

Dawid Gagan

OBÓZ NAUKOWY JĘZYK ANGIELSKI

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Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Culture and Geography of Britain

Time: 2 hours

Supplementary materials: markers, crayons, blue-tac, TV, DVD and VCR, poster-sized outlines of England, Scotland, Wales and Northern Ireland

A session in which students are introduced to some basic cultural information regarding the United Kingdom and in which they have an opportunity to learn something about the various regions which make up the United Kingdom.

1. A group forming activity, to divide students into four equally sized groups. Each student is given one of the four national symbols of the UK (rose, red dragon, thistle, red hand) and group themselves according to symbol.
2. A quick general British culture quiz, including questions on UK national symbols, UK geography, UK history, UK customs. Groups compete to complete.
3. Short film extracts showing various regions and famous sites in Britain. Ss watch and try to guess which place is being shown.
4. Each group is assigned one of the four nations of the UK – England, Ireland, Scotland, Wales. Ss work in their groups to create a poster of their assigned nation, using various sources of information supplied to them. Posters to include details about cities, famous sites, natural landscape, history etc.
5. Once the posters for the four nations are complete, students study the posters made by other groups to give a more complete picture of the UK.
6. Teacher presents language for negotiation and exchange. Students complete some written exercises for practice of this language.

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7. Game. Each student is given a ticket to a specific destination in the UK. Students use the posters to try and find out more about their destination. Students are told they are not allowed to keep their tickets, they must swap with other students to try and find the destination they would most like to visit. They can exchange tickets as many times as they want to. Students mill and negotiate exchanges of their tickets.

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Problems

Time: 1hour 30 mins

A session presenting the second conditional and some language of advice. Students revise and practise second conditional. They also have opportunities to practise language of advice in speaking and writing.

1. Warmer – building a car. Each student is given a card with the name of a part of a car written on it. Students are told to form themselves into the car. They then start the engine and drive round the room.
2. Revision of second conditional. Presentation on the background and a written exercise, followed by a speaking chain activity – the first student makes a second cond. sentence, and then the next student uses the main clause to form the if clause of a new second cond. sentence.
3. Problem situations. Each student is given a question on a card beginning “What would you do if...”, students mill & answer using second conditional.
4. Language of advice. Teacher elicits from students various forms for the language of advice, such as *you should*, *you ought to*, *if I were you*.
5. Agony Aunt. Students are given either a letter to an agony aunt, or a letter from an agony aunt. They have to imagine the other half of the correspondence and write the letter, making use of language of advice. They then compare with the original.
6. Role-play. Doctors and patients. Half the group are doctors, they are given role cards describing exactly what they believe about treating their patients. The other half of the group are patients. They are given role cards describing what their symptoms are. The patients consult with a doctor, and then move on to consult with the next doctor until they have talked to them all. At the end, patients say which doctor they liked best and why.