

Template

Module (Activities during Winter)

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Key Questions (for ELTA)

1. How can students describe typical activities during Winter in Europe
2. How can students express having arrived at a decision having considered both negative and positive aspects

Overview

Students will be introduced to common activities during Winter in Austria (and other western countries), with a view to the reasons for participating in such activity or abstaining from it.

Objectives

At the end of the lesson, students should be able to:

- acquire new words and widen his/her vocabulary:
 - actively engage in meaningful conversations with friends, family, etc. using varied spoken vocabulary
- increase his/her conversation skills:
 - confidently speak and express his/her feelings and ideas in words that make sense
- demonstrate understanding of information received by listening to the teacher
 - listen attentively and respond appropriately

Main Vocabulary (5-10 vocabularies):
snowman, ice skating, Christmas cookies, although, exhausting, bake, delicious
Main language sentence (3-8 sentences):
(Although ..., I would like to + v., because ...) Although it is cold outside, I would like to build a snowman, because I want to have a snowman. Although I want to have a snowman, I don't want to build one, because it is cold outside. Although it is a lot of fun, I don't want to go ice skating, because it is very exhausting. Although it is very exhausting, I would like to go ice skating, because it is a lot of fun. Although I have to clean the kitchen afterwards, I would like to make Christmas cookies, because they are delicious. Although they are delicious, I don't want to bake Christmas cookies, because I have to clean the kitchen afterwards.

Activity: Thumbs up/down

Activity Modification

School Level	Modification
Lower Elementary School	Easier sentence structure (I would like to ..., because ...)
Upper Elementary School	long sentence (Although ..., I would like to ..., because ...), multiple repetitions of the same structure
Middle School	More advanced vocabulary, use vocabulary more independently, more opportunities for speaking

Level of students: Lower Elementary School

Duration	Steps	Materials needed
15'	Warm-up and getting to know me: - Introduce myself and ask students to do the same (Name, something they like about winter or like to do during winter) - brainstorming, asking what vocabulary related to Winter students know	Blackboard
40'	-Introduce to students typical activities during Winter in Austria, using Photos and writing down important vocabulary -Ask students to indicate whether they consider a certain aspect of an activity positive or negative using “thumbs up/down” -Introduce how a bad or good aspect can be linked to the decision of wanting or not wanting to do an activity (I would like to do ..., because) -Give students opportunity to participate, by completing the example sentences -Ask students to indicate, whether considering both the negative and positive aspect, they would like to or not want to do an activity “thumbs up/down” -introduce the “although..., I would like to ..., because ...” pattern -allow students to practice by completing the example sentences	Photos/PPP
5'	Wrap up: ask each student to indicate one of the activities they want to do, using the sentence pattern	-

Evaluation: correct use of the pattern at the end of the session, participating in the activity

Level of students: Upper Elementary School

Duration	Steps	Materials needed
15'	Warm-up and getting to know me: - Introduce myself and ask students to do the	Blackboard

	same (Name, something they like about winter or like to do during winter) - brainstorming, asking what vocabulary related to Winter students know	
40'	-Introduce to students typical activities during Winter in Austria, using Photos and writing down important vocabulary -Ask students to indicate whether they consider a certain aspect of an activity positive or negative using “thumbs up/down” -Revise how a bad or good aspect can be linked to the decision of wanting or not wanting to do an activity (I would like to do ..., because) -Give students opportunity to participate, by completing the example sentences -Ask students to indicate, whether considering both the negative and positive aspect, they would like to or not want to do an activity “thumbs up/down” -introduce the “although..., I would like to ..., because ...” pattern -allow students to practice by completing the example sentences -have students practice the pattern in pairs	Photos/PPP
5'	Wrap up: ask each student to indicate one of the activities they want to do, using the sentence pattern	-

Evaluation: correct use of the pattern while practicing in pairs and at the end of the session, participating in the activities

Level of students: Middle School

Duration	Steps	Materials needed
15'	Warm-up and getting to know me: - Introduce myself and ask students to do the same (Name, something they like to do during winter) - brainstorming, asking what vocabulary related to Winter students know	Blackboard
40'	-Introduce to students typical activities during Winter in Austria, using Photos and writing down important vocabulary -Ask students to indicate whether they consider a certain aspect of an activity positive or negative using “thumbs up/down” -Revise how a bad or good aspect can be linked to the decision of wanting or not	Photos/PPP

	wanting to do an activity (I would like to do ..., because) -Ask students to indicate, whether considering both the negative and positive aspect, they would like to or not want to do an activity “thumbs up/down” -introduce the “although..., I would like to ..., because ...” pattern -allow students to practice by completing the example sentences -have students practice the pattern in pairs -ask students to think of alternative reasons for or against participating in one of the activities within the sentence pattern	
5’	Wrap up: ask each student to indicate one of the activities they want to do, using the sentence pattern and giving a reason, not provided by the instructor	-

Evaluation: correct use of the pattern while practicing in pairs and at the end of the session, participating in the activities