

Praktyczne materiały do wykorzystania, zebrane podczas szkolenia w Alpha College w Dublinie (2-13.07.2018)

Tytuł szkolenia: „General Methodology Course”, język angielski.

Opracowała Elżbieta Cukierska-Koć

Rozwijanie umiejętności komunikacyjnych oraz ćwiczenia na „przełamywanie lodów”:

1. Geography game: geoguesssr.com

Opowiadanie o miejscach na mapie świata, zgadywanie na podstawie pojedynczych obrazków, gra geograficzna on-line.

2. Running dictation

Uczniowie pracują w parach. Nauczyciel kładzie na biurku tekst. Jedna osoba z pary ma za zadanie przeczytanie tekstu i przedyktowanie go po jednym zdaniu drugiej osobie z pary. Biega ona od tablicy do swojego partnera. Która para zrobi to szybciej i bezbłędnie – wygrywa.

3. Snowball fighting

ćwiczenie może być wykorzystywane na pierwszych lekcjach języka w celu „przełamywania lodów” lub do powtórki gramatyczno-leksykalnej. W pierwszym wariancie uczniowie zapisują na karteczkach pytania, które chcieliby zadać swoim kolegom z grupy, aby ich lepiej poznać. W drugim wariancie uczniowie zapisują pytania w określonej formie gramatycznej, np. w czasie Past Simple, II okresie warunkowym, itp. Następnie zwijają karteczki w kulki i na znak dany przez nauczyciela rzucają w siebie kulkami. Następnie każdy odpowiada na pytania z kulki, która go trafiła.

4. Gra z piłeczką: rzucamy piłkę do osoby, która ma ją złapać i zareagować werbalnie.

Przykładowo: synonimy, przeciwieństwa, past participle, można dopasować do każdego rodzaju materiału, który omawialiśmy w klasie.

5. „What are you doing?” Jedna osoba wychodzi na środek sali i pokazuje czynność, ale nazywa ją inaczej, np. I am sleeping – pokazuje jazdę na rowerze. Kolejna osoba pokazuje jak śpi, ale nazywa inaczej, np. . I am cooking. Następna osoba pokazuje gotowanie, ale nazywa inaczej, itd. Można zastosować do innych czasów.

6. Gra w grupach lub parach: każda grupa wybiera sobie kolor flamastra zaproponowany przez nauczyciela, następnie na kartce papieru rysuje tym flamastrem kilka rzeczy, które występują w tym kolorze. Przykładowo, kolor czerwony, uczniowie rysują serce, ogień, pomidora i różę. Następnie grupy zamieniają się kartkami. Teraz zadanie polega na ułożeniu krótkiej historyjki, w której zawarte zostaną narysowane przedmioty.

7. Gra ruchowa: zip, zap, boing. Uczniowie stoją w kole. Zaczyna 1 uczeń, który zwraca się do osoby stojącej z jego prawej strony, wskazuje na tę osobę i mówi ZIP, jeśli w lewej strony – mówi ZAP. Łańcuszek ZIP, ZAP przesuwa się bardzo szybko, w dowolnym momencie można zmienić stronę. Jeśli wybrana osoba chce aby kolejka powróciła do osoby, która się do niej zwróciła, mówi BOING i podnosi obie ręce do góry. Ta z kolei znowu mówi ZIP lub ZAP, itd. Im szybciej, tym lepiej. www.icebreakers.ws

Rozwijanie umiejętności czytania:

1. Kołko literackie (www.edutopia.org)

Kółko literackie jest to grupa uczniów czytających ten sam tekst literacki oraz dyskutujących o tym, co przeczytali.

Uczniowie wchodzący w skład kołka literackiego mają do wykonania swoje zadania, przykładowo: osoba prezentująca ostateczne efekty pracy na forum (leader), osoba robiąca pisemne podsumowanie (summariser), osoba zajmująca się słownictwem (word master), osoba zajmująca się tłem kulturowym (culture connector) . Role można modyfikować, wymyślać własne, w zależności od poziomu uczniów oraz tekstu jaki otrzymują do przeczytania. Uczniowie pracują na zasadzie projektu.

2. Przykładowe teksty do wykorzystania w klasie wraz zadaniami, ułożonymi przez uczestników szkolenia.

I. Royal wedding

<https://www.express.co.uk/life-style/style/962554/royal-wedding-worst-dressed-guests>

Royal Wedding worst dressed: Did guests break the dress code at Meghan and Harry's day?

ROYAL WEDDING guests looked fantastic on the whole, however not everyone got it right at Meghan Markle and Prince Harry's nuptials. Some of the worst dressed attendees broke the dress code with their choice of outfit.

The [Royal Wedding](#) was yesterday in Windsor, and hundreds of lucky guests arrived in their finest attire to celebrate the marriage of Meghan Markle, 36, and Prince Harry, 33.

Guests were advised of what to wear in advance, with short instructions on the invite.

Men were invited to wear military uniform, morning coats, or lounge suits while women were advised to choose a "day dress with hat".

As the wedding was held in a church, covered up attire was also expected, although not explicitly stated.

And as is tradition in the UK, guests would have been expected to avoid white, as this colour is reserved for the bride, or black, which is worn at funerals.

Sadly a selection of the women attending ignored the rules and made big faux-pas with their choices.

As one of the most high profile guests, Victoria Beckham's arrival was hotly anticipated.

So there was surprise, then, that she chose a dark navy dress which looked almost black on camera.

She coupled this with an expression which had [commentators willing her to crack a smile](#) as she walked in - although she was seen smiling inside church as she greeted other guests.

Another guest who chose a dark colour was Charlotte Riley, actress and wife of Tom Hardy.

The stunning brunette wore a dress from *The Vampire's Wife*, which although pretty, was black with dark florals, giving a wintry feel.

Going in the other direction, Joss Stone sailed very close to the wind in white - although her dress did have a floral print to stop it looking too bridal.

The singer teamed her dress with black court shoes and a nude fascinator.

One of the most talked about outfits of the day was that of Chloe Madeley.

Twitter users were shocked by how much skin Chloe had on display, and shared their opinions on her outfit.

One user commented: "Chloe Madeley looks SO inappropriate #RoyalWedding."(sic)

Another claimed Chloe was "inappropriately dressed" and had "let herself down".

But not everyone got it wrong, with many of the guests looking outstanding at both the church service and evening reception.

Amal Clooney, Priyanka Chopra and Carey Mulligan were just some of the [best dressed royal wedding guests](#).

And Meghan herself looked incredible in her [second wedding dress](#), a custom-made Stella McCartney gown.

Pre-tasks

1. You are going to read an article about a royal wedding. Work in groups and answer the questions.
 - Whose wedding are you going to read about?
 - Do you remember when and where the wedding took place?
 - Do you know what a dress code is? If not, please look it up.

While activities

Underline the new words while you are reading the article. Work in pairs and decide which half of the article you take. Then look up the new words and try to explain them to your partner.

Post-tasks

In groups answer the questions:

1. Were guests advised of what to wear in advance?
2. What were men advised to wear? What were women invited to wear?
3. Why were they advised to avoid wearing black and white?
4. Who made big faux-pas with their choices?

2. The story of the bicycle

<https://linguapress.com/intermediate/bike-story.htm>

The story of the Bicycle

As people try to use less energy, and find alternatives to cars, more and more people are buying, and riding, bicycles. But where did the bicycle come from? Who invented this "velocipede"?

You may be surprised to learn that the humble bicycle was invented several years later than the railway locomotive! But the two-wheeler has come a long way since the day it was invented by a Scottish **blacksmith**, Kirkpatrick MacMillan, back (it is said) in 1839.

MacMillan developed his bike from an older wheeled vehicle, called a "hobby horse". This was a wooden horse with two wheels. The rider sat on the horse, and pushed the vehicle along with his feet. It was not a very fast or safe vehicle, since it had no **steering** and no **brakes**.

MacMillan, **nicknamed** Mad Pate, modified the hobby horse, by adding a system of **articulated** bars. The rider could push the bars back and forwards with his feet, and make the back wheel go round. He could also **steer** the bike, as the front wheel could be turned.

To demonstrate his invention, he cycled 60 miles to Glasgow! It must have been a terrible journey, on the roads of the day! Pate's bike did not have **rubber** tyres or **springs**.

Mad Pate was not recognised in his time, but other people became interested in bicycles. Twenty-five years later, a Frenchman called Pierre Lallemand designed and **patented** the first bicycle with rotary pedals; and in 1876, H.J.Lawson added another basic **feature**, "chain-**drive**".

Other **features**, such as rubber tyres and **gears**, have appeared since then; but the basic bicycle has not changed.

Since then the bicycle has had a magnificent fortune. Today, it is probably the most common form of transport in the world, especially in the Third World; and non-polluting and easy to ride, it has a big future as the town vehicle of tomorrow. Thanks Pate!

The Story of a Bicycle

Pre-reading:

1. Discussion

How did people travel in the past and how do they travel now? Compare the means of transport.

2. Vocabulary - match the words with their definitions

blacksmith	a characteristic of something
nickname	a person who makes things out of metal that has been heated to a high temperature
feature	An informal name for someone or something

While-reading:

3. Answer the questions

When was the bicycle invented?

How was the bicycle demonstrated?

Who made the first bicycle with rotary pedals?

In which part of the world is bicycle widely used?

4. Quizlet on parts of the bicycle

[Vocabulary set](#)

Post-reading:

5. What are the pros and cons of using bikes?

What's your experience with cycling?

What do you think of the future of the bike?

3. Whiskey in the jar

<https://genius.com/amp/The-dubliners-whiskey-in-the-jar-lyrics>

Teacher's activities:

Pre

What do you think "Whiskey in the Jar" means?

Do you think it's a man or a woman?

What do you think the consequences of drinking alcohol are?

What are the problems if people drink too much?

While reading activities:

Reorder the verses to make a coherent story.

Choose some sentences and explain them in other words.

I counted out his money and it made a pretty penny

But the devil take the women for they never can be easy

Where do you think he was taken?

How did he get the money?

What does he do with the money?

Post

How does the alcohol present the human history?

Is alcohol connected with masculinity?

Advantages and disadvantages of drinking alcohol among teenagers?

Acting the song!

Students' activities:

Tasks

- The students listen the song while they read the lyrics
- They analyze the vocabulary with a matching pairs activity

1. Produce	_____ to make a noise when you breathe out
------------	--------------------------------------------

2. Rapier	_____ another word for bedroom
3. Sigh	_____ to kill people in a very cruel way
4. Chamber	_____ a sword with a long, thin blade
5. Take a slumber	_____ happiness
6. Slaughter	_____ throwing violently
7. Hurling	_____ take a sleep
8. Delight	_____ bring out

- Put the verses in order

I went up to my chamber, all for to take a slumber
 I dreamt of gold and jewels and for sure 't was no wonder
 But Jenny blew me charges and she filled them up with water
 Then sent for captain Farrell to be ready for the slaughter
 Mush-a ring dumb-a do dumb-a da
 Wack fall the daddy-o, wack fall the daddy-o
 There's whiskey in the jar

I counted out his money and it made a pretty penny
 I put it in me pocket and I took it home to Jenny
 She sighed and she swore that she never would deceive me
 But the devil take the women for they never can be easy
 Mush-a ring dumb-a do dumb-a da
 Wack fall the daddy-o, wack fall the daddy-o
 There's whiskey in the jar

And if anyone can aid me 't is my brother in the army
 If I can find his station in Cork or in Killarney
 And if he'll go with me, we'll go rovin' through Killkenney
 And I'm sure he'll treat me better than my own a-sporting Jenny
 Mush-a ring dumb-a do dumb-a da
 Wack fall the daddy-o, wack fall the daddy-o
 There's whiskey in the jar

4. Danish Christmas dish

Danish Christmas dish

Pre-tasks

Discuss the following questions.

1. Can you cook?
2. What can you cook?
3. What's your favourite dish?
4. What special dish(es) do you eat at Christmas?

Match the words with their definitions.

slab bacon	pieces
kosher salt	a pan
wedges	regular bacon before it's been sliced
a skillet	kitchen tool for removing hot food
tongs	larger grain size salt

	without iodine additives
--	--------------------------------

While activities

1. Find the imperatives.
2. Find the phrases with prepositions.
3. Write down phrases connected with numbers / amounts. What do they mean?

Post-task activities

1. Work in pairs, take turns and retell the recipe in your own words. Use some new vocabulary.
2. Write down your own recipe for a Christmas dish. You can work in pairs.
3. Discuss the following questions in groups:
 1. Would you try to prepare this dish?
 2. Have you ever tried an international Christmas dish?

5. Covent Garden

COVENT GARDEN

A Flowers, fruit and vegetables

In the 17th century, Covent Garden was the biggest and most important flower, fruit and vegetable market in Britain.

It was also one of the first markets to start selling pineapples and for this reason, the pineapple became the market's logo. Today, there is no longer a fruit and vegetable market at Covent Garden, but you can still see pineapples as part of the architecture.

B Eating and drinking

Around 1700, workers at the market often went to a pub called the Lamb and Flag to drink beer or gin after work. (It wasn't safe to drink water!) They sometimes saw illegal boxing matches there, and for that reason, the pub's nickname was the 'Bucket of Blood!' The pub is still open today. The oldest restaurant in London, Rules, is in Covent Garden. It has been open since 1798 and serves traditional English food, including pies and puddings.

C Entertainment and shopping

Covent Garden is the only venue in London where buskers and other street performers are allowed to work. A lot of people want to perform there, so there are auditions and only the best artists can perform. Bon Jovi once busked there in front of a very surprised audience! In fact, if you want to spot a celebrity, Covent Garden is a good place to start. Singer Lily Allen owns a clothes shop there, and if you can't afford the outfits, you can hire them just for a night out!

COVENT GARDEN (C. G.)

Pre- reading activity.

Discuss the questions in a group:

- 1/ Have you ever heard about C. G.? What is it and where is it?
- 2/ What is the garden usually used for?

While-reading activity.

Answer the questions individually:

- 1/ Which fruit is connected with C. G.?
- 2/ When was the first restaurant in C. G. opened?
- 3/ What do **buskers** do?

Post-reading activity. Work in pairs.

1/ Extend your vocabulary about kinds of fruit, vegetables. Use your knowledge or a dictionary. (10 words for each is minimum)

2/ Discuss the question: Which places do you prefer for eating and drinking? Why?

3/ Compare your predictions and reality: Is C. G. a real garden? In which aspects is it? In which it is not?

4/ Present your ideas to the others.

5/ Ideas for homework: Design your “Covent Garden” in your town/city. Think about the place, name, logo, kinds of fruit and vegetables, opening hours, kinds of shops and entertainment.

6. Robot revolution

<https://science.howstuffworks.com/innovation/new-inventions/robot-revolution-coming-to-restaurant-near.htm>

ROBOT REVOLUTION

At [Spyce](#), a recently-opened restaurant in Boston, diners can choose from a menu of meals-in-a-bowl that draws upon international influences ranging from Thai to Moroccan cuisine, which they can have customized to their individual tastes with [vegetarian](#), [pescatarian](#), gluten-free and vegan

options. But it's not just the quality of the food and the relatively low price — bowls start at \$7.50 — that's creating a buzz about the eatery.

At Spyce, diners also can watch as their meals are cooked by a robotic kitchen designed by [Massachusetts Institute of Technology](#) graduates. (Here's an [article](#) from MIT's website about the restaurant.) After a customer orders a meal via one of the touchscreens mounted on the restaurant tables, the information is relayed to a 14-foot-long (4.27meters), nine-foot-tall (2.74 meters) machine, which retrieves the ingredients for that meal from a refrigerated compartment, feeds them into one of its array of woks, and cooks the mixture for several minutes. Then, a human worker adds cold garnishes such as crumbled goat cheese or pumpkin seeds, and the bowl is handed to the customer.

Spyce may be at the forefront of a technological revolution that could transform the restaurant business. A 2017 study by the [McKinsey Global Institute](#) identified accommodation and food services — that is, hotels and restaurants — as a sector where almost half of the labor time is spent either in operating machinery or performing predictable tasks, the sort of work that robots can do. This 2017 Wall Street Journal article mentions [efforts](#) to develop everything from robotic pizza makers and dishwashers to baristas.

Quality and Affordability

But the MIT entrepreneurs behind Spyce weren't focused on transforming the business, so much as they were on finding a way to produce restaurant meals that they and fellow students could afford. "When we were in school, we were looking for a food option that was healthy and delicious but also affordable," explains Spyce co-founder and chief executive [Michael Farid](#). "But we couldn't find anything for less than \$10 to \$12."

Farid, who earned a master's degree in mechanical engineering in 2016, got the inspiration of using a robot to make the kitchen operation more efficient, and got several other MIT students on board. "The key was whether we could make a robot that makes good food," he explains. "We recognized that quality was the most important thing."

Developing a robot capable of making complex meals was a challenging task, says [Braden Knight](#), the company's chief electrical engineer. Unlike, say, a robot working on an automobile assembly line, a cooking robot has to be able to handle a range of raw materials of varying characteristics and consistency, and do it gently enough so that they don't deteriorate. "Food isn't an easy medium to work with," Knight says. "Every potato is a different size. Kale is particularly tough to work with, because it likes to cling to itself."

Robot-Human Teamwork

The technology is sophisticated enough that each wok is washed robotically after a meal is prepared. But the restaurant also employs a human staff — as many as four workers during lunchtime hours — and they're an essential part of the operation. "The robotic kitchen streamlines our process, and does the repetitive tasks that aren't fun for people to do," Farid says. But he sees the restaurant business as being half about the food, and half about hospitality. "The staff is there to greet customers and help them through the ordering, to put the finishing touches on the food, and hand it to the guest with a smile," he says.

On the opposite coast, a Silicon Valley-based outfit called [Bear Robotics](#) has developed a robotic assistant named Penny, which navigates restaurant aisles to deliver food to diners, eliminating the need for waiters and waitresses to balance unwieldy trays. The human staffers still actually lift the menu items from the robot's tray and place them on the table. In this [video](#), Penny manages to bring a bowl of soup without spilling a drop.

Bear Robotics co-founder and chief executive [John Ha](#) initially introduced the [robot food runner](#) at a Milpitas, Calif. restaurant that he operated until recently, where it served an estimated total 10,000 customers. The technology is now being used at a Mountain View, Calif. pizzeria, and the company is hoping to get it into several more restaurants this year.

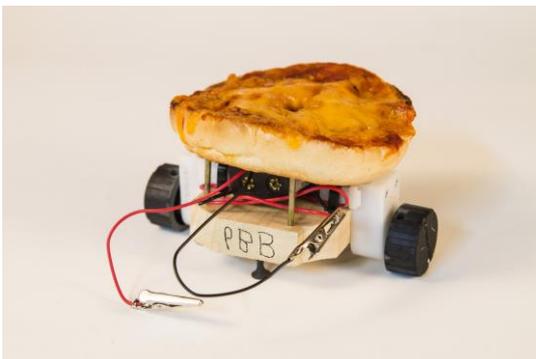
Ha says that Penny could help alleviate labor shortages in the restaurant industry, but he emphasizes that it could improve workers' lives by eliminating a grueling, repetitive task and allowing them to concentrate on their interaction with customers. "The hard part of the front side of the restaurant is the food running," he says. "It's really tough work." If waiters and waitresses don't have to rush back and forth between the kitchen and the dining room continually, he says, they're going to be "less tired and more enthusiastic."

Bear Robotics co-founder and chief operating officer [Juan Higueros](#) says that such robots could help make restaurants — an industry long plagued by stress, burnout and high turnover — into more humane environments for workers. "Under the current system, the human server has no time to spend with you," he says. "It actually reduces the human touch. But if a robot can take on the monotonous, routine things they have to do, that gives them a lot more time for customers. It amplifies their value."

Ha says that the food-running robot offers another plus for human wait staff. They don't have to split their tips with the machine. In addition, at his restaurant, he observed that customers actually left bigger tips as well. "The reason is not the novelty of the robot," he explains. "It's because the human interaction got better."

Pre

- Brainstorming using pictures about robots, food and restaurants





While

- Jig-saw reading - put the text into the correct order.

At [Spyce](#), a recently-opened restaurant in Boston, diners can choose from a menu of meals-in-a-bowl that draws upon international influences ranging from Thai to Moroccan cuisine, which they can have customized to their individual tastes with [vegetarian](#), [pescatarian](#), gluten-free and vegan options. But it's not just the quality of the food and the relatively low price — bowls start at \$7.50 — that's creating a buzz about the eatery.

At Spyce, diners also can watch as their meals are cooked by a robotic kitchen designed by [Massachusetts Institute of Technology](#) graduates. (Here's an [article](#) from MIT's website about the restaurant.) After a customer orders a meal via one of the touchscreens mounted on the restaurant tables, the information is relayed to a 14-foot-long (4.27meters), nine-foot-tall (2.74 meters) machine, which retrieves the ingredients for that meal from a refrigerated compartment, feeds them into one of its array of woks, and cooks the mixture for several

minutes. Then, a human worker adds cold garnishes such as crumbled goat cheese or pumpkin seeds, and the bowl is handed to the customer.

Spyce may be at the forefront of a technological revolution that could transform the restaurant business. A 2017 study by the [McKinsey Global Institute](#) identified accommodation and food services — that is, hotels and restaurants — as a sector where almost half of the labor time is spent either in operating machinery or performing predictable tasks, the sort of work that robots can do. This 2017 Wall Street Journal article mentions [efforts](#) to develop everything from robotic pizza makers and dishwashers to baristas.

3

Quality and Affordability

But the MIT entrepreneurs behind Spyce weren't focused on transforming the business, so much as they were on finding a way to produce restaurant meals that they and fellow students could afford. "When we were in school, we were looking for a food option that was healthy and delicious but also affordable," explains Spyce co-founder and chief executive [Michael Farid](#). "But we couldn't find anything for less than \$10 to \$12."

Farid, who earned a master's degree in mechanical engineering in 2016, got the inspiration of using a robot to make the kitchen operation more efficient, and got several other MIT students on board. "The key was whether we could make a robot that makes good food," he explains. "We recognized that quality was the most important thing."

Developing a robot capable of making complex meals was a challenging task, says [Braden Knight](#), the company's chief electrical engineer. Unlike, say, a robot working on an automobile assembly line, a cooking robot has to be able to handle a range of raw materials

of varying characteristics and consistency, and do it gently enough so that they don't deteriorate. "Food isn't an easy medium to work with," Knight says. "Every potato is a different size. Kale is particularly tough to work with, because it likes to cling to itself."

Robot-Human Teamwork

The technology is sophisticated enough that each wok is washed robotically after a meal is prepared. But the restaurant also employs a human staff — as many as four workers during lunchtime hours — and they're an essential part of the operation. "The robotic kitchen streamlines our process, and does the repetitive tasks that aren't fun for people to do," Farid says. But he sees the restaurant business as being half about the food, and half about hospitality. "The staff is there to greet customers and help them through the ordering, to put the finishing touches on the food, and hand it to the guest with a smile," he says.

On the opposite coast, a Silicon Valley-based outfit called [Bear Robotics](#) has developed a robotic assistant named Penny, which navigates restaurant aisles to deliver food to diners, eliminating the need for waiters and waitresses to balance unwieldy trays. The human staffers still actually lift the menu items from the robot's tray and place them on the table. In [this video](#), Penny manages to bring a bowl of soup without spilling a drop.

Bear Robotics co-founder and chief executive [John Ha](#) initially introduced the [robot food runner](#) at a Milpitas, Calif. restaurant that he operated until recently, where it served an estimated total 10,000 customers. The technology is now being used at a Mountain View, Calif. pizzeria, and the company is hoping to get it into several more restaurants this year.

Ha says that Penny could help alleviate labor shortages in the restaurant industry, but he emphasizes that it could improve workers' lives by eliminating a grueling, repetitive task and allowing them to concentrate on their interaction with customers. "The hard part of the front side of the restaurant is the food running," he says. "It's really tough work." If waiters and waitresses don't have to rush back and forth between the kitchen and the dining room

continually, he says, they're going to be "less tired and more enthusiastic."

Bear Robotics co-founder and chief operating officer [Juan Higueros](#) says that such robots could help make restaurants — an industry long plagued by stress, burnout and high turnover — into more humane environments for workers. "Under the current system, the human server has no time to spend with you," he says. "It actually reduces the human touch. But if a robot can take on the monotonous, routine things they have to do, that gives them a lot more time for customers. It amplifies their value."

Ha says that the food-running robot offers another plus for human wait staff. They don't have to split their tips with the machine. In addition, at his restaurant, he observed that customers actually left bigger tips as well. "The reason is not the novelty of the robot," he explains. "It's because the human interaction got better."

Questions:

1. What kind of people are these restaurants aimed at?
2. What was the most important thing related to food?
3. Do only robots work here?

Post

- Watching the video
- Answering true x false questions:

1. Spycy is an on-line restaurant. T - F
2. The prices are affordable. T - F

3. The woks are washed manually. T - F
4. This technology is being used in other cities. T - F
5. Human staff don't have to split their tips. T - F

- Comprehension questions:

1. Why was Spyce created?
2. Why do people go to eat there?
3. What happens with the human work?

Rozwijanie umiejętności pisania:

Przykładowe ćwiczenie, pisanie historyjki w parach lub grupach.

A. Discussion - work with a partner / group.

1. What do the pictures all have in common?





2. How many stories like the ones above can you think of?

3. Who are the baddies in these stories?

B Framework - complete the details with your partner / group.

The start: Once upon a 1 _____

Location: In the woods

Character 1: A girl called Little 2 _____ Riding Hood. She wears a 3 _____ coat. She is kind and brave.

Character 2: A wolf. He has big 4 _____. He is wicked.

Basic situation: A girl goes to visit her 5 _____. She finds a 6 _____ in her 7 _____'s bed.

Outcome: A woodcutter kills the 8 _____.

The end: They all lived 9 _____ ever after.

(Taken from [teachingenglish](#))

C Planning I - use the cards (poszukać w internecie lub stworzyć samemu) to create a story with your partner / group.

1. What tense (s) should you use?

2. How do writers make their stories more interesting for their readers?

D Planning II - use the essay map to take notes for your story.

E Writing - write a short story with your partner / group.

Film na lekcji języka angielskiego:

Scena z serialu „Inbetweeners”

<https://www.videodetective.com/movies/the-inbetweeners-carli-breaks-up-with-simon/619972>

A Discussion - work in pairs or small groups and answer the following questions.

1. Why do people break up? Brainstorm six reasons for a break-up.
2. What is the worst breakup story you've heard?

B Video - watch the video and answer the following questions.

1. How many people are there in the scene?
2. Where are they?
3. Why are they arguing?
4. How does the scene end?

C Video II - watch the video again.

Student A - note down key vocabulary for Carli.

Student B - note down key vocabulary for Simon.

D Video III - watch the video one last time and add more key vocabulary to your list.

E Writing - use your vocabulary lists to write a dialogue between Carli and Simon.

Scena z filmu „As good as it gets”

<https://www.youtube.com/watch?v=8by1F7TDA4A>

Film: *As Good As It Gets* (adaptable for other films)

This exercise uses the first restaurant scene in the film where Melvin (Jack Nicholson) frightens a couple away from his favourite table and then puts his foot in it by making a derogatory remark about Carol's (Helen Hunt) son.

From "How much you gotta eat?... (Melvin to the people at his table) to "Ok. I'll get your order." (Carol to Melvin after their confrontation.)

Stage One – Pre-viewing task: Ask your students some food questions like "What food can you order from a typical American restaurant?", "Do you like American food?", "What do you like?", "What don't you like?" Make lists.

Stage Two: Watch the scene(x1). Students watch the scene answering some

orientation questions like:

- Do you think Melvin's strange?
- Why?
- What did Melvin order?
- Why was Carol angry?

Stage Three: Watch the scene (x2). Divide the class into 2 groups, instruct one group to concentrate on what Melvin says and ignore Carol, the other group does the same with Carol, ignoring Melvin. Each group watches the scene again writing down key words or short phrases that their character says. (It would be useful here to remind your students not to write down entire phrases as the characters speak too fast. They only need to write down key words) At the end of this viewing students compare notes within their group.

Stage Four: Watch the scene (x3). Just before watching the scene again tell the students that later they will take turns to act out the scene in class. Students watch and add to their list of short phrases and key words. Then compare within their group.

Stage Five: Pre-task preparation. Pair each student off with a member of the

other group, they will then work together to re-write the script incorporating each character. They have to use their imagination to make up any parts of the script that they think are missing. They have complete artistic freedom to write what they think was said. This is a good opportunity for grammar work.

Stage Six: Task. Students from each group take turns to act out the scene, (one Carol and one Melvin). The teacher can provide any props that could make the

surroundings look more authentic.

Scena z filmu „Pearl Harbour”

Split Viewing Activity- Half the class watch the video with sound/Half the class just listen.

[Pearl Harbor Attack Scene](#)

<https://vimeo.com/66309959>

Activities developed by Mark McKinnon for onestopenglish.com

<http://www.onestopenglish.com/methodology/methodology/teaching-technologies/teaching-technologies-teaching-english-using-video/146527.article>

Scena z filmu „Teeth”

<https://www.youtube.com/watch?v=87AkeWncgwU>

<http://www.teachingenglish.org.uk/article/vision-%E2%80%93-youtube-technique>

Listen to the following clip and answer these questions:

1. How many people are there in the scene?
2. What sounds can you hear?
3. Where is the scene set?
4. What is happening?

Scena z filmu „What is on your mind?”, „Unbreakable”

https://www.youtube.com/watch?v=U7ie_IWbl9Y

<http://www.onestopenenglish.com/methodology/methodology/pdf-content/teaching-english-using-video-watch-and-observe-lesson/154303.article>

<https://www.youtube.com/watch?v=QxVZYiJKl1Y>

<http://film-english.com/2014/06/30/whats-on-your-mind/>

<http://www.teachwithmovies.org/index.html>

<http://film-english.com/2014/06/30/whats-on-your-mind/>

Stage One: Students watch the scene with the sound off and answer gist questions like:

- Who's the boss?
- Why are they arguing?
- Why does one of them take out a cassette and throw it at the other?
- Why does the other one then run over and switch the record player off?
- Why does he then go up to him and shout in his face?
- What does the guy say to the camera at the end?

TED talk



A Discussion - Work in pairs or small groups and answer the following questions

1. Why is it important for people to have access to clean water?
2. How do natural disasters cause problems with drinking water?

B Vocabulary - Match the key vocabulary with their definitions

[Quizlet](#)

<https://quizlet.com/191936035/ted-talk-how-to-make-filthy-water-drinkable-flash-cards/?new>

C Video I - Watch the first part (0.00 - 3.22) of the talk. Answer the questions.

1. What medical condition, caused by drinking contaminated water, does Pritchard talk about?
2. Why do we (and governments and aid agencies) ‘switch off’ in discussions about the global need for clean water around the world?
3. In the Asian tsunami, what was the alternative to drinking contaminated water?
4. After Hurricane Katrina, how many days passed before clean water arrived?
5. What does Lifesaver filter out that other filter systems can’t?

Video II - Watch the second part (3.22 - 5.56) of the talk. Take notes on the stages of his demonstration.

1. Summarise Pritchard’s demonstration.
2. How effective was his demonstration on the audience and on you?

Video III - Watch the third part (5.57 to the end) of the talk. Complete the sentences with the missing facts.

1. One Lifesaver filter cartridge purifies litres of water.
2. After a disaster, people usually have to go to to get clean water.
3. The traditional way of transporting water is
4. When people use Lifesaver, the water is transported by
5. The Lifesaver jerrycan purifies litres of water.
6. By providing clean water, we could save the lives of million kids each year.

Video IV - What is the main message of Pritchard's talk?

1. Relief operations after natural disasters need to be greatly improved.
2. By providing the Lifesaver bottle, the UK government could save a lot of foreign-aid money.
3. Providing safe, affordable drinking water for everyone on Earth could save millions of lives.

D Commenting - Work in pairs or small groups. You are going to leave a comment. Are you going to enthusiastically agree or respectfully beg to differ? Plan what you want to say, sign up and leave your comment.

[TED Talk](https://www.ted.com/talks/michael_pritchard_invents_a_water_filter)

https://www.ted.com/talks/michael_pritchard_invents_a_water_filter

E Discussion - Work in pairs or small groups and answer the questions.

1. Can you think of something you did as a child or a teenager **to the dismay of your** parents or teachers?
2. In your town or city, where do people **congregate** when they want to relax and socialize.
3. What problems in the world are **self-perpetuating**? Think of issues associated with poverty and wealth, crime and punishment, and disease.

F Presentation skills - Demonstration

Audiences remember and understand demonstrations better than descriptions. Think of one thing that you

want to present to the class. How can you demonstrate it to us?

Lesson adapted from Key Note Advanced

Ciekawe strony internetowe, które można wykorzystać przy nauczaniu języka obcego:

Internet Tools

Padlet

Quizlet

1. [Readwritethink](#) - [Bio Cube](#) [Persuasion Map](#)

2. [ted.com](#)

3. [ed.ted.com](#)

4. [cloze generator](#)

5. [crash course](#)

6. [byrdseed.com](#)

7. [lyricstraining](#)

8. [englishcentral](#)

9. [interactive concept maps](#)

Lesson Plans & Worksheets

10. [teachingenglish](#)

11. [lessonstream](#)

12. [eslflow](#)

13. [breakingnewsenglish](#)

14. [famouspeoplelessons](#)

15. [tuneintoenglish](#)

16. [film-english](#)

17. [bbcteach](#)

18. [bbschoolreport](#)

19. [Teach-this.com](#)

20. [fodey.com](#)

Young Learners

21. [storytop](#)

22. [night zookeeper](#)

23. [BBC Primary History](#)

24. [storytelling](#)

25. [Anglomaniacy.pl](#)

26. [Vocabulary Games](#)

Tools for Learning Other Languages

[forvo.com](#)

[Imendi.com](#)

[Culturally Authentic Pictorial Lexicon](#)

[Openculture](#)

[conversationspanish](#)

[Vocabulix](#)

[verbsonline](#)

Piosenka na lekcji języka obcego:

Pharel Williams „Happy”

<https://www.youtube.com/watch?v=y6Sxv-sUYtM>

It might seem crazy what I'm 'bout to say
Sunshine she's here, you can take a break
I'm a hot air balloon that could go to space
With the air, like I don't care baby by the way
Huh, because I'm happy
Clap along if you feel like a room without a roof
Because I'm happy
Clap along if you feel like happiness is the truth
Because I'm happy

Clap along if you know what happiness is to you
Because I'm happy
Clap along if you feel like that's what you wanna do
Here come bad news, talking this and that
(Yeah) Well, give me all you got, and don't hold it back
(Yeah) Well, I should probably warn you I'll be just fine
(Yeah) No offense to you, don't waste your time
Here's why
Because I'm happy
Clap along if you feel like a room without a roof
Because I'm happy
Clap along...
Because I'm happy
Clap along if you feel like a room without a roof
Because I'm happy
Clap along if you feel like happiness is the truth
Because I'm happy
Clap along if you know what happiness is to you
Because I'm happy
Clap along if you feel like that's what you wanna do
Hey, come on, uh
Bring me down, can't nuthin' (happy)
Bring me down
My level is too high to bring me down (happy)
Can't nuthin', bring me down (happy)
I said, let me tell you now, unh (happy)
Bring me down, can't nuthin', bring me down (happy, happy, happy)
My level is too high to bring me down (happy, happy, happy)
Can't nuthin' bring me down (happy, happy, happy)
I said
Because I'm happy
Clap along if you feel like a room without a roof
Because I'm happy
Clap along if you feel like happiness is the truth
Because I'm happy
Clap along if you know what happiness is to you
Because I'm happy
Clap along if you feel like that's what you wanna do
Because I'm happy
Clap along if you feel like a room without a roof
Because I'm happy
Clap along if you feel like happiness is the truth
Because I'm happy
Clap along if you know what happiness is to you
Because I'm happy
Clap along if you feel like that's what you wanna do
Come on, unh bring me down can't nuthin' (happy, happy, happy)
Bring me down my level is too high (happy, happy, happy)
Bring me down can't nuthin' (happy, happy, happy)
Bring me down, I said
Because I'm happy
Clap along if you feel like a room without a roof

Because I'm happy
Clap along if you feel like happiness is the truth
Because I'm happy
Clap along if you know what happiness is to you, eh eh eh
Because I'm happy
Clap along if you feel like that's what you wanna do
Because I'm happy

A Discussion - Work in pairs or small groups and answer the following questions

1. What are the people doing?
2. How do they feel?

Picture 1



Picture 2



Picture 3



Picture 4



B Song - Listen to the song and put the lyrics in the correct order.

C Discussion - Work in pairs or small groups and answer the following questions

1. How does the song make you feel? Why?
2. What makes you feel happy?

D Writing - Work with your partner and complete these sentences.

Because I'm happy

Clap along if you feel like _____

Because I'm happy

Clap along if you feel like _____

Because I'm happy

Clap along if you know what happiness is to you

Because I'm happy

Clap along if you feel like _____

Some ideas...

- lyricstraining.com - [Somebody that I Used to Know](http://lyricstraining.com)

<https://lyricstraining.com/play/gotye-kimbra/somebody-that-i-used-to-know/HRFPTX6H8R#>

- [50-ways-to-use-music-and-song-in-the-classroom](http://community.eflclassroom.com)

<https://community.eflclassroom.com/profiles/blogs/50-ways-to-use-music-and-song-in-the-classroom>

- [songs for kids](http://learnenglishkids.britishcouncil.org)

<http://learnenglishkids.britishcouncil.org/en/songs>

Nauczanie słownictwa:

1. Quizlet

2. Ciekawe aplikacje:

<https://www.educatorstechnology.com/2017/06/12-useful-apps-to-help-students-develop.html>

Gry i inne aktywności:

Załącznik nr 1

Historia Irlandii:

Załącznik nr 2

Uczniowie pracują w parach lub grupach. Tematem zajęć jest historia Irlandii, pochodzenie Irlandczyków. Omówione zostaną następujące okresy: era kamienia, Celtowie, Wikingowie, Normanowie oraz przyjęcie chrześcijaństwa.

1. Uczniowie przygotowują pytania, które chcieliby zadać, aby uzyskać informacje na temat jednego z wymienionych okresów.

Learner generated questions: Focus on accuracy, Focus on question formation, learner centered, promoting cooperation, learner talking time

2. Uczniowie czytają informacje na temat tych okresów (każda grupa na temat jednego z nich, tego, do którego układali pytania) i sprawdzają, czy w tekście są odpowiedzi na ich pytania

Reading for specific information and lexical Focus, jigsaw reading (different people read different texts): cooperation, learner talking time, information pool

3. Lider grupy przedstawia krótkie streszczenie swojego tekstu

Learner talking time

4. Ewaluacja: przygotowany przez nauczyciela quiz na temat wszystkich tekstów

