use of English language in March and it can be very useful for students because they travel to an English speaking country soon and this motivates them.

Last, the formal justification of the didactic unit in particular, is the improvement of the oral production and comprehension through the use of ICT in the classroom and at home or where they will happen to be when they prepare and carry out the given task; the podcast.

Organization of the Didactic Unit

The hereby learning unit is organized in four sessions of 50 minutes apart from their work at home (the recording itself) – two lessons as such, one for development and teaching assistance, and one for listening and assessment of the final task of each group – of fifty minutes each. I want to devote one session solely to explain the main elements they need to know to do a good job and get a good mark. That session is the one to explain, by giving some examples, what to do and the tools available to work it out. The other lesson gives them a fair explanation and resources with vocabulary, tenses usage prepositions. There is one session for working the main skills; for speaking/recording and listening to their own outcomes and make corrections. The last session is used to play their podcast in the class once posted in our blog and proceed with the assessment through Corubrics, a Google Sheets & Google Form based extension that provides the teacher with a very useful tool.

Contribution to the Key Competences

This learning unit works some of the key competences which are the following:

- *Competence in linguistic communication.*
- *Competence for learning to learn.*
- *Digital competence*
- *Social and civic competence*
- *Cultural awareness and expression competence*
- *Sense of initiative and autonomy competences*

OBJECTIVES

At the end of the unit, students will be able to:

- Know the vocabulary about places, prepositions of place, giving directions, services and means of transport in a city like London.
- Use and know the functions of the modal verbs and conditional sentences apart from other verbal tenses and relative pronouns they will need.
- Read comprehensively a short London guide-book and answer the questions.
- Listen to podcasts about travels and London and prepare their own.

METHODOLOGY

As a teacher, I must be the “driving force” of my pupils learning, adapt and personalise the teaching to the different learning rhythms of each student. I follow a direct, flexible, functional and communicative approach by using some interactive ICT resources. I focus my didactic unit on the student’s interests to promote their motivation. In order to provide them with the necessary knowledge to communicate with people from other countries, I need to use a communicative methodology that must be flexible and appealing for our students. Through this type of methodology students will appreciate the importance of the English language throughout the world. English most of the time and a just pinch of Spanish will only be used for those cases that are inextricably necessary to clarify things is the vehicular language used. The decided methodology to use is therefore characterised by a *communicative approach*. My main goal is to show students real uses of the English language. This approach is reflected in the activities devoted to the four skills; reading, listening, writing and speaking.

Given the nature of the activity which is developed in three groups of three and six pairs, it seems obvious to refer to *cooperative learning*. It is positive, rewarding, enriching, motivating and fun for students to make some group work in which they can share ideas, develop their creativity together and exchange roles. They have to participate equally and simultaneously, indeed, to get to finish the final task. Students show the best of them because they don’t want to feel embarrassed when their mates listen to what they did. In this didactic unit its aim is the usage of the language as a method of oral communication and as a tool of learning, performing a positive role that will contribute to a constructive relationship with their partners and their background. Besides, learning to communicate is to establish a link to other people, to know other cultures, to solve problems and to learn how to live with other people.

Audio programs will be used, and several podcasts will be listened to in order to promote their listening comprehension, trying not only to promote comprehension, but also to elaborate and produce orally their own “pieces”. Likewise, recording and editing programs will be used for its later diffusion through the classroom blog.

The evaluation is both formative and summative since it is evaluated through the observation notebook but also thanks to the rubric, a co-evaluation takes place after the listening of the podcasts. The mark is obtained by the addition of the score obtained through the indicators of the given rubric that I add to the annex. The most important thing is that this evaluation consists of a percentage that is evaluated by the teacher, another percentage that is evaluated by the rest of the students and finally a little percentage that is self-evaluation. They are absolutely aware of their progress and they are the ones responsible for their learning.

MATERIAL RESOURCES

Here is a big range of applications and materials involved in this unit. It is not closed, I mean, this is just what I provide in the class to my students but after that, they are free to use some others if they consider it necessary and I encourage them to share it with the rest of us. All are proposed to improve and master their learning

DU: *Lost in the City of London*.

process focusing on the speaking and listening comprehension. Material resources are defined as the instruments that teachers and students use in the development of the teaching-learning process. As well, I consider our students' features, timing organization, size of the English classroom and number of students.

Printed materials: regarding the information we want to convey, we make use of the guide- book *London* by Vicky Shipton, Pearson English Readers.

Didactic materials: Digital board, Projector, Computers and Internet

Online materials: Recording tools like *Voice Memos* for iPhones and *Audiorecorder* or *RecforgeII* for Android. To cut, add and edit: *AUDACITY* + *Lame* to export the file .mp3 format. *Prezi* to support my explanation. *Corubrics* to cover the co-evaluation. Not only will *Google Drive*; *Google Sheets & Forms* be used for *Corubrics*, but also as a common place for the students to can work and communicate simultaneously collaboratively.

Some webs that will be given as a source for ideas and examples are <https://www.teachertube.com/audios/> and <https://www.talkshoe.com> with a lot of podcasts classified. I show them <https://www.jamendo.com> to look for some music and use it for their podcasts.

LESSON PLANS SESSIONS 1 -4

SESSION 1: Getting there (Vocabulary and use of English)

Learning goals: Be able to understand and express directions, places, city services and means of transport. A correct use of prepositions and grammar is expected and practiced.

Critical input: Teacher shows a short video of the famous youtubers "Amigos Ingleses" to show how strange can the Britons be.

Learning Activities: Checking their cultural knowledge (5 minutes, verification, pre-reading activity). Watching the video and discuss the differences with our country (15 minutes). Going through the theory with the support of Prezi (10 minutes). Reading of the texts from the book and after that they proceed with the exercises (20 minutes while reading and completing the activities).

Verification: The teacher asks the students if they understood the task and the content. Rubric is public to discuss if any issue. The answers are given for the exercises.

Materials needed: Prezi and reading book, computer, internet, projector and digital board.

SESSION 2: Podcasting. What to do & How to do it (Watching -Experiencing)

Learning goals: Recognize the best digital option, the most suitable for the task. They try those resources given and study the one that fits the best with their plan.

Learning Activities: At the same time that the teacher is explaining the use of different applications, the students go on with her and try them on their phones/tablet.

Homework assignment: Design a draft for the monument or place the students are going to explain in the podcast. Share it through Google Drive.

Materials needed: Mobile phone or tablet, computer, internet, projector and digital board.

SESSION 3: Let's do this! Planification and rehearsal (Speaking)

Learning goals: Recording of the podcast to send it to my email.

Learning Activities: Prepare all the “cards/ cheatsheet” they need for those things to remember. Planning of the layout for the podcast; audio-guide or radio program that they are supposed to do when they record it and edit it later at home.

Materials needed: Mobile phone or tablet, computer, internet, projector and digital board.

Homework assignment: Review of the recording and editing. Send it once finished to the teacher in order to post it on the blog.

SESSION 4: Listening and feedback (Listening-Speaking)

Learning goals: Listening to different podcasts and give them feedback. Understand them and find the mistakes and the best of each one, giving their mates some of their thought so that they can improve the practice.

Learning Activities: Listening and reflection. Assess their mates through *Corubrics*.

Assessment: Co-evaluation using the forms created by *Corubrics*. Discussion about different topics regarding what people say.

EVALUATION

Evaluation criteria

The following criteria has been taken from the rubric that is used for the assessment because it is what it's valued in the co-evaluation. I would never write more evaluation criteria than objectives but in this specific unit, the task is really wide and involves much more items that have been developed in the objectives.

Shows a full understanding of the topic.

Uses a variety of vocabulary and expressions.

Uses a variety of structures with only occasional grammatical errors.

Student is prepared and has obviously rehearsed. He/she has creative ideas and instruments.

Pronunciation and intonation are almost always very clear/accurate.

Volume is loud enough to be heard by all audience. Speaks smoothly with little or no hesitation.

Group adjust deadlines or work responsibilities.

Almost always listens to, shares with, and supports the efforts of others in the group.

Stays on task and communicates effectively.

Meets the required amount of time with no prompting.

Assessment criteria

Teacher 50%	Student's 40%	Self-assessment 10%	= 100%
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So, given the percentages, I must explain the students go through the same the process than the teacher and the evaluation is made from a rubric and the total score is given by the achievements of the indicators in it.

Assessment tools

Apart from the observation notebook that would be used in case of any doubt, the only assessment tool is *Corubrics*; an extension for Google Drive that lets us design our rubric and despite a complex process when creating the template (rubric, student's name and email, teacher's name and email and an automatically created form), it is indeed a very recommendable tool for the future use.

CONCLUSIONS

The importance of the English language as the international language must be transmitted as well as the importance of the digital skills they are supposed to have to face their contemporary world. It is possible and very compatible with the learning of the language, the use at the same time of new (and not so cutting edge technology) what lets them be somehow more independent.

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APPENDIX I: Assessment Tools

Corubrics: A rubric for assessing the podcast.

	OUTSTANDINGLY ACHIEVED	NOTABLY ACHIEVED	SUFFICIENTLY ACHIEVED	NEEDS IMPROVEMENT	WEIGHT
	10	8,00	5,00	3,00	
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.	10%
Vocabulary	Uses a variety of vocabulary and expressions.	Uses a variety of vocabulary and expressions, but makes some errors in Word choice.	Uses limited vocabulary and expressions.	Uses only basic vocabulary and expressions.	10%
Grammar	Uses a variety of structures with only occasional gramatical errors.	Uses a variety of gramar structures, but makes some errors.	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors.	Uses basic structures, makes frequent errors.	10%
Preparedness	Student is completely prepared and has obviously rehearsed. Creative ideas and instruments.	Student seems pretty prepared but might have needed a couple more rehearsals. Some creative ideas.	The student is somewhat prepared, but it is clear that rehearsal was lacking. One or two creative ideas	Student does not seem at all prepared to present. Lack of creative ideas and instruments.	10%
Pronunciation	Pronunciation and intonation are almost always very clear/accurate.	Pronunciation and intonation are usually clear/accurate with a few problem areas.	Pronunciation and intonation errors sometimes make it difficult to understand the student.	Frequent problems with pronunciation and intonation.	10%
Performance & Fluency	Volume is loud enough to be heard by all audience. Stands up straight, looks relaxed and confident. Establishes eye contact with everyone. Speaks smoothly with little or no hesitation that does not interfere with communication.	Volume is loud enough at least 90% of the time. Stands up straight and establishes eye contact with everyone in the room during the presentation. Speaks some hesitation but it does not usually interfere with communication.	Volume is loud enough at least 80% of the time. Sometimes stands up straight and establishes eye contact. Speaks smoothly some hesitation which often interferes with communication	Volume often too soft to be Heard. Slouches and/or does not look at people during the presentation. Hesitates too often when speaking, which often interferes with communication.	10%
ements: materials, grouping	Group adjust deadlines or work responsibilities. Work of the highest quality.	Group adjust deadlines or work responsibilities. Work of standard quality.	Group adjust deadlines or work responsibilities. Work of acceptable quality.	Group doesn't adjust deadlines, requirements or work responsibilities. It should be checked or redone.	10%
Collaboration with peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.	10%
Communication	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction	Stays on task most of the time and communicates effectively; generally responds appropriately and keeps trying to develops the interaction	Tries to communicate, but sometimes does not respond appropriately or clearly	Purpose is not clear; needs a lot of help communicating; usually does not respond appropriately or clearly.	10%
Time-Limit	Meets the required amount of time with no prompting	Meets the required amount of time.	Falls within the established time limit with some prompting	Does not meet the minimum time limit or requires frequent prompting	10%

Corubrics: Internal system; student's and teacher's list.

Nombre profesor

A	B
Nombre profesor	Dirección
Vero	kikapochemuchka@gmail.com

Añade 1000 filas más al final.

+ Rúbrica Alumnos Profes 07/01/2019 06:48:08

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Corubrics: Example of an automatically created and sent to the student's form.

London audio_guides RUBRIC form

PREGUNTAS RESPUESTAS 37

Content *

OUTSTANDINGLY AC... NOTABLY ACHIEVED... SUFFICIENTLY ACHIE... NEEDS IMPROVEME...

Content ☐ ☐ ☐ ☐

Vocabulary *

OUTSTANDINGLY AC... NOTABLY ACHIEVED... SUFFICIENTLY ACHIE... NEEDS IMPROVEME...

Vocabulary ☐ ☐ ☐ ☐

Grammar *

OUTSTANDINGLY AC... NOTABLY ACHIEVED... SUFFICIENTLY ACHIE... NEEDS IMPROVEME...

Grammar ☐ ☐ ☐ ☐

Corubrics: Internal system; scoresheet (marks incomplete).

View Window Help																					
Tools Sign Commen																					
Núm.	Alumno evaluado/Grupo	Número de perforaciones		Content	Vocabulary	Grammar	Preparedness	Pronunciation	Fluency & Performance	Especificos requerimientos: materiales, recursos, dispositivos, etc.	Collaboration with peers	Communication	Time-Limit	Nota cuantitativa (contando solo el ítem más bajo)	Nota cuantitativa (contando la media ponderada de los ítems)	Nota global	Comentarios del profesor		Comentarios de los alumnos (observaciones)		
				10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	40%	10%	60%		
		Coev.	Auto Prof.	Coev.	Auto Prof.	Coev.	Auto Prof.	Coev.	Auto Prof.	Coev.	Auto Prof.	Coev.	Auto Prof.	Coev.	Auto Prof.	Coev.	Auto Prof.	Coev.	Auto Prof.		
1	NAMES AND SURNAMES	-	-	10.00	-	8.00	-	8.00	-	8.00	-	8.00	-	10.00	-	8.00	-	3.00	-	8.80	3.4
2		-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0
3		-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	3.4
4		-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	3.5
5		-	-	10.00	-	8.00	-	8.00	-	8.00	-	8.00	-	10.00	-	8.00	-	3.00	-	7.20	3.8
6		-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0
7		-	-	10.00	-	8.00	-	8.00	-	8.00	-	8.00	-	10.00	-	8.00	-	3.00	-	8.70	2.89
8		-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0
9		-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0
10		-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0
11		-	-	10.00	-	8.00	-	8.00	-	8.00	-	8.00	-	10.00	-	8.00	-	3.00	-	8.80	4.48
12		-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0
13		-	-	10.00	-	8.00	-	8.00	-	8.00	-	8.00	-	10.00	-	8.00	-	3.00	-	7.00	9.3
14		-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0
15		-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0
16		-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0
17		-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0
18		-	-	10.00	-	8.00	-	8.00	-	8.00	-	8.00	-	10.00	-	8.00	-	3.00	-	8.80	4.0
19	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
20	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
21	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
22	-	-	10.00	-	8.00	-	8.00	-	8.00	-	8.00	-	10.00	-	8.00	-	3.00	-	8.80	4.48	
23	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
24	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
25	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
26	-	-	10.00	-	8.00	-	8.00	-	8.00	-	8.00	-	10.00	-	8.00	-	3.00	-	8.80	4.0	
27	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
28	-	-	10.00	-	8.00	-	8.00	-	8.00	-	8.00	-	10.00	-	8.00	-	3.00	-	8.80	4.0	
29	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
30	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
31	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
32	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
33	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
34	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
35	-	-	10.00	-	8.00	-	8.00	-	8.00	-	8.00	-	10.00	-	8.00	-	3.00	-	8.80	4.0	
36	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
37	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
38	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
39	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
40	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
41	-	-	10.00	-	8.00	-	8.00	-	8.00	-	8.00	-	10.00	-	8.00	-	3.00	-	8.80	4.0	
42	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
43	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
44	-	-	10.00	-	8.00	-	8.00	-	8.00	-	8.00	-	10.00	-	8.00	-	3.00	-	8.80	4.0	
45	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
46	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
47	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
48	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
49	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
50	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
51	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
52	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
53	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
54	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
55	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
56	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
57	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
58	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
59	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
60	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
61	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
62	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
63	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
64	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
65	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
66	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
67	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
68	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
69	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
70	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
71	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
72	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
73	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
74	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
75	-	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	-	10.00	4.0	
76	-	-																			