

## Erasmus + KA1 project “Implementing CLIL in project work” “Interests and abilities”

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<b>Age group/form</b>	14 students from 4 th form. Level of English Elementary and Pre-Intermediate	
<b>Time (min)</b>	80 min	
<b>Integration of subjects</b>	English and Maths	
<b>Timetable fit</b>	The main theme learners are working on at the moment is “Interests and abilities”; the students have already studied the vocabulary related to the topic , and are supposed to use their knowledge acquired at math (building table diagrams) use the data obtained in the table (survey) make the diagram of their peer students’ interests and abilities. After that they will present their projects to the other team students and tell them about the most popular and least popular activities within this group.	
<b>Aim</b>	To develop students’ speaking skills –presenting a product, asking and answering questions by using task based approach.	
<b>Objectives</b>	1) to organise students project-work in groups; 2) to apply new vocabulary and grammar structures functionally working on the problem-solving task 3) to practise speaking skills and strategies negotiating within the group and sharing responsibility	
<b>Real life context and culture</b>	Visuals and diagrams are widely used in our life and in all school subjects. Therefore it is very important to be able to present and describe information using visuals and diagrams.	
<b>Planned results</b>	<b>Content</b>	Learners can speak about the interests and abilities; understand the procedure of making a product and can follow instructions using their prior knowledge
	<b>Language</b>	Learners have enriched vocabulary concerning interests and abilities and grammatical structures (modal verb - can) applied when using them in real life communication
	<b>Communication</b>	Learners have improved communication strategies in groups and peer-assessment techniques
	<b>Cognition</b>	Learners can apply guessing and predicting strategies independently working on the project

## In what way CLIL is implemented in project work?

Students are using tables, pictures and instructions in English to create their own product – a group presentation of particular information organised visually and graphically. They also describe the main steps of the project and answer the questions of the groupmates.

### Procedure

#### Pre-task (warm-up)

##### Activity1- predicting the task.

Students are divided into two groups with 7 students in each: each group is given the same handout with the table of interests.

Every student is supposed to have a two-side-mask made at home (“Happy Face” and “Unhappy face”) so the student could turn it whenever he/she needs to show his / her answer to the question (positive or negative)

**Support materials:** *Challenge 1. Student book. Module 1. Unit 1. Abilities ex.8, 9 .p.13, picture dictionary “Abilities”p.118*

#### Tasks (main part)

##### Activity 2-Collecting the data.

The students fill in the table (Handout 1) with necessary information. Write the names of the students from the other team and the interests they want to collect information about.

The students read the instructions and negotiate the meaning of the words if they are not clear enough within one group (work with picture dictionary and vocabulary).

The students need to share responsibility within one group according to the instructions given:

- Student one-the one who fills in the table with data;
- Student two: the one who asks questions;
- Student three: the one who calculates the results obtained;
- Student four: the one who makes positive sentences with “can.....and .....can”;
- Student five: the one who makes negative sentences with “can.....but .....can’t”;
- Student six: the one who draws the diagram;
- Student seven: the time-keeper –the one who keeps his eye on the time and helps the other students (15 min).

**Activity 3- Table completion** Teacher gives students some time (about 10 min.) to fill in the table after collecting the data.

The group of students from team one goes to the front of the class with their masks. When the question is asked, for example, “Can you play a musical instrument?” The students show whether “Happy “side of the mask if he/she can play an instrument or “Unhappy” side of the mask if he/she can’t do this.

Thus, all the questions are asked one by one, the information is gathered, the table is filled and the students take their turns while the information is gathered throughout the task. Then the other team of students does the same.

**Activity 4- Group work presentation**

Students get the task to present their final product - *The diagram of the students' interests and abilities*. The students demonstrate it analysing the data (saying which activity is the most popular and which is the least popular, answering the questions asked by the other group students)

**Post task (revision and reflection)**

**Activity 5. Revision tasks.** The students work individually

**Grammar practice:**

The students fill in the gaps using the verb *can/ can't* in positive, negative and interrogative sentences.

The students answer the questions looking at the chart with the diagram of interests (see handout 3)

**Activity 6- Self-assessment:** students answer the questions:

What have I learned to do today? How can we use this?

What questions can I ask about it?

Teacher checks general understanding asking particular questions about the lesson.

Teacher guides the discussion and gives her feedback for the lesson.

## Handout 1.

**Task 1** Write the students' names and possible interests you want to know about. Ask them questions. Example: *Can you use a computer? Put (V) if a student can do this or (X) if a student can't do it*

Students' names	Use computer	Play a musical instrument	Write stories	Swim	Ride a horse
1.					
2.					
3.					
4.					
5.					
6.					
7.					

Example:

- 1.(Maria) can use computer and she can play a musical instrument.
- 2.(Marta ) can't use computer and.she can't play a musical instrument.
3. (Emily) can use computer but she can't play a musical instrument
4. (Maggy) can't use computer, but she can play a musical instrument

**Task 2.**Make a graphically designed diagram presenting your data gathered.

Pictures of interests and abilities

## What Can They Do?



play tennis



play the guitar



swim



do a handstand



climb a tree



ride a bike



do a somersault



jump rope



whistle



blow a bubble

## Handout 3

### Extra activities on can/can't

#### Task 1. Order the words in the sentences.

Example: brother / your / a / ride / horse/ can ? Can your brother ride a horse?

can't / he / no

No, he can't.

1. you / many / languages / can / how / speak ?
2. languages / I / speak / can / two
3. sister / write / my / can / stories / interesting
4. I / tennis / play / can't
5. can / what / Susan / do ?
6. draw / paint / can / she / and
7. play / can / parents / your / chess ?
8. can / they / yes
9. children / can't / read / a / the / map
10. father / ride / can / my / motorbike / a

#### Task 2. Look at the diagram and answer the questions.

1. What activity can five students do?
2. How many students can cook?
3. Is cycling a popular activity?
4. Is drawing a popular activity?
5. How many students can play the piano?
6. Why isn't drawing a popular activity?
7. How many students are into cooking?
8. What are two activities three students can do?
9. Is swimming a popular activity?
10. What activity would you like to try?