

Erasmus + KA1 project “Implementing CLIL in project work” “Project - Paper Bridge Building“

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Age group/form	15 students from 5 th form. Level of English Elementary and Pre- Intermediate	
Time (min)	80 min	
Integration of subjects	English and Maths	
Timetable fit	The main theme learners are working on at the moment is “Team work”; they have already discussed team work benefits, and are supposed to use their knowledge acquired at math - measuring objects and build a paper bridge working in group of 4. After that they will present their bridge to the other team students and tell them about the procedure of building their bridge as well as they will come to conclusion and realize the benefits they get working as a team.	
Aim	To introduce the product – Bridge, using task based approach and to develop presentation skills by telling peer students about their own product.	
Objectives	<ul style="list-style-type: none"> -to organise students project-work in groups; -to apply new vocabulary and grammar structures functionally working on the problem-solving task -to practise speaking skills and strategies negotiating within the group and sharing responsibility. 	
Real life context and culture	Building bridges is a very ambiguous notion and students are learning to cooperate and produce a paper bridge as well as building bridges in communication. The final product can be varied according to the students’ needs (they can make a model ship, plane, robot, etc.)	
Planned results	Content	Learners understand the procedure of making the product and can follow the instructions using their prior knowledge
	Language	Learners have enriched vocabulary and grammatical structures applied when using them in real life communication
	Communication	Learners have improved communication strategies in groups and peer-assessment techniques
	Cognition	Learners can apply inferencing, guessing and predicting strategies independently

In what way CLIL is implemented in project work?

Students are working in groups and using particular materials and instructions in English to make their own product – Paper Bridge and then demonstrate it and explain the steps to the groupmates.

Procedure

Pre-task (warm-up)

Activity1- predicting the task.

Students are divided into four groups with 4 students in each. Each group is given the same set of objects for designing a product: 5 sheets of paper, a pair of scissors, paper clips, a ruler and a pencil. Each group brainstorms the idea what final product will be by making their guesses. Students try to guess the theme of the lesson.

Support materials: *Challenges 1. Module 9. Unit 25. Olympiad rules.p.89.*

Tasks (main part)

Activity 2- predicting and guessing word meaning from the context.

Teacher gives each group of students *the Handout 1* with instructions. The students read the instructions and negotiate the meaning of the words if they are not clear enough within one group. The students need to share responsibility within a group according to the instructions given.

Scaffolding1: teacher asks students in each group to explain their guesses, comments and gives students the glossary. (*Handout 2 – Task 2.- key vocabulary;*)

Activity 3- Table completion

Teacher gives students time to fill in the table after building a bridge.

Scaffolding 2: teacher asks one student from each group to name the correct answers from the table.

Peer- assessment: students exchange their works and discuss the differences;

Activity 4- Group work presentation

Students get the task to present their final product demonstrating it to the others answering the questions asked by the other group students

Peer-assessment of presentation (*Handout 3 – task 4; 5s*)

Post task (revision and reflection)

Activity 6- Assessment. Students assess each team's presentation using the chart (*Handout 3 – task 5*)

Activity 7- 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.

Project work: A paper bridge

Task 1. To win this competition you must follow these basic rules:

Competition rules:

1. Design your bridge

2. Work in a team of about 4 students

Every student must have a special task in your team:

1- student- a time keeper

2- student- a designer

3- student- a presenter (demonstrator)

4- student- a designer assistant (constructor)

3. Use the following materials: 5 white paper sheets, some paper clips (5-10), scissors, a glue stick, pens, pencils, a rubber, a ruler

4. You mustn't use any other materials

5. You can colour your bridge

6. You must work not longer than 15 minutes

7. Your bridge must be 25 cm long and 5 cm wide and 3 cm tall

8. Your bridge must be put between the two heavy objects and tested if it is strong enough to hold coins (the more, the better)

9. You must fill in the table with information about your bridge and give it to the judge (the teacher)

10. You must demonstrate your bridge to the judge for 2 minutes

Handout 2

Task 2. Tell the others how you constructed a bridge:

You must teach the other students and give them instructions how to build your bridge

Giving instructions:

Use the words in The Past Simple

cut	fold	measure	fix	fasten	bend	glue	draw a line	do	use
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Firstly, we took

Then we..... After that we.....

Secondly, we.....After that we.....

At last we.....

It can.....

Task 3. The assessment: answer the following questions in your team.

1. Was it easy to build a bridge?
2. Were all the students helpful?
3. What was the most difficult part of the project?
4. Did you enjoy working in a team?
5. Was it difficult to teach the other students to make your bridge?

Handout 3

Task 4. Brief information about your bridge

Team name:
Number of students:
Materials:
Colour:
Time :
The Bridge length:
The Bridge width:
The bridge height:
Time for demonstration:
How many coins can it hold:

Task 5. Presentation results

Teams	Outlook (design) 4.points.	Practical Use 4.points	Presentation 4.points	Instructions 4.points	Details 4.points
Nr.					
Nr.					

