

LESSON PLAN 8

COMMON STORY



ABOUT THE LESSON PLAN

DURATION: 20-25 minutes as a revision exercise. The task can be repeated many times.

If the group needs more time, the lesson can take longer.

MASTERIAL REQUIRED: pens, sticky notes, pieces of paper, envelopes

OBJECTIVES:

The exercise aims to boost learners' creativity, fluency and self-confidence while using the second language. The task also assumes the improvement of using grammar in a given context. Learners will focus on some specific vocabulary they would like to cover/ deepen/ revise/ consolidate.

LEARNING OUTCOMES:

Learners will be able to formulate longer statements and logical stories with the use of specific words (productive skills).
Learners will learn new vocabulary substantively connected with a selected topic and/ or revise subject-related words.
Learners will consolidate some grammar rules they will encounter while performing the task.
Learners will develop their active listening skills (receptive skills).

LEARNING CONTENT

EDUCATOR explains the title of the lesson plan - what common story lies in. Educator will lead the exercise/ task. He or she will decide on which category of words should be covered in the exercise. Learners can also choose a vocabulary list (specific category) from the pool.

Educator introduces a short grammar exercise in order to reinforce grammar rules (e.g. for Past Simple) or phrases before starting the activity.

After choosing a vocabulary list, EDUCATOR introduces the basic vocabulary which will be needed for the task – to create a common story. She/he prepares some handouts to better memorize the vocabulary. Learners can be asked to practise pronunciation of new vocabulary as part of their homework.

The list of topics will depend on the language level of a given group.

Example category:

- Health
- Environment
- Education
- Shopping
- Workplace etc.

The EDUCATOR asks learners to write down the words from a given category/ vocabulary list (divided by topics/ categories) on post-it notes (one word on one sticky note) and put them into the envelopes (we need as many envelopes as groups).

After a few lessons/ language meetings, when there are a lot of cards in the envelopes (the task can be performed continuously as a form of language material revision), the learners form groups of 4 and make up a story using e.g. the past tenses – the first person says a sentence (e.g. Yesterday morning I woke up and saw ...).

The next person takes the envelope, takes out a word and says the next sentence using the word in the envelope, trying to maintain a logical sequence of events. The learners make sure that the sentence is grammatically correct and the word is used in a suitable context.

If a learner is unable to form a sentence with a given word, he or she puts it back on the table and other learners can use this word. If all cards from the envelope are used, and there are words on the table that the learners could not use, the EDUCATOR collects the cards and places them on the table.

Other learners try to explain the meaning of the words, e.g. they give a definition of these words/ draw or show the words (riddles).

RESULTS

- elaboration of a glossary involving the most difficult/ useful words
- some visuals/ graphs of the most difficult vocabulary prepared by learners with manual/ artistic abilities and hung on the information board;
- post-it notes with the most difficult/ useful words
- greater level of understanding some grammar rules that were used while doing the exercise

TIPS FOR FURTHER READING

Author's content (EDUCATOR – a task leader). Learners can co-create vocabulary lists.

HANDOUTS

None