

Lesson plan | English is GREAT

Topic: English and other languages

Objectives:

- To give a short presentation about how the student uses the English language
- To be more aware of endangered languages and the impact of losing them
- To use idioms containing the word 'time' – the most frequently used noun in English
- To write a narrative about what students do in their 'spare time'

Level: Intermediate +

Time: 1 hour

Introduction

This lesson is about the English language and other languages (including endangered languages) that the students may know. It develops speaking skills and the use of idiomatic language and uses the students' own experiences and opinions as the basis of all discussions and written work.

Procedure

Warmer (10 mins)

- Hand out **Task 1** and ask students to make guesses about the common link between the words in the word cloud. (They are amongst the 25 most frequently used nouns in English; 'time', 'person' and 'year' being the top three respectively. See <http://oxforddictionaries.com/words/the-oec-facts-about-the-language>)
- Now show the 'English is great' poster and ask the students to discuss why the poster mentions, 'Home to the language and business of technology'.
- Lead on to the question, 'What do people use English for?' and elicit that English is a global language and is used to communicate much of the world's business and technology.
- If there is internet access, students can form more concise answers to the question by reading: <http://www.britishcouncil.org/learning-faq-the-english-language.htm>

Speaking (10 mins)

- Hand out **Task 2**.
- In pairs, the students complete Questions 1 and 2 where they give a short talk before moving on to questions which raise awareness of endangered languages and the reasons for keeping them alive. Monitor and provide content-based feedback if students require it.
- Listen and make notes of common errors.
- As a group, elicit content feedback and promote debate about the importance of protecting endangered languages.
- Feedback any common errors that the teacher noticed during pair discussion.

Vocabulary (5 mins)

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- Hand out **Task 3**.
- Ask students if they can remember which is the most frequently used noun in the English language (Time).
- Tell them they are going to learn some useful idioms that contain this word. Elicit any that they already know.

Q1. Definition matching (5 mins)

- Ask students to match the idioms with the definition, individually and then in pairs, before feeding back as a group.
- For higher levels, cut up the idioms and definitions and distribute them amongst the group of students. Students mingle to find their matching pair of idiom and definition.

Q2. Fill the gaps with idioms using 'time' (10 mins)

- Tell students to fill the gaps in the text with the 'time' idioms they studied in Q1.

Q3. Extension Activity - Collocation search (10 mins)

- Tell students who finish early to use the British National Corpus to find more examples of the 'time' idioms in use.

Q4. Writing (15 mins)

- Students write about what they do in their spare time and try to incorporate some of the 'time' idioms.
- Encourage students to pair check their work and read their work aloud to their partner.

Students could record themselves reading their work aloud at <http://vocaroo.com/>. This gives them the opportunity to self-correct. They can even send their recordings to you so you can give more detailed feedback.

Cooler – Option 1 - What's your favourite word in English? (10 mins)

- Hand out **Task 4**.
- Tell the students to think of their favourite word in English.
- Put the students in small groups and ask them to discuss their words and give reasons why they chose them.
- Gather the words generated by the whole class and make a word cloud at: <http://www.wordle.net/create>
- Make more word clouds using students' favourite word in other languages.
- Make sure all word clouds created are displayed prominently.

Cooler – Option 2 - Bingo using a video (10 mins)

- Hand out the Bingo cards provided at the end of these teachers' notes, enough for one per student.
- Play video : http://www.youtube.com/watch?v=Q-XozG0RSCo&feature=player_embedded#!
- Students watch the video and cross off words on the grid as they see or hear them. Play until one student has crossed off all the words in one line and shouts 'Bingo'. The game continues until one student crosses off all the words on their grid and shouts 'Bingo' or 'Full House'. This person is the ultimate winner.

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- Discuss issues that arise from the film, such as what would happen if languages continue to die out. (cultures would disappear)

ANSWER KEY

Task 2 - Speaking

These question types are commonly found in academic speaking tests where they begin by asking the students to respond personally, before moving on to more abstract discussion.

In question 1, remind students to give reasons for their answers during the presentations.

In question 2, encourage students to think about endangered languages. The teacher can promote a healthy debate about why it is important to keep all the world's languages alive and the negative impact of losing them.

If we lose languages, we lose cultures. This is mentioned by Paulo Coelho in the video used in the Bingo game at the end of the lesson. The teacher may wish to highlight and discuss this thought now.

Task 3 - Vocabulary and writing

Remind students that it would be unnatural to use too many idioms all in one go. However, for the purposes of learning idioms effectively, it can be useful to learn them as a lexical set.

Promote a discussion about why 'time' is the most frequently used word. Perhaps it's because everyone always wants more of it.

Question 1

Idiom	Definition
1. out of time	H. to leave work unfinished
2. time after time	A. over and over again, repeatedly
3. in the nick of time	J. just at the right moment – any later and it'd be too late
4. killing time	F. making the time pass quickly
5. time for a change	I. the right moment to do something completely different
6. Only time will tell,	G. you need to wait before you can find out
7. have a whale of a time	C. to have an amazing, enjoyable time.

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8. spare time	D. free time, when not working
9. Time flies when you are having fun!	E. to enjoy yourself and not notice that time has passed
10. time off	B. time to relax

Question 2

Answers

- A. The police arrived **in the nick of time** and caught the thief trying to escape through the window.
- B. **Time flies when you are having fun!** I couldn't believe Jane and I had been talking for 3 hours!
- C. I'm **killing time** by having a coffee as I wait to catch my train home.
- D. I didn't finish the exam as I ran **out of time**.
- E. **Only time will tell** if my broken arm heals well. I have to wait at least six weeks before I will know.
- F. I've been studying so hard this week. I need a bit of **time off**.
- G. I always have **a whale of a time** when I meet up with my friends. They make me laugh so much.
- H. I've told you **time and time again** to tidy your bedroom! I am not going to do it for you!' said Mum to George.
- I. I've been doing the same job for twenty years. I'm so bored with it now that I've decided it's **time for a change**.
- J. In her **spare time**, Catherine likes to go to the cinema with her friends.

Task 5 - Bingo

Word list to match the video and Bingo cards provided at the end of these teachers' notes:

diversity	communities	societies	culture	matter
Nigeria	multi-lingualism	Ecuador	Quichwa	21 st Feb
understand	mother tongue	fight	self-confidence	generations
languages	Lebanon	communication	cyberspace	threat
Hindi	Swahili	future	workforce	literacy

To create further bingo cards so more students can play whilst watching the video, copy the list of words above and generate bingo cards by pasting here: <http://print-bingo.com/blank-bingo-cards.php>

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To play Bingo without the video

- Tell the students to write their own word list of the world's languages which can be used to make Bingo grids. Copy and paste the students' list here:

<http://print-bingo.com/blank-bingo-cards.php>

- Randomly call out words from the list until one student crosses off all the words in a line and shouts 'Bingo'.
- Continue calling out words until one student has crossed off all the words on their card and they shout 'Bingo' or 'Full House'. This is the ultimate winner.

Extension activities

The teacher can set the extension activities to promote further learning by organising the discussion activity and encouraging the students to complete the 'The World Languages Reading Game' or prepare a talk to present in the subsequent lesson.

Bingo Cards – 1

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B	I	N	G	O
societies	Quichwa	fight	cyberspace	21st February
culture	Ecuador	self-confidence	communication	disappear
diversity	Nigeria	*	Lebanon	threat
Hindu	linguistic	mother tongue	languages	generations
communities	Swahili	understand	workforce	literacy

<http://print-bingo.com>

B	I	N	G	O
Hindu	linguistic	fight	communication	disappear
societies	Quichwa	understand	languages	literacy
diversity	Swahili	*	cyberspace	21st February
communities	Nigeria	mother tongue	workforce	generations
culture	Ecuador	future	Lebanon	threat

<http://print-bingo.com>

Bingo cards - 2

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B	I	N	G	O
Hindu	Ecuador	mother tongue	workforce	literacy
diversity	Nigeria	understand	languages	21st February
culture	Swahili	*	cyberspace	generations
communities	Quichwa	self-confidence	communication	disappear
societies	linguistic	fight	Lebanon	threat

<http://print-bingo.com>

B	I	N	G	O
diversity	linguistic	future	Lebanon	threat
culture	Nigeria	self-confidence	communication	literacy
communities	Ecuador	*	workforce	generations
societies	Quichwa	understand	languages	disappear
Hindu	Swahili	mother tongue	cyberspace	21st February

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Bingo cards - 3

B	I	N	G	O
Hindu	Swahili	future	languages	threat
communities	Quichwa	fight	cyberspace	disappear
societies	Ecuador	*	communication	generations
culture	linguistic	mother tongue	workforce	21st February
diversity	Nigeria	self-confidence	Lebanon	literacy

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B	I	N	G	O
culture	Nigeria	self-confidence	cyberspace	generations
Hindu	Swahili	future	Lebanon	literacy
diversity	Quichwa	*	languages	21st February
societies	linguistic	fight	communication	disappear
communities	Ecuador	understand	workforce	threat

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Bingo cards - 4

B	I	N	G	O
Hindu	Ecuador	future	languages	threat
societies	Nigeria	fight	Lebanon	disappear
culture	Quichwa	*	cyberspace	21st February
communities	Swahili	self-confidence	communication	literacy
diversity	linguistic	mother tongue	workforce	generations

<http://print-bingo.com>

B	I	N	G	O
communities	Quichwa	self-confidence	communication	disappear
societies	Ecuador	future	cyberspace	21st February
culture	Swahili	*	Lebanon	literacy
diversity	Nigeria	understand	languages	threat
Hindu	linguistic	fight	workforce	generations

<http://print-bingo.com>