

Activity Name: “Warm-up, the Pyramid of Irregular Verbs”

SDG focus: SDG 6

Aims

- Through the warm-up activity previous knowledge of the students is being involved thus stimulating by brainstorming activity and class-led discussion the creation of common knowledge on sustainable management of water (SDG 6), as the pond mentioned in the tale. The teacher provides scaffolding so that all students can reach the same results through meaningful contexts: low-achievers and high-achievers. Through the first activity, they develop further their ability to look for specific information and work out specific language use (grammar units) from context and reach a global conclusion inductively by being exposed first to language input. In the second activity by elaborating their own accounts they personalize the language input and enhance further its acquisition in an activity that requires a high degree of cognitive demand. Furthermore, by engaging another channel of information received their creativity and understanding are fostered further.
- Cope with unfamiliar texts, work out the meaning from context, public speaking, teamwork etc.
- Express opinions about culturally-related topics and sensitive ones. Build responsibility in students as future citizens of the world and stimulate their curiosity towards other cultures and foster tolerance and intercultural communication.

Language focus

- Public speaking.

Creative focus

- Storytelling.

Level: A2

Age: 11-14

Time: 90 minutes

Preparation

- Prepare the material: Powerpoint presentation; handouts with the story, a handout with the pyramid of irregular verbs; videos for the second activity:
https://www.youtube.com/watch?v=XtyXnr5XV_A
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Procedure

Warm-up and Activity 1

- Firstly, students are exposed to a set of images to immerse them in the Inca and Moche cultures. This way a social context is provided and students are enabled to connect the short story and specific *realia* mentioned to a particular land and oral traditions. They are also shown the places where this culture collects or drink water.
- The goal of this activity is to focus on specific linguistic units-regular and irregular verbs within a more artistic context.
- The warm-up activity bears resemblance to the CLIL approach as it activates their cross-curricular knowledge and allows them to become familiar with the specific vocabulary to be able effectively to carry out a conversation related to History and Geography and narrate a legend or story belonging to student’s own region/country.
- First, students are provided with a copy of the tale and they are asked to underline all the verbs in Past simple. This first activity is based on the Grammar-Translation method but not for the mere sake of mechanically exercising units of language but by putting the verbs in the corresponding pyramids, they are provided with a specific context. Furthermore, students are given a short preparation time when they work in small groups or pairs

discussing the options in English, so they provide each other with the necessary scaffolding and convert an apparently autonomous activity into a socially engaging process. At a later stage, when the answers are discussed, Students are asked follow-up questions within a different context so that we make sure that they are getting familiarized with the new vocabulary and its use. For instance, by using questions like *When was the last time you arrived late for an important event?* You make it more personal to them and thus acquisition is fostered as they start using the new vocabulary within situations relevant to them. As a result, the communicative approach is also involved regardless of the apparent, more formulaic aspect of this task.

Activity 2

- Students watch a short video excerpt from the cartoon movie called *The Mysterious Cities of Gold* which narrates the story of Esteban and Malinche and their adventures in the New World. Thus students are provided with a reference and their imagination is stimulated also by visual and more dynamic means. On the other hand, it triggers their motivation more entertainingly and could prove to be a valuable source of ideas for the next activity.
- The aim is to put into production the grammar points they have acquired and apply it in real, uncontrolled setting. They produce their own utterances and use them in real-life situations.
- In this activity, students are asked to imagine what would happen inside *The Pyramid of the Sun*. Beforehand they watch the video in which one of the main characters confesses his secret about the *Mysterious Cities of Gold* and their whereabouts. So, students work in groups and they have to draw a map and

trace their path to reach the hidden treasure. They work in groups and have to come up together with ideas and elaborate their action plan. Later they have to imagine the course of events and what kind of difficulties they could possibly face and develop strategies to overcome them. Finally, they head back to Spain as retiring conquistadores and upon arrival, they deliver a detailed account of their experiences. They would be asked to use as much as possible the verbs they have been introduced to in the previous activity. Throughout this activity the premises of two different approaches are involved: Communicative Approach and Task-based Approach as students use target language during all the process of organization and negotiating and, furthermore, they carry out this activity having in mind the accomplishment of a certain goal.

Follow-up



- The wrapping-up session involves the evaluation part of the student's progress. Peer evaluation is coined as it is more competitive, in many cases deemed more stress-free for students and might be considered a "fair"

evaluation as it involves more students in the assessment process which makes it seem more objective.

- They evaluate each group's accounts and vote which is the most adventurous, the trickiest, the less likely to happen, the strangest one and state their reason. They are also encouraged to give their "critical" evaluation of their classmates' performances and think about the process of communication and some useful strategies even without being aware of this metacognitive learning act.