

Which English and how do I learn it?

Level:	Elementary/Pre-intermediate
Type:	General English
Skills practised:	Speaking, listening (writing, reading -> homework)
Language/Systems:	General English
Material:	n.card: Lesson overview), countries/national/people, language for stating opinion, agreeing and disagreeing, homework; flags of different nations (including all Engl. speaking countries)
Tools:	n.card displayer (2x)
Location/LMs:	garden, street next to garden
Summary:	Flags (vocab. for describing flags), countries, nationalities, people; The English language – Which is best? Discussion/Brainstorming: How can you learn English outside the classroom

	STAGE & ACTIVITY
5m	<p>Welcome back! ---> Sound Check <---</p> <p>Thank for doing their homework. Welcome new students. Please add new members to your friends list.</p> <p>Overview of lesson (n.card displayer): Topic: The English language Vocabulary: Countries, nationalities, people (review), words to describe flags Practice: Language for stating opinion, agreeing, disagreeing</p>
20m	<p>Set up around 10 flags along the street. Ss in pairs walk along and try to guess as many countries as they can+all come together and compile their info (T observes only)</p> <p>To check (two alternatives) a) a board with the flags + names of countries.</p> <p>b) Game: T describes flags: The Canadian flag is red and white and has a maple leave in the middle...horizontal/vertical stripes. Ss walk to the correct flag. T walks to the flag she described (taking detours and creating a bit of suspense). (--> This can be used to introduce some related vocab)</p> <p>Show a list of the countries (ncard displayer) In pairs or groups (IM), ss think of the nationality Get some class feedback + show on ncard displ.: Countries+ Nationalities + people (where different).</p> <p>Practise in pairs (IM) (one st says a country the other the nationality and person - partners stay on opposite side of board so that only one can see - then after a few times they change places).</p>

15m	<p>Now, look at the flags again, stand in front of the flags where is English spoken as a native or first language? (Take away all other flags or place these more prominently.)</p> <p>Ask ss to go to the one that</p> <ol style="list-style-type: none"> 1. they think is more correct or they want to learn. 2. Now ss go to the one that you like more? <p>Is it the same as the one you think is most correct?</p> <ol style="list-style-type: none"> 3. Do you think it is important which English you speak or what accent you have? <p>--> Give ss the time to talk about this a bit if they start discussing it.</p>
15	<p>In pairs (IM)/groups talk about (some of) these ques:</p> <ol style="list-style-type: none"> 1. What do you need English for in RL/SL? 2. Were you always able to say what you wanted to say or have there been misunderstandings? What was the problem? 3. What would you like to improve most: Reading, Writing, Speaking, Listening, Grammar, Vocabulary? <p>Come together as a class and call on each group pair to report about their conversation</p>
25m	<p>In two groups (create two places which are far enough so that both can use voice but do not hear the other group --> display n.card lang. for stating opinion/(dis)agreeing).</p> <p>Discuss and collect ideas: How can you improve your English or practise outside of class?</p> <p>Class feedback</p> <p>T feedback (on language used, common errors)</p>
5m	Recap + show overview n.card again
5m	<p>Homework: Give notecard (dispenser)</p>