

Allan Longshadow

OBÓZ NAUKOWY JĘZYK ANGIELSKI

Zielona Góra czerwiec 2009 r.

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

The aircraft company

Duration: 120 Mins

General Outline:

This is a 100% activity- based lesson which focusses on getting students of mixed abilities to communicate with each other. The lesson is a team building activity session based on the theme of designing and building an aircraft. The students will work in teams and receive "missions" throughout the lesson which they must complete.

It is designed to create a friendly competitive environment to stimulate team work.

The lesson features tasks of different natures including speaking, drawing, construction; this will ensure that there is an activity suitable for everybody's individual interests, ensuring maximum participation.

Within the various tasks, there will be language elements. In this lesson, key areas are: Instructions; Modals; Agreeing and disagreeing; Numbers – dates, times and prices; and comparatives.

This is a lesson that can be conducted both indoors and outdoors.

Anticipated outcome:

Students will have: improved their instruction following skills; participated in team activities; developed communication skills; been introduced to modals; practised numbers and been introduced to simple comparatives and superlatives.

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

| Tim- ing | Intera- ction | Description | Stage aims: Vocabulary / Grammar / purpose | Teacher notes |
|-------------|---|---|---|--|
| 10 | Teacher - Class | Pre-teach essential vocabulary | Vocabulary: Instructions. Grammar: Simple Modals | White board flash cards. |
| 10 | Teacher - Groups | Split class into groups. Present task. | Present task | Visual aids to demonstrate |
| 10 – 15 | Groups (Team task) | Design some logo ideas and decide on best logo | Grammar: Simple Comparatives / superlatives Communication skills – agreeing and disagreeing | Illustrated flash cards Observe for use of language: elicit / prompt |
| 5 | Groups (Team task) | Make ideas for different aircraft designs | Grammar: Simple Comparatives / superlatives Communication skills – agreeing and disagreeing | Elicit / prompt. Use illustrated flash cards with groups if necessary. Observe, elicit. |
| 5 – 10 | Groups (Team task) | Test flights; decide which design is best | Grammar: Simple Comparatives / superlatives | Ask questions that require students to use comparatives/ superlatives |
| 15 | Groups (Team task) | Design a poster to advertise the plane's debut flight | Giving information (dates/times etc) | Observe; Correct errors; repeat. |
| 10 | Groups (Team task) | Decide on which materials to buy | Numbers; Communication skills – agreeing and disagreeing | Prompt group discussions – encourage students to develop their ideas |
| 20 | Groups (Team task) | Build a large version of the chosen design from the materials 'purchased' | Communication skills | Error correct within groups |
| 5 – 10 | Class (Competiti ve challenge) | Test flights – competition | | |

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

Each stage of the lesson is presented as a new “mission” which the students receive in an envelope and follow.

They will be required to read the instructions and work as a group to follow them.

Sports

Lesson duration: 90 mins

General Outline:

This lesson is based on the theme of sports. Students will work in small groups to explore and practise sports vocabulary. The lesson features a wide variety of different activities which are designed to get students communicating with each other in English, using appropriate vocabulary. The lesson activities are suited to mixed ability groups.

Within the tasks in this lesson there will be language elements including: Sports vocabulary; verb collocations related to sport (play, do, go etc); spelling and question forms.

This is a lesson that can be conducted both indoors and outdoors.

Anticipated outcome:

Students will have: improved their instruction following skills; participated in team activities; developed communication skills; been introduced to sports verb collocations and introduced to and practised question forms.

| Timing | Interaction | Description | Stage aims: Vocabulary / Grammar / purpose | Teacher notes |
|--------|-----------------|--|---|---|
| 5 - 10 | Teacher - class | Introduction – what sports do you like / do | Introduce sports | Get to know what sports the students like |
| 10 | Groups | Split class into groups. A-Z challenge: Each group has to try and find a sport for every letter of the alphabet | Expand sport vocabulary | Provide Pre-prepared A-Z sheet. Prompt / elicit if necessary Encourage groups to keep going |

Projekt współfinansowany ze środków Unii Europejskiej w ramach Europejskiego Funduszu Społecznego

| | | | | |
|---------|---|--|---|---|
| 10 – 15 | Groups (Competitive challenge) | Do, go or play – competition: groups must place words in the appropriate section on the wall. | Grammar: Sport verb collocations Communication skills – agreeing and disagreeing | Use examples to demonstrate the exact task how they will do it. Prompt a little if necessary |
| 15 | Groups (competitive challenge) | The goal game: students have to unscramble words to get a chance to score goals by throwing a ball through a goal. | Communication skills – agreeing and disagreeing Practise sport vocabulary | Demonstrate task Encourage students |
| 10 – 15 | Groups | Sports word search: | Practise sport vocabulary | Provide materials Monitor (use of English language) |
| 5 – 10 | | Word snake – how long can the students get a word snake using sport names. | Practise sport vocabulary (think about spelling) | Elicit by miming sports if students need help |
| 15 | Group (two teams – competitive challenge) | Sports quiz: Students have to unscramble quiz questions and then ask the other team. Each correct answer will allow them to reveal another square on a spot the ball competition | Introduce and practise question forms. Practise sports vocabulary. | Introduce who, what, when etc question structures – use illustrated flash cards |