TEACH BETTER,

LEARN MORE

TOOLKIT

Guidelines for teachers

EN

CREATING AN INNOVATIVE PLATFORM OF COMMUNICATION AND TEACHING IN A DIGITAL SOCIETY

ERASMUS + 2018-1-BG01-KA201-047998

2021

ACKNOWLEDGEMENTS

CONTENTS

INTRODUCTION

This toolkit reflects the work of the international team involved in the implementation of the Erasmus + project entitled *Creating an Innovative Platform of Communication and Teaching in the Digital Society.* It started on 3 December 2018 and will officially end on 2 November 2021. The team members are teachers, academics, and educators motivated to work together by their belief in the critical role of education in the present-day world. They share three pivotal assumptions:

1) In today's globalized and interconnected world, any problem of significance requires an interdisciplinary approach and solution.

2) Tolerance is the highest culmination of education.

3) The aim of education is the knowledge not of facts, but of values.

The target group is made up of 30 English language teachers and about 200 students plus a large cohort of teachers and students from schools not originally involved in the project.

Principal objectives of the project:

- To develop and test an innovative methodology of foreign language teaching (mainly English) based on thematic contextualization, use of ICT, and elements of non-formal and informal education;
- To upgrade the ICT competences and the foreign language skills of both teachers and students;
- To enhance the intercultural literacy of teachers and students and promote mutual understanding, cultural sensitivity, and tolerance;
- To stimulate collaboration between the participating countries through exchange of good practices;
- To raise the profile of the teacher's profession and increase motivation for lifelong learning;
- To encourage partnerships between schools and local educational authorities.

Structure and content

The toolkit contains theoretical frameworks, guidelines, explanations, examples, and lesson plans organized in four parts: foreign language (English) teaching methodology illustrated by four PowerPoint presentations; ICT tools outdoor and classroom activities; non-formal teaching methods and techniques for use in the classroom; lesson plans based on the proposed methodology. The first three sections reflect the tripartite structure of the proposed teaching method.

PART I

Teaching English Differently

Dr. Julia Stefanova, Education without Barriers (ewb.bg)

I. Teaching a foreign language then and now

The need to study foreign languages is as old as it is fundamental. The origins of modern foreign language education can be traced back to the 17th century or even earlier. They are generally associated with the teaching of Latin as the then dominant language in the Western world. Gradually, however, Latin was ousted by French, Italian, and English. In the 18th century, the study of modern languages was integrated into the curriculum of European schools. The teaching methodology followed the tradition of studying classical Latin focusing mainly on grammatical rules, syntactic structures, rote memorization of vocabulary and translation of literary texts. Oral exercises for the sake of communication and speaking were minimal. Late in the 19th century, this method came to be known as the **Grammar Translation Method**. Although considered by many

outdated and conservative today, it continues to be used by teachers focused on vocabulary and grammar. In Bulgaria, the Grammar Translation method in teaching English and other western languages was widely practiced during socialism quite purposely – to sever the foreign language from its living socio-cultural context.

In the 19th century, a variety of innovations were introduced to foreign language teaching, especially with reference to English. The new approaches and methods drew on advancements in psychological and linguistic theories to formulate teaching principles. A good example of a successful method of teaching English which enjoyed great popularity at the close of the 19th century and the beginning of the 20th was the so called **Direct Method** posited by Charles Berlitz. Its basic tenet is that second language learning is similar to first language learning. Hence, the emphasis is on oral interaction and spontaneous use, with little grammar, no translation and use of pictures and objects to avoid the interference of the native language. The Berlitz method gradually declined, with some sporadic revivals here and there, and was submerged by a deluge of new methods, approaches and techniques which spread beyond the 20th century and merged with the waves of the revolution in information technology.

In the 20th century, when teaching a foreign language, especially English, became a full-fledged profession, the methods of foreign language acquisition leaned on general theoretical views on language. Three of them are fundamental: structural, functional, and interactive. The structural view posits that language is a system of structurally related elements to transmit meaning and their mastery is the target of language learning; the functional view sees language as a vehicle to accomplish various functions; the interactive view, which gained wide popularity after the 1980s, perceives language as a vehicle for maintaining social relations and communication.

The list of the popular methods of foreign language acquisition forged in the 20th century and still used today is quite long. Most of them are about teaching and learning English since English is by general consensus the world language of today and will continue to be for at least two or three more decades. The key to the success of those that have passed the test of time and have stepped into the 21st century may be found in Yeats' winged words, "Education is not the filling of a pail, but the lighting of a fire". Here are some of them:

- **Audio-lingual method.** It emerged in the 1950s appropriating bits and pieces from Berlitz's Direct Method. Main premises: mimicry and memorization of set phrases used in daily communication; no particular emphasis on grammatical rules; contextual vocabulary; use of tapes and audiovisual aids; focus on pronunciation etc;

- **Communicative language teaching.** This approach transcends the boundaries of concrete methods and techniques and derives from a theoretical assumption on the nature and functions of language. Main premises: focus on all components of communicative competence; engaging students in the pragmatic use of the language for meaningful purposes; use of authentic texts; emphasis on fluency and accuracy as complementary principles of communicative skills;

- **Strategies-based instruction.** This method provides guidelines on constructing strategy-building activities so that learners can become autonomous and take charge of their own learning instead of expecting the teacher to deliver everything to them;

- **Functional method.** It is based on the functional theory of language and focuses on the various needs and communicative functions of the learner; functional syllabus with a focus on grammar and vocabulary; sentence patterns; situational teaching;

- **Language immersion.** This method uses the target language as a teaching tool and a means of instruction; all in-class activities and tasks are conducted in the target language.

- **Silent way method.** The teacher is silent most of the time and the students speak encouraged by physical objects, color charts etc. The method works well with beginners or young learners of English.

- **Content and language integrated learning**. This method focuses on content and the students' individual preferences and self-expression.

The 21st century has opened a completely new chapter in the history of foreign language education. The rapid and massive spread of information and communication technologies has tangibly altered the educational environments all over the globe. What is more, they have thoroughly changed the behavior, mentality, and value systems of several generations of students (Y, Z and beyond) by empowering them and sustaining their hunger for more and bolder technological innovations. Young people get exposure to the world through the social media and their knowledge base is augmenting by the information on the internet. As a result, they have become more impatient and

more autonomous, and the teaching methods used to educate them have to cater for their dynamic thinking. This change has both a bright side and a dark side. On the bright side is the constant search and competition for more effective methodologies in response to the demand for novelty which boosts creativity and talent. Foreign language teaching, especially teaching English (ESP, EFL, ESP etc) is very much part of the race. This applies to Bulgarian language teachers as well, although the evolution of the language teaching methodology in our country has followed a pattern very different from that of most European countries, especially in the Western world and the US (see my paper on *Teaching English in Bulgaria* on TwinSpace). The dark side seems to originate in *infobesity* and its damaging consequences: impossibility to digest the heaps of information offered on the internet; substitution of superficial and useless information for knowledge; decline and even absence of critical thinking; focus on the present and the future at the expense of the past; widening generation gap; decline of morality and values in favor of consumerism; decline of educational standards. In this context, the role of the teacher as a facilitator of the study process; a source and disseminator of knowledge, skills and competencies; a custodian of moral standards and values acquires a key importance in the face of the challenges posed by the technological empowerment and self-empowerment of students.

Although most of the methods described above were devised and tested in the 20th century, quite a few of them are still used today. Nonetheless, the race for innovation in education is going on at full speed in the 21st century as a well. Characteristically, it is marked by the search for and application of ICT tools in the classroom, not counting tablets, laptops, interactive white boards, android devices, iPads etc.

Here are some of the popular 21st century methods and approaches:

Flipped classroom. Students work on the primary educational materials at home and devote the bulk of their time in class to individual needs, cooperative projects or specific tasks.

Project-Based learning (PBL). Students work on projects related to real-life problems. This allows them to acquire useful knowledge and develop their critical thinking and ability to communicate, collaborate, and solve problems; use of ICT;

Cooperative learning (*Stronger together*). Students work together in groups. This improves their attention and involvement as well as their acquisition of knowledge; use of ICT;

Gamification. The inclusion of physical games and education videogames in the study environment has gained unprecedented popularity and is considered a current and future trend in the EdTech industry.

Problem-based learning. The method develops critical thinking and problem solving abilities, and increases motivation and knowledge sharing;

Thinking-based learning. The method develops more sophisticated thinking skills beyond memorization;

Competency-based learning. The method develops students' ability to learn, analyze, evaluate and demonstrate/present their mastery of a subject.

II. An Innovative Method of Teaching English or any foreign language.

It can be easily seen from the brief review of foreign language teaching methodologies that given the long history of the search for effective language teaching and the plethora of choices of approaches and techniques, it is hardly possible to invent something radically new. Nonetheless, we call the method proposed in our project "innovative" because, even though we are aware that it is just another ripple in the ocean, it attempts to mix a new cocktail from familiar ingredients. We hope that its taste will be pleasantly different and agreeable to the palate. As already mentioned, the primary focus of the method is on teachers and their changing role by broadening and updating their knowledge of the respective foreign language (especially English) in the context of the new needs of students and the dynamic and multifaceted social life requiring critical thinking. The secondary focus is on students who are expected to benefit from the proposed method not just as recipients but also as creative practitioners.

Instead of teaching foreign language by dry theoretical models, rules, and forms in artificial contexts and texts, the starting point of the proposed method is the outside world of actual facts, news, stories, and events. They are produced on an almost hourly basis and come from every corner of our globalized world. These pieces of information create problems and issues, pose questions and are transformed **topics** that people discuss in the hope of finding the truth or come up with satisfactory solutions. Each topic is immediately absorbed by language to form a cluster of related words, expressions, terms and concepts, critical opinions and attitudes. The thematic cluster can be

expanded almost *ad infinitum* by associating it with other thematic clusters. Thus. metaphorically, speaking, each verbal topic is like a constellation you can create by choosing your own stars on the night sky and then connecting them in a free and creative manner. The essence of the method can be summarized as "Learn – (Re)think/Feel –Express" and involves the following processes: obtain information about the topic; learn new words, expressions, and terms related to the selected topic; think about the questions the selected topic raises; express your critical opinion using relevant vocabulary, including the new knowledge. In the classroom, these chunks of the learning experience can be variously arranged by the teacher and periodically interspersed with fun breaks using ICT tools and non-formal techniques (see Part Three and Part Four of Toolkit). The topics and related vocabulary can be selected from the incredible wealth of audio-visual material offered on the Internet: websites (e.g. Refdesk.com; news sites; Wikipedia; YouTube; podcasts, Ted Talks, etc).

Since the projects targets primarily foreign language (English) teachers, the topic selected in the PPT to illustrate the method ("Cultural differences and cultural divides") is rather serious and requires a fairly high level of language proficiency and general culture. The teachers, however, may choose from an endless list of possible topics and adapt them to the age group, language proficiency, and intellectual capacity of their students. All they need is belief in the effectiveness of the method and creativity. Besides, the students may choose a topic of their own selection as long as it motivates them to improve their language ability and ICT skills; to broaden their general culture and stimulate their critical thinking. In addition, the controlled use of non-formal methods will make them feel energized and involved in collective work and fun.

 To sum up, the proposed method is an attempt to integrate elements of various methods and techniques of foreign language teaching and learning. Some of them are time-tested, some are more recent and cater mainly for the digital needs of the learners: communicative teaching; the functional approach; the direct approach; the content-based, thinking-based, problem-based, and competency-based methods and approaches. In addition, the method seeks a synthesis of the topic-based approach, the use of ICT aids, and the application of non-formal methods of education in the classroom. Its practical application may initially present a challenge and require a lot of preparatory work. At the end of the day, however, it will certainly bear good fruit to be enjoyed by teachers and students alike.

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Appendix 1: **PowerPoint Presentation on** "*Cultural differences and cultural divides*"

Appendix 2: **Notes on PPT**

Cultural differences and cultural divides

Project coordinator: Association *Education without Barriers*

http:// www.ewb.bg

Prepared by: Dr. Julia Stefanova

PARAPROSDOKIANS

1. Where there is a will, I want to be included in it.

2. Since light travels faster than sound, some people appear bright until you hear them speak.

3. War does not determine who is right, only who is left.

1. Where there is a will …

2. Since light travels faster than sound…

3. War does not determine who is right….

GENERAL VOCABULARY AND TOPIC –RELATED TERMS

Different, dissimilar, distinct, distinctive, diverse, discrepant, divergent, disparate

Difference, dissimilarity, distinction, distinctiveness, diversity, discrepancy, divergence, disparity

Inequality (income, capital, esteem, gender);divide (economic, digital, ideological, generational); millennials

Apples and oranges; chalk and cheese

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GENERAL VOCABULARY AND TOPIC –RELATED TERMS

Similar, common, analogous, alike, close, akin

Similarity, commonality, analogy, likeness, closeness, kinship

Like two drops of water; two of a kind etc.

Equality; parity; egalitarianism; *tabula rasa* (J. Locke); "All men are created equal…"(Declaration of Independence); "Some animals are more equal than others." (Animal Farm, G.Orwell)

No matter what part of the world we come from, we are basically the same human beings. We all have the same human needs and concerns.

The only thing we have in common is that we are so different from each other.

GOD CREATED US IN HIS OWN IMAGE AND YET WE ARE SO DIFFERENT?

HOW THICK/THIN ARE DIFFERENCES?

WHAT ARE THEY BASED ON?

- Culture is the best thing that ever happened to us.

- Culture is everything that happened to us.

- Elements of culture: values, norms, institutions, artefacts.

MAJOR VIRTUES IN CLASSICAL ANTIQUITY, CHRISTIANITY AND ISLAM

Greece	Christianity	Islam
Temperance	Chastity	Charity and philanthropy
Prudence (Wisdom)	Temperance	Forgiveness
Courage	Charity	Tolerance
Justice	Diligence	Respecting the elders
Rome	Patience	Honesty
Mercy	Kindness	Justice
Dignity	Humility	Modesty and humility
Humanity		Trustworthiness
Dutifulness		Kind treatment of animals
		Patience

EUROPEAN VALUES

Personal values of Europeans

Value	Percentage
Peace	52%
Respect for human life	43%
Human rights	41%
Democracy	24%
Individual freedom	22%
Tolerance	19%
Equality	18%
The Rule of Law	17%
Solidarity, support for others	14%
Self-fulfilment	11%
Respect for other cultures	11%
Religion	7%

Values representing the European Union

Value	Percentage
Human rights	38%
Democracy	38%
Peace	36%
The Rule of Law	24%
Respect for other cultures	19%
Solidarity, support for others	17%
Equality	14%
Respect for human life	13%
Tolerance	11%
Individual freedom	10%
Self-fulfilment	4%
Religion	3%

Cooking like a Brit

Driving like the French

Available as a Belgian

Talkative as a Finn

Humorous as a German

Technical as a Portuguese

Flexible as a Swede

Famous as a Luxembourger

Patient as an Austrian

Controlled as an Italian

Sober as the Irish

Humble as a Spaniard

Generous as a Dutchman

Organized as a Greek

Discreet as a Dane

…… as a Bulgarian

……...as a Turk

………as a Maltese

WHAT ARE YOUR GUIDING PRINCIPLES

1. Honesty is the best policy.
2. Family is everything.
3. Be proud of what you are .
4. Save for the future .
5. Money isn't everything.
6. Life is short, so live fully now.
7. Actions speak louder than words.
8. What you give away, comes back to you.
9. No pain, no gain.
10. Ask for forgiveness rather than permission.
11. Always go the extra mile.
12. Show respect and deference to elders.
13. Stand up for what's right.
14. Winning is everything.
15. Don't toot your own horn.

TOPIC-RELATED TERMS

macro/micro-culture; value system; mono/multiculturalism;intolerance,discrimination, racism; cultural identity, tolerance; integration; diversity; melting pot, salad bowl; stereotype; cultural metaphor.

TED TALK

WHY CULTURAL DIVERSITY MATTERS – Michael Gavin, COLORADO STATE UNIVERSITY
YouTube

EVERYONE IS DIFFERENT – SONG BY LANNY SHERWIN

Verse 1: We're all different colors, we wear different clothes,
We speak differently from different zip codes.
We're short, we're tall, we're fat, we're thin,
We're square pegs in round holes just trying to fit in.

Chorus: Everyone is different, it's really no big thing,
It's the differences between us that make life interesting.
Those little quirks that make us work are Heaven-sent,
So give a little thanks
That we're all different.

Verse 2: We're wise, we're weird, we're cool, we're geeks,
We're pieces of a puzzle – strangely unique.
But put us together and what do you see?
The world is our home, and we're one big family.

Chorus: Everyone is different, it's really no big thing,
It's the differences between us that make life interesting.
Those little quirks that make us work are Heaven-sent,
So give a little thanks
That we're all different.

LEARN, REFLECT, EXPRESS

Useful tips on how to prepare an effective lesson:

1. Select the right topic.

2. Always leave room for fun during the lesson.

3. Start with general vocabulary and gradually introduce topic-related terms.

4. Encourage students to express their personal opinions.

5. Diversify the lesson with ICT tools and suitable video/audio material from the Internet.

6. Encourage students to speak as much as possible and do not correct mistakes.

NOTES

SLIDE 1

Introduce yourself and briefly explain the proposed method (*Learn - Reflect/Feel -Express*) using explanations from the Toolkit.

SLIDE 2,3
Use *paraprosdokian*s as a warm-up and fun exercise to prepare your students for productive and creative work. Explain the meaning of the word "paraprosdokians".

SLIDE 4
Ask the students to comment on the picture on the slide and use words which describe it. Let them find out the differences and similarities between the people represented on the slide

SLIDE 5,6
Before showing slides 5 and 6, ask students to give synonyms of "different" and "similar" (adjectives and nouns). Then introduce more abstract nouns and terms (e.g. inequality) and ask them to give examples from real life. Then show the summary of words on slides 5 and 6.

SLIDE 7
Ask the students to read the two statements and comment on the two opposing views. What matters more – difference or similarity? Encourage students to express personal opinions.

SLIDE 8

The first question requires more explanation and clarification (free will, free choice, etc). It's up to the teacher to decide whether to ask it or not. The answer to the second and the third question is to be found in the next slide.

SLIDE 9

What do you see? Who are these people? Ask students to describe them in detail and in terms of the differences they can discover between them. What is the key word that describes those differences? Answer: culture The teacher may choose to provide additional information about the pictures. The first picture features David Beckam and his wife Victoria. In 2014, Beckam traveled to Brazil and the Amazon rain forest. The journey ended up with a visit to the Yanomami tribe, the largest isolated tribe in the world (35,000 people). You can mention a funny episode with the local shaman: when the shaman asked Beckam what his occupation was, he tried to explain football to him, but the shaman repeated his question, " Yes, I understand, but what kind of work do you do?" In another conversation, when asked what are the most important things in life, the shaman answered, "Family and work". On the one hand, there are deep differences between the two human communities (the Yanomami eat the ashes of ther dead), but at the same

time there are important commonalities. David Beckam filmed his adventures in a 2014 documentary entitled "Into the unknown".
Question: What do you think is at the basis of differences? Culture or biology? You may mention the students that Nobel prize winner James Watson, who helped discover the DNA (in the 1950s) lost all his honors and titles because of his racist remarks that genes are responsible for a difference in the IQ of blacks and whites.

SLIDE 10

Ask students to comment on the two definitions of culture and express personal opinions. Questions: What is a cultured person? Some cultures are better than others. Is this true? Metaphors of culture: **iceberg -** above and below the waterline (observable/non-observable, subjective); **web** –intricate design; **onion** – layers that can be peeled away; the skin hides much; **peach –** components are different but the core is very solid and is a source of growth; **tree-** different kinds, different cultures, the roots are central to the health of the tree.
Question on "Elements of culture". Which element is most important?

SLIDE 11
This slide is optional and depends on the level of language proficiency and general culture of the students. Ask the students to indicate the values they consider most important from their point of view.

SLIDE 12

Comment on the collective and personal values of Europeans. Ask students to comment on them and discuss how Bulgarian values compare to European values.

SLIDE 13,14

Each country and nationality have their specific characteristics and traits. When one or more features are overemphasized, they become oversimplified, i.e. stereotypes. Comment on the funny European stereotype and ask the students to complete the phrase "…. as a Bulgarian".

SLIDE 15

Let's find out what is below your waterline by a short test. Choose five guiding principles that you consider most essential and rank them. Then we will compare your selections and see to what extent they are representative of the Bulgarian cultural identity.

SLIDE 16

Summary of topic-related terms. Explain the terms that the students do not know.

SLIDE 17

Ask students to listen to (parts of) Michael Gavin's Ted Talk on "Why Diversity Matters"
and take notes of important points, unknown words, expressions, terms etc. Leave the discussion
for next time or for homework.

SLIDE 18

Play Lanny Sherwin's song "Everyone is different"

PART II

ICT in and out of the Classroom

Compiled by Tsvetanka Todorova, ICT teacher, Tsar Simeon Veliki School, Vidin, Bulgaria

The world we live in is a result of constant change. That change affects our educational systems, teaching and learning. The ICT tools, Apps and gadgets change the way we teach and learn.

„Today we do not need to go any further than our own home or even room, to see some form of ICT in our lives. Whether it be a computer, plasma TV, or mobile phone, we all have them

in some part of our lives. In today's society, people as consumers of ICT, all strive for the one dream – the dream of a connected life.

This makes ICT a lifestyle choice for much of the population. In addition, this lifestyle choice is changing the way we communicate, increasing the rate of consumerism, and changing how we interact and gather information (Sherringham, Dec 2008/Jan 2009).

ICT has invaded and transformed many aspects of our lives to the extent that we live in an environment that is dominated by technology which itself is consumer-driven (Semenov, 2005). No matter how we perceive its presence, there is no denying that it is an important part of our lives and that it is here to stay.

It is important for students to engage with ICT so that:

- Learn 21st-century skills and develop their ICT capability and ICT literacy.
- Improves their attainment levels.
- Prepares them for an integrated society dominated by ICT developments.
- So that they learn the notion of using ICT as a tool for lifelong learning.

Now, schools are taking the benefits of ICT to deliver knowledge and information to children. ICT has become a core in the teaching-learning process. It has replaced blackboards with whiteboards and implemented the usage of a digital smartboard for teaching. As the name suggests ICT are tools that handle information and produce, store, and disseminate information.

ICT in education allows accessibility to all types of learners. All students can learn through the material provided. Even the special needs students can maximize the benefits through the usage of it. ICT has also covered issues like the "digital divide" and allows even less fortunate people to access the tools for their educational needs and enhance learning.

ICT fosters collaboration as children work collectively. It also enhances communication skills as they discuss, talk, and learn together. All you need is a laptop, tablet, or desktop computer to understand it's working. ICT tools open up the doors for developing language through fostering communication.

ICT motivates children towards learning. Children learn better through the usage of technology.

With the inclusion of ICT in education and its tools, children get more engaged and show greater participation in learning. It is all because of technology. It has made learning fun-filled with creativity and games."

Source: "The Importance of ICT in Education", ICTE Solutions Australia - Online Professional Development for Teachers using Technology in the Classroom, https:// www.ictesolutions.com.au/blog/why-schools-should-invest-in-ict/

ICT tools for teaching:

Microsoft Teams: one of the tools the schools use for distance learning during the pandemic time. It is the perfect tool to bring all your content together in one place. Teams is integrated into Office 365. The teachers can create teams in each classroom. Very useful tools, integrated in Teams are: Class Notebook (OneNote), (shared) Files, Asignments, Insights etc.
MS Teams – where class jobs are shared, assignments are given out, and other participants can chat.

Kahoot: "Kahoot! is a game-based learning platform that brings engagement and fun to 1+ billion players every year at school, at work, and at home. Millions of teachers and students unleash the magic of learning with Kahoot!. Create your own kahoot in minutes or choose from 100+ million ready-to-play games. Engage students virtually with our distance learning features, play in class, and dive into game reports to assess learning." **Learn more at**: https://kahoot.com

Padlet: "is a free online tool that is best described as an online notice board. Padlet can be used by students and teachers to post notes on a common page. The notes posted by teachers and students can contain links, videos, images and document files." **Learn more at**: https://padlet.com

LearningApps.org: "a Web 2.0 application, to support learning and teaching processes with small interactive modules. Those modules can be used directly in learning materials, but also for self-studying. The aim is to collect reusable building blocks and make them available to everyone." **Learn more at** : https://learningapps.org

Scribble Maps: "can import any data that relates to a place and overlay it on a customizable map, ready for you to draw on, analyze, and discover insights. Import your data and get started. Get started by searching for Google Maps data, or copy your own." **Learn more at**: https://www.scribblemaps.com

"Scribble maps is absolutely the best mapping tool out here on the internet."

"Scribble Maps is far superior to other tools, like Google Maps, for making maps for presentations."

"I love the customization of this program to be able to meet my real estate and marketing needs... Your imagination is the limit."

eTwinningTwinSpace

Support

HOME | PAGES | MATERIALS | FORUM | ONLINE MEETINGS | MEMBERS
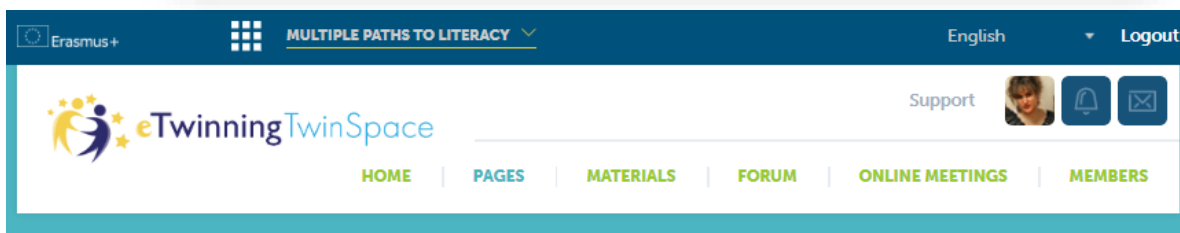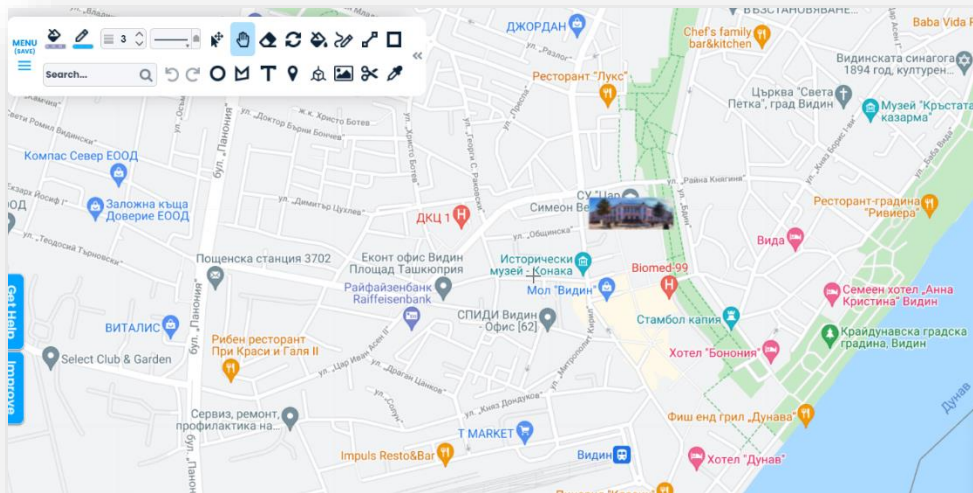
Pages

Our project at a glance

Project logo competition

Schools Participating in the Project

    Wales -Ysgol Gynradd Gymraeg Lôn Las

    Greece - 4th Primary School of Tyrnavos

    Czech Republic- Základní škola Ostrava

    Bulgaria - Tsar Simeon Veliki Secondary School

    GABRIEL GARCÍA MARQUEZ SCHOOL SPAIN

    Cyprus - Agia Marina KA Primary

✛

Archive

⊕ **Create a page**

Activity A9: On My Way To School ✎

In this activity students take photos of places close to their school. Places they pass through everyday on their way to school. All photos will be uploaded on a map (on-line tool) and will be shared and commented by pupils in all schools of th eproject,

On My Way To School Interactive Map:

Zoom-Click-Learn

Activity A9: On My Way To School

In this activity students take photos of places close to their school. Places they pass through everyday on their way to school. All photos will be uploaded on a map (on-line tool) and will be shared and commented by pupils in all schools of th eproject,

On My Way To School Interactive Map:

*The maps are part of the Tsar Simeon Veliki School students' work on the Activity 9, part of the eTwinning project **Multiple paths to literacy**,*

P a g e 13 |

Powtoon: "the world's leading, most user-friendly, and most intuitive visual communication platform. With Powtoon, anyone can create engaging videos with a professional look and feel." **Learn more at:** https://www.powtoon.com

The video is created by the students from Tsar Simeon Veliki School. To watch it, scan the QR code or visit the link: https://youtu.be/rT3yyoeGLmk

Pixton: "offers simple, affordable plans that unlock a world of amazing content and features. Pixton has an insanely huge library of content. Whatever your assignment we've got you covered." **Learn more at:** https://www.pixton.com
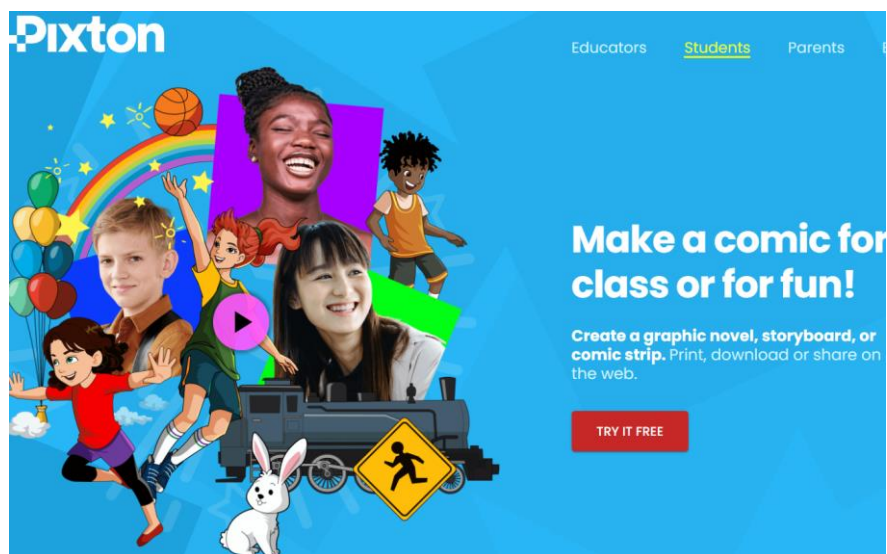
Pixton – where students write stories and imaginations take flight. Pixton provides an interface so simple that virtually anyone can use it, with enough bells and whistles to keep prodigies busy for weeks.

H5P "empowers everyone to create rich and interactive web experiences more efficiently - all you need is a web browser and a web site with an H5P plugin. Mobile friendly content H5P content is responsive and mobile friendly, which means that users will experience the same rich, interactive content on computers, smartphones and tablets alike. **Learn more at:** h5p.org

Speak the Words Set	**Summary**	**Timeline**	**True/False Question**	**Virtual Tour (360)**
A series of questions answered by speech	Create tasks with a list of statements	Create a timeline of events with multimedia	Create True/False questions	Create interactive 360 environments

Interactive Video	**Course Presentation**	**Branching Scenario**	**Advanced fill the bl...**
Create videos enriched with interactions	Create a presentation with interactive slides	Create dilemmas and self paced learning	Fill in the missing words

eTwinning Slavic Seminar, Sofia 2019, Virtual Tour (360) example:
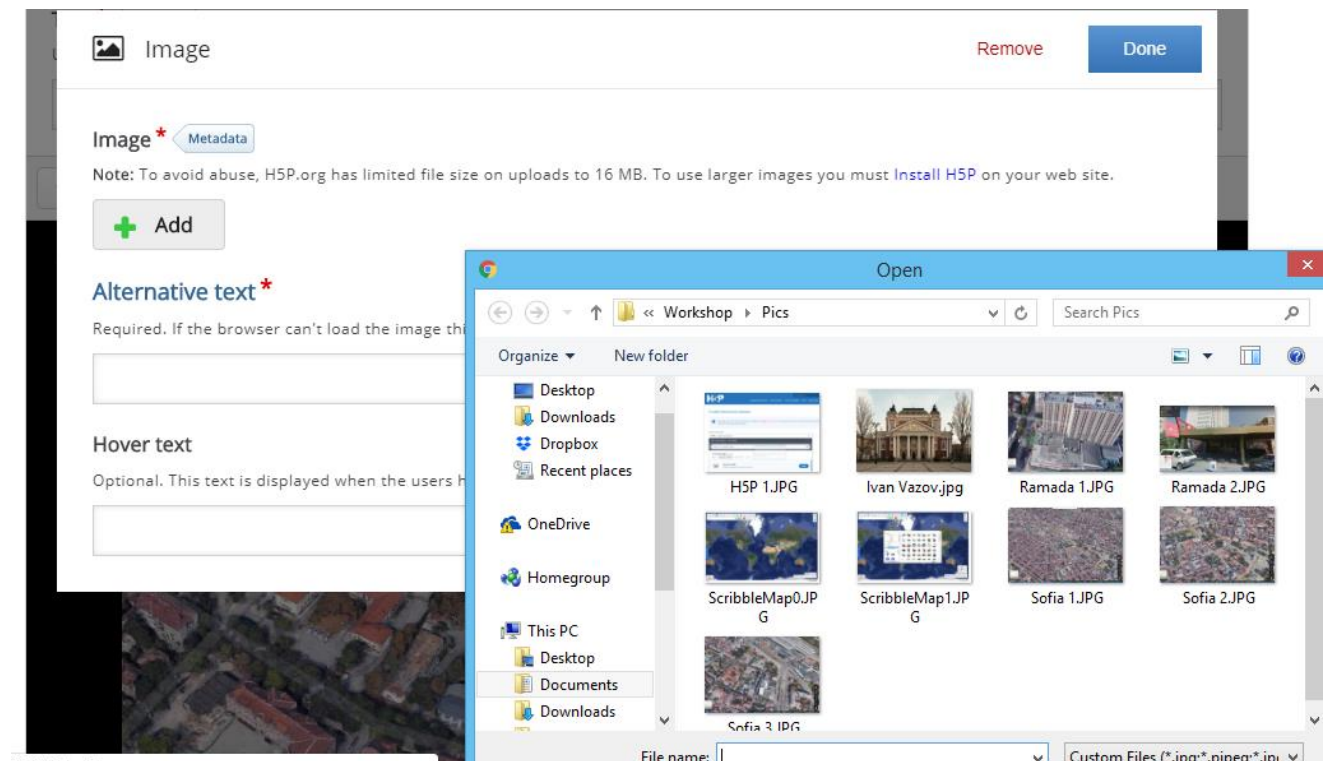
Pixlr X: "is a free basic online photo editor that lets you edit and transform photos and templates directly in the browser. Pixlr also has an advanced version for detailed image editing and template design called Pixlr E and an AI-powered background remover called Remove bg." **Learn more at:** https://pixlr.com

ICT and the outdoor activities for students.

"Using ICT creatively outdoors can open up the opportunity for a wealth of new activities. Today's modern society brings forth smartphones, tablets, game consoles, virtual reality and many more cool technologies children adore. Alhough education is a slow learner, our lessons become more and more digital and interactive. Because everything is so digitized, children hardly ever go outside, which has a lot of disadvantages to their health, and leaves them missing out on certain skills. Imagine a solution where our students close the classroom door behind them and go outside again? The outdoors has many learning oppurtunities."

15+ fun apps and lesson ideas to use in the outdoor classroom, link:

Geocaching: "Another way for students to learn to discover things outside is through the Geocaching app. This is a fun app where students have to look outside for hidden codes and coordinates. It teaches them to orientate, look for details, and fun facts about

Planet Earth. The best of all is that geocaches are scattered all over the world, so you can do it anywhere, even around your school building's environment!" **Learn more at:** https://www.geocaching.com/

15+ fun apps to use in the outdoor classroom for every course

Gyro Compass	Google maps	Geocaching
Star Walk	PlantNet	Air Measure
The Outbound	Arithmetic Widget	Civilisation AR
Magic Plan	Quiz Widget	Runtastic
Garden Pan Pro	Whiteboard Widget	Split whiteboard Widget
	Xnote	
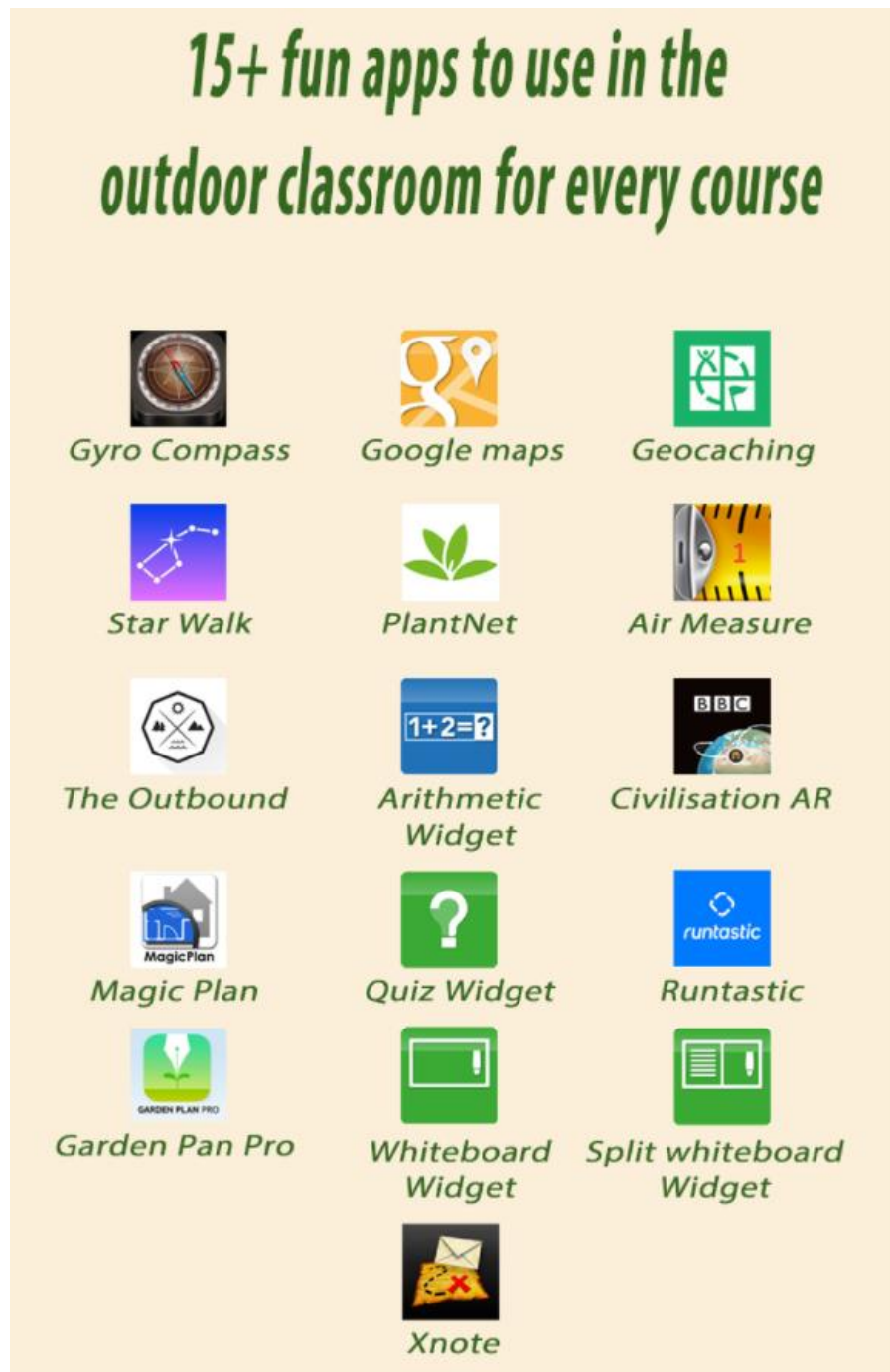
The image is from BOOKWIDGETS TEACHER BLOG, *15+ fun apps and lesson ideas to use in the outdoor classroom, link: https://www.bookwidgets.com/blog/2019/04/15-fun-apps-and-lesson-ideas-to-use-in-the-outdoor-classroom*

Very popular type of games, favourite for teachers and students, are the scavenger hunt and the treasure hunt type games.

For the outdoor classroom purposes we don't play the classical **scavenger hunt** or **treasure hunt games**, but we can get the idea of this type of games and to use some of the above described ICT Apps. If you look at Wikipedia *(https://en.wikipedia.org/)* you will learn that "A scavenger hunt is a game in which the organizers prepare a list defining specific items, which the participants seek to gather or complete all items on the list, usually without purchasing them. Usually participants work in small teams, although the rules may allow individuals to participate. The goal is to be the first to complete the list or to complete the most items on that list. In variations of the game, players take photographs of listed items or be challenged to complete the tasks on the list in the most creative manner. A treasure hunt is another name for the game, but it may involve following a series of clues to find objects or a single prize in a particular order."

In our project TwinSpace *(https://twinspace.etwinning.net/81614)* you will find games, created by our teachers, based on the idea of the treasure hunting. Our suggestion is also to implement elements like padlet, SribbleMap or H5P 360Virtual tour.

Valletta Treasure Hunt Game, created by Team Malta, during the LTTA C1 in Malta. Visit the padlet by scanning the QR code bellow.

TREASURES OF MALTA

A QR-Code Treasure Hunt Game is a fun, simple way to get students using their mobile devices to continue learning, that is why we will create a game, using:

Treasure Hunt with Google maps and QR codes

It is an activity we can use to encourage students to get active while discovering QR Codes on a map. These QR Codes would reveal questions that they need to answer or will suggest activities/exercises that students need to complete. The opportunities are endless.

In this game, participants will search for QR codes that have been placed around a map and are connected to the treasure hunt. When a participant finds such a code, they'll scan it and will have to complete an exercise, thus revealing part of a phrase that we have earlier specified. A team will complete the game by finding and scanning all of the codes, and in doing so will reveal the entire phrase until finally the treasure is found.

The QR code game will work best if the players receive a small reward or entry into a larger contest for completing the game. The competitive aspect works to make the game fun, and the potential reward provides motivation to complete the game.

Prior to the lesson we will need to encourage students to download a QR Code Scanning app onto their devices. We would recommend the app

 I-Nigma,

which is by FAR the best FREE scanning tool for all device types. While you don't necessarily need each student with a device, you will need at least one member of a group with one.

It's also worth mentioning that scanning the QR Codes generated in this style of hunt requires

NO internet connection.

Students will be put into small teams:

Each of these teams will contain at least one person with a mobile device (e.g. phone, IPod Touch) which could decode the QR codes (note: an internet connection is not required - the QR codes decode as text files).

Each code, when 'read' by the mobile device, will turn into a quiz question relating to the study topic. Some of these will test existing knowledge; some of them will require further research to obtain the answer.

Through this game, focusing on a treasure hunt, we can encourage our EL learners to practice directional and number words, both orally and in writing, while following clues to find a hidden treasure.

Learning Objectives

As a result of this lesson, students will be able to:

- identify treasure-related vocabulary

- identify numbers and directional words

- use numbers and directional words in writing

- expand their vocabulary through different thematic contexts.

VOCABULARY AND SAMPLES

- crossword COMINO (biodiversity of plants on the islands)

- excerpts from The Count of Monte Cristo

- discussion on 'Would finding a trasure meke you happy?' Aspects of treasure.

- Find out: What do Alexandre Dumas,cumin seeds and the Mediterranean sea have in common?

FINAL DESTINATION

Count of Monte Cristo – 2002 Film with Jim Caviezel and Richard Harris

SCENE – VILLEFORT INTERROGATES EDMOND DANTES

Keywords for this scene:

___ 1. vouch	a)	someone who commits treason
___ 2. treasonous	b)	to blame someone publically
___ 3. traitor	c)	to casually say something to someone
___ 4. apology	d)	interrupt before delivery
___ 5. correspondence	e)	using guards to make a place safe/secure
___ 6. acquaintance	f)	attempt to overthrow the government
___ 7. denounce	g)	to know someone, but not very well
___ 8. innocent	h)	harmless
___ 9. intercept	i)	show support for a friend
___ 10. patrol	j)	an offer to excuse a wrong action
___ 11. swear	k)	letters between people
___ 12. mention	l)	to say it is absolutely true

VILLEFORT: Well I must say, Dantes, you don't have the look of a traitor.

DANTES: Traitor?

VILLEFORT: Now, attend me well, Dantes, for your life may depend on it. Did you have any personal contact with Napoleon when you were on Elba?

DANTES: Elba, yes, I did. Well, we did. I was with the Count Mondego's son, Fernand, almost the entire time. Do you know Fernand?

VILLEFORT: He's a recent acquaintance, yes.

DANTES: Oh, there you are. He'll vouch for me.

VILLEFORT: No doubt, but you said, "almost the entire time."

PART III

Non-Formal Methods in Formal Education

Games adapted for the classroom by teachers from
Bulgaria, Malta, and Turkey participating in the project

Methods and tools from non-formal and informal education can be incorporated into formal education. One of the objectives of our project is to train teachers to apply non-formal approaches and tools in the classroom. During the LTTA C1, held in Malta, the participating teachers were asked to describe simple games and the way they could be used during the lesson. Here are some examples:

TEAM TURKEY

Step Game

Themes: Inclusion of pupils, inclusive aspects

Level of complexity:1

Age 11-13

Duration: Approxiametly 20 minutes

Group size: It depends. Normally 20 students for this group.

Type of activity: Non-formal activity

Objectives: Motivate ALL students to lesson, Warm-up for the lesson, give brief info for the students as a starting point.

Preparation: Divide the participants in 5 groups (environmentalist, nature friendly, carefree for the nature, person who doesn't care anything and non-environmentalist) and all participants form a line.

Materials : Papers, Scissors, Pencil or Pens

Instructions : The trainees are to stay in the same place, reveal their group and participate in a light discussion about this subject, after which they must summarize their ideas in a big group.

Debriefing and evaluation - And then by brainstorming; after these debates for 15 minutes; the lessons start.
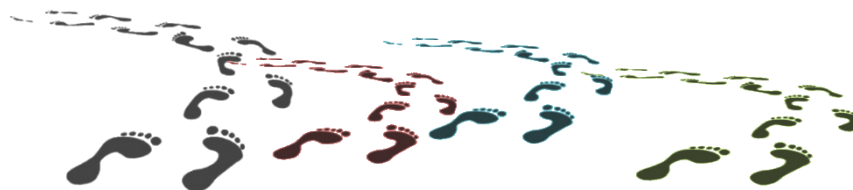
Tips for the facilitator:
Group sentences:

- Environmentalist – I'm a girl, 12 years old; I am mad about the nature. I care eco-friendly products completely. I always mind recycling My family supports me while recycling all the time. I can't stand non-environmentalist issues. Green is my life.

- Nature friendly – Green – I'm a girl, I'm 12 years old; I like nature , but I cannot adapt myself and my life completely for the nature and my environment. I care and I do my best. Nature must be important for my friends. If my friends don't respect green, kindly I may inform them if I have time.

- Carefree for the nature/ environmental issues – I'm a girl. I prefer green life to others but I cannot be very strict and well-disciplined for this matter. I respect environmentalists but I am not one of the fans of these groups. To be honest; music, sports, leisure activities are also better options for me.

- Person who doesn't care about nature– I don't understand the environmentalist people. Having a picnic , have fun freely in nature, live without caring animals and forests is OK for me. I cannot think the habitats of these animals. I can throw my garbage everywhere. I must be free. I cannot understand what go green means. It is foolish.

- Non-environmentalist – I hate nature and environmental issues. It is wasting time. I must eat, drink, use and spend money for only myself. I cannot do anything for nature. I hate this. I never help environmentalist students. It is unbearable. Throwing garbage or litters to nature makes me happy. I love the fire in the forests and in picnic areas.

Sentences for trainees:

- I can go to the shop and buy everything which are eco-friendly.
- I think, I am a good person for nature.
- I must use public transportation for the environment.
- I mustn't throw my rubbish to the bins.
- I always use my own private car instead of public transportation.
- I can learn all the subjects easily.
- I am kind to my friends for helping them in nature and environmental issues.
- Recycling is foolish.
- I help my parents for go-green.
- I can recycle.
- I have an active role in my school go-green club.
- I can't stand nature-campaigns.
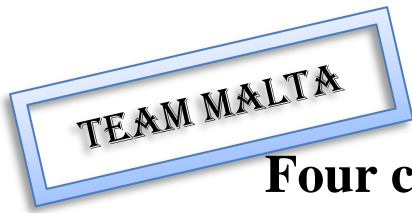
Four character traits in common

(2 positive, 2 negative)

Themes: Similarities, differences and the things that bind us.

Level of complexity: 3

Age: 16-17

Duration: 10 minutes.

Group size: 15, 3 groups of five.

Type of activity: Brain storming and Team building.

Objectives: Helping students find character traits that help them to relate.

Preparation: Dividing students in groups of five and setting up different working areas.

Materials: Markers(2 different colours) and A4 paper.

Instructions:

1. Ask students to identify four character traits which they have in common.

2. Jot them down and use colours to distinguish positive from negative traits.

Debriefing and evaluation: This activity shows that it is always possible to find common ground in people.

Tips for the facilitator: The facilitator should not make the students feel judged and should ensure that they all feel understood.

NAME OF THE ACTIVITY: **FRUIT SALAD**

TEAM BULGARIA

TYPE: ENERGIZER

FORMATION: Put chairs in a circle and have participants sit in the chairs, facing into the circle.

EQUIPMENT: None

RULES/DIRECTIONS: The teacher should stand in the middle of the circle without a chair assigned to her/him.
Assign each participant to one of the following fruits: orange, apple, or banana (or others).
The teacher should also be assigned to a fruit. Make sure there is a relatively even mix of the different fruit assignments. The teacher stands in the center of the circle and calls out one of the fruits.
Anyone assigned to that fruit (including the teacher) must stand up and find a newly vacated chair in the circle. Whoever is left without a chair becomes the facilitator in the center whose turn it is to call out a fruit. The teacher can also call "fruit salad" which means all participants must find a new seat.

VARIATIONS: A variation of this activity involves the same set-up. However, instead of assigning and calling out a fruit, play the game as "The big wind blows…" and follow that sentence with something which describes some of the people sitting in the group (e.g. anyone wearing jeans, people with dark hair, anyone born in the first half of the year, etc.).

PART IV

Lesson plans

BULGARIAN TEAM

TSAR SIMEON VELIKI SCHOOL

VIDIN, BULGARIA

1 LESSON PLAN

Lesson Topic
LOVE AND FRIENDSHIP

Subject	Class	Curriculum Links
English	10th 16- year - old students	English!!! National curriculum ICT Biology Literature Psychology

Context	
Project Name	**Creating an Innovative Platform of Communication and Teaching in a Digital Society**
Links with *previous* lesson(s)	Short description of favourite films, talking about plot, characters Debating: listening and speaking
Links with *future* lesson(s)	Creative writing-love letters / letters of apology Discussion-emotional intelligence, stress Vocabulary related to human relationships
Cross curricular links *before* the lesson	Digital skills Psychology Biology-dopamine spurt, hormones in the human body-oestrogen, dopamine, pheromone, testosterone, adrenaline, serotonin, oxytocin, vasopressin

	Literature
Cross curricular links *after* the lesson	Vocabulary related to expressing feelings and emotions
	Biology
	Literature
	Psychology
	Period of the class teacher

Learning Objective:

Sharing opinions and ideas about what true love is

Relationships need care and attention

Feeling free to express personal feelings and emotions

Developing critical and analytical skills-Attractive appearance or personal qualities is what matters

Topic related vocabulary

What happens when we fall in love?- Our behaviour is directed by some very powerful chemicals flooding our brains.

Learning Outcomes:

1.Express their understanding of relationships in general and love relationships

2.Learn new topic related vocabulary

3.Develop skills in debating, analysing people's values

4.What happens when we fall in love?- Our behaviour is directed by some very powerful chemicals flooding our brains.

Pre Lesson Preparation	ICT Resources
Love song	Projector, screen, laptop

Materials-some love quotes to challenge discussion	
5-minute quiz	

Prior Learning / Assessment to inform planning

For example:

Being able to exchange information on matters within my fields of interest

Sustaining opinions in a discussion by providing relevant explanations, arguments and comments

Key Vocabulary

Vocabulary related to:

Relationship- get engaged, split up, affair, the 3 stages of love-lust, romantic attraction, attachment etc.

Appearance- face, hair, eyes, body, height, build

Personal qualities-serious, intelligent, reliable, honest, sincere ,ambitious, violent, etc

Key competencies development:

1. Listening: Listening , understanding and correcting the mistakes in a love song lyrics
2. Reading: Reading and understanding articles on current problems in which the writers express specific attitudes and points of view
3. Speaking: Expressing ideas, opinions, feelings and emotions clearly, developing debating skills, encouraging involvement in discussions
4. Writing: Love letter writing or one-paragraph quote analysis

Non-formal methods applied in the lesson:

List the methods and games you will use

A game "Fruit Salad"

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources e.g. TEL, Other Adults, Materials and Equipment
5min		Energizer			*see Appendix 1
3min	**1**	Lead-in ”Do you treat people the way you want to be treated?”	Sharing answers in small groups	Reporting to the whole group what has been discussed	Teacher
10min	**2,4**	Correct the mistakes in the song lyrics Fill in the blanks with provided topic-related words 'Being in love is like an addiction..'	Sharing answers in small groups	Reporting to the group what has been discussed and showing results on screen	*see Appendix 2 Teacher, writing material, laptop, projector
15min	**1,3**	Divide the sts into 2 groups and encourage discussion, opinion exchange on 2 opposing view points	One group defends the beautiful face that we fall in love with, the other one- the beautiful heart	Group work and reporting to the whole group	Teacher, 2 photos provided, laptop, projector
5min		5-min quiz			*see Appendix 3 Teacher, writing material,

					laptop, projector
2min	**1**	HW explanation			

Home Learning/Homework
1. Create a short video of people showing love or friendship relations in their everyday life.

2. Write a love letter to your boyfriend/girlfriend or just to someone you hope to meet in the future.

3. Choose a quote and analyse it in a paragraph. (Love quotes given in advance)

Students' own choice. |

LESSON EVALUATION

What was successful / not so successful? What was the impact of this on student progress?

Lesson Topic	Subject
Love and Friendship	English

Evaluator
English Department

Evaluation
Pupil Learning & Progression Most of the students achieved the learning outcomes and the teacher can see it in their writings and opinion exchange
Progress is measured by the new vocabulary used in debates and the students' eagerness to share their points of view in discussions and essays
Teaching & Classroom Management The teacher created an environment where students are relaxed, motivated to participate in an easy-going discussion

APPENDIX 1

NAME OF THE ACTIVITY: **FRUIT SALAD**

TYPE: ENERGIZER

FORMATION: Put chairs in a circle and have participants sit in the chairs, facing into the circle.

EQUIPMENT: None

RULES/DIRECTIONS: The teacher should stand in the middle of the circle without a chair assigned to her/him.
Assign each participant to one of the following fruits: orange, apple, or banana (or others).
The teacher should also be assigned to a fruit. Make sure there is a relatively even mix of the different fruit assignments. The teacher stands in the center of the circle and calls out one of the fruits.
Anyone assigned to that fruit (including the teacher) must stand up and find a newly vacated chair in the circle. Whoever is left without a chair becomes the facilitator in the center whose turn it is to call out a fruit. The teacher can also call "fruit salad" which means all participants must find a new seat.

VARIATIONS: A variation of this activity involves the same set-up. However, instead of assigning and calling out a fruit, play the game as "The big wind blows…" and follow that sentence with something which describes some of the people sitting in the group (e.g. anyone wearing jeans, people with dark hair, anyone born in the first half of the year, etc.).

APPENDIX 2

Students' papers

Read the article and fill in the blanks with the words below. You might need to use some of the words more than once:

vasopressin, testosterone, adrenaline, oxytocin, oestrogen, pheromones, dopamine

Love is the drug. Being in love is like an addiction-we are at the mercy of our biochemistry. The three stages of love

Stage 1- Lust
Lust, which is the initial attraction stage between people, is driven by the sex hormones 1)………………… and 2)………………………….. . These hormones get you out and about looking for love! Smell may also help you choose your mate.
3) …………………………. are chemicals which animals give off in order to attract their mates-do humans have them too? In a rather unusual experiment, a Swiss scientist asked a group of women to smell some sweaty T-shirts worn by different men. They preferred the smell of males whose immune systems were different from their own.
Stage 2-Romantic attraction
People who are in love can think of nothing else. This is because they are being flooded with a cocktail of chemicals called neurotransmitters- 4)………………………… and 5)……………………… . These two chemicals cause elation, loss of appetite and sleeplessness.
6) …………………….. , which has the same effect on the brain as cocaine, causes an intense rush of pleasure. 7) ………………………… is the neurotransmitter that makes your heart beat faster when you see the love of your life.
Stage 3-Attachment
Nobody would get any work done if they stayed in the attraction stage forever! In the attachment stage, a bond is formed and couples experience feelings of calm and stability. Two hormones, called 8) ……………………… and 9) ………………………….. create an emotional bond and help the animals stay faithful. Researchers discovered the role of vasopressin while studying prairie voles, which mate for life. However, when they suppressed vasopressin in these faithful creatures, the voles left their partners for a more exciting lifestyle!

KEY
1. testosterone,   6.dopamine
2. Oestrogen,   7.adrenaline,
3.pheromones,   8. oxytocin
4.dopamine   9. vasopressin
5.adrenaline

APPENDIX 3

1. What is the genesis of the feud between the Montagues and Capulets?

   ○ The Montagues support the Prince.

   ○ The Capulets cheated the Montagues out of a business.

   ○ Lord Montague killed Lady Capulet's father.

   ○ The reason is not given.

2. Who has prohibited street violence in Verona?

   ○ King Hamlet

   ○ Friar Laurence

   ○ Prince Escalus

   ○ Citizens of the Watch

3. Which person does Romeo claim is the cause of his melancholy?

   ○ Lady Capulet

   ○ Rosaline

   ○ Juliet

   ○ Mercutio

4. Whom does Lord Capulet consider to be a good match for Juliet?

   ○ Benvolio

   ○ Paris

   ○ Mercutio

○ Tybalt

5. Why does Lord Capulet want to wait before granting Juliet's hand in marriage?

○ She is angry and sullen.

○ She is only thirteen.

○ She is sickly.

○ She needs a rich husband.

6. Why is Romeo comfortable with crashing the Capulet party?

○ He will watch from afar.

○ He will go after everyone is drunk.

○ It is a masked ball.

○ He knows they will not harm Christians.

7. Why doesn't Tybalt attack Romeo at the masquerade ball?

○ Juliet begs mercy.

○ Mercutio interferes.

○ Lord Capulet stops him.

○ Romeo runs away.

8. Who first tells Juliet about Romeo's identity?

○ Tybalt

○ Mercutio

○ the Nurse

○ Lady Capulet

KEY

1 – D

2 – C

3 – B

4 – B

5 – B

6 – C

7 – C

8 - C

LESSON PLAN

Lesson Topic
Animals. How do you distinguish between different types of animals?

Subject	Class	Curriculum Links
German	9th grade Age:15 years Level:beginners	German national curriculum ICT

Context	
Project Name	**Creating an Innovative Platform of Communication and Teaching in a Digital Society**
Links with *previous* lesson(s)	German nouns: gender, singular and plural forms; the verbs "haben" and "mögen". Students use link https://h5p.org/node/740202?feed_me=nps and search for 23 words in order to activate their vocabulary (see Appendix 1).
Links with *future* lesson(s)	Creative writing: Where do animals come from? Kinds of animals. Discussion: What do you know you know about animals?Describe your own pet or your favourite animal. Vocabulary related to animals and pets
Cross curricular links *before* the lesson	Digital skills: students can use H5P- app and LearningApp
Cross curricular links *after* the lesson	Biology and ICT skills

Learning Objective:

- Students should be able to understand simple phrases related to ANIMALS /PETS and solve a crossword puzzle;
- Students should be able to talk and report on animals;
- Students should be able to understand and write a text about animals/pets;
- Students should be able to use nouns paying attention to gender, singular or plural forms;
- Students should be able to use the verbs "haben" and "mögen" correctly;
- Students learn to use computer apps;
- Students enrich their vocabulary related to the topic.

Learning Outcomes:

1. Refreshing topic-related vocabulary
2. Expanding topic-related vocabulary
3. Learning how to use the verbs "haben" and "mögen"
4. Learning to work in groups
5. Learning how to write a text about animals/pets
6. Learning how to use nouns (gender, singular/ plural forms)
7. Improving experience with LearningApps and H5P
8. Comprehending reports on animals prepared by classmates.

Pre Lesson Preparation	ICT Resources
Create a crossword puzzle/grid; word search game Alternative exercises: flashcards	Projector, screen, laptop
Prior Learning / Assessment to inform planning	
Ability to exchange information on matters relating to students' interests. Ability to express opinion in discussions by providing relevant explanations, arguments and comments.	

Key Vocabulary

Vocabulary related to animals and pets: Kanarienvogel, Hamster, Maus, Hund, Tiger, Wolf, Pferd, Bison, Kuh, Spinne, Känguru, Antilope, Lama, Katze, Kaninchen, Ente, Papagei, Fuchs, Löwe

Key competencies development:

- 1. **Linguistic competence:**1.1.Listening: listening and understanding German speakers; 1.2. Speaking: talking on the topic, 1.3. Reading: understanding and accomplishing the assignment. 1.4. Writing: writing a topic-related text for homework.
- 2. **Digital competence:** use of LearningApp and H5P.
- 3. **Learning to learn:** learning to effectively manage individual and group learning.
- 4. **Social and personal competencies:** learning to participate effectively in the performance of an assignment; teamwork, collaboration, distribution of tasks.
- 5. **Sense of initiative:** showing creativity in translating ideas into relevant action.

Non-formal methods applied in the lesson:

Game /energizer "Tiere"(see Appendix 2)

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources
7 min	**1,4**	Energizer			Appendix 2
10 min	**1,4,6, 7**	Lead-in The learners are given tasks related to this unit. In the beginning, the teacher activates them with an energizer. They are expected to remember the names of animals/pets. Next, the learners are divided into groups of four or five by means of cards with school items on them. Each student picks a card and looks for his/her partner. The teams then sit around separate desks. Their next assignment is to follow the link https://h5p.org/node/740202?feed_me=nps The purpose of this exercise is to activate the topic-related vocabulary. Then students are required to classify the animals into wild and domestic/pets.	Sharing answers in small groups	Reporting to the whole group on the results of the discussion	Teacher
13min n	**2,3,4, 5,** **6,7**	The next task requires to follow link https://learningapps.org/display?v=pu1zrowx517and solve the crossword puzzle. Students are not allowed to use textbooks and dictionaries. The allotted time is limited to 13 minutes during which students are required to	Sharing answers in small groups	Reporting to the group what has been discusse. The results are shown	Appendix 3 Teacher, writing materials, lapttop,

		find 13 animals and solve the puzzle.		on the screen	projector
10min	**5,7**	The crossword puzzle is shown on a multimedia screen and discussed.	Sharing answers	The teacher comments on the answers and suggests corrections, if necessary	The teacher leads the discussion
25min	**2,4,5, 8**	The next task involves the use of Flashcards (see Appendix 4). Students are instructed to match text and picture. . .	Students discuss their findings and write together a text about the animal of their choice. The groups show their results and read aloud the texts they have written.	The teachers monitors the students' work by making comments, correcting mistakes.	*see Appendix 4 Teacher, writing materials flashcards
10 min	**7**	The teacher asks the students to comment on the flashcards and the written texts.	Students express opinions	The teacher monitor the discussion.	
5 min		Explaining the homework assignment: watch the video and write about your pet or favourite animal:Mein Haustier ist - YouTube			
Home Learning/Homework					
Write about your pet or favourite animal. You can create an interactive exercise with the app you choose according to the topic.					

LESSON EVALUATION

What was successful / not so successful? What was the impact of this on student progress?

Lesson Topic	Subject
Animals. How do you distinguish between different types of animals?	German

Evaluator

German Department

Evaluation

The majority of students achieved the learning objectives. The teacher measured their progress on the basis of the texts they created in class, the use of new vocabulary in the exchange of opinions, and in their homework.

Planning & Subject Knowledge

How could you further develop pedagogy to address errors and misconceptions in your planning?

How could you develop imaginative and creative approaches to further match individual needs and interests?

What I originally intended to do was to show my students that revision lessons, when prepared using a new method, can be anything but boring. In my view, such lessons can change the attitude of learners towards the traditional study of vocabulary, especially when they are offered more visual aids and games. They feel more confident and motivated to participate actively in class. The higher their motivation and interest, the faster they will memorize grammar and vocabulary. I plan to diversify my future lessons by applying more creativity, more dynamics, and visuality in order to facilitate and enhance the process of acquisition.

Next Steps in Learning

The experience I have had with this lesson is very positive. It was also well received by my students. The only problem they had was typing the link which took a long time.

It would be a good idea to create a QR code to get to the page faster so that students could work in groups using cell phones.

Appendix 1

- Schmetterling
- Pinguin
- Schildkröte
- Meerschweinchen
- Kanarienvogel
- Hamster
- Maus
- Hund
- Tiger
- Wolf
- Pferd
- Bison
- Kuh
- Spinne
- Känguru
- Antilope
- Lama
- Katze
- Kaninchen
- Ente
- Papagei
- Fuchs
- Löwe

Appendix 2

Tiere

- **Themes** – vocabulary association

- **Level of complexity**: 1

- **Age**: 15 years old(6 years and above)

- **Duration** : 5 to 10 min at the beginning of the lesson

- **Group size** -20-25students

- **Type of activity-** warm-up activity

- **Objectives –** introduction to the lesson topic ***"Tiere"***

- **Preparation** : students sit on chairs in a circle

- **Materials:** chairs

- **Instructions:** the teacher chooses 6-7 words for animals from the previous lesson. The students sit on the chairs with the exception of one, who stands in the middle of the circle. The teacher explains the game and gives an example. For example he divides the class in 6 groups each standing for a different animal – **Löwe, Kaninchen, Schmetterling, Katze, Hund, Spinne.** The student in the middle has to call out one of these animals, the students, who have been given this animal, have to change their place (they should move to another chair). The student in the middle tries to sit down on a free chair. When the student in the middle says **TIERE** everyone has to change his place and start from the beginning. Every student tries to catch a chair, if he/she doesn't get a chair, is loosing the game. **It depends how much time the teacher gave, on the end the student, who didn't catch a chair, who isn't sitting is the looser.**

- **Discussion and evaluation:** short discussion on the associations the students have made. For example you can ask – Was it difficult for you to catch a chair? Or Did you make any associations with your classmates and the animals that they get? etc.
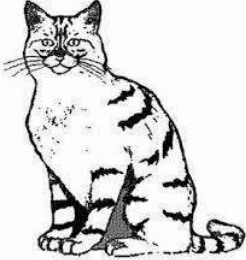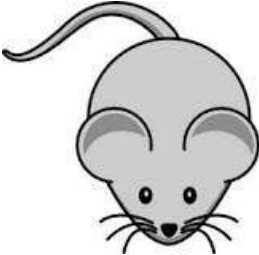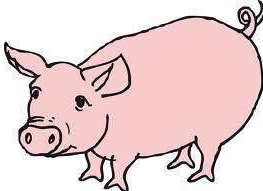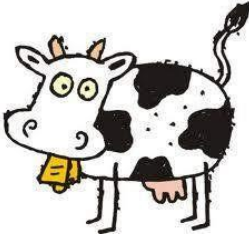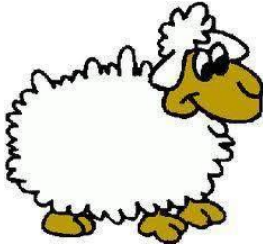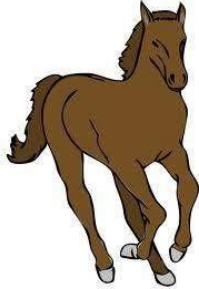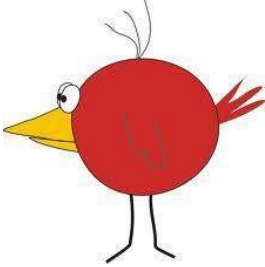
   Tips for the facilitator: Depending on the theme of the lesson this game can be used on different topics as warm – up – activity for activating the vocabulary.

Appendix 3

Appendix 4

Flashcards

		Sie ist weich und lieb und ein beliebtes Haustier.Sie kann schnurren.	
Er ist treu und kann bellen. Viele Leute haben ihn als Haustier.		Sie ist klein und grau oder braun. Sie kann piepsen und liebt Käse.	
Die Deutschen essen das Fleisch von diesem rosa Tier sehr gern.		Die Iren lieben das Fleisch von dieser Kuh. Sie kann Milch geben.	
Es ist weich und weiß oder braun. Wir brauchen es für Wolle. In Irland gibt es viele.		Sie ist sehr langsam und lebt in meinem Garten mit ihren vielen Geschwistern.	
Es ist braun, schwarz oder weiß. Man kann auf ihm reiten		Er lebt in Bäumen und kann fliegen. Wir hören ihn im Park oft singen.	

LESSON PLAN

Lesson Topic: Wohnen, Wohnung suchen, auf Wohnungsanzeige reagieren
Where do we live? How to find the ideal place to live in Bulgaria and Germany.

Subject	Class	Curriculum Links
German	11th	A2+ *Written Communication* module

Context	
Project Name	**Creating an Innovative Platform of Communication and Teaching in a Digital Society**
Links with *previous* lesson(s)	**How can skills and knowledge acquired in previous lessons (of this specific lesson set) be utilized in this current lesson?** The students are familiar with the main vocabulary from the previous lessons, e.g. types of housing (Haus, Wohnung, Einfamilienhaus, etc); types of premises (Wohnzimmer, Schlafzimmer, Keller , etc); basic furniture (Tisch, Sofa, Bett, etc). Topics discussed during previous lessons: *My family and I; My friends and I; I am 18 years old; Looking for a job.* Students have already written short essays on: "*Describing my room*"; *"My dream room" etc.* Students have been involved in discussions by asking and answering questions like: "Where do you live?"; "Who do you live with?"; Do you have flowers in your room?"; "What is the colour of the walls of your room?"
Links with *future* lesson(s)	**How will the skills and knowledge acquired in the current lesson be utilized and adapted throughout the progression of this specific lesson set?**

	Creative writing skills: Students will be asked to write a dialogue on the phone regarding a housing advertisement - included in the *Written Communication* module.
	Debating skills: Students will be asked to simulate a phone conversation based on a housing advertisement - included in the *Oral Communication* module.
	Topic-related vocabulary: Mietwohnung, Miete, Kaution, Wohnungsabkürzungen
	Ich rufe an, weil ...
	Mir gefällt die Wohnung, weil...
	Wann könnte ich die Wohnung sehen?
Cross curricular links *before* the lesson	**From what other subject areas will the student draw knowledge from in completing the assigned tasks of the current project?** Digital skills, mathematics, geography
Cross curricular links *after* the lesson	**With what other possible subject areas will the student be able to link and utilize knowledge gained from the current lesson?** Topic-related vocabulary

Learning Objective:

(**What are the learning objectives? – make this an open, non-task based statement**)

To Learn (about …/ how…/ why…/ when…/ what happens when ..../ if… etc.

- To learn new information on the topic, e.g. how the Germans live; types of houses and flats; the German lifestyle compared to the Bulgarian lifestyle. To create a discussion.
- To enrich students' vocabulary on the topic.
- To learn to read and understand house advertisements.
- To broaden general culture.

Learning Outcomes:

By the end of this lesson students will be able to:

1) Develop skills to express a personal opinion on a specific topic and participate in a discussion.

2) Learn new vocabulary and new information related to the topic.

3) Learn to use video technology, ICT tools.

4) Learn to read and understand advertisements.

5) Develop letter/email writing skills.

6) Learn to work and play in groups.

Pre Lesson Preparation	ICT Resources
Materials, presentations, educational movies, resources needed etc. The game software, online platform (Teams/YouTube, DW) Video clip, mobile phones, paper and pens, instructions for facilitators	**Hardware equipment you will need for this lesson (e.g. tablets, smart phone, computer, interactive board).** Software and Apps Online platform (Teams/YouTube, DW, tablets, computers and smart phones)

Prior Learning / Assessment to inform planning
For example: **What happened in the last lesson to inform your planning? What did you learn from the outcomes of previous lessons in this specific lesson set that affected your preparation for this current lesson? What were the specific adaptations to the current lesson that these outcomes caused you to make?** **How has the data for this group informed your planning to accommodate the needs and abilities of all of your learners?** Students were familiar with DW educational films from previous lessons and showed interest in German lifestyle. Information about German lifestyle and types of houses

Knowledge of writing letters/ emails

Knowledge of vocabulary related to the topic-home, types of houses, family, lifestyle

Expressing likes and dislikes

Key Vocabulary

Appendix 4.

Key competencies development:

By the end of this lesson, students will develop the following key competencies:

1. Listening: Listening and understanding native speakers' discourse
2. Speaking: Expressing ideas clearly, developing debating skills, speaking in front of an audience
3. Reading: Understanding the given tasks (finding short texts on the web about housing advertisements, types of houses, etc)
4. Writing: Writing ads, responding to ads

Non-formal methods applied in the lesson:

The energizer is a memory game with topic-related pictures and words. Its aim is to activate previously learned vocabulary. .

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources e.g. TEL, Other Adults, Materials and Equipment
5min	6	Energizer	https://www.german-games.net/de/deutsch-spiele/memory?thema=Wohnen&level=Fortgeschritten		Computer, telephone, Internet
25min	1,2,3	The teacher introduces students to the lesson: (1) using topic related questions and (2) showing a short film and exercises attached to it. Students work individually and the teacher helps them, if necessary. Results are discussed at the end.	(1) Students express opinions and engage in discussions on the topic (2) film https://learngerman.dw.com/de/6-wohnen/l-18723182 Students work individually.	Reporting to the whole class what has been discussed	Computer, telephone, Internet
5 min	4	**Appendix 4**			
10min	**Task 1 Appendix 1 1 4**	Students are required to look up a specific advertisement. The teacher helps them, if necessary.	Students are looking for housing ads on the internet	Individual work and reporting to the whole class	Computer, telephone, Internet
10min	**Arbeitsblatt 2**	The teacher asks students to do a grammar exercise in google forms. **Task 2**	https://forms.office.com/Pages/ResponsePage.aspx?id=q4QFQuxOx0G7Q3Nk0Kb9_QSKhpnGmf9MuYmbOrZ29ZJURVJESk	Individual work	Computer, telephone, Internet

	3	Grammar Appendix 2	NYQUNSNUxYRFdUN0l VRTc4RlNOWC4u		
10min	**Task 3** **3,4**	The teacher gives students two sample letters with instructions on how to write letters and emails. Appendix 3	https://www. youtube.com/ watch?v=8_ yTSsTjK3s& feature=emb_logo	Group and individual work	Computer, telephone, Internet
20 min	**4**	The teacher helps students, if necessary	Students write their letters/emails	Students report to the class.	
3min		Explanation of homework	Students receive an assignment to create a phone dialogue on the given topic.		
2min		**Evaluation**			

Home Learning/Homework

(**to enhance prior, existing or potential knowledge and skills)**

Students are assigned to write a dialogue on the phone based on a housing ad and prepare an oral phone conversation.

The homework aims to enhance the speaking skills deriving from the lesson on housing and encourage students to express their personal opinions on the different types of houses.

LESSON EVALUATION

What was successful / not so successful? What was the impact of this on student progress?

Lesson Topic	Subject
Where do we live? How to find the ideal place to live in Bulgaria and Germany.	German

Evaluator
Language department, The school team.

Evaluation
Pupil Learning & Progression **Did all the pupils achieve the intended learning outcome?** *(How do you know? What are the standards being used to measure success?)* All students worked on the exercises, but not all of them were able to complete them. Most students achieved the learning objectives. The teacher's positive impressions derived from her monitoring of the students' performance during the lesson.
How do you and your pupils know they have ALL made rapid progress? Again, how are you measuring these outcomes? If they have done good with the lessons, it means that they have improved. Progress was observed in the letters and emails the students wrote using the new vocabulary.
Teaching & Classroom Management **How has your planning and teaching created an environment that facilitates positive behaviours, highly conducive to learning? I hope that the different exercises which are offered to them are not being taken for granted.** The teacher created an encouraging and non-judgemental environment where everyone felt relaxed and stimulated to work productively. Peer evaluation was encouraged and supported.

Planning & Subject Knowledge

How could you further develop pedagogy to address errors and misconceptions in your planning? How could you develop imaginative and creative approaches to further match individual needs and interests?

All the students were asked to watch a video and write their letters/ emails in turns. However, some of them failed do it, which meant that they had not been able to fulfil their tasks. Therefore, to achieve better results in the future, it is advisable that students watch video material in smaller groups and then share their comments with the whole class.
Imaginative and creative approaches could include article writing, games, and advertising.

Next Steps in Learning

Next topic: Looking for a job

Materials:

1)   DW, Deutschlandlabor, Folge 6, Wohnen

2)   Berliner Platz Neu, A2, Online-Übungen

3)   Kompetenzfeld Deutsch – Kommunikation und Gesellschaft, Bundesministerium für Unterricht, Kunst und Kultur, Abt. Erwachsenenbildung II/5

4)   german-deutsch.com

Introduction

Der Lehrer fängt das Thema mit folgenden Fragen an:

Wo wohnen wir? Wie wohnen wir? Wie wohnen die Bulgaren? Wo möchten Sie wohnen? Warum? Wann müssen sie ausziehen? Wie suchen und finden Sie eine Wohnung? Was ist wichtig für Sie, wenn Sie eine neue Wohnung finden möchten? Und etc.

Dann beginnt die Einzelarbeit mit den Aufgaben von deutsche Welle.

https://learngerman.dw.com/de/6-wohnen/l-18723182

Am Ende besprechen alle im Plenum die Ergebnisse und die Eindrücke.

Energizer

https://www.germangames.net/de/deutschspiele/memory?thema=Geb%C3%A4ude&level=Fortgeschritten

Appendix 1/Arbeitsblatt 1

Aufgabe 1

Suchen Sie im Internet Wohnungsanzeigen nach folgenden Kriterien:

Nr.1-5 suchen eine 3-Zi-Wohnung bis 1000 Euro KM in Berlin.

Nr.6-10 suchen ein Haus mit Garten in Hamburg und Umgebung bis 100 km, bis 4000Euro WM, für eine Familie mit 2 Kindern und einen Hund.

Nr. 11-15 suchen ein Reihenhaus in Frankfurt am Main und Umgebung bis 50 km für 3000 Euro WM

Nr. 16-22 suchen eine 2-Zi-Wohnung mit Balkon und Parkplatz in München, Innenstadt, bis 1500 Euro WM

Appendix 2/Arbeitsblatt 2

Aufgabe 2

https://forms.office.com/Pages/ResponsePage.aspx?id=q4QFQuxOx0G7Q3Nk0Kb9_QSKhpnGmf9MuYmbOrZ29ZJURVJESkNYQUNSNUxYRFdUN0lVRTc4RlNOWC4u

Ergänzen Sie: weil, ob, dass

1. Ich habe nicht gewusst, ... die Wohnung so schön ist.

2.Ich muss bald nach Hause fahren, ...ich früh ins Bett gehen muss.

3. Sie hat nicht gesagt, ... sie nach Hause kommt.

4. Können Sie mir sagen, ... es in der Nähe einen Supermarkt gibt.

5. Ich denke, ... ich mehr Platz für meine sachen brauche.

6. Peter sucht in Berlin eine neue Wohnung, ... er dort eine Stelle als Manager gefunden hat.

7. Martina sucht eine Wohnung mit einem nicht so hellen Schlafzimmer, ... sie gerne in Dunkelheit schläft.

Appendix 3/Arbeitsblatt 3

Aufgabe 3

https://www.youtube.com/watch?v=8_yTSsTjK3s&feature=emb_logo

Lesen/Hören Sie den Brief.

Versuchen Sie jetzt einen eigenen Brief zu schreiben, indem Sie auf die Wohnungsanzeige antworten. Schreiben Sie: warum Ihnen die Wohnung/das Haus gefällt, erzählen Sie etwas über sich, sagen Sie warum Sie umziehen müssen. Stellen Sie mindestens 2 Fragen. Vergessen Sie nicht die passende Anrede und die Grußformel am Ende.

Schreiben Sie circa 100 Wörter.

Berücksichtigen Sie auch die Wortschatzliste.

Appendix 4/Arbeitsblatt 4

Wortschatzliste und Liste der Abkürzungen

Haushalt, -e (m.) - Die Anzahl der Personen, die zusammen in einer Wohnung oder einem Einfamilienhaus leben

Statistisch - auf die Statistik bezogen; durch Zahlen belegt, die zeigen, wie oft etwas vorkommt

Wohnraum, -räume (m.) - ein Ort zum Wohnen, z. B. ein Haus, eine Wohnung oder ein Zimmer

zur Miete wohnen - mieten; gegen monatliche Bezahlung in einer Wohnung oder einem Haus leben

Immobilie, -n (f.) - ein Gebäude oder ein Grundstück

gut ausgestattet - so, dass alle wichtigen Dinge da sind

Altbau, -ten (m.) - ein älteres, vor längerer Zeit gebautes Haus oder Gebäude mit hohen Räumen und Fenstern

Einfamilienhaus, -häuser (n.) - ein Wohnhaus für eine Familie

ein|richten - hier: eine Wohnung mit Möbeln, Teppichen usw. ausstatten

Wohnbereich, -e (m.) - der Teil der Wohnung, in dem man sich oft aufhält, also das Esszimmer und das Wohnzimmer

Stoff, -e (m.) - das Material, aus dem man Kleidung, Vorhänge usw. machen kann

abhängig von - durch etwas bestimmt oder bedingt

Kissen, - (n.) - eine mit weichem Material (z. B. Federn) gefüllte Stoffhülle, die man zum Schlafen unter den Kopf legt

Schick - schön; elegant

Nachmieter, -/Nachmieterin, -nen - eine Person, die nach einer anderen Person etwas mietet, z. B. eine Wohnung

Interessent, -en/Interessentin, -nen - eine Person, die an etwas interessiert ist/an etwas Interesse hat

Kontaktdaten (nur Plural) - wichtige Daten einer Person, damit man sie erreichen kann, z. B. Name, Adresse und Telefonnummer

Bezahlbar - günstig; nicht zu teuer

Liste der Abkürzungen

Allgemeines zur Wohnung

- AB (Altbau)

- App (Apartment)

- BJ (Baujahr)

- BK (Betriebskosten)

- BKVZ (Betriebskostenvorauszahlung)

- DHH (Doppelhaus)

- EFH (Einfamilienhaus)

- ELW (Einliegerwohnung)

- ETW (Eigentumswohnung)

- ET-Whg (Etagenwohnung)

- HK (Heizkosten)

- KT (Kaution)

- MM (Monatsmiete)

- MS (Mietsicherheit)

- NB (Neubau)

- NK (Nebenkosten)

- NKM (Nettokaltmiete)

- Prov (Provision)

- RH (Reihenhaus)

- REH (Reihenendhaus)

- RMH (Reihenmittelhaus)

- Whg. (Wohnung)

- WG (Wohngemeinschaft)

- WM (Warmmiete)

- Zi (Zimmer)

- ZKB (Zimmer, Küche, Bad)

- ZKD (Zimmer, Küche, Dusche)

Ausstattungsmerkmale der Wohnung

- BLK (Balkon)

- BW (Badewanne)

- DB (Duschbad)

- DT (Dachterrasse)

- EBK (Einbauküche)

- GWC (Gäste-WC)

- L (Lift)

- Lam. (Laminat)

- m.F. (mit Fenster)

- P / PP (Parkplatz)

- Stpl (Stellplatz)

- TB (Tageslichtbad)

- Terr (Terrasse)

- TG (Tiefgarage)

- WB (Wannenbad)

- WiG (Wintergarten)

Sonstige Abkürzungen in Immobilienanzeigen

- bezugsf (bezugsfrei)

- E-hzg (Elektroheizung)

- Ethzg (Etagenheizung)

- Hat / HT (Haustiere)

- HMS (Hausmeisterservice)

- NR (Nichtraucher)

- ren (renoviert)

- rep-bed (reparaturbedürftig)

- ZH (Zentralheizung)

1 LESSON PLAN

Lesson Topic
EXTREME SPORTS

Subject	Class	Curriculum Links
English	8th 14- year - old students B1	English!!! National curriculum!!!!!! ICT Biology Psychology PE

Context	
Project Name	**Creating an Innovative Platform of Communication and Teaching in a Digital Society**
Links with *previous* lesson(s)	Short description of favourite free time activities, healthy lifestyle, favourite sport and its representatives Debating: listening and speaking
Links with *future* lesson(s)	Creative writing - review Discussion-emotional intelligence, stress???? Vocabulary related to extreme sports
Cross curricular links *before* the lesson	Digital skills Psychology Biology PE
Cross curricular links *after* the lesson	Vocabulary related to sports, rules ,achievements Biology

	PE
	Psychology
	Period of the class teacher

Learning Objective:

Sharing opinions and ideas about what sport gives

Our body needs care and movement

Feeling free to express personal preferences and emotions

Developing critical and analytical skills – winner or loser, which is

Topic related vocabulary

What happens when we are challenged? - Our behaviour is directed by some very powerful chemicals flooding our brains.

Learning Outcomes:

Express their understanding of CHALLENGE and DANGER in general

Learn new topic related vocabulary

Develop skills in debating, analysing people's values

What happens when we take up a sport?- Our behaviour is directed by some very powerful chemicals flooding our brains.

Pre Lesson Preparation	ICT Resources
Song	Projector, screen, laptop
Materials-some sport quotes to challenge discussion	
5-minute quiz	

Prior Learning / Assessment to inform planning

For example:

Being able to exchange information on matters within my fields of interest

Sustaining opinions in a discussion by providing relevant explanations, arguments and

comments

Key Vocabulary

Vocabulary related to:

Extreme sports- adrenaline rush, danger, challenge, ride a wave, bird`s eye view, harness, ladder, etc.

Appearance- body, height, build, muscle, strength, diet, workout, etc.

Personal qualities- competitive, miserable, moderate, prominent, etc.

Key competencies development:

1. Communicating in a mother tongue: ability to express and interpret concepts, thoughts, feelings, facts and opinions both orally and in writing.
2. Communicating in a foreign language: as above, but includes mediation skills (i.e. summarizing, paraphrasing, interpreting or translating) and intercultural understanding.
3. Mathematical, scientific and technological competence: sound mastery of numeracy, an understanding of the natural world and an ability to apply knowledge and technology to perceived human needs (such as medicine, transport or communication).
4. Digital competence: confident and critical usage of information and communications technology for work, leisure and communication.
5. Learning to learn: ability to effectively manage one's own learning, either individually or in groups.
6. Social and civic competences: ability to participate effectively and constructively in one's social and working life and engage in active and democratic participation, especially in increasingly diverse societies.
7. Sense of initiative and entrepreneurship: ability to turn ideas into action through creativity, innovation and risk taking as well as ability to plan and manage projects.
8. Cultural awareness and expression: ability to appreciate the creative importance of ideas, experiences and emotions in a range of media such as music, literature and visual and performing arts.

Non-formal methods applied in the lesson:

List the methods and games you will use

A game "JUMP IN"

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources e.g. TEL, Other Adults, Materials and Equipment
5min		Energizer			*see Appendix 1
3min		Lead-in "Do you practice any sport? What sport would be a challenge for you?"	Sharing answers in small groups	Reporting to the whole group what has been discussed	Teacher
5-7min		Complete the song Fill in the blanks with provided topic-related words 'Being challenged is like an adrenaline rush..'	Sharing answers in small groups	Reporting to the group what has been discussed and showing results on screen	*see Appendix 2 Appendix 4 Teacher, writing material, laptop, projector
10 min		Read the article and match the sports with the photos and answer the questions			
15min		Divide the students into 2 groups and encourage discussion, opinion exchange on 2 opposing view points	One group defends being a winner is better, the other one-failure strengthens the	Group work and reporting to the whole group	Teacher, 2 photos provided, laptop, projector

			character		
5min		5-min quiz			*see Appendix 3 Teacher, writing material, laptop, projector
2min		HW explanation			

Home Learning/Homework

1. Create a short video of people experiencing an extreme sport .

2. Write a letter to your friend, sharing what extreme sport you have experienced.

3. Choose a quote and analyse it in a paragraph. (Quotes given in advance in Appendix 4)

Students' own choice.

2 LESSON EVALUATION

What was successful / not so successful? What was the impact of this on student progress?

Lesson Topic	Subject
EXTREME SPORTS	English

Evaluator
English Department

Evaluation

Pupil Learning & Progression

Most of the students achieved the learning outcomes and the teacher can see it in their writings and opinion exchange

Progress is measured by the new vocabulary used in debates and the students' eagerness to share their points of view in discussions and essays

Teaching & Classroom Management

The teacher created an environment where students are relaxed, motivated to participate in an easy-going discussion

Planning & Subject Knowledge

How could you further develop pedagogy to address errors and misconceptions in your planning?

How could you develop imaginative and creative approaches to further match individual needs and interests?
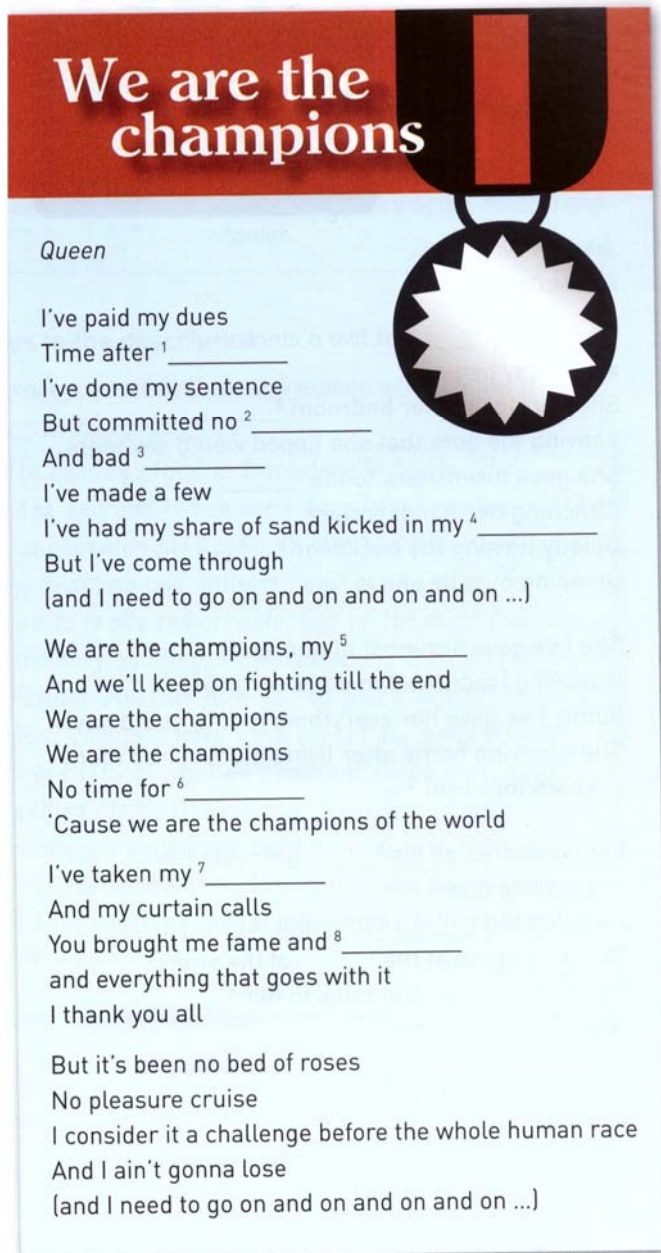
Next Steps in Learning

APPENDIX 1

JUMP IN , JUMP OUT GAME

1. Form a circle, holding hands, facing in to the centre.
2. Announce that you want the group to – "SAY WHAT I SAY, AND DO WHAT I SAY."
3. Practice this skill with one of four commands – "JUMP IN," "JUMP OUT," "JUMP LEFT" or "JUMP RIGHT."
4. Call out a series of 'Jump' commands, one after another for 20 seconds.
5. Re-form the circle, and announce that you now want the group to – "SAY THE OPPOSITE OF WHAT I SAY, AND DO WHAT I SAY."
6. Continue with a series of 'jump' commands, one after another for 20 seconds, or until the circle breaks up too much.

APPENDIX 2

We are the champions

Queen

I've paid my dues
Time after [1]_____
I've done my sentence
But committed no [2]_____
And bad [3]_____
I've made a few
I've had my share of sand kicked in my [4]_____
But I've come through
(and I need to go on and on and on and on …)

We are the champions, my [5]_____
And we'll keep on fighting till the end
We are the champions
We are the champions
No time for [6]_____
'Cause we are the champions of the world

I've taken my [7]_____
And my curtain calls
You brought me fame and [8]_____
and everything that goes with it
I thank you all

But it's been no bed of roses
No pleasure cruise
I consider it a challenge before the whole human race
And I ain't gonna lose
(and I need to go on and on and on and on …)

KEY APPENDIX 2

1. Time
2. Crime
3. Mistakes
4. Face
5. Friends
6. Losers
7. Bows
8. Fortune

EXTREME SPORTS QUIZ

For each question choose one of the multiple answers then click done to check your results.

1. When did extreme sports gain popularity?

- A. During 90s
- B. During 70s
- C. During 80s

2. When was the X Games founded?

- A. 1994
- B. 1995
- C. 1992

3. How often are the X Games carried out?

- A. Annually
- B. Biannually
- C. Monthly

4. Who holds the world's record for mountain speed on snow?

- A. Simone Origone
- B. Max Stöckl
- C. Eric Barone

5. What is Xpogo?

- A. Performing tricks on pogo sticks
- B. Surfing
- C. Flying Paragliders

Right answers

- 1.During 90s
- 2. 1995
- 3. Annually
- 4. Eric Barone
- 5. Performing tricks on pogo sticks

Identify the sports in the picture using the names given on the left.

Extreme Sports

a. extreme skiing

b. extreme canoeing

c. hydro speed

d. big jump

e. base jump

f. building

g. paragliding

h. big wall

i. cascade climbing

Now match the definitions to the picture.

1. _____: to glide down iced walls from a high altitude.

2. _____: to go down dangerous waters and jump from over 15 metre-high waterfalls.

3. _____:to jump off high mountains.

4. _____: fifteen second free falls at 120 km per hour from a helicopter or a balloon.

5. _____: considered the most risky sport in the world, jumpers choose high cliffs and throw themselves off; then wait until the last moment to open the parachute.

6. _____: to climb high walls, sometimes higher than 2000 metres

7. _____: to go down dangerous rivers with nothing but a small board.

8. _____: to climb waterfalls which have become frozen because of extreme cold.

9. _____: to climb high buildings or monuments in cities; besides the danger of falling, there´s always the risk of getting arrested, as it is illegal.

Identify the sports in the picture using the names given on the left.

Extreme Sports

a. extreme skiing

b. extreme canoeing

c. hydro speed

d. big jump

e. base jump

f. building

g. paragliding

h. big wall

i. cascade climbing

Now match the definitions to the picture.

1. Extreme skiing to glide down iced walls from a high altitude.

2. Extreme canoeing: to go down dangerous waters and jump from over 15 metre-high waterfalls.

3. Paragliding: to jump off high mountains.

4. Big Jump: fifteen second free falls at 120 km per hour from a helicopter or a balloon.

5. Base Jump: considered the most risky sport in the world, jumpers choose high cliffs and throw themselves off; then wait until the last moment to open the parachute.

6. Big Wall: to climb high walls, sometimes higher than 2000 metres

7. Hydro speed: to go down dangerous rivers with nothing but a small board.

8. Cascade jumping: to climb waterfalls which have become frozen because of extreme cold.

9. Building: to climb high buildings or monuments in cities; besides the danger of falling, there´s always the risk of getting arrested, as it is illegal.

EXTREME SPORTS

If you find activities like jumping off cliffs, rafting, climbing, or scaling vertical rock faces very thrilling to you, then you are lucky. Your hobby of extreme sports will not only make you happy and excited, but also give benefits to your whole being.

What these sports have in common is the risk of uncertainty. It's somehow more dangerous than common exercise and activities, but it allows you to rely in yourself and leave your comfort zone. From here we can see that these extreme sports can actually improve our self esteem and increase our confidence. Extreme sports can give positive effects to your mental and physical health.

1……………..

Extreme sports can push you to your physical and mental limits. When it happens, it's easy to mind, but that can lead to dangerous mistakes. People who regularly perform extreme sports actually can change the chemical makeup of their mind. When this happen, you become more capable of staying calm and focus during stressful situations. In your life, you will find that you are wiser in managing your stress or problems.

2…………..

Extreme sports are actually stress relievers. The dopamine chemical, which is induced by the brain, will help keep you happy. While doing extreme sports such as wall climbing or jumping off a plane you are able to see the world in a different point of view, which also makes you feel a rush of contentment.

3……………

This seems like a no-brainer, because extreme sports really require you to work your body out. The bonus point is that extreme sports are way more fun than regular exercises. An hour of rafting can burn up to 500 calories, which is a great exercise if you want to stay in shape.

4……………..

Extreme sports require your muscles to move in an unusual way than your daily activities. Yes, it can cause soreness after, but actually it is good for your overall physical fitness. When you embrace an extreme sport, you will begin working different muscles, and this will be a positive thing for your health.

5………………

Studies and researches have shown that those who take active vacations have very less chances of having a heart attack. Studies and researches have shown that those who take active sports have very less chances of having a heart attack. Also when you are active, you are reducing stress and anxiety, which in turn lessens the blood pressure.

6…………………

Having a sense of humility is important for all of us. This makes us more relatable to others, and it can help to avoid the development of a negative reputation. With extreme activities, you have to embrace the fact that you are not perfect. In doing that, you must learn how to use safety equipment properly and be willing to listen to your instructor's directions.

READ THE TEXT AND CHOOSE THE BEST TITLE FOR EACH PARAGRAPH

1. **Gain a sense of humility**

2. **Healthy muscles**

3. **Ability to stay centered**

4. **Healthier heart**

5. **Stress reliever**

6. **Weight loss**

KEY

1. **Ability to stay centered**

2. **Stress reliever**

3. **Weight loss**

4. **Healthy muscles**

5. **Healthier heart**

6. **Gain a sense of humility**

"Age is no barrier. It's a limitation you put on your mind."

"A trophy carries dust. Memories last forever."

"It's not whether you get knocked down; it's whether you get up."

"Make sure your worst enemy doesn't live between your own two ears."

"If you can't outplay them, outwork them."

Find someone who:

For example: Find someone who has been horse riding. .

Have you ever been horse riding?

Yes, I have

No I haven't.
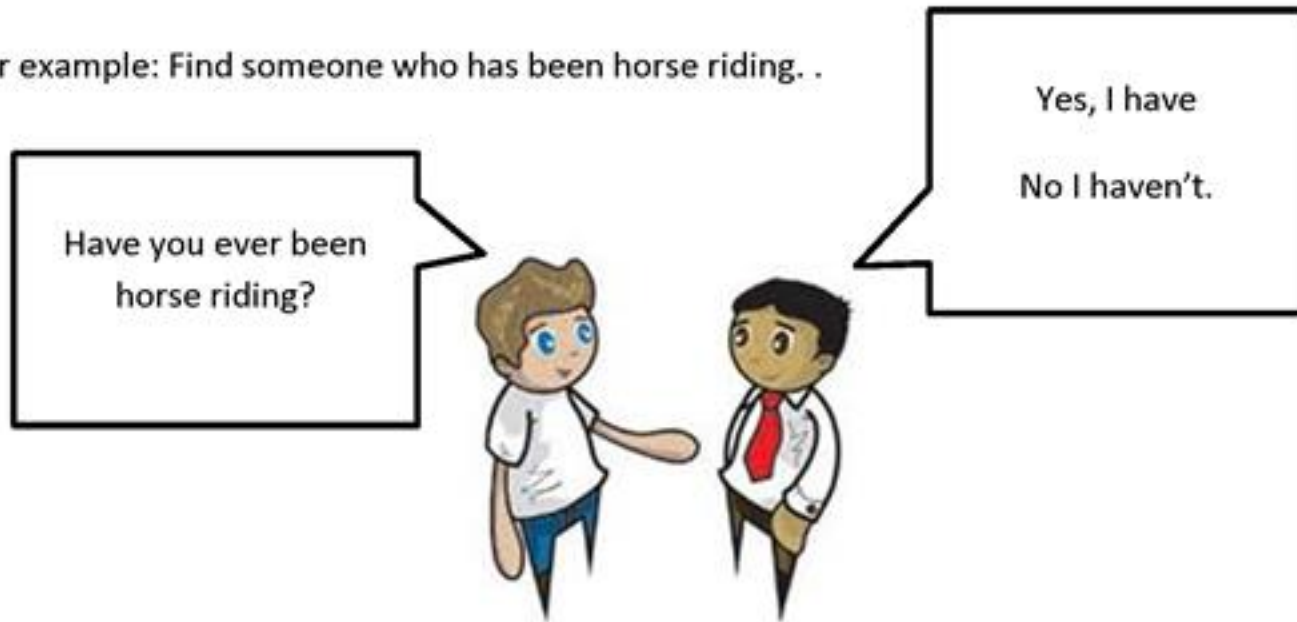
e.g. Has been horse riding.   Sasha has been horse riding.

1. Has swum with dolphins.

2. Has climbed a mountain.

3. Has jumped off a bridge.

4. Has climbed a tree.

5. Has seen a shark.

6. Has been on a jet ski.

7. Has been skiing.

8. Has been skateboarding.

9. Has been SCUBA diving.

10. Has done a bungee jump.

TURKISH TEAM

MOBİL İMAM HATİP SECONDARY SCHOOL

MOBİL İHO/DR NESİBE BATIYOL STREET/NO:2/BAYRAMPASA/ISTANBUL

LESSON PLAN

Lesson Topic
Greeting and Introducing Yourself In Relation To Others

Subject	Class	Curriculum Links
English Music ICT Cultural Heritage	5th Grade (10-11 year old students)	English ICT Music

Context	
Project Name	**Creating an Innovative Platform of Communication and Teaching in a Digital Society**
Links with *previous* lesson(s)	Grammar: am/is/are, Wh questions, like and dislike
Links with *future* lesson(s)	Greeting and introducing yourself in relation to others Vocabulary related to asking opinions The importance of İstanbul city for people from different cultures Preparing poster about interview
Cross curricular links *before* the lesson	Computer Skills, Musical Awareness, Communication Skills, The Awareness of Cultural Heritage The Ability of Producing Visual Product
Cross curricular links *after* the lesson	Students need to have computer skills to use different applications and musical skills like musical rhythm, word harmony and body percussion

Learning Objective:

Students will be able to greet people.

Students will be able to meet and introduce themselves.

Students will practise and focus on the use of the language through music

Students will ask tourists to introduce themselves

Students be able to ask opinions about cultural importance of İstanbul

Students will make a visual poster related to their interview with tourists

Learning Outcomes:

1-Students will be able to ask and answer basic questions related to introducing themselves

2.Students will be able to have an awareness of cultural importance of İstanbul for tourists

3.Students will be able to interview with tourists through guided questions

4. Students will be able to design posters

5. Students will learn how to form password how to answer/solve questions on Learning Apps.

6. They will learn to add new words to familiar melodies and singing with body percussion.

Pre Lesson Preparation	ICT Resources
Student's book (World Quest 1), notebook, pen, pencils, rhythm instruments instructions for facilitators, role play cards, visiting touristic attractions	Smart board, computers(for each student) LearningApps.org

Prior Learning / Assessment to inform planning

For example:

Using Orff Schulwerk : Using that method effectively in English, making all the students be eager to learn a language other than their mother tongue.

Natural born ability for rhythm of language and inventing games has helped us to permanently remembering new things that we learn

Key Vocabulary

English: Introduce, country, nationality, favourite, job, name, surname

Cultural Heritage: importance**,** dislike, like, historical artifacts, special

ICT: Learning apps, download, account.

Music: Rhythm, song, harmony.

Key competencies development:

At the end lesson, students will develop following basic skills:
Speaking and Listening: they will be able to introduce herself/himself, greet foreign, get to know them, ask their opinion about specific topic,
Reading: Understanding giving tasks
Writing: They will design poster by using the photos they take with tourists and by making use of interview

Non-formal methods applied in the lesson:

Orff Schulwerk Music Learning Methods (see appendix1)
Ice-Breaker (see appendix1)
"Role play cards" game (see appendix3)
"Ask me " game (see appendix4)
 Learning Apps (see appendix5)

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources e.g. TEL, Other Adults, Materials and Equipment
5	6	**Ice breaker** "Singing song with rhythms game"	With Orff Schulwerk method, student sing	Asking the whole group what the main guestion is in the song	*Appendix 1
10	1	Presentation of basic questions with wh-question words	Students will listen and take notes	Repetition	Smart board
8	1	**Lead in** Giving keyword about introducing oneself and tell them what can be asked	Using keyword students will try ask questions	Group work and reporting results (questions they form) to whole class	Teacher writing, brain storming *Appendix 2
8	1-3	"**Role play cards**" Cards will be about different nationalities, people and jobs	Choosing card randomly and introduce yourself	Reporting the whole class different people from different nationalities	Role play cards *Appendix 3
9	1-2-3	"**Ask me**" Game Teacher gives information about informal outdoor game which will take place out of lesson hours	Groups are formed and the location that the game is going to be played is defined	Defining vocabulary, sentences, structures they use	Repetition Act out "Ask me" Game *Appendix 4

40	5	**Learning Apps** Teacher will manage /observe students while they use Learning Apps	Students will answer the questions that were prepared by the teacher	Learning Apps give feedback at that moment	Learning Apps ICT class *Appendix 5

Home Learning/Homework
They are asked to complete two tasks Students will prepare a poster that highlights their interview, with tourists. They will use the photos that have been taken with tourists and information they get from their interview.

LESSON EVALUATION

Lesson Topic	Subject
Greeting and Introducing Yourself, Wh- questions, To be verb,	**English**

Evaluator
English teacher

Evaluation
Pupil Learning & Progression We can understand the progression of students with different kinds of activities and games
Most of the students achieved the learning outcomes. Through learning app program, we can evaluate learning outcomes. We can get feedback whether students understand and produce the related language structures that we teach. During the lesson teacher can also observe students' performance. Progress can also be observed from the posters that students are expected to prepare.
Teaching & Classroom Management Teacher creates a learning environment .She presents games and activities for each step of lesson that students can be active. At the beginning of the lesson, teacher guides the students, corrects mistakes, encourages peer working. Throughout the lesson, students get free step by step with each activity. The lesson ends with producing concrete product using what they have learned during whole lesson.
Planning & Subject Knowledge Orff Schulwerk method provides creativity in the branches that are used. We did not make use of that method during the whole course session. With that method they will get the basic structure of asking questions. With role play cards, they will be encouraged to speak and communicate with others. Through "ask me" they will be in a relaxing environment where they will introduce themselves, ask questions about importance of touristic attractions of İstanbul

Next Steps in Learning,
For next steps, students are expected to search and write about İstanbul as a joining point of cultures.

APPENDİX 1

What is Orff-Schulwerk?

Music, speech and dance are the means of self-expression. Every person, whether child-young, old or disabled, has the ability to express himself / herself artistically. Based on this principle of Carl Orff and Gunild Keetman, they developed Orff Schulwerk. It is the most used music pedagogy of the 20th century.

Orff-Schulwerk provides an environment for human beings to unleash the already existing creative forces. The basis is rhythm, movement and speech. It allows people to make music, dance and improvise as they come from. It is an understanding of education that offers people an environment of learning, discovering, experimenting and creating by combining all artistic fields.

In this understanding of education, people of all levels and abilities experience an interactive process of creativity and self-expression within a group. Learning through group work is much easier for a person who is basically a social being.

Ice Breaker 'Meeting song'

Students make a circle. In music lesson, they mumble Turkish words and the introducing oneself song that they learn and play it with body percussion (look 'meeting song' notes). English teacher put the words related to introducing in body percussion one by one

For example;   x   x   x

            Knee   clap   snep

            My name   is   Mark

All English words are put in the song. After students learn English song, they make groups of two. Students stand on face to face. They sing the song again and they realize that body percussion turn into hand game. For each repetition of the song, partners change. In this way, all students meet and greet each other each other while playing hand game. They become ready for the lesson..

The game video's link;

(https://www.youtube.com/watch?v=G7tEoEpO-C4)

Meeting Song

APPENDİX 2

Teachers write keyboards on the board. The words will be about basic "introduce yourself" questions. Teacher will ask students to form questions about introducing "oneself". Students will try to produce basic language patterns related to introducing yourself context.

During that phase of the lesson, teacher will guide students. Teacher will make the students produce the language patterns correctly. She will guide students and enable them to learn on their own. While she is prompting students, she will make use of the basic question in the song "What is your name". That basic question will give students have an idea how to form other different questions.

-What is your name?

-Where are you from?

-What is your nationality?

-How old are you?

-What is your job?

APPENDİX 3

ROLE PLAY CARDS

Teacher folds all role play cards and put them in a bag. Teacher shakes the bag and go around the class and allows each student to select one piece of paper. According to selected card, they introduce themselves. Cards include knowledge about people from different nationalities, different genders and different ages.

Through that game, students will imitate of someone who is different from themselves. Students will have to communicate with each other and use the language to introduce themselves. That game is fun and motivating because students will get a chance to express themselves and include the outside world into the classroom atmosphere. When role play starts, students will feel

Name: Nik From: Tokyo Age: 27 Job: Doctor	Name: Jane From: Sydney Age: 41 Job: Nurse	Name: Joy From: Manila Age: 25 Job: Nurse
Name: Brendan From: Dublin Age 18 Job: Student	Name: Dan From: Tokyo Age: 32 Job: Baker	Name: Lin From: Beijing Age 42 Job: Chef
Name: Miko From: Singapore Age 53 Job: Chef	Name: Jake From: California Age: 30 Job: Farmer	Name: Analu From: Vientiane Age: 28 Job: Farmer
Name: Ang From: Naypyidaw Age:31 Job: Artist	Name: Marie From: Paris Age: 26 Job: Artist	Name: Kong From: Phnom Penh Age: 48 Job: Helicopter Pilot
Name: Adi From: Kuala Lumpur Age: 49 Job: Pilot	Name: Ivan From: Moscow Age: 55 Job: Soldier	Name: Kantapon From: Songkhla Age: 29 Job: Policeman

"armed" with appropriate language. As for the teacher, she will watch the students, their performance and offers comments at the end.

APPENDİX 4

"ASK ME" GAME

Daily communication is often based on the exchange of current events. It doesn't take into account the deepest feelings and desires. "Ask me game" is an opportunity to touch these feelings in an original and cheerful way.

For that game, students wear their "ask me" t-shirts. The place are famous historical attractions of İstanbul; Blue Mosque, Galata Tower, Taksim The students are expected to walk in square of Blue Mosque. They stop tourists randomly and ask their questions to tourists. The questions have been prepared before so they don't have limitless number of questions. They are supposed to ask questions they have learned in the lesson. A part from those language patterns, they are expected to ask questions about historical and cultural importance of touristic attractions in İstanbul.

LANGUAGE PATTERNS

- What is your name?
- What is your surname?

- How old are you?
- What is your job?
- Where are you from?
- What is your nationality?

QUESTIONS ABOUT CULTURE

- Do you like Blue Mosque/ Hagia Sophia/ Galata Tower/ İstanbul?
- Do you think İstanbul has an cultural importance? Why?
- Why is İstanbul important?
- What makes İstanbul special?
- What do you like / dislike about İstanbul?

While students are gathering information about people from different nations; they also have an awareness of cultural importance of İstanbul. Students take notes related to answers.

In the second step of game, they show their t-shirts tourists and tell them to "ask me" questions. In this way, students have a chance to practise language and develop their communication skills.

The purpose of the game is to develop their communication abilities, to understand cultural importance of touristic places of İstanbul.
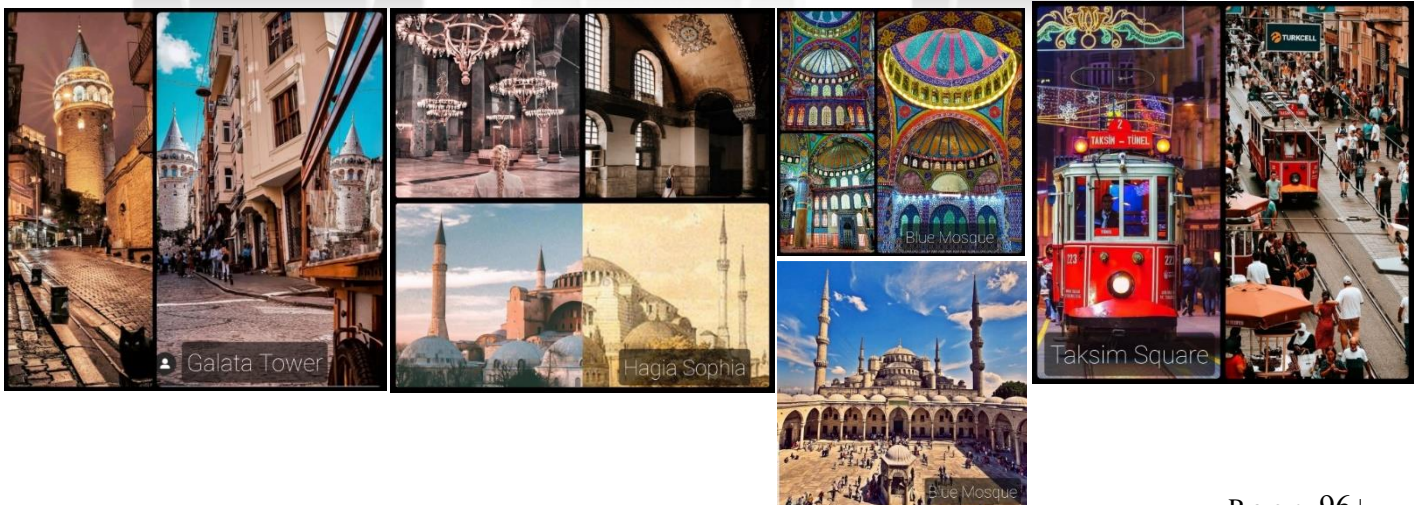
APPENDİX 5

WHAT IS LEARNING APPS?

"LearningApps.org" is a versatile tool for learners, teachers and teacher trainers who want to use or create a variety of different activities to practise the full range of language systems (grammar, vocabulary and pronunciation) and language skills (reading, listening, speaking and writing). There is a range of templates for simple language or skills focused activities. There are games and quizzes such as matching, identifying, categorising, gap-filling, crosswords, filling in answers, ordering, putting things on a line and multiple-choice tasks. You can also upload self-made or authentic texts, pictures, audio or video when creating or adapting activities. There's a feature for typing in text to create audio content-helpful if you want to provide learners with models for pronunciation. Feedback and hints can be added to help learners to get the right answers and to understand why their answer is right or wrong.

In the second hour of the lesson, students go to computer room. Teacher gives information about learning app program .
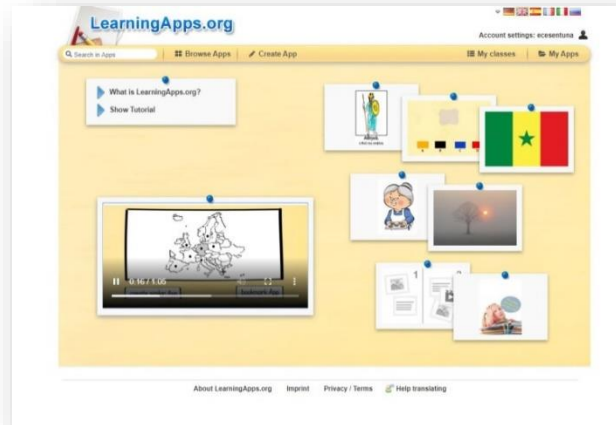
Students open learning app program on their computer. Teacher distributes passwords to students and helped students to log in Learning app.

Then, students answer the questions that have been prepared by the teacher.
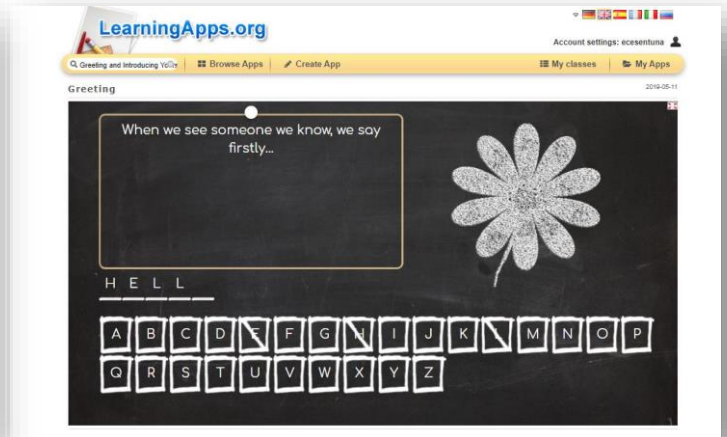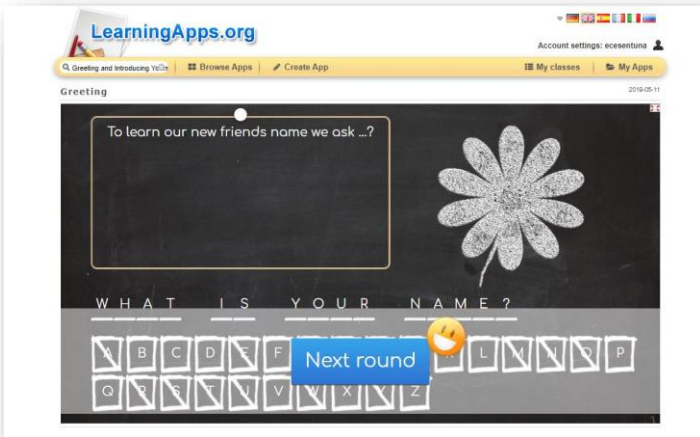
After that students will prepare their questions on his/her account. After that the students will share their questions with their friends.

LESSON PLAN

Lesson Topic

Teaching Simple Present Tense by Jenga Game

Subject	Class	Curriculum Links
English ICT Cultural Heritage PE	5th Grade (10-11 year old students, 27 pupils)	English ICT Sports

Context

Project Name	**Creating an Innovative Platform of Communication and Teaching in a Digital Society**
Links with *previous* lesson(s)	Grammar points, Functioning words. Wh questions, like and dislike
Links with *future* lesson(s)	Using daily life Language related to other elements Vocabulary related to asking opinions The importance of using tenses correctly Preparing hand-outs for daily routines
Cross curricular links *before* the lesson	Computer Skills, Game Awareness, Communication Skills, The Awareness of tenses and their rules The Ability of using Language correctly
Cross curricular links *after* the lesson	Students need to have computer skills to use different applications

Learning Objective:

Students will be able to recognise the parts of sentences as noun, verb, adverb, adverbs of frequency and time expressions.

Students will be able to speak about their own daily matters.

Students will practise and focus on the use of the language through games and tenses

Students will cooperate with his/her classmates.

Learning Outcomes:

1-Students will be able to ask and answer basic questions related to daily matters, daily routines

2.Students will be able to have an awareness of simple present tense and daily language words

3.Students will be able to learn verbs, time expressions, subjects, and daily matters.

4. Students will be able to speak mutually.

5. Students will learn how to form parts of sentences.

6. They will learn to act quickly and create new strategies.

Pre Lesson Preparation	ICT Resources
Student's book (More&More 5 practice book), notebook, pen, pencils, jenga game tools and desks, role play, smart board, computer	Smart board, computer, kahoot game.

Prior Learning / Assessment to inform planning

Rules of the game, Importance of the tenses. Daily matters. Everyday language. Preparing the conversations and questions. Introducing with www.kahoot.it Explaining the issues to students.

Key Vocabulary

English: Introduce, daily language, everyday matters, words-verbs for using in general issues.

Cultural Heritage: importance**,** dislike, like, awareness of general verbs.

ICT: smart board, online questions, www.kahoot.it, joining the game.

Sports - PE: acting quickly, running, walking fast.

Key competencies development:

At the end lesson, students will develop following basic skills:

Speaking and Listening: they will be able to talk daily matters by using simple present tense, get to know students' daily routines, ask their opinion about daily issues.

Reading: Understanding giving tasks

Writing: They will write a simple daily language conversation and then act it each other.

Non-formal methods applied in the lesson:

Warm up activity (see appendix 1)

Jenga game (see appendix 2)

Kahoot game by www.kahoot.it portal. (see appendix -3)

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources e.g. TEL, Other Adults, Materials and Equipment
8	6	**Ice breaker** "Traffic Lights"	Commands, team building, critical thinking.	Commanding the whole group what they will act and then think&discuss at the end.	*Appendix 1
9	1	Presentation of basic questions with daily Lives of people	Students will listen and take notes	Repetition	Smart board
8	1	**Lead in** Structing the game and portal by the help of smart boards	Using keyword students will try ask questions	Group work and reporting results (questions they form) to whole class	Teacher writing, brain storming *Appendix 2
20	1-2-3	**"Jenga " Game** Teacher gives information about the game and its rules	Groups are formed and the location that the game is going to be played is defined	Defining vocabulary, sentences, parts of sentences, structures they use	Playing a game Repetition Act out "Jenga" Game *Appendix 2 & 3
35	5	**Kahoot.it** Teacher will manage /observe students while they use www.kahoot.it	Students will answer the questions that were prepared by the teacher	Kahoot portal give feedback at that moment	www.kahoot.it ICT class *Appendix 3

Home Learning/Homework

They are asked to complete only one task

Students will write six or seven sentences related to their own daily lives. In this way they learn verbs, word-patterns and etc.

LESSON EVALUATION

Lesson Topic	Subject
Simple Present tense and its usage	**English**

Evaluator
English teacher

Evaluation

Pupil Learning & Progression
We can understand the progression of students with different kinds of activities and games.

Most of the students achieved the learning outcomes. Through the kahoot web portal program, we can evaluate learning outcomes. We can get feedback whether students understand and produce the related language structures, tense and new daily language verbs that we teach. During the lesson teacher can also observe students' performance. Progress can also be observed from the general atmosphere in the class by the teacher who is leader and monitor.

By playing games, we want to teach them grammar structures of simple present tense. First, we can talk about using simple present tense in daily life. Personally, teacher gives examples from his/her own daily conversations and routines. In 5-10 minutes we give the structures of the lesson. Then, following 20 minutes; the lesson will be like a simple competition. After we separate or create 3 groups (our class; we have 27 students- this means the groups will be 9 participants for each one.), we start the games in lesson. We structured the class according to game. In this phrases; mind the jenga game as a whole. First as a teacher; we'll write a question to the smart board by the help of my keyboard as a teacher. They will answer the question correctly. After each true response they run without playing blocks of the game. However, if they answer incorrectly, they must go to next to a tower of jenga made before the game starting. Then the pupil who gives the incorrect answer, move one of the piece from jenga game-tower and he/she would try to be NOT the one who makes it fall. Then his/her group will lose. The other groups will get one point. In this way, in competitive way; we will teach grammar points of simple present tense.

Teaching & Classroom Management

Teacher creates a learning environment .He/she presents games and activities for each step of lesson that students can be active. At the beginning of the lesson, teacher guides the students, corrects mistakes, encourages peer working. Throughout the lesson, students get free step by step with each activity. The lesson ends with producing concrete product using what they have learned during whole lesson. Then they will be able to use daily language of foreign language.

Planning & Subject Knowledge

In these lessons; communication with others in the class is vital. Through "ask me" they will be in a relaxing environment where they will learn new verbs, words, new concepts/phrases, and also they will learn these by having fun because of the potential games.

Next Steps in Learning,

For next steps, students are expected to use language by themselves especially for their daily routines.

APPENDIX 1

What is "Traffic Lights" warm-up game?   *****Warm up Activity*

Traffic Lights

This is a basic warm-up activity, where the leader / teacher shouts commands and the group have to complete the relevant action. The teacher gives the commands and 27 students will follow the game as below :

- Red - Stop
- Yellow - Run on the spot
- Green - Run around the area
- Carpool - travel in groups of 2
- Traffic Jam - walk or slowly jog
- Right or Left - pupils change direction
- School Zone - slow walking, stop and slow walking again
- Reverse Parking - walk backwards
- Rain - use arms to mimic windscreen wipers
- 1st gear: Walking speed
- 2nd gear: Jogging
- 3rd gear: Running
- 4th gear: Sprinting: Then , the teacher ends the activity ; the pupils start to discuss about daily matters.

Appendix – 2 (jenga game in Class)

APPENDIX – 2 Jenga GAME

Name		Jenga Game in Class For teaching purpose
Types of activity (Domains)		Games for all
Objectives (skills development)	Motor Skills	Focusing on attention, Spatial perception
	Cognitive Skills	Attention, focus, decision making, acting in accordance with the rules
	Social Skills	Team-working, Communication
Participants (age)		11-12 years
Resources needed	Human	TEACHER
	Material	No extra material needed
	Founding	Don't need any money.
Time		Nearly 30' minutes in the duration of the lesson.
Place		In the classroom
Preparation		Determination of the play area, desks, organisation.
Description		Jenga is a game of physical and mental skill. A classic Jenga game consists of 54 precision-crafted, specially finished hard wood blocks. To set up the game in our classrooms, use the included loading tray to create the initial tower. Stack all of the blocks in levels of three placed next to each other along their long sides and at a right angle to the previous level.
Adaptations needed	Material/Equipment	No extra material needed.
	Rules	Jenga is played with 54 wooden blocks. Each block is three times as long as its width, and one fifth as thick as its length 1.5 × 2.5 × 7.5 cm (0.59 × 0.98 × 3.0 in). To set up the game, the included loading tray is used

		to stack the initial tower which has 18 levels of three blocks placed adjacent to each other along their long side and perpendicular to the previous level (so, for example, if the blocks in the first level lie lengthwise north-south, the second level blocks will lie east-west). Once the tower is built, the person who built the tower gets the first move. Moving in Jenga consists of taking one and only one block from any level (except the one below the incomplete top level) of the tower, and placing it on the topmost level to complete it. Only one hand should be used at a time when taking blocks from the tower. Blocks may be bumped to find a loose block that will not disturb the rest of the tower. Any block that is moved out of place must be returned to its original location before removing another block. The turn ends when the next person to move touches the tower or after ten seconds, whichever occurs first. The game ends when the tower falls in even a minor way; in other words, any piece falls from the tower, other than the piece being knocked out to move to the top. The winner is the last person to successfully remove and place a block.
	Context	Care the security rules in the classroom
	Communication strategies	Vision, capture and application, strategy skills, Modeling for vision and muscular skills .
	Evaluation	- Suggest how to improve and other suggestions; Discussions in the groups.

Appendix – 3   Kahoot.it   Game

Kahoot! is a **game**-based learning platform, used as educational technology in schools and other educational institutions. Its learning **games**, "**Kahoots**", are multiple-choice quizzes that allow user generation and can be accessed via a web browser or the **Kahoot** app.

A **Kahoot** quiz is a series of questions with between two to four multiple-choice answers to choose from. Teachers can create their own quizzes, duplicate and edit others created and shared by other teachers, or simply play **Kahoots** created by other users.

They are generated once a **kahoot** has been launched, and used at **kahoot**.it so that learners can join a leader's **kahoot**. In order to find a **game PIN** you need to be at a location where someone is hosting/leading a **kahoot**. The screen they've launched the **kahoot** on must be in sight for you to see the **game PIN**.

Kahoot! can be used from any device (through the website or the app), making learning fun and inclusive in all contexts for all ages. Teachers can create multiple choice games related to class content that students can play as a class by entering the game code on their app or device.

Kahoot! is a game-based learning platform, **used as** educational technology in schools and other educational institutions. Its learning games, "**Kahoots**", are multiple-choice quizzes that allow user generation and can be accessed via a web browser or the **Kahoot** app.

Kahoot! accounts are **free** for students and teachers.

A **live kahoot** is best hosted on a large screen (like a projector screen), so that everyone can see the questions. When the game starts, you'll see a PIN on the screen. Join by entering the PIN in our iOS/Android mobile app or at https://**kahoot**.it in the browser on your internet-enabled device. With **Kahoot**!, teachers can create **multiple-choice** quizzes as well as discussions, surveys, and jumbles (students must place **answers** in the correct order). With Quizizz, teachers are limited to **only** a **multiple-choice** quiz format; this lack of question types limits learning to facts and recall.

https://kahoot.com/what-is-kahoot/
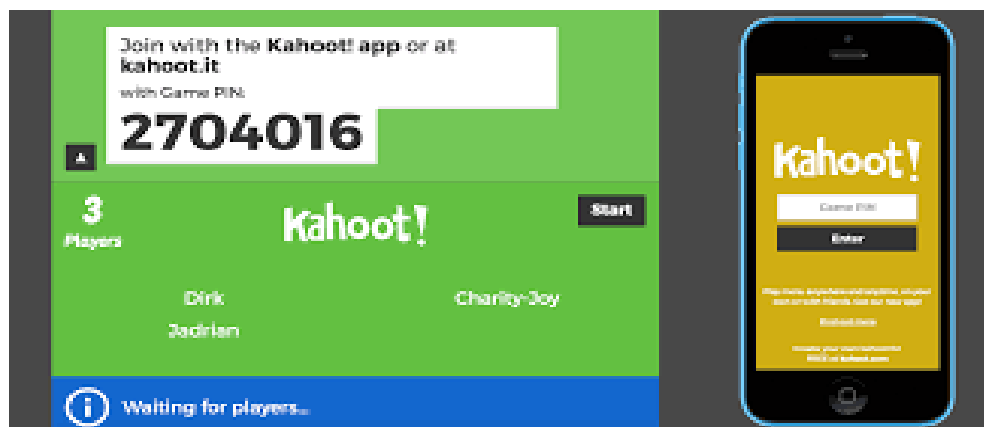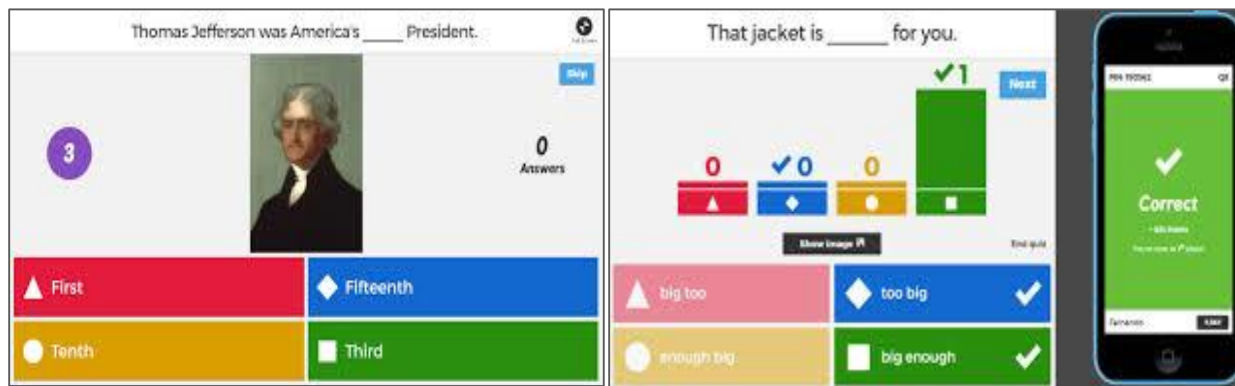
1 LESSON PLAN

Lesson Topic
Famous People

Subject	Class	Curriculum Links
English/Social Science/Music	6th Grade (11-12 year old students)	History Science Art

Context	
Project Name	**Creating an Innovative Platform of Communication and Teaching in a Digital Society**
Links with *previous* lesson(s)	Grammar rules related to simple past and simple present tense Vocabulary related reading biography Communication skills-Expressing oneself clearly
Links with *future* lesson(s)	Speaking about famous people's life Vocabulary related to biography
Cross curricular links *before* the lesson	The importance of using simple past tense correctly The ability of producing correct sentences to write and talk about biographies Asking questions using wh- questions
Cross curricular links *after* the lesson	Learning about the lives of famous people to make biographical timelines. Reading short biographies and making presentations about them.

Learning Objective:
Students will be able to make use of vocabulary related to biographies and occupations
Students will be able to use tenses correctly
Students will be able to listen and understand reading texts about one's life
Students will be able to cooperate with peers
Students will be able to form simple past sentences by using chronological order

Learning Outcomes:
Students will be able to follow instructions.
Students will be able to work in groups and pairs.
Students will be able to form sentences using simple past tense.
Students will be able to develop their communication skills.
Students will be able to skim and scan for details while reading.

Pre Lesson Preparation	ICT Resources
Pictures, papers, course book, notebook, papers, pen	Smart board, computer, loudspeakers

Prior Learning / Assessment to inform planning
For example:
Students' needs, backgrounds, learning objectives, interests, individual differences, strengths and weaknesses
Checking children's understanding
Focusing on how to progress learning

Key Vocabulary
English: born, die, marry, famous, move, receive
Social Science : president, civil war, split, painter, prize, physicist, relativity
Music: tune, compose, lyrics
ICT: smart board, video-clip

Key competencies development:
1. Listening: Understanding the content of the video
2. Speaking : Developing speaking skills about past events and confidence to speak in front of audience
3. Reading: Understanding passages written in simple past tense
4. Writing: Creating a poster using key vocabulary

Non-formal methods applied in the lesson:
Warm-up activity, watching video, game, song

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources e.g. TEL, Other Adults, Materials and Equipment
3	1	**Ice-Breaker** – Sit down if …	Following Instructions	Observation	Appendix 1
3	2	**Lead in:** The teacher will show some pictures of famous people on computer. She/ he will try to elicit names, occupations and words related with figures that students come up with	The students work in groups The groups have 30 seconds to write as many films/songs the person is in or sang	At the end of the activity, one student from each group is asked to write their answers on the board.	Computer Famous people Photos Appendix 2
12	2	**The who was show:** Teacher plays three short videos about the famous people that will be covered during the lesson.	Students are expected to catch names , words related to those famous people and understand why those people are important	Checking vocabulary through writing words on the board Discussion	Computer Smart Board Appendix 3 (videos)
8	4	**Cloze Passage:** Teacher puts students in pairs and instructs them to fill in the gaps with past simple forms of the verbs	Scanning Skimming Pair work	Asking questions	Appendix 4

10	2	**Guess Who?** Teacher explains how to play the game: Students choose a card and they form sentences by making use of the key words	Making sentences by using prompts Guessing - Forming questions with wh- words to guess the celebrity	Response Cards Reflection	Appendix 5
4		**Explanation of Homework**			

Home Learning/Homework
Students will explore the life and works of a self-selected historical figure and prepare a poster about the life of a famous person by using the words they learned during the lesson if it is suitable. They will be group of five for that homework Poster will include photo, important events in that person's life, an important saying related to that celebrity

+

1 LESSON EVALUATION

What was successful / not so successful? What was the impact of this on student progress?

Lesson Topic	Subject
Famous People	English

Evaluator
English Teacher

Evaluation

Pupil Learning & Progression

Most of the students achieved the intended learning outcome. Teacher knows this through checking worksheets, asking questions and observing participation.

Students know they have all made rapid progress because teacher presents basic facts about people from history. Students are expected to guess who the celebrities are and talk about their lives. Through video listening activity, they are motivated to read and listen about biographies

Teaching & Classroom Management

The classroom atmosphere was motivational and students' responses were praised frequently. Instructions were clear, activities were suitable for the levels of students, they were active during the learning process, peer and group work were encouraged and run smoothly and they were beneficial for students who suffer from low confidence and poor interpersonal skills.

When necessary, teacher encouraged students to express themselves, elicit words from videos. Teacher monitored them during "guess who game",

Planning & Subject Knowledge

Students can be organized in a variety of grouping such as by friendship, mixed academic ability, interests to promote interaction. Small group can be better for the equal share of the work. Individual needs and interests can be developed by encouraging risk taking. Students need to know failure is not only okay but it is inevitable. Teacher can have students act out their own plays or make short film about an important concept.

Next Steps in Learning

Preparing portfolio studying lives of historical figures and celebrities.

SIT DOWN IF ….

Instructions

Whole class stands up. Teacher asks a series of quirky yes/no questions. Students sit down if they can answer 'yes' and the last student standing is winner.

Sit down if you …

- know the meaning of "famous"

- understand the word "biography"

- can tell the person who studies science

- can tell the person who paints picture

- ever heard the names of famous presidents in history before

- know   any famous scientist in history

- know any famous painter in the past

- know at least five jobs

- are familiar with the names of countries

- can tell 10 famous people in your country

- can describe the word "prize"

- can tell the meaning of "win"

FRIDA KAHLO (PAINTER)
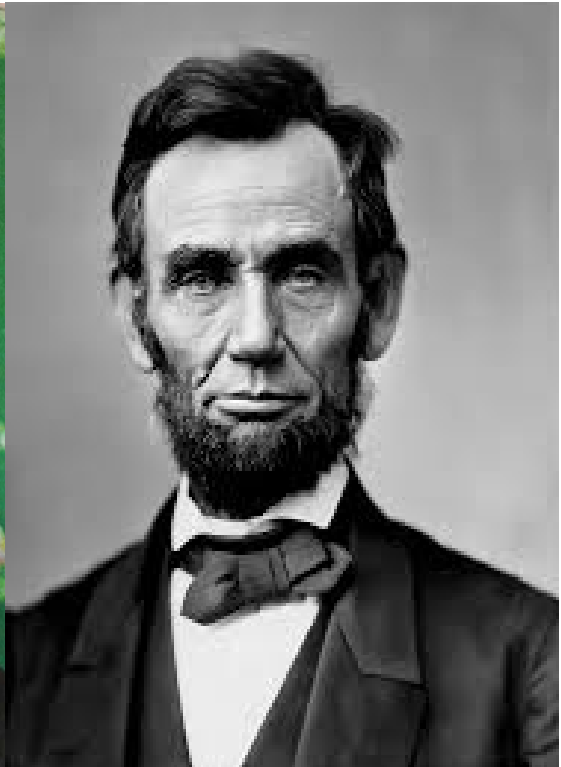
ABRAHAM LINCOLN (PRESIDENT)

MUSTAFA KEMAL ATATÜRK
(PRESIDENT)

MAHATMA GANDHI
(LEADER)

MICHEAL JACKSON
(SINGER)

LADY DIANA
(PRINCESS)
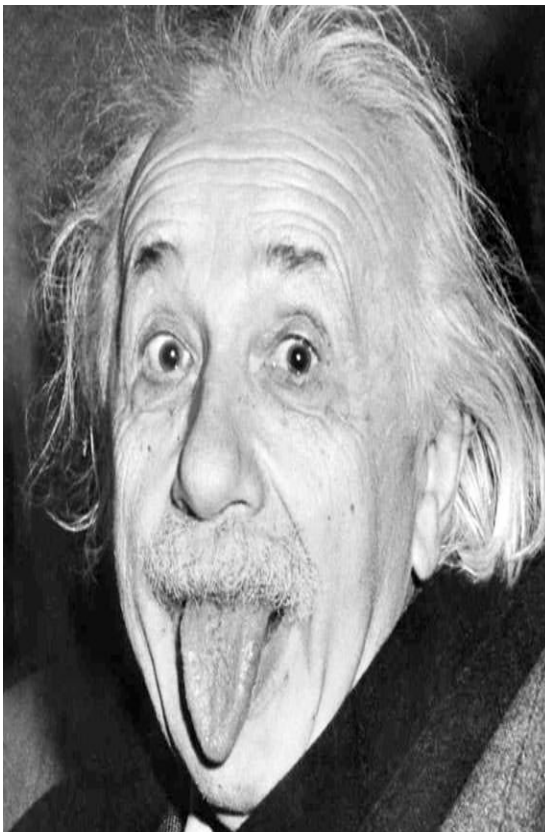
ALBERT EINSTAIN (SCIENTIST)

ELVIS PRESLEY (SINGER)

https://www.youtube.com/watch?v=t-8puoM45YM

https://www.youtube.com/watch?v=CeCcfDAB5Gs

https://www.youtube.com/watch?v=GjoYbsvUoO4

APPENDIX 4

<u>Teacher's Paper</u>

ABRAHAM LINCOLN

Abraham Lincoln was the 16th President of the United States. He became President in 1861. He was President during the Civil War and helped keep the Union from splitting into two countries. In 1863, he signed the Emancipation Proclamation, the document that set all American slaves free.

FRIDA KAHLO

Frida Kahlo was a Mexican painter. She was born in Mexico City in 1907. Frida went to prestigous Escuela Preparatoria school in 1922. In 1925, at the age of eighteen Frida had a terrible traffic accident. She couldn't walk for a long time, so she started painting. In 1929 she married a painter Diego Rivera. Frida won a national art prize in 1946 and she became famous. She died in 1954 when she was only 47 years old.
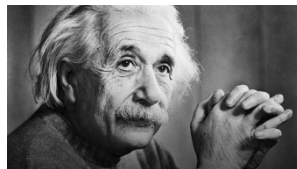
ALBERT EINSTEIN

Albert Einstain, a famous physicist of 20th century, was born in Germany in 1879. He lived and studied in Munich, Milan and Switzerland . He started working a the Swiss Patent Office in Bern. He formulated the theories of special and general relativity. In 1916, he published his General Theory of Relativity and in 1921 he recieved the Nobel Prize for Physics. In 1933 he moved to the United States of America. He was professor of Theoretical Physics at Princeton University from 1933 till 1955 when he died.

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TEAM

DE LA SALLE COLLEGE SIXTH FORM

BIRGU, MALTA

PRESENTED BY: MALTA TEAM

DE LA SALLE COLLEGE SIXTH FORM, MALTA
DE LA SALLE COLLEGE | COTTONERA ROAD | BIRGU BRG 9021 | MALTA

FREEDOM AND TECHNOLOGY

LESSON PLAN

Lesson Topic

Freedom and Technology

Subject	Class	Curriculum Links
English/Personal Awareness Lesson	6th Form (17-18 year old students)	English ICT SOK

Context

Project Name	**Creating an Innovative Platform of Communication and Teaching in a Digital Society**
Links with *previous* lesson(s)	Writing for and against essays Debating: listening/speaking
Links with *future* lesson(s)	Creative writing Debating Vocabulary related to relationships and HR
Cross curricular links *before* the lesson	Digital skills HR
Cross curricular links *after* the lesson	Vocabulary related to relationships and HR HR Charter European Convention of HR

Learning Objective:

What happens when human beings try to control others
Respecting privacy
Awareness of dependence of technology
Developing critical and analytical skills
Vocabulary related to technology and human relations
Vocabulary related to HR and freedom

Learning Outcomes:
1. Express their understanding of relationships and technology
2. Learn new vocabulary related to technology
3. Will be able to use video technology, ICT tools
4. Develop skills in debating and public speaking

Pre-Lesson Preparation	ICT Resources
Video clip, props, mobile phones, paper and pens, instructions for facilitators	Projector, screen, laptop

Prior Learning / Assessment to inform planning
For example:
Information about dependence of young people on technology
Knowledge of the students from the classroom of various subjects
Knowledge of intergenerational relationships

Key Vocabulary
ICT: Download, upload, streaming, virtual space, interactive platform, mobile surveillance, digital manipulation
Personal Development and Relationships: Over-protection, helicopter parenting, control, manipulation, addiction, vigilance, possessiveness, insecurity and fear, freedom.

Key competencies development:
1. **Listening:** Listening and understanding native speakers' discourse.
2. **Speaking:** Expressing ideas clearly and develop debating skills, speaking in front of an audience.
3. **Reading:** Understand the given tasks (look on the web for short texts about the effect of technology on young people)
4. **Writing:** Develop a mind map, produce a script and stage it in front of your friends

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources e.g. TEL, Other Adults, Materials and Equipment
5mins		**Ice-Breaker**			*see Appendix 1
2mins	**1**	**Lead In:** One question about sts' use of gadgets and their dependency on them	Sharing answers in small groups	Reporting to the whole group what has been discussed	Teacher
10mins	**2**	**Cloze Passage:** fill in the blanks with provided IT related words	Sharing answers in small groups	Reporting to the whole group what has been discussed and project results on screen	*see Appendix 2 Teacher, writing material, laptop, projector
5mins	**2, 3**	**Mind Map:** Present to Sts four keywords around which they will build the vocabulary to do with ICT	Write words under the following categories: 1. Virtual World 2. Cloud 3. Social Media 4. Surveillance Apps	Group work and reporting to the whole group	Teacher, writing material, laptop, projector
5mins		**Ice-Breaker**			*see Appendix 3
15mins	**1, 4**	**Panel Discussion:** Two panels with two different and opposing questions	One group defends the mother's choice, the second group will defend the right to privacy and autonomy	Assessing use of vocabulary, sentence structure and debating skills	Teacher, laptop, projector
3mins	**1**	**Explanation of Homework**			

Home Learning/Homework

Express your personal views on an ICT controlled society.

LESSON EVALUATION

What was successful / not so successful? What was the impact of this on student progress?

Lesson Topic	Subject
Freedom and Technology	English

Evaluator
English Department

Evaluation
Pupil Learning & Progression
Most of the students achieved the learning outcomes. The teacher knows this through the correction of essays.
Progress was observed in students' essays and in the debate especially in terms of vocabulary learnt.
Teaching & Classroom Management
The teacher created an environment where everyone is relaxed, encouraging and non-judgmental. Peer evaluation was encouraged and supported.
Planning & Subject Knowledge
The students were asked to watch the video but some of them did not. In group work division of tasks was not evenly distributed.
As a result of the above, students will watch the video as a group during school hours and the working groups will be smaller to ensure that the work is shared equally.
Imaginative and creative approaches could include acting, script writing, song lyrics, poetry and article writing.

Next Steps in Learning
Connectivity between young people in Europe through digital technology.

APPENDIX 1

Beginning of the lesson before the Lead-in (4 mins).

The *Extremes Game: Where Do You Stand?* is a useful classroom icebreaker that helps people get to know each other's opinions and stances a bit better. This is important for team building (*Panel discussion)*. It can be played with medium to extra large sized groups and is a good way to get everyone moving around a little bit. The game can vary in time depending on how many questions you use; in general allow for 4-15 minutes as a good range. (*4 mins in our case)*

Setup for *Extremes Game: Where Do You Stand?*

In the front of the room, create an imaginary line. All the way on the left side is one extreme, and all the way on the right side is the other extreme. Make sure there is enough space for people to stand anywhere along this imaginary line.

To play this game, a teacher will ask everyone several questions. Everyone will then respond by standing somewhere along the imaginary line according to how strong of an opinion they have on that item. For example, if a teacher asks students "coffee? or tea?" Students will stand far along the left-hand side if they strongly prefer coffee, and they will stand on the far end of the right-hand side if they strongly prefer tea. If they are neutral, they will stand in the middle.

A teacher can ask many kinds of questions. For example,

- winter or summer?
- sweet or salty?
- Hawaii or New York City?
- boxers or briefs?
- rock music or classical?
- chocolate or strawberry?
- Morning person or Night person?
- would you rather be short or tall?
- would you rather be rich or beautiful?

Many of these questions can be very funny. You can also ask many deep questions as well — use your imagination and have fun!

APPENDIX 2

Section: *Lesson Structure and detailed plan of Activities, Cloze Passage, Fill in the blanks with provided IT related words:*

Teacher's Paper:

Are We too Dependent on Technology?
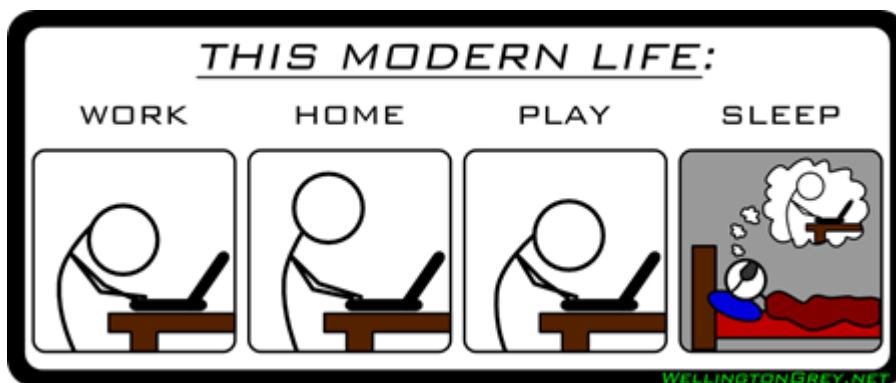
Technology brought us machines, computers, cars and aeroplanes. It made the world smaller by providing good <u>communication tools</u>, made it possible to explore the solar system and the universe and proved that technology is truly significant in human advancement.

There's no denying technology is great, but are humans becoming too dependent on technology? Advancements in technology have enabled humans to do things that were previously unimaginable and it has certainly made many tasks easier than they were before. How many of us can go for a

week without <u>an internet connection</u> or cell phone? Do people take time to memorise phone numbers anymore? Technology has made life so convenient for humans that being without it is a very scary thought.

The term <u>social</u> has a very different meaning now. Decades ago, when you say "<u>social</u>" or you're going to a "<u>social event</u>", it means that you're going to another place and mingle or party with other people. Now, when people speak of <u>social</u>, it usually means you're active on <u>social media</u>. You have multiple <u>social media</u> accounts, older folks surely used to have their "Friendster" and MiRC accounts, then came "MySpace" and then "Facebook", "Instagram" and "Twitter". Being social nowadays means that you have many "friends" on your friends list even though you don't personally know most of them. People are more willing to talk or interact in the digital world than in real life.

Years ago, you had to physically go and spend time in the library to look for specific books to get your specific answers to your specific questions. Now we have <u>Google</u>, <u>Wikipedia</u>, <u>YouTube</u> and other <u>knowledge-based websites</u>. Plus, there are thousands of reference books that are <u>scanned</u> and converted to <u>a digital format</u> and <u>uploaded</u> to the internet.

Technology is a wonderful thing and there is no doubt that we're currently living in the age of technological advancements. It should come as no surprise that almost every aspect of our lives is now evidently becoming dependent on these complex <u>devices</u>. When the system is <u>down</u>, work comes to a standstill. <u>Emails</u> cannot be sent to clients, the <u>required data</u> are not received and sent to the essential people outside the field and all the necessary documentation that is needed for the day cannot be accomplished.

Ever since <u>smartphones</u> introduced cameras and video <u>apps</u>, everyone just wants to take a picture or take a video of everything and not live and feel the moment. Whenever you forgot your phone at home or in your car or if it gets repaired, you surely experience "<u>separation anxiety</u>". You feel incomplete or naked without your phone. Some people's schedules revolve around their phones signal strength. Many gadget - loving people are even reluctant to go on vacations to slightly remote places because there will be less <u>network coverage</u> or probably none at all. These people will be bored to death if they have not posted their Facebook <u>status</u>, <u>uploaded</u> their pictures on <u>Instagram</u> or tweeted about how the beach looks cool. Yes, it's a good thing to admire your gadgets and technology, but too much of it can leave you stressed or strung-out. Many studies and reports have shown that smartphone usage can lead to accidents and it is one of the primary causes of a poor work-life balance. It may be high time to take a step back from technology to truly evaluate society's position. We may have taken the step from regular usage to full-blown <u>addiction</u> and technology <u>dependence</u>.

Student's Paper:

Task: *Fill in the blanks with the following words and phrases. You might need to use some of the words more than once:*

communication tools, an internet connection, social "social event", social media, Google, Wikipedia, YouTube, knowledge-based websites, scanned, a digital format, uploaded, devices,

down, emails, required data, smartphones, apps, "separation anxiety, network coverage, status, uploaded, Instagram, addiction, dependence.

Are We too Dependent on Technology?
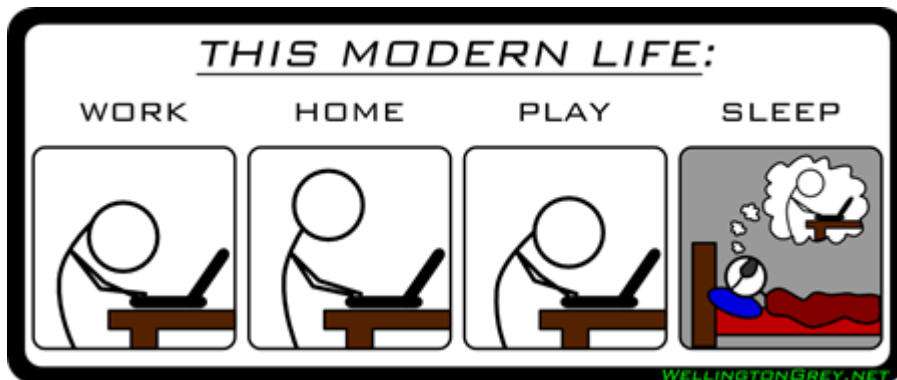
Technology brought us machines, computers, cars and aeroplanes. It made the world smaller by providing good, _____ made it possible to explore the solar system and the universe and proved that technology is truly significant in human advancement.

There's no denying technology is great, but are humans becoming too dependent on technology? Advancements in technology have enabled humans to do things that were previously unimaginable, and it has certainly made many tasks easier than they were before. How many of us can go for a week without _____ or cell phone? Do people take time to memorise phone numbers anymore? Technology has made life so convenient for humans that being without it is a very scary thought.

The term _____ has a very different meaning now. Decades ago, when you say "_____" or you're going to a "_____", it means that you're going to another place and mingle or party with other people. Now, when people speak of _____, it usually means you're active on _____. You have multiple _____ accounts, older folks surely used to have their "Friendster" and MiRC accounts, then came "MySpace" and then "Facebook", "Instagram" and "Twitter". Being social nowadays means that you have many "friends" on your friends list even though you don't personally know most of them. People are more willing to talk or interact in the digital world than in real life.

Years ago, you had to physically go and spend time in the library to look for specific books to get your specific answers to your specific questions. Now we have _____, _____, _____ and other _____. Plus, there are thousands of reference books that are _____ and converted to _____ and _____ to the internet.

Technology is a wonderful thing and there is no doubt that we're currently living in the age of technological advancements. It should come as no surprise that almost every aspect of our lives is now evidently becoming dependent on these complex _____. When the system is _____, work comes to a standstill. _____ cannot be sent to clients, the _____ are not received and sent to the essential people outside the field and all the necessary documentation that is needed for the day cannot be accomplished.

Ever since _____ introduced cameras and video _____, everyone just wants to take a picture or take a video of everything and not live and feel the moment. Whenever you forgot your phone at home or in your car or if it gets repaired, you surely experience "_____". You feel incomplete or naked without your phone. Some people's schedules revolve around their phones signal strength. Many gadget - loving people are even reluctant to go on vacations to slightly remote places because there will be less _____ or probably none at all. These people will be bored to death if they have not posted their Facebook _____, _____ their pictures on _____ or tweeted about how the beach looks cool. Yes, it's a good thing to admire your gadgets and technology, but too much of it can leave you stressed or strung-out. Many studies and reports have shown that smartphone usage can lead to accidents and it is one of the primary causes of a poor work-life balance. It may be high time to take a step back from technology to truly evaluate society's position. We may have taken the step from regular usage to full-blown _____ and technology _____.

APPENDIX 3

Before the "Panel Discussion" (4 mins)

Great Wind Blows (also known as the Big Wind Blows) is a good icebreaker that involves a bit of movement, a bit similar to Musical Chairs. The game can help break the ice and help students get to know each other a bit better. This game gets people moving which is important given that the two previous tasks are written tasks (Cloze passage and Mind map).

You'll need several chairs (one fewer than the total number of players).

Setup for Great Wind Blows Game

Arrange all the chairs to form a circle (all chairs facing inward toward the middle). One player starts in the middle, standing up. He or she begins the round.

Playing Great Wind Blows

The game is simple to play; one person in the middle starts by saying "Great wind blows for everyone who…" and then says any characteristic that is true for that person. For example, if the person has been to Canada before, he or she can say, "Great wind blows for everyone who has been to Canada." All players who have been to Canada before must stand and quickly find a new seat that is more than 2 chairs away from them. If the player is not able to find a vacant seat, he or she is the new person who is in the middle.

Some ideas include:

- Great wind blows for everyone who has been to more than 3 countries before.
- Great wind blows for everyone who hates chocolate.
- Great wind blows for everyone who loves to wear boxers.
- Great wind blows for everyone who has gone more than 2 days without showering.
- Great wind blows for everyone who is addicted to video games.
- Great wind blows for everyone who loves sushi.

PRESENTED BY: MALTA TEAM

DE LA SALLE COLLEGE SIXTH FORM, MALTA
DE LA SALLE COLLEGE | COTTONERA ROAD | BIRGU BRG 9021 | MALTA

OTHELLO: A TYPICAL SHAKESPEAREAN TRAGIC HERO

LESSON PLAN

Lesson Topic

Othello as a typical Shakespearean tragic hero: 1.5 Hours

Subject	Class	Curriculum Links
English	6th Form (17-18 year old students)	English ICT

Context

Project Name	**Creating an Innovative Platform of Communication and Teaching in a Digital Society**
Links with *previous* lesson(s)	Revision of notions of tragedy
Links with *future* lesson(s)	Preparation for the writing of a literature essay
Cross curricular links *before* the lesson	Digital skills, theatre in Shakespeare's time, life in Elizabethan times, notions of race and racism – links to citizenship
Cross curricular links *after* the lesson	Digital skills. Public speaking skills

Learning Objective:

1. Revising notion of tragedy vis-à-vis the tragic hero
2. Pooling of ideas in relation to this
3. Using Padlet
4. Illustrating ideas
5. Planning of essay and requirements of literature essay writing at this level
6. Writing of essay and feedback

Learning Outcomes:
1. Understanding what a tragic hero is in Shakespeare's plays
2. Revising vocabulary associated with tragedy
3. Being able to work in a group
4. Being able to use padlet
5. Being able to give a presentation, hence developing skills in debating and public speaking
6. Learning process writing skills
7. Learning how to illustrate in a literature essay
8. Learning vocabulary, linking words needed for a literature essay
9. Learning how to structure a literature essay
10. Writing a good literature essay

Pre-Lesson Preparation	ICT Resources
Setting up of padlet, dividing of students into groups	Projector, screen, laptop

Prior Learning / Assessment to inform planning
For example:
Testing knowledge of plot through questioning in previous lessons
Knowledge of students' characters and competences to ensure proper division of work in groups

Key competencies development:
1. **Linguistic competences: a. Listening:** Listening and understanding native speakers' discourse b. **Speaking:** Expressing ideas clearly and develop speaking in front of an audience c. **Reading:** Understand the given task and skim through the play d. **Writing:** of points on topic, writing a literature essay
2. **Personal, social and leaning to learn competence: working in a team, collaborating together, dividing of tasks, discussing, experimenting on padlet together**
3. **Citizenship competence**: Othello as a great general and racism in his regard. Discussion of this area in the course of the lesson
4. **Cultural awareness**: choice of setting and differences between Venice and Cyprus as presented in the play. Theatre in Shakespeare's day – mention of Globe theatre
5. **Digital competence**: use of padlet
6. **Literacy competence**: ability to understand the text and write an essay set on a topic

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources e.g. TEL, Other Adults, Materials and Equipment
7mins	**1,2,4**	**Ice-Breaker and lead -in**		Students work in groups and write.	*see Appendix 1
10mins	**1,2,3,5**	Notions of tragic hero are revised and vocab appertaining to tragedy is revised. Certain words are revised: circumstance, flaw, destiny, fate, brought about, downfall, hubris Mind map on padlet. Regarding notion of tragedy	Students work in groups and specific students write mind maps	Specific students are asked and report to the whole group	Paper, text
25mins	**1,2,3,4,7**	Process wiritng starts from now: on padlet teacher creates plan for essay based on what students say and in groups students on the padlet have to fill in with illustration from the text for each of the points: 1. Nobility at start 2. How character and circumstance combine to lead to downfall	Students work in groups	Teacher goes round students asking questions	Internet connection, laptops, textbooks

		3. the downfall			
10 mins	**1,2,3,4,5,7**	Students in groups look at what their peers have written and fill in points that may have been left out by their peers whilst mentioning them aloud in class	Groupwork		Padlet, textbook
20 mins		Powerpoint presentation on the way to introduce and conclude a literature essay and on linking words to be used in literature essays			See appendix 2
3mins	**1**	**Explanation of Homework**			

Home Learning/Homework
In what ways is Othello a typical Shakespearean hero?

LESSON EVALUATION

What was successful / not so successful? What was the impact of this on student progress?

Lesson Topic	Subject
Othello as a tragic hero	English

Evaluator
English Department

Evaluation
Pupil Learning & Progression
Most of the students achieved the learning outcomes. The teacher knows this through the correction of essays.
Progress was observed in students' essays and in the debate especially in terms of vocabulary learnt.
Teaching & Classroom Management
The teacher created an environment where everyone is relaxed, encouraging and non-judgmental. Peer evaluation was encouraged and supported.
Planning & Subject Knowledge
In group work division of tasks was not evenly distributed.
More time needed for groupwork and planning of essay

Next Steps in Learning
Feedback on essays. Good introductions and conclusions will be read out and students asked to comment on what renders them satisfactory. More essay plans will be discussed in class.

APPENDIX 1

1. SHOW STUDENTS SHORT CLIP OF A SCENE BETWEEN OTHELLO AND DESDEMONA

https://www.youtube.com/watch?v=gMZRP9hrbY4.

Pause on Othello – questions on his character. On padlet students in groups write adjectives to describe Othello at this point in the play. Vocab such as suffering, distressed, angry, suspicious etc. Students are asked why does Shakespeare present Othello in this way?

APPENDIX 2

POWERPOINT ATTACHED ON INTRODUCTIONS, CONCLUSIONS, LINKING WORDS AND FIRST PART OF TOPIC SENTENCES

WRITING A LITERATURE ESSAY

INTRODUCTION

- IN YOUR INTRODUCTION YOU NEED TO PROCEEED FROM THE GENERAL TO THE SPECIFIC.

- A GENERAL COMMENT ABOUT SHAKESPEAREAN TRAGIC HEROES FROM VARIOUS TRAGEDIES AND THEN FOCUSING ON *OTHELLO*

CONCLUSION

- IN YOUR CONCLUSION YOU NEED TO STAT OFF WITH A STATEMENT SPECIFIC TO THE QUESTION AND THEN ENDING WITH A GENERAL STATEMENTABOUT THE PLAY OR SHAKESPEAREAN TRAGEDIES

- SUMMARISE THE MAIN IDEAS DISCUSSED VIS-À-VIS THE QUESTION AND THEN END ON THE AUDIENCE'S FEELINGS TOWARDS OTHELLO AT THE END OF THE PLAY

IMPORTANCE OF LINKING WORDS AND FIRST PART OF TOPIC SENTENCES IN LITERATURE ESSAYS

- Noteworthy is…

- In considering the above statement,,,

- This .. is supported by his…

- In view of ….

- A point worth making here is that…

- It is true to say…

- It is significant to note that..

LINKING WORDS AND FIRST PART OF TOPIC SENTENCES

- We need to bear in mind that

- Our attention is drawn to …

- In this respect I find that

- One cannot deny that

- Apart from ……. Shakespeare also

- In addition to portraying Othello as…. Shakespeare also

- Moreover…..

IMPORTANCE OF LINKING WORDS AND FIRST PART OF TOPIC SENTENCES IN LITERATURE ESSAYS

- In addition

- What is more

- Furthermore

- Similarly

- In the same way,

- Equally

- Likewise

IMPORTANCE OF LINKING WORDS AND FIRST PART OF TOPIC SENTENCES IN LITERATURE ESSAYS

- On the other hand
- Admittedly, however
-   Nonetheless,
- Despite (this),
- Notwithstanding this

IMPORTANCE OF LINKING WORDS AND FIRST PART OF TOPIC SENTENCES IN LITERATURE ESSAYS

- Consequently

- Hence,

- For this reason,

- Thus,

- In consequence,

- Accordingly,

- As a consequence

  Therefore

Erasmus+

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COMPREHENSION – BLADE RUNNER.

LESSON PLAN

Lesson Topic

Comprehension – Blade Runner.

Writing the summary – the do's and don'ts.

Vocabulary, auxiliary verbs and the use of hyperbole.

Subject	Class	Curriculum Links
English	6th Form (17-18 year old students)	**English**: Use of vocabulary related to places, people and films, answering comprehension questions and focusing on summary writing. **Film**: Blade Runner (director Ridley Scott) (1982). **ICT**: To upload clip of part of the film on YouTube and share the link on a Padlet for the students to watch the clip and post first impressions. **Music**: memorable soundtrack by the new age composer Vangelis. The soundtrack helps suggest the protagonist's despondent mood and state of mind.

Context

Project Name	**Creating an Innovative Platform of Communication and Teaching in a Digital Society**
Links with _previous_ lesson(s)	Grammar: auxiliary verbs and passive verbs, previous research on 'noir' films.
Links with _future_ lesson(s)	Creative writing – essay 'Being human' (after debating) Focus on word classes. Vocabulary related to film-making with focus on 'noir' films.
Cross curricular links _before_ the lesson	Film Appreciation: Genre 'Noir' film – to watch 'Blade Runner' at home. Digital skills: familiarisation with digital equipment, use of clips on You Tube and Padlet.
Cross curricular links _after_ the lesson	Vocabulary related to films Vocabulary related to being human versus being clinical.

Learning Objective:

To discuss what it means to be human (discussion)/acknowledging our aspirations and characteristics. Developing critical, analytical and writing skills.

Vocabulary related to films and human emotions.

To learn how to use a hyperbole in the essay.

The do's and don'ts of summary writing.

Awareness of our dependence on technology (YouTube, Padlet, TV) to enrich our experience after having read a passage.

Learning Outcomes:

1. Understanding components of 'Noir' fiction films
2. Learn new vocabulary related to human characteristics and the world of cinematography
3. To be able to write a summary and omit unnecessary detail. One must not exceed the word limit. To include hyperboles in their essays.
4. To develop skills in debating and public speaking
5. Ability to use ICT tools

Pre-Lesson Preparation	ICT Resources
Prepare short clips (you tube) from the film to highlight the most important episodes which depict the difference between humans and clones. Props – paper and pens, instructions	Laptop, mobile phones, projector

Prior Learning / Assessment to inform planning

1. Information about noir films. Ask them to research prior to lesson.
2. Information about auxiliary verbs. (To read notes on Linguistics)

Key Vocabulary

Vocabulary related to places: crowded, polluted, clangorous, damp, desperate, gloomy, depressing

Vocabulary related to people: hard-boiled, rugged, streetwise, weak, full of life, cynical, alluring

Vocabulary: melancholy, replete, supplanted, ominous, retrieve

ICT: download, editing, upload, streaming, Padlet

Key competencies development:

1. **Communication**
   Listening and understanding teachers' instructions
   Expressing ideas clearly and developing listening skills, speaking in front of an audience (Topic: what does it mean to be human? To discuss how society tends to create outcasts – we decide who is human and who isn't (We've just commemorated the Holocaust).

2. **Learning to choose the important points to include in a text.**
   Understand which details should be omitted and which are the main points to include in the summary. Also, after counting the number of words, one must find ways of shortening a summary if needs be. Use linking words.

3. **Sense of initiative**
   To encourage them to plan and work on their own. They must feel confident about expressing their own ideas.

4. **Interpersonal skills and the ability to adopt new competences**
   Working in a team and collaborating in creating new ideas.
   Supporting others.

5. **Digital and technology- based competences**
   Online research related to noir films and using the Padlet.

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources e.g. TEL, Other Adults, Materials and Equipment
5mins	4	**Ice Breaker**	To mention jargon related to film making. Sharing answers in small groups.	Reporting to the whole group what has been discussed.	Show them a short clip (YouTube) of the film Blade Runner
12mins	1	Read the comprehension twice (skimming and scanning) and explain the vocabulary and the main concepts whilst reading.	Sharing answers in small groups	Reporting to the whole group what has been discussed	Teacher Comprehension sheets for all students.
10mins	2	To write the summary.	Sharing answers in small groups. Which points must feature in the summary?	Reporting to the whole group what has been discussed.	Teacher, writing material, laptop See Appendix 2.
8mins	3,5	Vocabulary Games/Mind maps: To find the vocab related to places and human characteristics. Remind them about the use of auxiliary verbs and hyperboles.	Write words/terms related to the following: People & places auxiliary verbs hyperboles	Group work and reporting to the whole group	Teacher, writing material, laptop, projector
7mins	1	To go through the comprehension questions and explain why marks are allotted so.			See Appendix 1
3mins	1	**Explanation of Homework**			Teacher See Appendix 1

Home Learning/Homework
Questions a to j (comprehension) – focus on summary.
To write an essay on what it means to be human.

LESSON EVALUATION

What was successful / not so successful? What was the impact of this on student progress?

Lesson Topic	Subject
Summary writing Vocabulary Noir films	English

Evaluator
English Department

Evaluation
Pupil Learning & Progression
Most of the students achieved the learning outcomes. The teacher knows this through the correction of the comprehension answers and the discussion in class.
Progress was observed in students' work especially in terms of vocabulary which is later on employed in essay writing.
Teaching & Classroom Management
The teacher created an environment where everyone is relaxed, engaged and non-judgmental. Peer evaluation was encouraged and supported.
Planning & Subject Knowledge
Some students still did not stick to the word limit in the summary. Others also included unnecessary detail. In group work, division of tasks was not evenly distributed. Students will read through the Padlet portfolio as a group during school hours and the working groups will be smaller to ensure that the work is shared equally. Imaginative and creative approaches could include an article on 'noir' films. Some students did not participate during the discussion on what makes us human. They merely listened to the views of their classmates.

Next Steps in Learning
Choosing the next comprehension and focusing mostly on the questions related to linguistics.

COMPREHENSION AND SUMMARY

Read the passage below and answer the questions that follow.

In the 1982 film 'Blade Runner', now considered one of the best sci-fi films ever made, Ridley Scott paints a picture of the world as it might be in thirty-five years' time. Millions have migrated to off-world colonies; the billions left behind squeeze through the crowded, polluted, clangorous, damp and desperate cities, as numb to hope as they are to noise.
This society has engineered clones or, as they are called in the film, 'replicants' and sent them off-world as slave workers. It is extremely difficult to tell replicants from human beings. Scientists, fearing that the human race might one day be supplanted by its creations, have built a fail-safe mechanism in each replicant – a four-year lifespan. They have also forbidden replicants from coming back to Earth. Now, four replicants have hijacked a space shuttle and returned. They have done this, as their leader Roy (Rutger Hauer, in a wonderful performance) explains, to talk things over with their maker, Tyrell (Joe Turkel). "What seems to be the problem?" asks Tyrell. "Death," answers Roy.

When this emergency crops up, Deckard, a retired blade runner, is pressed back into duty. Blade runners are detectives who specialise in tracking down and destroying replicants who attempt to pass for human. Deckard, at first glance, seems to be like several detectives in other noir* films – hard-boiled, rugged, streetwise. Yet, the closer we look, the more Deckard starts to seem like a weak, useless washout. Of the four replicants, he only succeeds in killing two, both women, and both by firing his gun across a distance. He shoots one woman in the back. He moans, drinks and cringes.

The point is he is far less 'human' than the replicants. The two women are generally full of life and determination to enjoy themselves to the utmost. One of the male replicants keeps a collection of sentimental photos, which he cherishes enough to risk being captured and killed when he tries to retrieve them. Unlike him, Deckard seems to care about nothing and no one. The replicant leader, Roy, is a genius, a poet and a master chess player. His final lines about how the marvels he has witnessed "will be lost in time, like tears in the rain" make for one of the most moving speeches in cinematic history and provide this very bleak film with its human heart.
Like Rachel (Sean Young) who is so well-designed that she does not even know she is a replicant, we are challenged to ask ourselves what we mean, exactly, when we say that we are human. When Deckard confronts his limitations as a person and the fact that he will die one day, he has started the journey towards becoming human and may choose to make the best of the time he has left.

The question of what it means to be 'human' changes according to how the character looks at it. The film, with its incredible art direction – it is replete with eyeball-popping visuals, for example – highlights this by the way the same landscape changes according to where it is seen from. The city is gloomy and depressing at ground level, and astonishingly beautiful in the air. The memorable soundtrack by the electro and new age composer Vangelis captures Deckard's

melancholy and isolation and is as much part of the landscape as the decaying buildings and ever-present rain.

The film, which came out in 1982, was re-issued as the 'Director's Cut' in 1992. Despite the name, this version did not have Scott's approval. Twenty-five years after it was made, we have at long last given 'The Final Cut', so that fans can see it exactly as its director intended it. Through it, one hopes new generations will be introduced to this masterpiece.

(Adapted from articles by Rita Kempley carried in The Washington Post and by Jeffrey M. Anderson at http://www.combustiblecelluloid.com/2007/bladerunfc.shtml)
* Noir is a film genre. Noir films have a twisted plot, a quest to separate the truth from a web of lies and corruption, a dark and ominous atmosphere, a tough, cynical hero and an alluring and dangerous woman as a heroine.

a) Define the following words or phrases (in bold) as they are used in the text: clangorous (l.3), supplanted (l.7), retrieve (l.20), melancholy (l.33) (4 marks)

b) Why do you think Roy feels that the wonders he has seen will be 'lost in time'? (l.22-23) (3 marks)

c) Using your own words, explain the contrast between Deckard and the replicants. (3 marks)

d) Which two elements in film-making are mentioned as aiding Blade Runner convey its theme? (2 marks)

e) Clearly mark out the auxiliary verb(s) used to build two verbs in the passive voice in the second paragraph. (2 marks)

f) Find an example of parallel structure in the third paragraph. What do you feel is its effect? (3 marks)

g) Find an example of a comparative and of a superlative adjective in the fourth paragraph. (2 marks)

h) How is 'eyeball-popping' an example of hyperbole? (2 marks)

i) What is the tone in the overall evaluation of the film? Refer to the text for evidence. (3 marks)

j) In a paragraph of between 80 and 100 words, summarise what being 'human' means according to the film. (6 marks)

APPENDIX 2

Summary check list:

Did I include unnecessary details?
Did I include my opinion?
Did I include direct speech?
Did I exceed the word limit?
Did I link the ideas?
Did I take note of the main points?
Did I use my own words where possible?
Is there a need for a conclusion?

Teacher's paper
The passage should not include selected examples, details or information which is not relevant. Only the ideas of the original text are to be included. There should be no opinions, interpretations, deductions and comments. No direct speech is to be used. To use your own words where possible. No need for a conclusion.

APPENDIX 3

Underline four auxiliary verbs and explain the function of the auxiliary verb.

This society has engineered clones or, as they are called in the film, 'replicants' and sent them off-world as slave workers. It is extremely difficult to tell replicants from human beings. Scientists, fearing that the human race might one day be supplanted by its creations, have built a fail-safe mechanism in each replicant – a four-year lifespan. They have also forbidden replicants from coming back to Earth. Now, four replicants have hijacked a space shuttle and returned. They have done this, as their leader Roy (Rutger Hauer, in a wonderful performance) explains, to talk things over with their maker, Tyrell (Joe Turkel). "What seems to be the problem?" asks Tyrell. "Death," answers Roy.

Teacher's copy

'has engineered' 'have built' 'have forbidden' 'have hijacked'.

The function of the auxiliary verb: An auxiliary verb helps and completes the main verb and is also called a 'helping verb'. With auxiliary verbs you can write sentences in different tenses, moods or voices. The main ones are 'to be' 'to have' and 'to do'.

APPENDIX 4

Ice-breakers:

In Westerns we expect people on horseback. In Musicals we expect singing and dancing. In war films we expect soldiers and bombing. What do we expect in a Noir film?

What is the atmosphere like?

What type of hero do we have?

What is the quest of the hero?

What type of female is the heroine like?

What is the lighting like?

What type of philosophy do these films feature?

What is the setting like?

When were Noir films popular?

What is the message behind the film 'Blade runner'?

What type of music is played?

Mention one other noir film.

Teacher's paper

Atmosphere: a dark and fatalistic image of the world, saturated with darkness, ominous and oppressive atmosphere.

Hero: cynical, tough and malevolent hero driven by his past or his human weakness to repeat former mistake.

Quest of the hero: to separate the truth from a web of lies and corruption.

The female heroine: the alluring, dangerous type of woman.

Lighting used: stark, low-key lighting effects, shadowy photography.

Philosophy: existential philosophy, pessimism, anxiety, suspicion that anything can go wrong, dingy realism, futility, fatalism, defeat, entrapment, disillusionment. Term was coined by Nino Frank in 1946.

Setting: rain-soaked streets, early morning hours, street lamps with shimmering halos, flashing neon signs on seedy taverns, endless streams of cigarette smoke wafting in and out of shadows.

When were they popular: post-world war 2 era.

Message behind blade runner: We ought to question our identity.

Type of music played: foreboding background music.

One other noir film: The Maltese Falcon (1941).

APPENDIX 5

VOCABULARY AND HYPERBOLES

Underline the vocabulary related to describing individuals:
When this emergency crops up, Deckard, a retired blade runner, is pressed back into duty. Blade runners are detectives who specialise in tracking down and destroying replicants who attempt to pass for human. Deckard, at first glance, seems to be like several detectives in other *noir** films – hard-boiled, rugged, streetwise. Yet, the closer we look, the more Deckard starts to seem like a weak, useless washout. Of the four replicants, he only succeeds in killing two, both women, and both by firing his gun across a distance. He shoots one woman in the back. He moans, drinks and cringes.

Find adjectives (from the whole passage) which describe the city.

Underline the hyperbole and explain why it is a hyperbole.
The question of what it means to be 'human' changes according to how the character looks at it. The film, with its incredible art direction – it is replete with eyeball-popping visuals, for example – highlights this by the way the same landscape changes according to where it is seen from. The city is gloomy and depressing at ground level, and astonishingly beautiful in the air. The memorable soundtrack by the electro and new age composer Vangelis captures Deckard's melancholy and isolation and is as much part of the landscape as the decaying buildings and ever-present rain.

Give an example of four hyperboles (not in the comprehension)
Teacher's paper
Hard-boiled, rugged, streetwise, weak, useless.
Crowded, polluted, clangorous, damp, desperate, gloomy, depressing, decaying.
'eyeball-popping visuals' – to exaggerate and emphasise the visual effectiveness.
'I have a million things to do!' 'I died of embarrassment' 'It's raining cats and dogs' 'She's as old as the hills'

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DE LA SALLE COLLEGE SIXTH FORM, MALTA
DE LA SALLE COLLEGE | COTTONERA ROAD | BIRGU BRG 9021 | MALTA

ENGLISH AS AN INTERNATIONAL LANGUAGE.

NOUNS USED AS VERBS, BORROWED WORDS.

LESSON PLAN

Lesson Topic

English as an international language. Nouns used as verbs, borrowed words.

Subject	Class	Curriculum Links
English	6th Form (17-18-year-old students)	**English**: Reading/ carrying out research, answering comprehension questions, writing an essay. **ICT**: Use of Digital Platforms and Applications.

Context	
Project Name	**Creating an Innovative Platform of Communication and Teaching in a Digital Society**
Links with *previous* lesson(s)	Dependent prepositions and phrasal nouns, collocations and word knowledge, working with difficult or unknown words. Grammar: the tense system: present, past and future; simple and continuous; perfect and non-perfect; active and passive.
Links with *future* lesson(s)	Creative writing, creating interest in world cultural heritage; encouraging language proficiency. Skills related to learning languages; developing reading (skimming, scanning) and writing skills.
Cross curricular links *before* the lesson	**Digital skills**: Internet Browsing. Information about world languages and cultures. **Reading skills:** skimming, scanning, cohesion. Languages and their importance, language as a depositary of culture.
Cross curricular links *after* the lesson	Vocabulary related to language learning, history of languages. Lingua Franca.

Learning Objective:

Awareness of and use of technology (online research).

Developing critical, analytical and writing skills.

Vocabulary related to culture and knowledge of languages. Practice in correct use of tenses, focus on accurate (free of errors) writing and speech.

Learning Outcomes:
1. Knowledge of tenses, noun phrases.
2. Appreciation of world cultures and languages
3. Knowledge of vocabulary related to Culture and Languages
4. Ability to use ICT tools

Pre-Lesson Preparation	ICT Resources
Online research about spread of languages; causes and effect of the emergence of English as a common language.	Laptop/tablet, mobile phone

Prior Learning / Assessment to inform planning
1. Information about dialects, accents, languages and cultures (Linguistics)
2. Knowledge of geography in relation to the spread of languages. "World Languages" map.
3. Knowledge of intercultural development and the effect of culture on language.
4. European languages, the influence of the English language on European languages. "EU Speak".

Key Vocabulary
Vocabulary related to language as a depository of culture: civilisation, social group, customs, traditions, native language, foreign language, export of the language, simplicity of form, openness of vocabulary, free admission of words from other languages, loan words, compounds, dialects, accents, RP.
Compounds: culture-hero, culture-maker, head-word, headquarters.

Key competencies development:
1. Communication in foreign language
a) Listening and understanding teacher's instructions
b) Expressing ideas clearly and developing listening skills, speaking in front of an audience
2. Digital competence
a) Online research related to world cultures, traditions and languages.
3. Learning to learn
a) Carrying on independent research, working in pairs and groups, analysing and correcting language structures, employing brainstorming skills.
4. Social and civic competences
a) Improving students' ability to work in a team; being able to deal with conflicts and disagreements; promoting acceptance and tolerance; developing intercultural sensitivity.

b) Increasing knowledge of world and European cultures and languages; encouraging initiative in decision-making; encouraging active participation in team work.

4. **Sense of initiative and entrepreneurship**
    a) Encouraging planning, creativity and evaluation. Encouraging students to propose their own ideas, to use newly acquired knowledge while working in a team and individually.

6. **Cultural awareness and expression**
    a) Assisting development of a full understanding of and respect for how ideas and meaning are communicated and creatively expressed in different cultures and through different media forms.
    b) b) Assisting development and awareness of students' cultural identity.

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources e.g. TEL, Other Adults, Materials and Equipment
3mins		**Ice Breaker**			*see Appendix 1
5 mins	**1**	**Lead In:** *Languages and Language learning.* Match the questions with the right answers.	Working in pairs	Reporting to the whole group; teacher confirms the correct answers.	Teacher, papers with questions and paper-slips with answers. *see Appendix 2
3 mins	**3**	**Reading.** *Pre-reading task.* Students are given 7 statements; they need to state whether the statements are true or false.	Working in pairs	Reporting to the whole group what has been stated; teacher projects the correct answers on screen	*see Appendix 3 Teacher, writing material, laptop, projector, map of English-speaking countries, papers with statements.
15mins	**1, 3**	**Reading.** *First reading: skimming.* *Second reading: scanning.* Students read the text twice, the first time to find the answers to true/false statements	Individual work, pair work.	Class discussion.	*see Appendix 3 Teacher, writing material, laptop, projector, students' papers with the text

		and the second time to complete comprehension tasks.			
4mins		**Ice Breaker**			*see Appendix 4
12mins	**1, 2**	**Discussion in small groups:** Groups of three or four.	Each group is given a paper with questions; it is important that every member in the team has a chance to speak.	Teacher moves from a group to a group and assesses students' use of vocabulary, sentence structure and teamwork skills.	*see Appendix 5 Teacher, papers with questions for discussion. Teacher's valuation paper.
3mins	**1**	**Explanation of Homework**			

Home Learning/Homework
Two tasks are given to the students: 1. Compile a list of words borrowed into your language from the English language. 2. Write an essay about the importance of learning languages.

LESSON EVALUATION

What was successful / not so successful? What was the impact of this on student progress?

Lesson Topic	Subject
English as an international language. Nouns used as verbs, borrowed words.	English, learning languages, culture.

Evaluator
English Department

Evaluation
Pupil Learning & Progression
Most of the students achieved the learning outcomes. The teacher knows this through the correction of essays and evaluation during the discussion.
Progress was observed in students' work especially in terms of vocabulary.
Teaching & Classroom Management
The teacher created an environment where everyone is relaxed, encouraged to speak and non-judgmental. Teacher provides information, corrects most common errors. Peer evaluation was encouraged and supported.
Planning & Subject Knowledge
The students were asked to find some information about languages/language learning and cultures, but some of them did not do it. In group work, not all students participated actively, some were shy to speak.
As a result of the above, students will read about languages/language learning and cultures as a group during school hours and the working groups will be smaller to ensure that the work is shared equally.
Imaginative and creative approaches could include script writing and article writing.

Next Steps in Learning
Practice in question forms, working with linguistic and contextual clues to guess the meaning of the unknown words.

APPENDIX 1

Ice-Breaker

Ice-breakers are useful as they can dramatically transform the dynamics of a classroom. Ice-breakers encourage bonding, participation, motivation, and allow students to relax both mentally and physically.

1. *Beginning of the lesson before the Lead-in (3 mins).*

Would You Rather…

In this game, students think about two scenarios and choose the one they would rather do. The "Would you rather…?" questions:

1. Would you rather travel a lot and always get lost or only be able to visit one city but you know it very well?

2. Would you rather have superficial knowledge of seven languages or speak only two but fluently?

3. Would you rather speak all languages fluently or be able to speak to animals?

4. Would you rather live in a rich country and be poor or live in a poor country and be rich?

This can be played as a whole class, or in groups, a stack of cards with questions is given to students and they take turns asking each other the questions. Either way, following up by asking "Why or why not?".

APPENDIX 2

Section: *Lesson Structure and detailed plan of Activities. Lead In: Languages and Language learning. Match the questions with the right answers.*

Teacher's Copy:

1. Which language in the world is spoken by most people? *Answer:* Mandarin Chinese is spoken by 700 million people (70% of the population of China). English is the most widespread, with 400 million speakers.

2. Which language has the largest vocabulary? *Answer:* English has the largest vocabulary with approximately 500,000 words and 300,000 technical terms.

3. Which is the oldest written language? *Answer:* The oldest written language is Egyptian, which is 5000 years old.

4. Which subcontinent has the largest number of languages? *Answer:* India has the most languages, 845.

5. Which language has the most letters in its alphabet? *Answer:* Cambodian has 72 letters.

6. In which language is the largest encyclopaedia printed? *Answer:* The largest encyclopaedia is printed in Spanish.

APPENDIX 3

Section: *Lesson Structure and detailed plan of Activities, Pre-reading Task.*

English Speaking Countries
Five Branches of World English

Teacher's Copy:

Are the following Statements true or false?

1. English was already an important language 400 years ago. (F)

2. It is mainly because of the US that English ahs become a global language. (T)

3. One person out of seven in the world speaks perfect English. (F)

4. There are few inflections in modern English. (T)

5. In English many verbs can be used as nouns. (T)

6. English has borrowed words from many other languages. (T)

7. In the future, all other languages will probably die out. (F)

Student's Copy:

1. English was already an important language 400 years ago.

2. It is mainly because of the US that English ahs become a global language.

3. One person out of seven in the world speaks perfect English.

4. There are few inflections in modern English.

5. In English many verbs can be used as nouns.

6. English has borrowed words from many other languages.

7. In the future, all other languages will probably die out.

Reading text

English as a Global Language

Today, when English is one of the major languages in the world, it requires an effort of the imagination to realise that this is a relatively recent thing – that in Shakespeare's time, for example, only a few million people spoke English, and the language was not thought to be very important by the other nations of Europe, and was unknown to the rest of the world.

English has become a global language because of its establishment as a mother tongue outside England, in all the continents of the world. This exporting of English began in the 17th century, with the first settlements in North America. Above all, it is the great growth of population in the United States, assisted by massive immigration in the 19th and 20th centuries, that has given the English Language its present standing in the world.

People who speak English fall into one of three groups: those who have learned it as their native language, those who have learned it as a second language in a society that is mainly bilingual, and those who are forced to use it for a practical purpose – administrative, professional or educational. Incredibly enough, 75% of the world's mail and 60% of the world's telephone calls are in English.

Basic Characteristics.

Simplicity of Form. Old English like modern German, French, Russian and Greek, had many inflections to show singular and plural, tense, person, etc., but over the centuries words have been simplified. Verbs now have very few inflections, and adjectives do not change according to the noun.

Flexibility. As a result of the loss of inflections, English has become, over the past five centuries, a very flexible language. Without inflections, the same word can operate as many different parts of speech. Many nouns and verbs have the same form, for example *swim, drink, walk, kiss, look* and *smile.* We can talk about *water* to drink and to *water* the flowers, *time* to go and *to time* a race; *a paper* to read and *to paper* a bedroom. Adjectives can be used as verbs. We *warm* our hands in front of a fire: if clothes are *dirtied*, they need to be *cleaned* and *dried*. Prepositions too are flexible. A sixty-year old man is *nearing* retirement; we can talk about a *round of golf, cards, or drinks*.

Openness of Vocabulary. This involves the free admissions of words from other languages and the easy creation of compounds and derivatives. Most world languages have contributed some words to English at some time, and the process is now being reversed. Purists of the French, Russian and Japanese languages are resisting the arrival of English ion their vocabulary.

The Future of English. Geographically, English is the most widespread language on Earth, second only to Mandarin Chinese in the number of people who speak it. It is the language of business, technology, sport and aviation. This will no doubt continue, although the proposition that all other languages will die out is absurd.

Comprehension Check

Here are the answers to some questions. Work out the questions.

1. A few million.

2. Because it is the mother tongue of many countries outside England.

3. In the 17th century.

4. Yes, it had a lot of inflections.

5. Simplicity of form, flexibility, and openness of vocabulary.

6. Mandarin Chinese.

Teacher's Copy:

Here are the answers to some questions. Work out the questions.

1. A few million. *Question:* How many people spoke English in Shakespeare's time?

2. Because it is the mother tongue of many countries outside England. *Question:* Why has English become a global language?

3. In the 17th century. *Question:* When did exporting of English to other continents begin?

6. Yes, it had a lot of inflections. *Question:* Did Old English have a lot of inflections?

7. Simplicity of form, flexibility, and openness of vocabulary. *Question:* What are the basic characteristics of the English language?

8. Mandarin Chinese. *Question:* Which language in the world is the most widespread?

APPENDIX 4

Ice-Breaker

Ice-breakers are useful as they can dramatically transform the dynamics of a classroom. Ice-breakers encourage bonding, participation, motivation, and allow students to relax both mentally and physically.

2. Before the "Discussions in small groups" (4 mins)

Two truths and a lie

In this activity, every person says three things about themselves, but two of the statements must be true and one must be a lie. The goal of the game is for the rest of the group to guess which statement is false. For example, a student might say, "I play the guitar, I've never been on a plane and I can't swim." The group must then guess which of those statements is a lie. The great thing about *Two Truths and a Lie* is that everyone gets to learn something new about each other while still having fun and building problem-solving skills.

APPENDIX 5

Section: *Lesson Structure and detailed plan of Activities. Discussion in small groups.*

<u>**Questions to be discussed:**</u>

1. Does the text "*English as a Global Language"* come from (a) a brochure for an English language school, (b) a preface to a book on modern language teaching, (c) a dictionary, (d) an encyclopaedia?

2. The text says that it is because of the United States that English is a global language. Why?

3. Which of the three groups of English speakers do you belong to? What is/are your reason/reasons for learning English?

4. What words are there in your language that have been borrowed from other languages?

5. What are the differences between the ways a baby learns its first language and the ways an adult learns a second language?

6. Can you think of some suggestions for effective language learning?

<u>**Teacher's Evaluation paper:**</u>

Group 1, 2, 3, etc: (either grading or writing comments, or both)

1. Vocabulary used (limited, extensive)

2. Grammar (accurate, errors, most common errors); sentence structure (order of words in interrogative and declarative statements)

3. Teamwork skills (patience whilst listening, interruption, agreeing, arguing).

LESSON PLAN

Lesson Topic

English as an international language. Nouns used as verbs, borrowed words.

Subject	Class	Curriculum Links
English	6th Form (17-18 year old students)	**English**: Reading/ carrying out research, answering comprehension questions, writing an essay. **ICT**: Use of Digital Platforms (Teams) and Applications.

Context

Project Name	**Creating an Innovative Platform of Communication and Teaching in a Digital Society**
Links with *previous* lesson(s)	Dependent prepositions and phrasal nouns, collocations and word knowledge, working with difficult or unknown words. Grammar: the tense system: present, past and future; simple and continuous; perfect and non-perfect; active and passive.
Links with *future* lesson(s)	Creative writing, creating interest in world cultural heritage; encouraging language proficiency. Skills related to learning languages; developing reading (skimming, scanning) and writing skills.
Cross curricular links *before* the lesson	**Digital skills**: Internet Browsing. Information about world languages and cultures. **Reading skills:** skimming, scanning, cohesion. Languages and their importance, language as a depositary of culture.
Cross curricular links *after* the lesson	Vocabulary related to language learning, history of languages. Lingua Franca.

Learning Objective:

Awareness of and use of technology (online research).

Developing critical, analytical and writing skills.

Vocabulary related to culture and knowledge of languages. Practice in correct use of tenses, focus on accurate (free of errors) writing and speech.

Learning Outcomes:

1. Knowledge of tenses, noun phrases.
2. Appreciation of world cultures and languages
3. Knowledge of vocabulary related to Culture and Languages
4. Ability to use ICT tools

Pre-Lesson Preparation	ICT Resources
Online research about spread of languages; causes and effect of the emergence of English as a common language.	Laptop/tablet, mobile phone

Prior Learning / Assessment to inform planning

1. Information about dialects, accents, languages and cultures (Linguistics)
2. Knowledge of geography in relation to the spread of languages. "World Languages" map.
3. Knowledge of intercultural development and the effect of culture on language.
4. European languages, the influence of the English language on European languages. "EU Speak".

Key Vocabulary

Vocabulary related to language as a depository of culture: civilisation, social group, customs, traditions, native language, foreign language, export of the language, simplicity of form, openness of vocabulary, free admission of words from other languages, loan words, compounds, dialects, accents, RP.
Compounds: culture-hero, culture-maker, head-word, headquarters.

Key competencies development:

1. **Communication in foreign language**
a) Listening and understanding teacher's instructions
b) Expressing ideas clearly and developing listening skills, speaking in front of an audience

2. **Digital competence**
a) Online research related to world cultures, traditions and languages.

3. **Learning to learn**
a) Carrying on independent research, working in pairs and groups, analysing and correcting language structures, employing brainstorming skills.

4. **Social and civic competences**
a) Improving students' ability to work in a team; being able to deal with conflicts and disagreements; promoting acceptance and tolerance; developing intercultural sensitivity.
b) Increasing knowledge of world and European cultures and languages; encouraging initiative in decision-making; encouraging active participation in team work.

4. **Sense of initiative and entrepreneurship**
   a) Encouraging planning, creativity and evaluation. Encouraging students to propose their own ideas, to use newly acquired knowledge while working in a team and individually.

6. **Cultural awareness and expression**
   a) Assisting development of a full understanding of and respect for how ideas and meaning are communicated and creatively expressed in different cultures and through different media forms.
   b) b) Assisting development and awareness of students' cultural identity.

LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES

Time	Link to Learning Outcome number	Teacher Activity Objectives & Outcomes, Teaching Activities, Revisiting Outcomes & Consolidation	Learner Activity Identify the techniques used to differentiate for ALL Learners	Assessment Strategies Used to Ensure Progress of All Learners	Resources e.g. TEL, Other Adults, Materials and Equipment
3mins		**Ice Breaker**			*see Appendix 1
5 mins	**1**	**Lead In:** *Languages and Language learning.* Match the questions with the right answers.	Working in groups of four in "Breakout Rooms", Teams	Reporting to the whole group; teacher confirms the correct answers.	Teacher, "Word" document with questions and answers, sent to the students at the start of the lesson. *see Appendix 2
3 mins	**3**	**Reading.** *Pre-reading task.* Students are given 7 statements, they need to state whether the statements are true or false.	Working groups of four in "Breakout Rooms", Teams.	Reporting to the whole group what has been stated; teacher shares the screen with correct answers.	*see Appendix 3 Teacher, writing material, laptop, map of English - speaking countries.
15mins	**1, 3**	**Reading.** *First reading: skimming.* *Second reading: scanning.* Students read the text twice, the first time to find the answers to true/false statements	Individual work, groups of four in "Breakout Rooms", Teams.	online class discussion.	*see Appendix 3 Teacher, writing material, laptop, "Word" document with the text.

		and the second time to complete comprehension tasks.			
4mins		**Ice Breaker**			*see Appendix 4
12mins	**1, 2**	**Discussion in small groups:** Groups of four.	Each group is given a set of questions ("Word" document); it is important that every member in the team has a chance to speak. The groups work in "Breakout rooms", Teams.	Teacher assesses students' use of vocabulary, sentence structure and teamwork skills.	*see Appendix 5 Teacher, questions for discussion. Teacher's valuation document.
3mins	**1**	**Explanation of Homework**			

Home Learning/Homework
Two tasks are given to the students: 1. Compile a list of words borrowed into your language from the English language. 2. Write an essay about the importance of learning languages.

LESSON EVALUATION

What was successful / not so successful? What was the impact of this on student progress?

Lesson Topic	Subject
English as an international language. Nouns used as verbs, borrowed words.	English, learning languages, culture.

Evaluator
English Department

Evaluation
Pupil Learning & Progression
Most of the students achieved the learning outcomes. The teacher knows this through the correction of essays and evaluation during the discussion.
Progress was observed in students' work especially in terms of vocabulary.
Teaching & Classroom Management
The teacher created an environment where everyone is relaxed, encouraged to speak and non-judgmental. Teacher provides information, corrects most common errors. Peer evaluation was encouraged and supported.
Planning & Subject Knowledge
The students were asked to find some information about languages/language learning and cultures, but some of them did not do it. In group work, not all students participated actively, some were shy to speak.
As a result of the above, students will read about languages/language learning and cultures as a group during school hours and the working groups will be small to ensure that the work is shared equally.
Imaginative and creative approaches could include script writing and article writing.

Next Steps in Learning
Practice in question forms, working with linguistic and contextual clues to guess the meaning of the unknown words.

APPENDIX 1

Ice-Breaker

Ice-breakers are useful as they can dramatically transform the dynamics of a classroom. Ice-breakers encourage bonding, participation, motivation, and allow students to relax both mentally and physically.

1. *Beginning of the lesson before the Lead-in (3 mins).*

Would You Rather…

In this game, students think about two scenarios and choose the one they would rather do. The "Would you rather…?" questions:

1. Would you rather travel a lot and always get lost or only be able to visit one city but you know it very well?

2. Would you rather have superficial knowledge of seven languages or speak only two but fluently?

3. Would you rather speak all languages fluently or be able to speak to animals?

4. Would you rather live in a rich country and be poor or live in a poor country and be rich?

This can be played as a whole class, or in groups, a stack of cards with questions is given to students and they take turns asking each other the questions. Either way, following up by asking "Why or why not?".

APPENDIX 2

Section: *Lesson Structure and detailed plan of Activities. Lead In: Languages and Language learning. Match the questions with the right answers.*
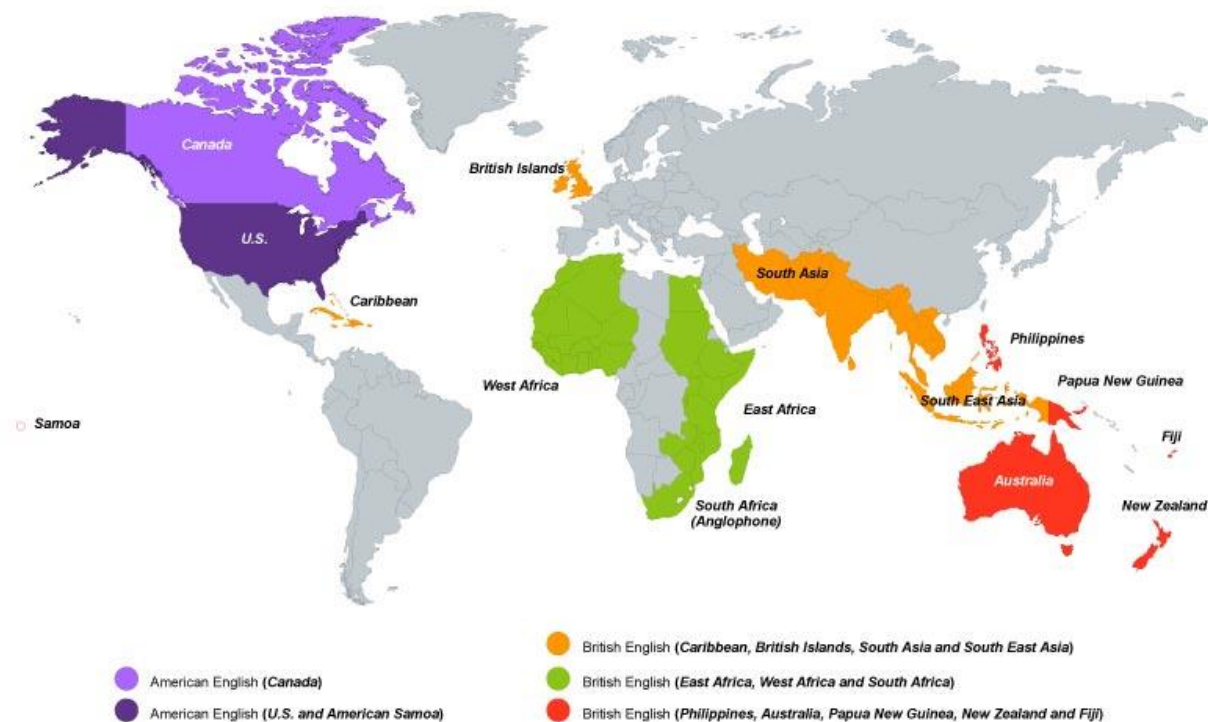
Teacher's Copy:

1. Which language in the world is spoken by most people? *Answer:* Mandarin Chinese is spoken by 700 million people (70% of the population of China). English is the most widespread, with 400 million speakers.

2. Which language has the largest vocabulary? *Answer:* English has the largest vocabulary with approximately 500,000 words and 300,000 technical terms.

3. Which is the oldest written language? *Answer:* The oldest written language is Egyptian, which is 5000 years old.

4. Which subcontinent has the largest number of languages? *Answer:* India has the most languages, 845.

5. Which language has the most letters in its alphabet? *Answer:* Cambodian has 72 letters.

6. In which language is the largest encyclopaedia printed? *Answer:* The largest encyclopaedia is printed in Spanish.

APPENDIX 3

Section: *Lesson Structure and detailed plan of Activities, Pre-reading Task.*

English Speaking Countries
Five Branches of World English

American English (*Canada*)

American English (*U.S. and American Samoa*)

British English (*Caribbean, British Islands, South Asia and South East Asia*)

British English (*East Africa, West Africa and South Africa*)

British English (*Philippines, Australia, Papua New Guinea, New Zealand and Fiji*)

Teacher's Copy:

Are the following Statements true or false?

1. English was already an important language 400 years ago. (F)

2. It is mainly because of the US that English has become a global language. (T)

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7. In the future, all other languages will probably die out. (F)

Student's Copy:

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APPENDIX 5

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<u>**Questions to be discussed:**</u>

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Group 1, 2, 3, etc: (either grading or writing comments, or both)

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