**Technology in the English Classroom**

**Mini Guide for Teachers**





Zadanie zrealizowano w ramach projektu Erasmus+ "Uczyć się, aby wiedzieć i działać - wzrost kompetencji nauczycieli Szkoły Podstawowej Nr 1 w Brzozowie"   
Mobilność kadry edukacji szkolnej w sektorze edukacja szkolna 31.08.2018-29.11.2020.

***“Technology will never replace great teachers, but technology in the hands of a great teacher can be transformational”   
George Couros***

Korzystanie przez uczniów z nowoczesnych technologii w procesie edukacji może przyspieszać proces uczenia się języka, uruchamiać dodatkowe pokłady motywacji oraz edukować w zakresie możliwości wykorzystania TIK (technologii informacyjno-komunikacyjnych) do nauki języka (i nie tylko). Wiedza, umiejętności i postawy nauczycieli w temacie TIK są jednak znacząco zróżnicowane: od osób bezkrytycznie zafascynowanych nową technologią, poprzez takie, które refleksyjnie i regularnie wplatają takie narzędzia w proces edukacji, aż po takie, które można wręcz nazwać „technofobami”, czyli osobami ze strachu unikającymi nowoczesnych rozwiązań   
w edukacji. Oznacza to, że różni nauczyciele języków obcych znają w różnym zakresie narzędzia nowoczesnych technologii informacyjnych. Bez względu na bardzo szybki postęp technologii, jaki obserwujemy w ostatnim czasie na wszystkich płaszczyznach życia musimy pamiętać, że TIK należy wykorzystywać w procesie edukacyjnym   
(co wynika z zapisów podstawy programowej), ale z umiarem. Bywają zarówno fantastyczne, dobre jakościowo lekcje języków obcych bez użycia jakichkolwiek nowoczesnych technologii, tak samo jak bywają lekcje, na których korzystano TIK,   
ale nie osiągnięto zamierzonych celów. Oznacza to, że sama technologia nie zdziała cudów. Jest wyłącznie jednym ze środków do osiągania celów i nie powinna być celem samym w sobie. Nowoczesne technologie mają wzmocnić i uatrakcyjnić lekcję, wprowadzać proces uczenia się na wyższy poziom. Wszelkie trendy oraz nowinki technologiczne powinny być analizowane z pewną dozą nieufności, aby ocenić, na ile są one w stanie wspierać nauczycieli i uczniów w procesie nauczania oraz uczenia się języka obcego.

Nowoczesne technologie są integralną częścią naszego codziennego funkcjonowania, dlatego nie mogą być ignorowane przez nauczycieli w procesie edukacji. Żyjemy w czasach, kiedy uczniowie często są bardziej technologicznie biegli od swoich nauczycieli, a wykorzystywanie nowoczesnych technologii w procesie edukacyjnym jest dla nich naturalnym zjawiskiem. Dlatego zachęcanie uczniów do używania nowych technologii daje szansę na zwiększenie czasu, jaki poświęcą na naukę języka obcego. Nowoczesne technologie niewątpliwie czynią edukację bardziej przyjazną i atrakcyjną dla uczniów, a tym samym zwiększają ich motywację do nauki języka obcego. Ponadto, nowoczesne technologie dają możliwość kontaktu z żywym, „prawdziwym” językiem.

Poradnik, który Państwu proponujemy jest efektem pracy nauczycieli języków obcych pracujących z dziećmi i młodzieżą Szkoły Podstawowej Nr 1 w Brzozowie   
w ramach realizowanego od dwóch lat projektu Erasmus+ „Uczyć się, aby wiedzieć   
i działać”. Tak jak wskazuje tytuł tego projektu spora grupa nauczycieli tejże szkoły wzięła udział w szkoleniach zagranicznych, które pozwoliły wzbogacić ich warsztat pracy (WIEDZIEĆ) i znacząco wpłynęły na poprawę jakości nauczania przedmiotów takich jak: chemia, biologia, matematyka, fizyka, geografia oraz j. angielski. Udział nauczycieli języków obcych w szkoleniu „Creative use of technology in the classroom” stał się okazją, aby zdobyć odpowiednie kompetencje, ale przede wszystkim zachęcić innych kolegów i koleżanki ze środowiska szkolnego do korzystania z ogromnej palety narzędzi edukacyjnych jakie oferuje TIK (DZIAŁAĆ).

Wypróbuj opisane w tym materiale rozwiązania i przetestuj zaprezentowane narzędzia i aplikacje. Dzięki temu będziesz mógł poddać je krytycznej analizie   
i zadecydować o włączeniu do swojego warsztatu pracy.

* Wybieraj i wdrażaj kolejne narzędzia po kolei, bez pośpiechu.
* Nie zniechęcaj się po pierwszej próbie. Po przeczytaniu tego zeszytu zrozumiesz, że stosowanie nowych technologii w nauczaniu języka obcego może być czynnikiem przyczyniającym się do lepszych efektów uczenia się;
* Zobacz, w jaki sposób nowoczesne technologie mogą pomóc ci w pracy;
* Przekonaj się, że środowisko wirtualne jest jednym ze środowisk życia współczesnych uczniów;
* Zastanów się nad tym, czy współcześni uczniowie uczą się inaczej i potrzebują innej edukacji;
* Dowiedz się, w jaki sposób racjonalnie korzystać z wybranych narzędzi i aplikacji pomocnych w pracy nauczyciela jak i wspierających naukę języka obcego.

***“Before you become too entranced with gorgeous gadgets and mesmerizing video displays, let me remind you that information is not knowledge, knowledge is not wisdom, and wisdom is not foresight. Each grows out of the other,   
and we need them all.”***

***Arthur C. Clarke***

***LESSON PLAN I***

**Subject:** My day**. Time:** 45mins **Level**: 3rd Grade, Primary School

**Aims of the lesson:**

- to revise already known vocabulary describing everyday actions,

- to present and practice new vocabulary concerning daily routines,

- to introduce giving time,

- to show how to use the preposition „at” while giving time of doing particular activities,

- to revise counting from 1 to 12.

**Techniques and methods of work:**

- discussion,

- presentation,

- individual work.

**Assumed knowledge:**

- students are able to name daily routines,

- students are able to build simple sentences using new vocabulary,

- students are able to give time of doing particular things during the day.

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| **STAGE** | **ACTIVITY** | **OBJECTIVES** | **INTER-**  **ACTION**  **PATTERN** | **TIME** | **MATERIALS** |
| Warm - up | - discussion concerning activities we do everyday - the teacher revise with students already known vocabulary describing daily routines  - the teacher revise with students numerals (1-12) | - to get familiar students with the new topic  - to form an interaction between students and the teacher | student-student,  teacher-student | 7’ | flashcards  a poster |
| Presentation | - the teacher demonstrates a visual presentation which shows activities we do every day - pupils repeat new expresssions after the teacher (stress is put on the pronunciation of new words)  - the teacher use a clock to show student how to give time  - teacher makes students aware that during the day we do many things at certain time (the introduction of the preposition „at”); the teacher build a few sentences and show the time on the clock | - to introduce new expressions (daily routines)  - to show student how to give time  - to introduce the preposition „at” | teacher-students | 10’ | [https://www.canva.com/design/DAEGY6AKyc8/1LM\_ORhSGcTYAJpoWwON-g/view?utm\_content=DAEGY6AKyc8HYPERLINK "https://www.canva.com/design/DAEGY6AKyc8/1LM\_ORhSGcTYAJpoWwON-g/view?utm\_content=DAEGY6AKyc8&utm\_campaign=designshare&utm\_medium=link&utm\_source=publishsharelink"&HYPERLINK "https://www.canva.com/design/DAEGY6AKyc8/1LM\_ORhSGcTYAJpoWwON-g/view?utm\_content=DAEGY6AKyc8&utm\_campaign=designshare&utm\_medium=link&utm\_source=publishsharelink"utm\_campaign=designshareHYPERLINK "https://www.canva.com/design/DAEGY6AKyc8/1LM\_ORhSGcTYAJpoWwON-g/view?utm\_content=DAEGY6AKyc8&utm\_campaign=designshare&utm\_medium=link&utm\_source=publishsharelink"&HYPERLINK "https://www.canva.com/design/DAEGY6AKyc8/1LM\_ORhSGcTYAJpoWwON-g/view?utm\_content=DAEGY6AKyc8&utm\_campaign=designshare&utm\_medium=link&utm\_source=publishsharelink"utm\_medium=linkHYPERLINK "https://www.canva.com/design/DAEGY6AKyc8/1LM\_ORhSGcTYAJpoWwON-g/view?utm\_content=DAEGY6AKyc8&utm\_campaign=designshare&utm\_medium=link&utm\_source=publishsharelink"&HYPERLINK "https://www.canva.com/design/DAEGY6AKyc8/1LM\_ORhSGcTYAJpoWwON-g/view?utm\_content=DAEGY6AKyc8&utm\_campaign=designshare&utm\_medium=link&utm\_source=publishsharelink"utm\_source=publishsharelink](https://www.canva.com/design/DAEGY6AKyc8/1LM_ORhSGcTYAJpoWwON-g/view?utm_content=DAEGY6AKyc8&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)  flashcards  a clock |
| Controlled Practice | 1. Student’s task is to match new expressions with the correct pictures.  2. Students have ready sentences including time of doing particular daily routines. Their task is to read sentences and draw hands on the pictures of watches. | - to exercise new expressions concerning daily routines  - to exercise giving time | individual work | 5’ | „New English Adventure”  p. 35, ex. 3  p. 36, ex. 6 |
| Controlled Practice | Student’s task is to match pictures with captions. | - to exercise new vocabulary | individual work | 5’ | <https://learningapps.org/display?v=pwgx1nd4j20> |
| Controlled Practice | Student’s task is to read sentences describing daily routines and the time of doing them and match them with the correct watches. | - to practice giving time  - to practice vocabulary connected with the topic of the lesson | individual work | 5’ | <https://wordwall.net/pl/resource/3968492> |
| Production | Student’s task is to write three sentences about their daily routines. Additionally, they have to give the time of doing particular activities. | - to practice new vocabulary with the use of the preposition „at”  - to practive giving time | individual work | 10’ | student’s notebook |
| Homework | Student’s task is to put the puzzles in the right order. At the end, when they see the ordered picture, they have to name the activity. | -to practice new expressions | individual work | 3’ | [https://www.jigsawplanet.com/?rc=playHYPERLINK "https://www.jigsawplanet.com/?rc=play&pid=2186ef89ee69"&HYPERLINK "https://www.jigsawplanet.com/?rc=play&pid=2186ef89ee69"pid=2186ef89ee69](https://www.jigsawplanet.com/?rc=play&pid=2186ef89ee69) |

***LESSON PLAN II***

**Subject:** My day. **Time:** 45mins **Level:** 4th Grade, Primary School

**Aims of the lesson**:

- students name different daily activities

- students talk and write about their daily routines

- students tell the time and use time espressions

- students make use of ICT

**Techniques and methods of work:**

- audiovisual

- game-based learning

- information gap

-pair/group work

- individual work

**Assumed knowledge:**

- telling the time

- time phrases: in the morning/afternoon/evening

**Aids and materials:** interactive whiteboard; English Class A1 –Students’ Book and CD; online public resources from: wordwall, quizlet. Liveworkseets; printed materials: cards/slips of paper with different times written on them

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| **STAGE** | **ACTIVITY** | **OBJECTIVES** | **INTER-**  **ACTION**  **PATTERN** | **TIME** | **MATERIALS** |
| Warm - up | What’s the time? - one S spins the wheel, then chooses a peer to answer the question  S1:*What’s the time, Tom?*  When the question is answered correctly, S2 spins the wheel and the game continues until all the times have been given correctly. | To revise telling the time | T-S  S-S | 5 | WORDWALL online resources:  [https://woHYPERLINK "https://wordwall.net/pl/resource/2857746/angielski/whats-time"rHYPERLINK "https://wordwall.net/pl/resource/2857746/angielski/whats-time"dwall.net/pl/resource/2857746/angielski/whats-time](https://wordwall.net/pl/resource/2857746/angielski/whats-time) |
| Presentation | T writes the subject on the board and explains the aims of the lesson.  T presents new vocabulary with online flashcards and provides the SS with the model pronunciation, SS repeat each word/phrase twice (13 words / phrases naming daily routines) | To introduce new vocabulary- daily activities, to practise correct pronunciation | T-SS | 5 | QUIZLET (online flashcards)  [https://quizlet.com/272229335/english-class-a1-unit-6-flashHYPERLINK "https://quizlet.com/272229335/english-class-a1-unit-6-flash-cards/"-HYPERLINK "https://quizlet.com/272229335/english-class-a1-unit-6-flash-cards/"cards/](https://quizlet.com/272229335/english-class-a1-unit-6-flash-cards/) |
| Controlled Practice | Listening \*- SS listen to people doing/talking about their routines and write down the activity they hear.  SS use *the Vocabulary box* to help them with the correct spelling (SB p. 81 ex.5), then check with the whole class.  \*Any other listening corresponding with the topic can be used instead. | To listen for specific information |  | 5 | English Class A1 –Students’ Book and CD3.02 |
| Controlled Practice | SS unscramble the sentences to make correct statements about one’s day, they write the sentences in turns on the whiteboard, then read them out.  Alternative version: T prepares a paper copy for each S to write. | To practise sentence building and correct spelling |  | 8 | <https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Daily_activities/My_day_-_sentence_building_fc217074pe> |
| Controlled Practice | Pair/group work ( in a larger class group work is recommended)  T revises time expressions:  *in the morning, in the afternoon, in the evening*, explaining that when telling the time we sometimes need to specify the part of the day.  T writes on the board: *I watch TV at six o’clock in the evening.*(underlying the prepositions),  then asks one student, e.g.:  T:*Tom, what do you do at five o’clock in the afternoon?*  S: *I … at five o’clock in the afternoon*.  Then SS work in pairs or groups of three/four – each pair/group receives a set of cards with different times – they place the cards face down.  One student draws a card and asks a peer:  S1: *What do you do at … (o’clock)?*  *S2: I (do my homework) at ... .*  SS take turns to ask and answer until all the cards have been used. | To practice speaking skills: asking and answering about daily routines | T-S  S-S | 10 | Printed materials: cards with different times written on them: 3 cards for each student in a group,-5 cards for each student in a pair |
| Production | SS write 10 words about their typical day using the vocabulary mastered during the lesson. | To practise writing skills, building simple sentence in Present Simple |  | 10 | SS’ notebooks |
| Homework | My favourite activity - SS draw a picture of their favourite daily activity. | To let the students express their preferences |  | 2 | Crayons, a sheet of drawing paper |

***LESSON PLAN III***

**Subject:** Going places - means of transport. **Time:** 45mins **Level:** 5th Grade, Primary School

**Aims of the lesson:**

- to introduce vocabulary connected with means of transport

- to practice spelling and pronunciation of introduced vocabulary

- to integrate new technologies into English lesson

**Techniques and methods of work:**

- group work

- pair work

- TIK

**Assumed knowledge:**

- transport nouns: bike, boat, bus, car, motorbike, plane, taxi, train, tram, underground,

- transport verbs: arrive, get off, get on, leave, take (a bus), go by (bike), go on foot, carry,

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| **STAGE** | **ACTIVITY** | **OBJECTIVES** | **INTER-**  **ACTION**  **PATTERN** | **TIME** | **MATERIALS** |
| Warm - up | * Students look at the pictures of different means of transport and try to name it. | - to introduce the aims of the lesson | T/Ss | 5 mins | photos of means of transport (car, bus, bike, boat, train, plane) |
| Presentation | * Studensts get pictues of types of transport and cards with words. * Students match the pictues and the words (pair work). Students check the answers. * Students listen to the recording and put the cards intothe correct order. Students practise the pronunciation of the vocabulary. | - to introduce new vocabulary  - to practise the pronunciation of the words | S/S  T/Ss | 10 mins | photos of types of transport, cards with words,  recording, |
| Controlled Practice | * Students form groups of three and choose a leader. Teacher introduces the rules of the game ( studends compete in a kahoot game, the leader clicks the right answer):   <https://create.kahoot.it/details/pre-a1-to-a1-transport/34e83dbd-1b37-4ec9-b666-4a6dc6a5b26d>   * Teacher starts the game (studends look at the questions and choose the correct word or picture). | - to practise new vocabulary | S/S  T/Ss | 10 mins | Internet access, mobile phones or computers |
| Controlled Practice | * Students work individually. They play games using quizlet:   <https://quizlet.com/_88i46q?x=1jqt&i=2r0g2g>   * They decide which game to choose: translation, writing, matching, gravity. | - to practise spelling and pronunciaton of new vocabulary | S | 10 mins | Internet access, mobile phones or computers |
| Controlled Practice | * Students work with a sheet on liveworksheets.com:   <https://www.liveworksheets.com/nu96131mf> | - to practise reading comprehention  - to practise new vobabulary | S | 5 mins | computers |
| Production | * Students choose five means of transport and create five sentences about their travelling habits:   e.g. I never travel by…..  I usually go …….. | - to revise the vocabulary, Present Simple and adverbs of frequency | Ss | 5 mins | notebooks |
| Homework | Choose and write:  - My 4 favourite words: ………  - My 4 difficult words: ……… |  |  |  | notebooks |

***LESSON PLAN IV***

**Subject:** Past Simple-introduction. **Time:** 45mins **Level**: 6th Grade, Primary School

**Aims of the lesson:**

- to introduce the Past Simple tense

- to talk about past action an habbits

-to introduce the forms of regular and irregular verbs

**Techniques and methods of work:**

-elicitation

-brain storm

-online presentation, websites, PowerPoint presentation

-group work, pair work ,individual work

**Assumed knowledge:**

-students can talk about past events

-students know how to use Past Simple

-students can create a story in Past Simple

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| **STAGE** | **ACTIVITY** | **OBJECTIVES** | **INTER-**  **ACTION**  **PATTERN** | **TIME** | **MATERIALS** |
| Warm - up | Draw a simple timeline on the board. In the middle of the timeline write ‘today’ and ask students what day it is today and write that day on the board.  Next, ask students what day it was yesterday and write that day on the left side of the timeline. Do the same for tomorrow and write that day on the right side.  Using this simple timeline, demonstrate the meaning of ‘past’ to students and elicit other times in the past ( last week, last year, last weekend, before class, winter vacation, etc). | to revise adverbs  connected with the past | T-SS,  SS-T | 8 mins | interactive whiteboard |
| Presentation | Teacher introduces Past Simple tense using an online presentation.  <https://view.genial.ly/5eb075d9a8079b0d8e509958> | to present Past Simple | TTT  (teacher  talking time) | 15 mins | interactive whiteboard |
| Controlled Practice | Divide the class into two groups. Tell the class that they are going to watch a PowerPoint presentation on Past Simple. On each slide students will see a sentence in Polish and their task is to translate the sentence into English. When the group is ready with the translation ,one student raises his/her hand and give the answer. If the answer is correct they will get a point.  <https://wroblik-my.sharepoint.com/:p:/g/personal/mkosiek_wroblik_onmicrosoft_com/EdCssqINJgBEpx43REX5EzkBjV8H8hOAV4tNNnCzL5bGkA?e=QSdNj4> | to practise past events | pair work | 10 mins | interactive whiteboard |
| Production | Students in groups create a funny story about a monster what did he do yesterday? When the story is ready they have to retell it to the rest of the class. | to practise building sentences in Past Simple  to create a story in Past Simple | group work | 10 mins | a sheet of paper  markers |
| Homework | As a homework students choose one exercise from the list and write down the answers in their notebooks.  <http://znamangielski.com/czas-past-simple-cwiczenia.html> |  | individual work | 2 mins | computers,  students’ notebooks |

***LESSON PLAN V***

**Subject:** Conditional sentences in English. **Time:** 45mins **Level:** 8th Grade, Primary School

**Aims of the lesson:**

- to introduce grammar information about the structure of a conditional sentence

- to introduce Ss with 1st and 2nd Conditional

- to practice listening and speaking skills

- to practice sentence patterns

- students make use of ICT

**Techniques and methods of work:**

**-** brainstorming ideas

-audiovisual

- game-based learning

- information gap

-pair/group work

- individual work

**Assumed knowledge:**

- stating conditions

- distinguishing between 1st and 2nd Conditional

- recognising conditional sentences in a real context

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| **STAGE** | **ACTIVITY** | **OBJECTIVES** | **INTER-**  **ACTION**  **PATTERN** | **TIME** | **MATERIALS** |
| Warm - up | Playing a short game **Word chain** with the vocabulary from the previous lesson (jobs).  Teacher says a word starting with the letter A and chooses a student to add another word starting from the next letter of the alphabet. They continue until Ss are able to give examples. | To revise the vocabulary introduced during the previous lesson | T-S  S-S | 3’ | Flashcards and pictures presenting jobs and professions |
| Presentation | T presents the topic of the lesson and explains what is the main aim of it.  Next T asks Ss to watch a short presentation that includes a number of movie fragments and each of them gives an example of movie dialogues with the use of conditional sentences.  Ss decide which fragment they liked most and T writes the sentences from this movie on the board. Ss discuss the meaning of the sentence. On the basis of it T explains the structure of a typical conditional sentence and presents the two types of conditionals – 1st and 2nd . Ss write a short note in their notebooks. | To introduce the grammar material.  To show the new grammar point by means of real language that Ss are familiar with.  To introduce the grammar material. | T- Ss  S –Ss  Ss-Ss  T – Ss  Ss - T | 5’  10’ | YouTube online resources <https://www.youtube.com/watch?v=naj934fqrq0&t=14s> |
| Controlled Practice | Ss complete an interactive activity that requires putting into correct order mixed parts of a conditional sentences. The types of conditionals are mixed, too. Ss read aloud the answers. | To practice the structure of a conditional sentence | T – Ss  S-Ss  Ss-Ss | 7’ | <https://www.gamestolearnenglish.com/conditional-sentences/> |
| Controlled Practice | T asks Ss to work with their workbooks and complete 2grammar activities in it.  \*any grammar activity can be used instead | To memorise and drill the pattern of a conditional sentence. | S-S  S-Ss  Ss-Ss | 5’ | Repetytorium Ósmoklasisty –Workbook |
| Controlled Practice | Ss listen to fragments of a few songs with the lyrics and follow the text. In the lyrics they can find a number of different conditional sentences and they make a list of them. Each S should recognize and write down 2 sentences. | To show the use of conditionals in a real life language. To practice conditional sentences. | S-S  Ss-Ss  S-Ss | 5’ | <https://www.youtube.com/watch?v=jUvQyJgIQSM> |
| Production | Ss work in groups of 4 ( T divides the Ss by means of tossing cards with words IF/ I/ WERE/ YOU. All the Ss with Ifs sit together, all the Ss with WEREs sit together and so on.  In groups they compare their notes from the previous activity (2 sentences from the songs) and choose 1 sentence to start a chain of conditions. T presents by means of a PowerPoint presentation what should it look like. *If I were a boy even just for a day,…. I’d start playing soccer. If I started playing soccer I’d……* Following the instruction Ss make a condition chain (5-6 sentences). Ss can use online dictionaries on tablets or their phones.  Groups present their work to the rest of the class. | To practice building conditional sentences. To practice speaking skills. | T-Ss  S-Ss  Ss-Ss | 8’ | Tossing cards  Tablets  PowerPoint presentation |
| Homework | Ss prepare a PowerPoint presentation using the condition chains they have done during the production stage (each group prepares 1 presentation) using their sentences and pictures and even voice recordings if they want and feel eager to record themselves. | To motivate Ss to speaking.  To encourage Ss to play with the newly learnt material as well as with the language itself. | S-Ss  Ss-Ss | 2’ | PowerPoint presentation presented during the production stage. |

***LESSON PLAN VI***

**Subject:** Saint Patrick’s Day. **Time:** 45mins **Level:** 7th Grade, Primary School

**Aims of the lesson:**

-students get to know the culture and customs of the English speaking countries; they are aware of relations between Polish and British culture (II.1.9)

-students understand simple written and oral expressions (II.1.2; II.1.3)

-students use communication strategy and compensation strategy (II.1.13)

**Techniques and methods of work:**

-groupwork, pairwork, individual work

-audiovisual, brainstorming, elicitation, PowerPoint presentation

**Assumed knowledge:**

-students know the symbols of Ireland and Saint Patrick’s Day

-students can do the tasks

- students make use of information and communication technologies (ICT)

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| **STAGE** | **ACTIVITY** | **OBJECTIVES** | **INTER-**  **ACTION**  **PATTERN** | **TIME** | **MATERIALS** |
| Warm-up | Discussion about Ireland. | -getting to know some facts about Ireland | T – Ss  Ss - T | 5mins | The film about Ireland  [https://www.youtube.com/watch?time\_continue=12HYPERLINK "https://www.youtube.com/watch?time\_continue=12&v=9wmIZEl1nSo&feature=emb\_logo"&HYPERLINK "https://www.youtube.com/watch?time\_continue=12&v=9wmIZEl1nSo&feature=emb\_logo"v=9wmIZEl1nSoHYPERLINK "https://www.youtube.com/watch?time\_continue=12&v=9wmIZEl1nSo&feature=emb\_logo"&HYPERLINK "https://www.youtube.com/watch?time\_continue=12&v=9wmIZEl1nSo&feature=emb\_logo"feature=emb\_logo](https://www.youtube.com/watch?time_continue=12&v=9wmIZEl1nSo&feature=emb_logo) |
| Presentation | Presentation of symbols and customs of St. Patrick’s Day. | -getting to know the symbols and brief history of St. Patrick’s Day | T - Ss | 15mins | PowerPoint presentation  <https://drive.google.com/file/d/1DEA_YjuuUT3kEQB850H1aiCDEL99txAp/view?usp=sharing> |
| Controlled Practice | Listening skill practice. | -developing listening skill  -checking the knowledge of the symbols of St. Patrick’s Day | Ss | 10mins | Kahoot  <https://create.kahoot.it/share/st-patrick-s-day-listening/f80b0ded-17a4-4ce3-8e5f-9a5afad6c727> |
| Controlled Practice | Groupwork – filling the worksheet in a group of 3 or 4 | -developing reading skill  -practising grammar  -using symbols of Ireland  -developing cooperation skill | Ss | 10mins | Worksheet  <https://www.academia.edu/14548073/St_Patrick_s_Day_Elementary_Worksheet> |
| Production | Pairwork – choosing four phrases from the lesson and explaining them to the partner | -practising oral skill  -using the words from the lesson | Ss | 5mins |  |
| Homework | Do the quiz | -practising the most significant information | Ss |  | Quiz  [https://busyteachHYPERLINK "https://busyteacher.org/engine/download2.php?id=32662"eHYPERLINK "https://busyteacher.org/engine/download2.php?id=32662"r.org/engine/download2.php?id=32662](https://busyteacher.org/engine/download2.php?id=32662) |

***LESSON PLAN VII***

**Subject**: Christmas shopping!! **Time**: 45 min **Level**: 6th Grade, Primary School

**Aims of the lesson:**

- to review and learn Christmas vocabulary

- to learn Christmas customs and traditions

- to practise reading skills

- to get used to technological devices and Apps in the process of learning English

- to develop the ability of using QR codes

**Techniques and methods of work:**

- brainstorming

- programming method (reading QR codes)

- communicative method

- practice method

- playing interactive language games

**Assumed knowledge:**

- Students know Christmas vovabulary

- Students know Christmas customs and traditions

- Students can use QR codes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **STAGE** | **ACTIVITY** | **OBJECTIVES** | **INTER-**  **ACTION**  **PATTERN** | **TIME** | **MATERIALS** |
| Warm - up | T introduces the topic of the lesson.  T explains what are QR codes and checks if every S has got a QR code scanner installed on the tablet or the smartphone. T distributes a QR code to each S. Ss scan the code and their task is to search the words related to Christmas enumerated on the right. | encouraging Ss to take part in the lesson | T → Ss  Ss → T  individual work | 6 min | tablets or smartphones    QR code |
| Presentation | T divides Ss into pairs. Each pair receives a handout with two tasks to do. Ss are supposed to match the words on the left with the meanings on the right. T checks Ss’ answers. I necessary, T gives some tips to help Ss guess the meaning of new words. | presenting new vocabulary | pair work  T → Ss  Ss → T | 5 min | T’s handout  *Appendix 1* |
| Controlled  Practice | Then, Ss use the presented words to complete the sentences. | drilling,  practising new words | pair work  T → Ss  Ss → T | 4 min | T’s handout  *Appendix 1* |
| Controlled Practice | T presents a text on the screen. The text is about a special Christmas gift and it contains some gaps. T points to Ss who read some parts of the text and fill in the gaps with the correct word.  Next, T asks individual Ss to scan the presented codes. The selected Ss read 6 questions to the text and try to give the correct answers. | drilling, practising new vocabulary | T → Ss  Ss → T  S →Ss / T | 5 min  4 min | a laptop,  a projector and a screen  *Appendix 2*  *Appendix 3* |
| Controlled Practice | T asks Ss about the Christmas traditions and customs in Poland and other countries they know.  Then, T divides Ss into groups. Each group receives a handout with 6 T/F statements. Ss need to mark 3 correct sentences (*1,3,5 are T*) and then, colour the squares with the numbers corresponding with the correct answers. T monitors the class and helps Ss in case of any problems. | activating Ss  getting Ss involved into the lesson and motivating them | T → Ss  Ss → T    group work | 4 min  8 min | T’s handout  *Appendix 4* |
| Production | When they finish, Ss scan the code they have created and do the hidden task. After scanning the correct code, Ss play an interactive Christmas game called *Millionaire* individually. The first person from each group who answers all the questions correctly can get an extra bonus from T . | practising new vocabulary and Christmas customs | individual work | 6 min | tablets or smartphones  the correct QR code |
| Homework | T sets the homework. Ss get a QR code to scan at home. Ss’ taks is to listen to the Christmas song *All I want for Christmas* and do a multiple choice quiz. |  | T → Ss | 3 min | tablets or smartphones  QR code |

*Appendix 1*

**CHRISTMAS SHOPPING**

***A Special Christmas Gift***

***Vocabulary Practice***

l *Match the words on the left with the meanings on the right.*

* bracelet B **A.** a small plastic card used to buy things
* cash **B.** jewellery that you wear on your wrist
* cashier **C.** a covering for your hands
* check-out counter **D.** used to say that something bad has happened
* credit card **E.** money in the form of coins and bills
* gloves **F.** the place in a store where the cashier works
* sweater **G.** a warm piece of clothing worn on your upper body
* unfortunately **H.** a person who works at a store by taking money

l ***Use the above words to complete the sentences.***

* My hands don’t feel cold because I am wearing\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Sam forgot to bring his money, but it’s okay. He has a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* I did my homework. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I forgot to bring it to school!
* I want to buy this book. Where is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?
* My friend found a new job. He works as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a supermarket.
* I always wear a\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and a jacket when it gets cold.
* Would you like to pay by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or credit?
* Kelly likes jewellery. She’s wearing a ring and a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

*Appendix 2*

l **Complete the text with the words above.**

***A Special Christmas Gift***

**cashier** *n.* **bracelet** *n.* **cash** *n.* **check-out counter** *n.* **colour**  *n.* **credit card** *n.* **gloves** *n.*

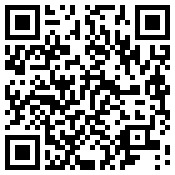
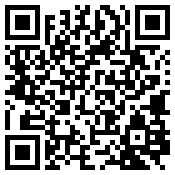
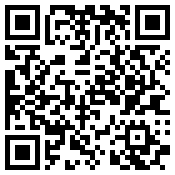
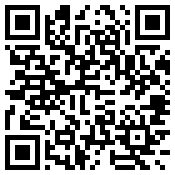
**~~shopping mall~~** *n.* **size** *n.* ***sweater*** *n.*

I will never forget a very special gift that I got last year. It was a few days before Christmas on a cold, weekend morning and outside everything was covered in a beautiful blanket of snow. I decided to go Christmas gift shopping for my family and friends, so I put on some warm clothes and took a bus to West Edmonton Mall, the largest **(1)**  ~~shopping mall~~ in Canada.

After I got there, I found a nice, warm **(2)\_\_\_\_\_\_\_\_\_\_\_\_** for my father. It was blue, his favorite **(3) \_\_\_\_\_\_\_\_\_\_\_\_\_**. I also found a beautiful pairof **(4)\_\_\_\_\_\_\_\_\_\_\_\_\_** for my mother. I knew they were the right **(5) \_\_\_\_\_\_\_\_\_\_\_\_\_** because her hands are the same size as mine. In addition, I got some toys for my younger sister and brother, and a **(6) \_\_\_\_\_\_\_\_\_\_\_\_\_** for my friend. Finally, after three hours, I took everything and waited in line at the **(7) \_\_\_\_\_\_\_\_\_\_\_\_\_** to pay for it. Can you guess what happened next? I didn’t have enough **(8) \_\_\_\_\_\_\_\_\_\_\_\_** to pay for it all! I still needed another ten dollars to give to the **(9) \_\_\_\_\_\_\_\_\_\_\_\_\_**, and unfortunately I didn’t have my **(10) \_\_\_\_\_\_\_\_\_\_\_\_\_** with me. I didn’t know what to do! That’s when a very kind lady behind me gave me a very special Christmas gift. She smiled at me … and then gave me the ten dollars I still needed to pay for everything!

*Appendix 3*

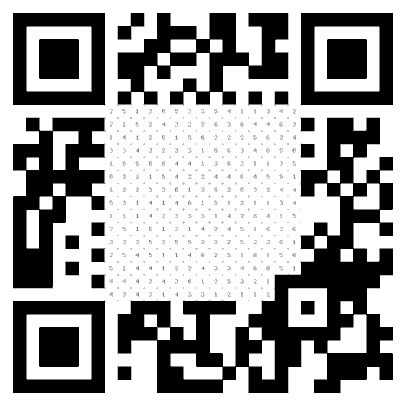
Question 1 Question 2 Question 3 Question 4 Question 5 Question 6

*Appendix 4*

**Find three correct answers. Then, colour the squares with the numbers corresponding with the correct answers. When you finish, scan the code and do the task.**

* 24th December is called CHRISTMAS EVE. **T / F**
* Santa Claus travels by plane. **T / F**
* English people traditionally eat turkey on Christmas Day. **T / F**
* In Great Britain people never decorate a Christmas tree. **T / F**
* British children hang a stocking by the fireplace to get presents from Santa. **T / F**
* Inside crackers there is some food. **T / F**

the correct QR code

*zdjęcia*

*Niniejszy poradnik jest pracą zbiorową.  
Autorzy opracowania: Barbara Dudek, Beata Gładysz, Aneta Ślączka, Bogumiła Boroń,   
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*Wrzesień 2020r.*